Students' Needs Analysis for Practical Anti-Plagiarism Guidelines in Polytechnic Higher Education

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	ABSTRACT
Keywords: *Academic Integrity* *Anti-plagiarism* *Needs Analysis* *Vocational Higher Education*	*Academic integrity has become a very important issue in higher education recently, along with the high use of Generative AI technology in academic writing. This study aims to analyze students' needs for plagiarism prevention through practical anti-plagiarism guidelines in the Vocational Higher Education environment. This study applied a descriptive survey research design involving 80 students from four study programs in the Business Administration Department of the Pontianak State Polytechnic. Data were obtained through a structured questionnaire that assessed awareness of plagiarism, academic writing practices, digital literacy, use of reference managers, and the need for institutional support. The results of this study indicate that students already have a fairly good conceptual understanding of plagiarism, but still face difficulties in practice due to a lack of information or facilities for learning academic writing skills. This study found a gap between these two aspects, indicating a strong need for practical and easily accessible anti-plagiarism guidelines.*

1. Introduction

Academic integrity is a fundamental principle in higher education that guarantees the authenticity of scientific work and the credibility of the learning process. In recent decades, the issue of plagiarism has become a serious concern across higher education institutions,

especially with the increasing availability of information sources and the development of Generative AI-based writing technologies. Several studies have shown that plagiarism is no longer understood solely as an ethical violation by individuals, but also as a pedagogical phenomenon closely related to student academic literacy and the learning system in institutions (Hasiara & Rahman, 2022; Silalahi et al., 2024). In the context of higher education in Indonesia, plagiarism remains a recurring problem in both written academic assignments and student research papers. Research conducted by Tangkelangi et al. (2021) shows that students generally understand the basic definition of plagiarism, but still have difficulty recognizing more complex practices of plagiarism, such as paraphrasing without attribution, self-plagiarism, and the inappropriate use of citations. This condition shows that conceptual understanding is not always followed by adequate academic practice skills.

A number of other studies also confirm that plagiarism often occurs not because of the intention to commit academic misconduct, but rather as a result of limited scientific writing skills, low literacy in references, and a lack of systematic academic guidance (Harahap D. M. et al., 2024; Harahap H. F. et al., 2025; Lubis et al., 2024). Students often face difficulties in paraphrasing, integrating quotations into academic texts, and compiling bibliographies consistently, resulting in frequent instances of unintentional plagiarism. The digital transformation in higher education has further complicated the issue of maintaining academic integrity. The availability of extensive online resources does make it easier for students to obtain information instantly, but it also increases the practice of copy-pasting and reproducing text without critical processing (Bui & Nguyen, 2023; Rodrigues et al., 2023). In addition, the emergence of Generative AI technology has also presented new challenges in the world of scientific writing. AI can indeed assist in academic language composition, but it also has the potential to produce highly similar texts and invalid references if used without adequate ethical understanding (Huang et al., 2025; Yousaf, 2025).

From a pedagogical perspective, plagiarism can be understood as part of the learning process of academic integrity. A number of studies confirm that plagiarism often occurs due to limited academic skills, not solely because of the intention to cheat (Hasiara & Rahman, 2022; Silalahi et al., 2024). Recent studies even indicate a gap between students' awareness of academic rules regarding plagiarism and their ability to practice scientific writing (Harahap H. F. et al., 2025; Lubis et al., 2024). Students tend to understand the rules conceptually, but lack operational skills in areas such as paraphrasing techniques, integrating quotations, and managing references. The development of the digital learning environment continues to demand the strengthening of digital academic literacy among its participants, namely students and lecturers, including literacy in the use of reference managers and the responsible use of Generative AI technology (Sharizan et al., 2025). However, several studies show that an approach based solely on plagiarism detection is not yet effective enough in building long-term academic integrity (Sukaemi et al., 2025; Sundoro et al., 2025). Preventive efforts through training, academic mentoring, and the provision of practical guidelines have shown a more significant impact in improving the quality of students' academic practices (Sujianti & Sunariyanti, 2024).

Several other studies have also emphasized the importance of the role of institutions in providing clear and accessible academic guidelines. Practical guidelines explaining paraphrasing techniques, citation rules, the use of digital tools, and the limitations of AI technology have been shown to help students understand academic standards in an operational, rather than just normative, way (Putri & Aisyah, 2025; Raihana et al., 2023). Thus, plagiarism prevention should be viewed as a process of learning academic integrity based on student needs.

Although studies on academic plagiarism have been conducted extensively, most research still focuses on student perceptions, plagiarism rates, or institutional policy evaluations. Studies that specifically analyze student needs as a basis for developing institutional interventions are still limited, especially in the context of vocational higher education. The characteristics of vocational learning, which emphasize practical reports, applied projects, and the production of professional documents, make the need for academic writing support different from that of general academic education.

