

The Influence of Turnitin Use and Understanding of Academic Ethics on Plagiarism Prevention through Academic Awareness of Students of the Faculty of Economics and Business Universitas Negeri Jakarta

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Abstract. This study aims to analyze the effect of using Turnitin and understanding academic ethics on preventing plagiarism through the academic awareness of students of the Faculty of Economics and Business, Universitas Negeri Jakarta. The research method used is a quantitative approach with path analysis techniques. The results showed that the use of Turnitin had a positive effect on increasing students' academic awareness, which in turn had an impact on efforts to prevent plagiarism. In addition, the understanding of academic ethics proved to be a significant factor in shaping stronger academic awareness. This study also found that academic awareness significantly mediated the indirect effect between Turnitin usage and understanding of academic ethics on plagiarism prevention. The conclusion of this study emphasizes the importance of technology integration and academic ethics education in creating an honest and dignified academic culture. The findings provide practical implications for academic policy development at the faculty and university levels.

Keywords: Turnitin, Academic ethics, Academic awareness, Plagiarism prevention, Students

Introduction

In recent years, the issue of academic integrity has become a central concern in higher education institutions worldwide. The growing accessibility of digital resources, the ease of information sharing, and the increasing pressure to achieve high academic performance have contributed to a surge in plagiarism cases among university students. Plagiarism, whether intentional or accidental, undermines the core values of scholarship and compromises the credibility of academic institutions. As students face tight deadlines and competitive environments, some resort to unethical practices such as copying others' work or failing to properly attribute sources. These behaviors reflect not only a lack of technical understanding but also a deficiency in ethical awareness.

In Indonesia, this concern is no less significant. According to several academic reports and national surveys, a substantial number of university students either do not fully understand what constitutes plagiarism or fail to take it seriously. This condition is exacerbated by the absence of comprehensive training in academic ethics and the inconsistent enforcement of plagiarism policies. As a result, academic misconduct continues to persist, posing a threat to the quality and integrity of higher education.

To address this issue, higher education institutions have adopted a range of preventive strategies. One of the most widely implemented solutions is the use of anti-plagiarism software such as Turnitin. Turnitin allows both instructors and students to detect textual similarities and potential instances of plagiarism by comparing submitted works with a vast database of academic materials. Numerous studies have acknowledged the effectiveness of Turnitin in reducing plagiarism rates and promoting awareness about originality in academic writing (Sutrisno et al., 2024; Utomo & Agustin, 2024). However, software tools alone are not a sufficient

safeguard against unethical behavior. The tool's preventive power relies heavily on how students engage with the feedback provided and whether they internalize the values behind it.

Alongside technological measures, the promotion of academic ethics plays an equally crucial role in cultivating integrity. Academic ethics refer to the moral principles that govern academic conduct, including honesty, trust, fairness, respect, and responsibility. Students who possess a strong understanding of these principles are more likely to value originality, respect intellectual property, and adhere to proper citation practices (Lubis & Sa, 2024). Ethics education often emphasizes the importance of developing these moral capacities as part of students' academic and professional development. Yet, ethical behavior is not always automatic, even among those who are aware of the rules; it requires ongoing reflection, support, and integration into the learning process.

One important yet often overlooked factor in this context is academic awareness, a multidimensional construct involving students' consciousness, attitudes, and behaviors related to academic responsibilities. Academic awareness can act as a bridge between knowledge and action, turning ethical understanding and technical tools like Turnitin into actual plagiarism prevention behaviors. However, relatively few studies have examined the mediating role of academic awareness in this dynamic. Prior research has typically focused on either the technological dimension (e.g., Turnitin usage) or the ethical dimension (e.g., students' moral reasoning) in isolation. As a result, there is a gap in the literature concerning how these factors interact in influencing students' academic conduct.

The present study addresses this gap by investigating the combined effects of Turnitin usage and academic ethics comprehension on plagiarism prevention, with academic awareness as a mediating variable. By focusing on the Faculty of Economics and Business at Universitas Negeri Jakarta, this research offers a contextualized examination of how students in a specific academic environment perceive and respond to institutional efforts to promote academic integrity. This faculty, like many others in Indonesia, is undergoing transitions in digital learning and ethical training making it a timely case for studying the integration of ethical and technological approaches to student development.

