

Overcoming plagiarism through habituation on appreciating each human work: Balinese culture implementation of *Tri Hita Karana* on learning in higher education

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ABSTRACT

Purpose: *Tri Hita Karana* is one of the three causes of happiness in the lives of Balinese people. The cause of this happiness is a harmonious and good relationship between humans and (1) God or the Creator, (2) other humans, and (3) the surrounding environment. This study aimed to describe that THK habituation affects simultaneously both students' academic honesty and social honesty.

Design/Methodology/Approach: This research is a type of quantitative research with 296 population students, in which 56 students were randomly selected and divided into two classes. The data collection method used a non-test with a questionnaire as the instrument. Data were analyzed using Multivariate Analysis of Variance (MANOVA)

Findings: There is a significant difference in academic and social honesty simultaneously between the students who were involved in THK and those who participated in common habituation. This shows that applying THK habituation continuously during lectures could prevent plagiarism. The final result shows that this habituation affects positively scientific practices, in which the previous high plagiarism percentage of 90% decreased to 24%.

Conclusion: THK habituation affects the academic and social honesty of the students positively. No wonder it happens because this habituation is applied continuously and emphasized verbally. It is also supported by a study that conveys that future academic violations can be prevented by increased support and good guidance while the students learn.

Keywords: Higher education, Plagiarism, *Tri Hita Karana* habituation.

1. INTRODUCTION

Technological progress has a huge impact on every aspect of life. Moreover, the COVID-19 pandemic has caused all learning activities to be conducted online. Currently, learning activities are conducted more effectively by utilizing digital technology and unlimited global education ideas (Bravo, Chalezquer, & Serrano-Puche, 2021; Morris, Ivancheva, Coop, Mogliacci, & Swinnerton, 2020). Through the use of technology, learning could be conducted using all platforms, such as Lectorad, Moodle, Webex, Canvas, etc. Learning using technology makes learning resources not only come from teachers but also everything on the internet (Gómez-García, Hossein-Mohand, Trujillo-Torres, & Hossein-Mohand, 2020; Milal et al., 2020; Oktavianto & Persada, 2021).

Therefore, every person in the world of education can access information from various resources on the internet easily. As a result, it leads to many academic cheatings such as plagiarism. This problem is certainly found at every education level, especially higher education. A research finding indicates that students of higher education are inclined to experience negative emotions caused by stress, anxiety, and depression because of various assignments faced in higher education. The COVID situation also emphasizes that the students' will to cheat is influenced by online learning, in which the demands of assignments are increased. It is caused by factors of laziness, and social pressure to graduate with a high cumulative achievement index, worsened by a cheating chance in online education (Erguvan, 2021; Walsh et al., 2021). A student commits plagiarism because of competition pressure from

their classmates, and limited self-confidence. Moreover, it is explained that the students believe that online cheating often happens due to the weak supervision of the educators (Abuhmaid & Jarrah, 2022).

Another study has demonstrated that assessment during online learning is the 'survival' method for students (Meccawy, Meccawy, & Alsobhi, 2021). The term 'survive' is used by educators due to many accepted assignments during online learning that make the students take a shortcut by committing academic violations, some of which are often found in the form of plagiarism by not citing the source, copying and pasting classmates' work, or asking for help from an online task service assistant, which is widely discovered on social media.

Following the previous explanation, the types of cheating that are often committed by students could be classified into two types: namely academic dishonesty and social dishonesty. According to a previous study, academic dishonesty includes: (1) claiming a task finished by others; (2) citing various print and nonprint sources but not giving credit to the sources, (3) obtaining leaks of question papers or answers from others, (4) receiving help from various parties when doing the task; (5) committing forgery of research findings; (6) making various reasons to postpone the task submission; (7) committing forgery of bibliography; (8) helping classmates to do a task or test; (9) bringing cheat sheet to an examination; (10) only becoming a parasite member in group work (Ross, Scanes, Poronnik, Coates, & Locke, 2022).