Therefore, this study aims to analyze students' needs related to plagiarism prevention through the development of practical anti-plagiarism guidelines in the Vocational Higher Education environment. This study seeks to answer the following questions:

1. What is the current level of students' plagiarism awareness and academic writing practices in the Vocational Higher Education?
2. What difficulties do students experience in avoiding plagiarism when writing academic assignments?
3. How do students utilize digital academic tools, including AI technologies and reference managers, in their writing practices?
4. What types of institutional support do students need to effectively prevent plagiarism?

This study contributes to shifting the focus of plagiarism research from a detection approach to a needs-based academic integrity development approach, namely the development of preventive policies based on the real needs of students. The results of this study are expected to provide an empirical basis for the development of practical anti-plagiarism guidelines that are relevant to the challenges of digital learning and the use of Generative AI in vocational higher education environments.

2. Method

This study uses a quantitative approach with a cross-sectional descriptive survey design that aims to identify the actual conditions, perceptions, and needs of students regarding plagiarism prevention in vocational higher education. This descriptive study serves to describe educational phenomena systematically without manipulating research variables (Best & Kahn, 2006). The survey method was chosen because it allows researchers to collect data from a number of respondents in a relatively short period of time to obtain an overview of students' attitudes, experiences, and learning needs (Creswell & Creswell, 2018). The participants in this study were students from four study programs in the Business Administration Department of the Pontianak State Polytechnic. Sampling for this study used convenience sampling, in which respondents voluntarily participated by completing online questionnaires. This technique is commonly used in higher education survey research that emphasizes conscious participation and research ethics towards human subjects (Fraenkel et al., 2012).

The data in this study were obtained using a structured questionnaire developed based on a synthesis of the literature on academic integrity and student plagiarism. The questionnaire consisted of several main constructs: Awareness of plagiarism, including understanding the definition and practice of plagiarism; Academic writing practices, including paraphrasing, citation, and use of references; AI Literacy; Digital academic literacy, particularly the use of reference managers; The need for institutional support, related to anti-plagiarism training and guidance; and Open-ended questions, to explore students' experiences and difficulties qualitatively. The closed-ended items used a five-point Likert scale to measure the respondents' level of agreement. The use of the Likert scale is recommended in educational survey research because it effectively quantifies respondents' attitudes, perceptions, and opinions (Best & Kahn, 2006; Cohen et al., 2005). Lastly, the open-ended questions were added to gain qualitative insights to enrich the interpretation of the research results.

The quantitative data obtained were then analyzed using descriptive statistics, including mean values, frequency distributions, response percentages, and interpretation of data trends to identify general patterns of student responses (Best & Kahn, 2006). Meanwhile, open-ended question response data were analyzed using thematic analysis to identify recurring themes that reflect student experiences and needs (Braun & Clarke, 2006). A combination of descriptive statistics and thematic analysis was used to produce a comprehensive picture of student needs in plagiarism prevention. The construct validity of the instrument was tested using corrected item–total correlation analysis, whereby items were deemed valid if they had a corrected item–total correlation value ≥ 0.30 (Hajjar, 2018). The construct validity test results indicate that all items have correlations above 0.30, so all questions are considered valid. The reliability of the instrument was tested using Cronbach's Alpha, where a Cronbach's Alpha value ≥ 0.70 indicates an acceptable level of internal consistency (Subhaktiyasa, 2024). The reliability test results indicate that all constructs exhibit good internal consistency, with Cronbach's Alpha values above the minimum threshold of 0.70.

3. Result and Discussion
Results
After the survey questionnaire was distributed, there were 80 respondents who voluntarily filled out the questionnaire. The participants were from semesters 2, 4, and 6, representing a variety of academic experiences in writing papers, practice reports, and scientific reports. Based on the survey results, data were obtained as shown in Table 1. The interpretation of mean scores follows the Likert scale interval classification, where values of 1.00–1.80 indicate very low, 1.81–2.60 low, 2.61–3.40 moderate, 3.41–4.20 high, and 4.21–5.00 very high.

Table 1. Descriptive Statistics of Closed-Ended Questionnaire Results

Construct	N	Minimum	Maximum	Mean	Std. Dev	Category
Awareness	80	1.00	5.00	3.67	.70553	High
Writing Practice	80	2.25	5.00	3.71	.69633	High
AI Literacy	80	2.67	5.00	4.24	.60050	Very High
Reference Manager Literacy	80	1.00	5.00	3.21	.82397	Moderate
Institutional Support	80	3.00	5.00	4.24	.57630	Very High

The data in Table 1 show students' level of understanding and needs regarding each research construct. The construct of students' awareness of plagiarism is in the high category (M = 3.67), indicating that most students understand the basic concepts of academic integrity.