This research contributes to the ongoing discourse in three key ways. First, it provides empirical data on how technological tools and ethical knowledge are being utilized and understood by students in an Indonesian higher education context. Second, it highlights the importance of fostering academic awareness not merely as a byproduct of training, but as a central driver of ethical behavior. Third, it proposes a model that integrates both technological and ethical dimensions through the mediating role of academic awareness, offering insights that can inform institutional policies and educational practices.

Therefore, the objective of this research is to examine the influence of Turnitin usage and understanding of academic ethics on the prevention of plagiarism among students, mediated by their academic awareness. This study uses a quantitative approach and focuses on undergraduate students in the Faculty of Economics and Business at Universitas Negeri Jakarta. The findings are expected to inform more holistic and effective strategies to promote academic integrity in higher education, combining both technical tools and ethical education in a synergistic manner.

Literature Review

Turnitin Usage

Turnitin is an online, AI-based software designed to detect text similarity within academic documents. It compares student submissions against an extensive database of academic publications, websites, and previously submitted papers. Beyond functioning as a plagiarism detector, Turnitin serves as an educational tool that fosters academic integrity by making students more aware of the originality of their work.

According to (Putri & Santoso, 2020), Turnitin usage can be evaluated through three key aspects. The cognitive aspect reflects the student's understanding of Turnitin's purpose and its role in identifying text similarity to prevent plagiarism. The affective aspect refers to students' attitudes toward the software whether they perceive it as beneficial and necessary in upholding academic standards. Lastly, the cognitive aspect assesses students' behavior, particularly their frequency and willingness to independently use Turnitin before submitting academic work. These three components offer a comprehensive insight into how students engage with Turnitin both as a tool and as a mechanism for ethical academic writing.

Academic Ethics Understanding

Academic ethics refers to a foundational set of values and moral principles guiding scholarly activities, including writing, research, and citation practices. It embodies intellectual honesty, responsibility, and professionalism in academia. Several scholars emphasize that ethical awareness in academia is not merely about compliance with rules but also about cultivating a deep sense of moral accountability.

(Sobron & Lubis, 2021) identify several indicators used to assess one's understanding of academic ethics. These include: honesty, which involves truthfulness in data presentation and citation; trust, which is built through consistent ethical behavior within the academic community; respect, referring to the acknowledgment of others' intellectual contributions and ideas; responsibility, which entails being accountable for one's own academic output; and courage, defined as the willingness to uphold ethical standards even in the face of academic pressure or personal setbacks. Together, these indicators highlight the multidimensional nature of academic ethics and its critical role in shaping responsible scholars.

Plagiarism Prevention

Plagiarism prevention encompasses efforts made by students and institutions to discourage the unauthorized use of another person's ideas, texts, or academic work without proper acknowledgment. This process not only involves individual understanding and ethical commitment but also institutional policies and technological interventions.

According to (Clarence et al., 2023), plagiarism prevention can be analyzed through several dimensions. First, students' understanding of plagiarism, which involves recognizing its forms and consequences. Second, attitudes toward academic ethics, which influence the likelihood of engaging in honest practices. Third, the use of plagiarism detection tools, such as Turnitin, which aid in identifying and reducing instances of text similarity. Finally, institutional policies and enforcement, including clear rules and disciplinary actions, play a significant role in deterring academic dishonesty. These factors collectively contribute to creating an environment that discourages plagiarism and promotes intellectual integrity.

Academic Awareness

Academic awareness is defined as the students' recognition and internalization of academic norms and ethical standards. It involves a clear understanding of the importance of originality, proper referencing, and the ethical consequences of plagiarism. Awareness plays a crucial role in guiding students to act responsibly in all scholarly endeavors.

(Larasati & Sugiasih, 2022) outline several instruments to measure academic awareness. The self-awareness scale gauges students' ability to recognize their feelings, motivations, and behaviors in academic contexts. The self-efficacy scale assesses their confidence in completing academic tasks honestly and independently. Lastly, the academic procrastination scale inversely reflects awareness students with high academic awareness typically demonstrate low levels of procrastination. These measures together provide a holistic view of how internal motivation and discipline contribute to ethical academic conduct.