Globalization necessitates that educational institutions at all levels adapt and adjust their practices, particularly with regards to assessment. A survey was conducted of 20 lecturers from state and private colleges in Bali Province to discover the general percentage of academic and social honesty level of the students being taught. The first question was, "What percentage of your students are proven to commit plagiarism from various resources, for example, in essay tasks?" The lecturers commonly mentioned more than 50%, of which the mean value is 55,5%. The second question was, "What percentage of your students committed cheating, e.g., obtaining questions or answers from their classmates, cheating during the examination?" The lecturers also commonly mentioned more than 50%, of which the mean value is 58%. Teenagers' character affects leadership, humility, and spirit, perseverance, and therefore self-management is needed so that their behavior does not diverge (Effendi, 2022; Qin et al., 2022).

This certainly indicates that students are used to committing academic or social dishonesty to achieve good grades. On the other hand, if this negative behavior becomes a habit, it could adversely affect their future lives. Hence, it is imperative to adopt a novel habituation approach in order to enhance self-awareness in response to the prevalence of academic cheating behavior. This condition is different from the vision and mission of the Ministry of Education and Culture stated in the Regulation of the Ministry of Education and Culture, namely Pancasila students. Pancasila student is a realization of Indonesian students as lifelong learners who own global competency and behave based on Pancasila values with the six main characteristics, i.e., believer, devoted to God, noble, globally diverse, cooperater, independent, critical thinker, and creative. Among those six profiles of Pancasila students, the most prominent ones are believer, devoted to God, and noble. Honesty is a form of a person's nobility; if someone acts honestly, it can be considered that this person has good nobility.

To realize the vision and mission, various ways are needed to achieve the goal. Technological progress also influences the existing culture; therefore, new habits of cultural delivery are needed to keep it up to date with today's conditions. One way that can be done is to practice Tri Hita Karana. Tri Hita Karana comes from the words Tri, which means three, and Hita, which means happiness. Moreover, Karana means to cause, so Tri Hita Karana is one of the three causes of happiness in the lives of Balinese people. The cause of this happiness is a harmonious and good relationship between humans and (1) God or the Creator, (2) other humans, and (3) the surrounding environment (Adnyana, 2020). An educator should understand the culture in his place of duty; this is a form of loving local wisdom, which can be linked to the learning carried out (Guo & Laokulrach, 2023).

A study has explained that education is very related to the existence of individuals in the world and has a lot to do with the environment (Widiana, Triyono, Sudirtha, Adijaya, & Wulandari, 2023). Another study also mentioned that excessive exploitation of the environment has happened in remote coastal areas of Bali, which has been a continuous responsibility of all public elements (Jampel et al., 2018). Currently, cultural inheritance is affected by globalization influence, so it is essential to inherit culture through educational institutions to overcome the effect of globalization. Consequently, THK philosophy is very relevant if it is connected with Pancasila values.

It is crucial for the students to develop habit based on the local geniuses that each are possesses. A previous study stated that local genius can be a valuable source for supporting society (Musaddat, Suarni, Dantes, Putrayasa, & Dantes, 2021). Attention to culture also becomes important since it offers various good and powerful practices to

create synergy in human life (Rössler & Lin, 2018). Local genius is a characteristic or excellence owned by a social group in an area that could be used to develop human civilization. As the saying goes, "Where the earth steps, the sky is upheld," which means everywhere educators serve, it is compulsory to widen their competency about culture, so they can guide the students in a better direction (Noortyani, Mangkurat, Yarsama, & Ayu, 2022).

Several previous studies have inserted THK into the devices used. One of them is the research conducted, which developed learning devices for Tri Hita Karana-based problem-solving in social studies for elementary school (Suputra & Sujana, 2021). The research findings demonstrated that the validity of compiled devices belongs to the very good category, and the results of individual trials are also in the good category. Similar research was also conducted, which developed aTHK-based learning video on social studies for Grade 5 elementary schools (Wahyudi & Agung, 2021). The research findings showed that product validity belongs to a very good category, and the results of individual trials also indicate very good criteria.

Based on this background explanation, the variables being investigated are academic honesty (Y1) and social honesty (Y2). Each variable has indicators that would be measured by respondents through the questionnaire. According to the research conceptual framework, three research hypotheses are formulated as follows: 1.) There is a significant difference in academic honesty between the students who are involved in THK habituation and those who participated in common habituation. 2.) There is a significant difference in social honesty between the students who are involved in THK habituation and those who participated in common habituation. 3.) There is a significant difference in academic and social honesty simultaneously between the students who were involved in THK habituation and those who participated in common habituation.