The academic writing practice construct is also in the high category (M = 3.71), although there are still variations in students' academic experiences as shown in the open-ended questions. The AI literacy construct obtained the highest mean score (M = 4.24) and is in the very high category. These findings indicate that students are familiar with the use of Generative AI in academic activities. However, reference manager literacy had the lowest average score (M = 3.21) and fell into the moderate category. This indicates that the use of reference management tools is not yet a common practice among students. The institutional support needs construct also obtained a very high score (M = 4.24), indicating that students have a strong need for practical guidance, academic training, and institutional policies to prevent plagiarism.

Based on a comparison of the results between constructs, this study identified three main findings. First, students already have a high level of awareness of plagiarism and AI literacy. Second, the use of reference managers remains at a moderate level, indicating a gap in academic literacy skills. Third, the need for institutional support received the highest score, indicating that students need practical guidance and structured training to support ethical scientific writing practices. These findings reveal a gap between students' readiness to use digital technology and the availability of institutional academic support, which informs recommendations for developing practical anti-plagiarism guidelines. Furthermore, a thematic analysis of responses to open-ended questions was conducted to identify the difficulties students face in writing and their expectations regarding anti-plagiarism guidelines. Data on the themes of students' difficulties with academic writing are presented in Table 2.

Table 2. Themes of Student Difficulties in Academic Writing

Theme	Description
Difficulty of Finding References	Students have difficulty finding relevant and reliable scientific sources
Difficulty with Citations and Bibliographies	Confusion about how to properly format citations and reference lists
Paraphrasing and the Risk of Plagiarism	Students worry about plagiarism when citing sources
Integration of Academic Technology	Students are not yet accustomed to using reference managers or academic tools

Student responses indicate that the main difficulties they face in writing scientific papers are related to finding references and compiling citations correctly. Many respondents stated that finding appropriate scientific sources and matching quotations with the bibliography were their main challenges. In addition, students also expressed concerns about the risk of plagiarism due to their limited paraphrasing skills and lack of experience in using academic support tools. Student verbatim responses regarding their difficulties in academic writing are extracted in (1), (2), (3), and (4).

(1) "kesulitannya pada saat ingin mencari sumber referensi dan memasukkannya ke dalam makalah tanpa plagiarisme." (R3)

(2) "Menulis serta mencantumkan sumber, masih kurang paham caranya dan batas-batas nya, daftar pustaka juga masih kurang paham." (R28)

(3) "saya kesulitan mencari sumber untuk penulisan sebuah makalah, dan juga lumayan bingung untuk mem parafrase kata kata dari sumber tersebut agar tidak terjadi plagiarsisme." (R13)

(4) "Menyelaraskan kutipan di dalam teks dengan daftar pustaka secara manual adalah mimpi buruk. Salah satu titik koma atau tahun saja bisa merusak kredibilitas akademis. Itulah sebabnya alat bantu seperti Mendeley atau Zotero sangat krusial." (R5)

Table 3. Themes of Students' Expectations Regarding Anti-Plagiarism Guidelines

Theme	Description
Practical Writing Guide	Students want practical steps to avoid plagiarism
AI Usage Guide	Students need ethical guidelines for AI usage
Concrete Citation Examples	Students want direct examples in the guide
Institutional Academic Support	Hope for easily accessible official departmental guidelines

Analysis of student responses shows a strong need for practical anti-plagiarism guidelines. Students expect guidelines that not only explain the definition of plagiarism, but also provide concrete examples of citation, paraphrasing techniques, and ethical limits on the use of AI technology in academic activities. These findings reinforce the results of quantitative analysis, which show a high need for institutional support for students. Student responses regarding their expectations for the Anti-Plagiarism guidelines are shown in (5), (6), (7), and (8).

(5) "Harapan saya untuk panduan anti plagiarisme mahasiswa ini semoga bisa memberikan penjelasan yang jelas dan mudah dipahami tentang apa itu plagiarisme, karna panduan ini sangat membantu untuk menghindari kesalahan dan meningkatkan kejujuran akademik." (R19)

(6) "Yg saya harapkan adalah agar mahasiswa bisa tau batas plagiarisme apa lagi di dalam penggunaan AI yang tidak di cari tau dulu kebenaran jawaban tersebut (Sumbernya tidak ada)." (R7)

(7) "Cara Parafrase yang Gampang, Tutorial Sitasi yang Jelas, Contoh Kasus yang Nyata." (R76)

(8) "Saya berharap bisa memahami panduan tersebut dan membuat makalah secara baik dan benar." (R62)

These qualitative findings confirm the descriptive statistical results showing that the need for institutional support is very high.