Research Framework and Hypothesis

The research framework explores how Turnitin usage and academic ethics understanding influence plagiarism prevention, both directly and indirectly through academic awareness. Turnitin not only functions as a plagiarism detector but also enhances students' academic awareness by encouraging originality and ethical writing. Similarly, understanding academic ethics fosters a sense of responsibility, honesty, and respect, which strengthens academic awareness and discourages misconduct. Academic awareness itself plays a central role in preventing plagiarism, acting as a mediator that reflects students' internalization of academic values. Thus, both Turnitin usage and ethics understanding significantly impact plagiarism prevention, with academic awareness serving as a key intervening variable.

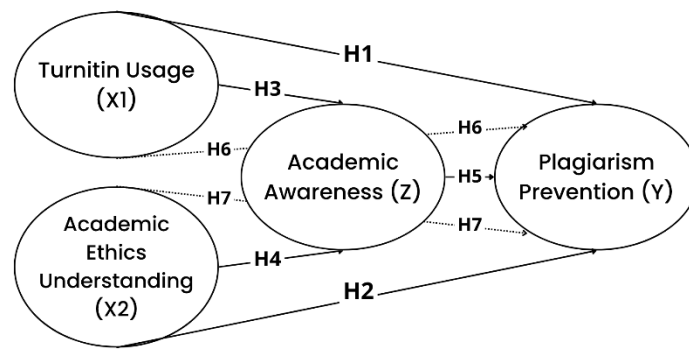


Figure 1 - Hypothesis Model

Methods

The research method used in this study is a quantitative approach, which was chosen because it can objectively and systematically measure the effect of using Turnitin and understanding academic ethics on preventing plagiarism through student academic awareness. By using this method, the relationship between the variables studied can be analyzed statistically, thus allowing the research results to be generalized to a wider population.

The research approach applied was a survey, which is an effective method for collecting large amounts of data in a relatively short period of time. This method is very suitable for obtaining an overview of students' perceptions, understanding, and experiences regarding the use of Turnitin, academic ethics, and their academic awareness in plagiarism prevention efforts. To collect data, an instrument in the form of a questionnaire designed using a Likert scale was used, which allows respondents to express their level of agreement or disagreement with various statements related to the use of Turnitin, understanding of academic ethics, and academic awareness in avoiding plagiarism.

This study employed a quantitative research design using a survey method to examine the influence of Turnitin usage and academic ethics understanding on plagiarism prevention through academic awareness. The approach was designed to test causal relationships among the variables using Structural Equation Modeling (SEM) with Partial Least Squares (PLS).

Participant

Titled "The Influence of Turnitin Use and Understanding of Academic Ethics on Plagiarism Prevention through Academic Awareness of Students of the Faculty of Economics and Business Universitas Negeri Jakarta," this study specifically targets undergraduate students of the Faculty of Economics and Business at Universitas Negeri Jakarta, who are actively engaged in academic writing such as research reports, papers, final assignments, and theses. The chosen population reflects a group that is highly exposed to academic integrity standards and the risk of plagiarism, making them relevant subjects for examining the roles of Turnitin usage and academic ethics understanding. Due to the large population size, a sampling technique was applied, involving a total of 100 respondents. The goal is to gain a comprehensive insight into how these factors interact and influence students' awareness in preventing plagiarism.

This study used Simple Random Sampling to ensure every FEB Universitas Negeri Jakarta student had an equal chance of being selected. The method was chosen to obtain a representative and unbiased sample. Criteria for inclusion included being an active student, studying in any semester, having experience with Turnitin, understanding academic ethics, showing academic awareness, and willingness to participate. The sample size was calculated using Slovin's formula to ensure accurate and reliable representation of the population in examining the influence of Turnitin use and academic ethics on plagiarism prevention.

Research Instrument & Procedure

Research Title

The Influence of Turnitin Use and Understanding of Academic Ethics on Plagiarism Prevention through

Academic Awareness of Students of the Faculty of Economics and Business Universitas Negeri Jakarta.

Instrument and Procedure

The main research instrument was a structured questionnaire developed by the researcher, distributed online via Google Forms. The questionnaire was designed to measure four constructs: Turnitin usage (X1), academic ethics understanding (X2), academic awareness (Z), and plagiarism prevention behavior (Y). Items were measured using a 5-point Likert scale ranging from 1 strongly disagree (sangat setuju) to 5 strongly agree (sangat tidak setuju). The instrument underwent expert validation and a pilot test, which confirmed its reliability with Cronbach’s Alpha values exceeding 0.70 for all constructs.