2. RESEARCH METHOD

This quantitative research has a population of 296 students from the FIP Undiksha Elementary School teacher education study program. The sample selection used a purposive sample technique with the criteria of students taking the Tri Hita Karana course. The number of samples obtained was 58 for research. This number was divided into two groups, one as the experimental class (THK habituation) and the other as the control class (common habituation).

Before the sample was selected, a difference in means test between the two classes was carried out previously to ensure all classes were equivalent. Class homogeneity was searched for using the t-test.

Before conducting a study, an instrument trial was needed to determine whether the instrument being used was valid, as follows: (1) Content validity was conducted using assessments from two judges for each variable. The result was that there were twelve relevant instruments of academic honesty and twelve relevant instruments of social honesty (2) Item validity using product moment correlation, in which the result was that there were ten valid instruments of academic honesty, while two items were invalid. Similarly, there were also ten valid instruments of social honesty, meanwhile, two items were invalid. (3) Reliability was measured using the *Alpha Cronbach* formula in which the result of the instrument of academic honesty is shown in Table 1. Meanwhile, the result of the reliability test of social honesty is shown in Table 2.

Table 1. Reliability instrument of academic honesty.

Reliability statistics	
Cronbach's alpha	N of items
0.839	12

Table 2. Reliability test of social honesty.

Reliability statistics	
Cronbach's alpha	N of items
0.704	12

It can be concluded that the academic and social honesty instruments that can be used each consist of 10 items. The research was carried out by applying THK habituation to the experimental group and general habituation to the control group. Research findings are explained using SPSS.

3. ANALYSIS OF THE RESULTS

The hypothesis test of the study was conducted using multivariate analysis of variance (MANOVA). MANOVA is an ANOVA extension that compares the means of two or more groups on several dependent variables. ANOVA is a statistical approach for comparing the means of two groups and determining whether or not the difference in group means is statistically significant; meanwhile, MANOVA examines if the group means of dependent variables differ substantially from one another. For this purpose, the prerequisite tests of MANOVA, namely the normality test of the data distribution and the homogeneity of variance test, were carried out. The normality test is shown in Table 3. After the normality test, a result is obtained. The homogeneity test result is shown in Table 4.

Table 3. Normality test of data distribution.

Tests of normality	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Academic honesty of common habituation	0.130	29	0.200*	0.965	29	0.422
Academic honesty of THK habituation	0.143	29	0.132	0.955	29	0.243
Social honesty of common habituation	0.184	29	0.104	0.950	29	0.184
Social honesty of THK habituation	0.120	29	0.200*	0.974	29	0.680

Note: *. This is a lower bound of the true significance.
a. Lilliefors significance correction.

Table 4. Homogeneity of variance test.

Levene's test of equality of error variances		Levene statistic	Df1	Df2	Sig.
Academic honesty	Based on mean	0.176	1	56	0.676
	Based on median	0.238	1	56	0.627
	Based on the median and with adjusted df	0.238	1	55.601	0.627
	Based on trimmed mean	0.167	1	56	0.684
Social honesty	Based on mean	1.096	1	56	0.300
	Based on median	0.793	1	56	0.377
	Based on the median and with adjusted df	0.793	1	55.635	0.377
	Based on trimmed mean	1.109	1	56	0.297

According to the displayed result, it can be concluded that the data have been normally distributed and homogeneous. The result of the hypothesis test for 1st Hypothesis is shown in Table 5.

Table 5. Result of hypothesis test.

Source	Dependent variable	Df	Mean square between (MSB)	F	Sig.
Habituation	Academic honesty	1	596.483	18.234	0.000

Based on Table 5, the result of a multivariate analysis of the students' academic honesty who learn with THK habituation and common habituation showed that the F value is 18.234, df = 1, and Sig = 0.000. It means that the significance level is lower than 0.05. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a), which states that there is a significant difference in academic honesty between the students who are involved in THK habituation and those who participated in common habituation, is accepted. Therefore, it could be concluded that THK habituation positively affects the students' academic honesty. Through the internalization of local culture, the students are indeed given a chance to learn according to it because it is very close to their daily lives. The result of the hypothesis test for the second hypothesis is shown in Table 6.

Table 6. Result of hypothesis test.