Discussions

The Gap Between Awareness and Academic Practice

This study aims to analyze students' needs regarding plagiarism prevention as a basis for developing practical anti-plagiarism guidelines in vocational higher education. The results of this study indicate that students' awareness of plagiarism is high. Students understand the definition of plagiarism, recognize copy-paste practices as academic violations, and are aware of the importance of paraphrasing and citation in scientific writing. However, academic writing practices are not fully in line with this level of awareness. These findings indicate an awareness–practice gap, a condition where students' conceptual understanding is not fully translated into consistent academic practice. This phenomenon is in line with the research by Tangkelangi et al. (2021), which found that students often understand plagiarism theoretically but still experience difficulties in the technical implementation of scientific writing. Other studies also show that plagiarism often occurs due to limited academic skills, not solely due to ethical violations (Harahap D. M. et al., 2024; Hasiara & Rahman, 2022).

The responses to open-ended questions in this study reinforce these findings. Students explicitly stated their difficulties in finding references, compiling citations, and integrating quotations with the bibliography. This shows that strengthening academic integrity is not enough through the dissemination of rules, but needs to be accompanied by the systematic development of academic writing competencies. Another interesting finding is the high level of AI literacy among students. Students showed high familiarity with the use of artificial intelligence technology in academic activities. This condition shows that digital transformation has significantly changed the student learning ecosystem.

However, qualitative data shows that students still experience uncertainty regarding the ethical boundaries of AI use. Several respondents expressed concerns about whether their use of AI was in accordance with academic standards. This finding is in line with Huang et al. (2025) and Yousaf (2025), who emphasize that the development of generative AI presents new challenges for academic integrity in higher education. Thus, the issue of plagiarism in the digital age is no longer limited to traditional copy-paste practices, but also relates to students' ability to use technology ethically and reflectively. Therefore, academic integrity education needs to evolve by incorporating AI literacy as part of scientific writing learning.

Relatively Low Reference Manager Literacy as a Digital Competency Gap

Although students have a high level of AI literacy, their reference manager literacy is moderate and ranks lowest compared to other constructs. These findings indicate a gap in students' academic digital competencies. Students are accustomed to using instant generative AI, but are not yet optimal in utilizing academic technologies that support sustainable scientific practices. These results are consistent with the findings of Sharizan et al. (2025) which states that lack of training in using reference managers is one of the main factors contributing to student citation errors. Student responses indicating a need for training in reference managers show that the problem of plagiarism stems in part from limited academic tools, not just a lack of awareness. Therefore, strengthening academic digital literacy needs to focus on the use of technology that supports responsible scientific practices.

The Need for Institutional Support in Plagiarism Prevention

The construct of institutional support needs received the highest score in this study. Students consistently expressed a need for practical anti-plagiarism guidelines, reference manager training, and guidelines for the use of AI in academic activities. These findings reinforce the argument that a plagiarism prevention approach based on detection and sanctions is no longer adequate. Sundoro et al. (2025) dan Silalahi et al. (2024) emphasize that higher education institutions need to shift towards a preventive approach through academic integrity education.

In the context of vocational higher education, the need for practical guidance is becoming increasingly relevant as students routinely produce practice reports and professional documents. Operational and accessible guidance has the potential to bridge the gap between academic rules and students' daily writing practices.

Implications for the Development of Practical Anti-Plagiarism Guidelines

Based on the overall findings of the study, the development of practical anti-plagiarism guidelines needs to consider three main components:

1. Strengthening academic writing skills, particularly paraphrasing and citation;
2. Integrating academic AI literacy, including restrictions on the use of Generative AI;
3. Use of reference managers as technical support for scientific writing.

Thus, anti-plagiarism guidelines serve not only as regulatory documents, but also as learning tools that support the continuous development of students' academic literacy.

4. Conclusion

This study aims to analyze students' needs regarding plagiarism prevention as a basis for developing practical anti-plagiarism guidelines in vocational higher education. The results show that students already have a high level of awareness of plagiarism and are familiar with the use of Generative AI in academic activities. However, students' scientific writing practices are not yet fully in line with this level of awareness. The research findings identify a gap between awareness and academic practice (awareness–practice gap). Students understand the concept of academic integrity but still experience difficulties in technical aspects such as reference searching, citation compilation, paraphrasing, and the use of reference managers. On the other hand, students show a very high need for institutional support in the form of practical guidelines, academic training, and clarity on policies regarding the use of AI technology.

Based on these findings, this study confirms that plagiarism prevention cannot rely solely on detection or academic sanctions. Instead, academic integrity needs to be developed through a preventive approach based on student needs. Therefore, the development of practical anti-plagiarism guidelines that integrate scientific writing skills, academic AI literacy, and the use of reference managers is a strategic step in supporting integrity in academic practices in vocational higher education. This study contributes by offering a needs-based academic integrity

development perspective, which is an approach to strengthening academic integrity that departs from the real needs of students as the main users of academic policies.

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