Source	Dependent variable	Df	Mean square between (MSB)	F	Sig.
Habituation	Social honesty	1	724.569	21.421	0.000

Based on Table 6, the result of a multivariate analysis of the students' social honesty who learn with THK habituation and common habituation showed that the F value is 21,421, df = 1, and Sig = 0,000. It means that the significance level is lower than 0.05. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a), which states that there is a significant difference in social honesty between the students who are involved in THK habituation and those who participated in common habituation, is accepted. The result of the hypothesis test for third hypothesis is shown in Table 7.

Table 7. Summary of result analysis of students' academic and social honesty with MANOVA.

Effect	Statistics	F	P
Habituation	Pillae trace	10.572 ^b	0.000
	Wilk lambda	10.572 ^b	0.000
	Hotelling's trace	10.572 ^b	0.000
	Roy's largest root	10.572 ^b	0.000

Note: b. Indicates the data got exact statistic results and patent tested.

According to the analysis result performed in Table 7, the p-value is lower than 0,05 on the value of *Pillae Trace*, *Wilk Lambda*, *Hotelling's Trace*, and *Roy's Largest Root*. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4. DISCUSSION

4.1. The Tri Hita Karana Habituation Method is a Solution to Preventing Cheating and Plagiarism

Habituation is a method of learning values and morals that can be done by getting used to a behavior repeatedly and continuously until the behavior can change in a better direction. Tri Hita Karana is based on a progressive philosophical view of practical benefits. In the view of progressivism, humans desire to act constructively and innovatively because they desire to change (Trisiantari, Sunendar, Hartati, & Cahyani, 2023).

The Tri Hita Karana habituation steps that can be taken by lecturers for students are: (1) getting students to believe in the existence of God so that they do not commit disgraceful acts such as plagiarism, which of course can lead to sin (Parhyangan); and (2) having a sense of respect for each person's work. as a form of work that is valuable and we must respect it (Pawongan); (3) maintain harmonious interactions in a good environment so that it can create a pleasant learning space (Pabelasan). A culturally inclusive learning environment can be organized to accommodate cultural diversity so that it can make students love local culture, in addition to being able to implement these values in everyday life (Romanowski, 2022).

This research indicates that THK habituation positively influences students' academic and social honesty. This is also supported by research that states that future academic violations can be prevented by increasing support and good guidance while students are studying (Elshafei & Jahangir, 2020). A study shows that if someone establishes anti-plagiarism norms such as using honorific methods and self-control to avoid engaging in plagiarism as much as possible (Tindall, Fu, Tremayne, & Curtis, 2021).

The real evidence that can be seen is that before this habit was implemented, the level of plagiarism for one of the students was relatively high, namely 90%, but after students got used to the THK practice continuously during lectures, it could prevent negative actions from occurring. Therefore, the final results show that this habit has a positive impact on scientific practice, where the level of plagiarism decreases to less than 30%. This proves that implementing THK habits is one of the preventive measures that can be used to prevent acts of plagiarism among students.

4.2. Basic Honesty of Academic Integrity

The word integrity also refers to moral honesty, which emphasizes good character (Hafizha, 2021). Someone who is said to have high integrity tends to be someone who has good character, for example, discipline, perseverance, hard work, and so on. So the word integrity is often given as a nickname to people who have good moral character. In line with this, academic integrity is a person's commitment to upholding the six basic principles of academic ethics, namely honesty, trust, fairness, respect, responsibility, and courage (Hafizha, 2021). If, when writing a scientific paper, we emphasize these six academic principles, we can be sure that we have high academic integrity. A person who has received formal education should, of course, carry out any academic work obtained with

integrity and responsibility. Every academic work carried out based on honesty is of the highest integrity for students.

Every individual who has a hand in scientific work aims to uphold the values of honesty and intellectual transparency, so honor should be given to the idea originator, data, or works that have been produced (Booyesen, 2021; Isnaini, Hanum, & Prasojo, 2020). Honesty is an honourable behavior that is important for every individual, including students. Being able to behave according to reality is the basis for someone to act in ways that can create calm and motivate students to achieve success (Gunawan, 2020). If someone behaves dishonestly, it will result in anxiety, unease, and so on, which will cause fear that the lying act will be discovered in the end.

The widespread adoption of technology has yielded favourable outcomes in terms of the accessibility of diverse knowledge. However, this convenience has also engendered certain challenges, notably the issue of plagiarism through the act of copying and pasting others' work. Anything that concerns intelligence is at risk of being easily plagiarized by other people, such as articles, theses, works, projects, computer programs, etc (Alvi, Stevenson, & Clough, 2021). Plagiarism is a serious offense, namely, committing academic theft by presenting it as personal property. This is certainly not for academic integrity, and the perpetrator must receive disciplinary action (Romanowski, 2022; Sahin & Jenkins, 2021). Plagiarism is a serious violation that commits academic theft by presenting it as privately owned. It is certainly not suitable for academic integrity, and the perpetrator should get disciplinary action (Rindawan, Made Purana, & Siham, 2020). Most students commit plagiarism only to fulfill assignments or examinations given by their lecturers, and therefore universities should not only focus on assignments and examinations but also on the intellectual development of the students and make an effort to create knowledgeable students so that they can contribute everywhere they work (Montoneri, De Souza, Leichsenring, & Cavaliere, 2020).

This plagiarism should be minimized by paraphrasing the quoted sentence without changing the actual meaning. Through technological advances, several software programs have been discovered that can be used to detect whether a text is plagiarized or not (Foltýnek et al., 2020). Most students commit plagiarism just to fulfill assignments or exams given by their lecturers; therefore, they should go to college not only focusing on assignments and exams but more on the intellectual development of students and trying to produce knowledgeable students so they can contribute wherever they work (Roe, 2022).

Therefore, it is clear that someone's internal value of honesty influences their decision to commit fraud. The more honest someone is when writing scientific papers, the more likely they are to have high academic integrity.

5. CONCLUSION

The conclusions in this study are based on the results and discussion obtained in this study, namely the data obtained and analyzed using Manova, and the results of the hypothesis testing show that: (1) F is equal to 18.234, $df = 1$, and $Sig = 0.000$. This means the significance is less than 0.05, so H_0 is rejected and H_a is accepted, which means there is an influence of academic honesty between students who take the THK habituation and students who take the usual habituation, (2) $F = 21.421$, $df = 1$, and $Sig = 0.000$. This means the significance is less than 0.05, so H_0 is rejected and H_a is accepted, which means there is a difference in social honesty between students who take part in THK training and students who take part in regular practice; (3) p is smaller than 0.05 in value, Pillai Trace, Wilk Lambda, Hotelling's Trace, Roy's Largest Root. This means H_0 rejected and H_a accepted, which states that there are differences in academic honesty and social honesty simultaneously between students who take THK habituation and students who take ordinary habituation.

6. RECOMMENDATION AND IMPLICATIONS

The reasons that come from the inner selves of the students are laziness, not appreciating the work of others, underestimating an assignment, and the low literacy ability of the students to finish tasks. Concrete evidence that can be seen is that before this habituation was applied, the plagiarism level of one student belonged to a high level, i.e., 90%, but after the students were accustomed to THK continuously during lectures, it could prevent the negative action from happening. Therefore, the final result showed that this habituation affects scientific practices positively in which the plagiarism level decreased to less than 30%. Therefore, it can be concluded that the university should play an active role in preventing plagiarism, which can be committed by the students, and then moral value internalization which can be implemented in lectures as the internalization of respect for fellow human beings, the value of Tri Hita Karana.

Based on the research results, several things can be recommended, namely:

1. Educators should apply the Tri Hita Karana habit as a form of good habit that can be done at any time by conveying it verbally from a theoretical perspective and providing examples through good practice.
2. Educational institutions should establish clear and firm sanctions for students who commit academic fraud so that there is a deterrent effect.
3. In universities, there are special courses that discuss writing scientific papers and emphasize academic integrity as a basis before starting to write scientific papers.

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INSTITUTIONAL REVIEW BOARD STATEMENT

The Ethical Committee of the Postgraduate Ganesha University of Education, Indonesia has granted approval for this study on 12 June 2023 (Ref. No. 2228/UN48.14.1/KM/2023).

TRANSPARENCY

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

COMPETING INTERESTS

The authors declare that they have no competing interests.

AUTHORS' CONTRIBUTIONS

All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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