Data Analysis

Data were analyzed using Structural Equation Modeling with the SmartPLS 3.0 software. The analysis included tests for convergent validity (outer loading), construct reliability (Cronbach’s Alpha and Composite Reliability), and discriminant validity (Fornell–Larcker criterion). The structural model was then tested to examine direct and indirect effects among variables, particularly focusing on the mediating role of academic awareness.

Result and Discussion

Submitted responses revealed valuable insights into respondent characteristics. First, analysis was initiated by examining the answers submitted for each question. In the initial segment, respondents were asked to provide demographic information, including their gender. This demographic breakdown is essential to understanding the distribution of respondents, which may influence levels of academic awareness and adherence to academic ethics, particularly in the context of plagiarism prevention.

Still in the first section, a total of 100 responses were collected via an online questionnaire distributed through Google Forms. Among the demographic indicators analyzed, gender was one of the key aspects. The results showed that the majority of respondents were female. The following section presents the detailed distribution of respondents based on gender.

Table 1 - Table of respondents by gender

Gender	Number of respondents	Presentage (%)
Male	12	12%
Female	88	88%

The dominance of female respondents in this study may reflect the composition of students in the study program, such as Office Administration Education, which generally has more female students. In addition, this finding is relevant to the results of previous studies which show that female students tend to have a higher level of academic awareness, including in terms of compliance with academic ethics and efforts to avoid plagiarism. This reinforces the importance of considering respondent characteristics in analyzing the influence of Turnitin usage and understanding of academic ethics on plagiarism prevention in higher education.

In addition to gender, another characteristic analyzed in this study is the semester or level of study of students. Analysis based on semester is important to know at what stage students begin to face more complex academic demands, including the use of plagiarism detection tools such as Turnitin and the application of academic ethics in scientific writing. Thus, the distribution of respondents by semester can provide an idea of the extent to which academic experience affects their awareness and understanding of plagiarism. The following is the distribution of respondents by semester of study:

Table 2 - Table of respondents based on semester

Semester	Number of respondents	Presentage (%)
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Semester 2	27	27%
Semester 4	69	69%
Semester 6	4	4%

Based on data from an online questionnaire answered by 100 respondents, the majority came from semester 4 at 69%, followed by semester 2 students at 27%, and semester 6 at 4%. The dominance of respondents from semester 4 indicates that most of the research participants are in the middle stage of their studies, where they begin to actively work on academic assignments such as papers, reports, and final course assignments.

At this stage, students generally begin to be confronted with the importance of originality of written work as well as the use of tools such as Turnitin. This finding supports the results of previous studies, such as Yuliani and Arsyad (2020), which state that middle-semester students have higher academic awareness than freshmen. Pratama (2021) also confirmed that the use of Turnitin is most effectively applied to students in the third semester and above. Therefore, the semester distribution in this study is relevant in understanding the level of academic maturity and students' attitudes towards ethics and plagiarism prevention.

Measurement Model Test (Outer Model)

In the data analysis process, the first step is to test the measurement model (outer model). This research uses the PLS Algorithm method which is run through SmartPLS software to obtain parameter values. At this outer model stage, there are two aspects that must be evaluated, namely validity and reliability.

Table 3 - Convergent Validity by measuring the outer loadings value

Construct	Indicator	Outer Loading Value	Conclusion
Turnitin Usage (X1)	X1.1	0.777	Valid
	X1.2	0.765	Valid
	X1.5	0.838	Valid
Understanding of Academic Ethics (X2)	X2.1	0.793	Valid
	X2.2	0.826	Valid
	X2.3	0.841	Valid
	X2.4	0.805	Valid
	X2.5	0.723	Valid
Plagiarism Prevention (Y)	Y1	0.845	Valid
	Y2	0.883	Valid
	Y4	0.894	Valid
	Y5	0.826	Valid
Academic Awareness (Z)	Z1	0.807	Valid
	Z2	0.748	Valid
	Z4	0.76	Valid
	Z5	0.807	Valid

All indicators within constructs X1, X2, Y, and Z demonstrated outer loading values above the threshold of 0.70, indicating strong convergent validity. This confirms that each item reliably reflects its intended construct. The consistently high loadings suggest that the measurement model is robust and well-structured, with no indicators falling below acceptable limits.

These findings support the adequacy of the instrument in capturing the constructs of Turnitin usage, academic ethics understanding, academic awareness, and plagiarism prevention behavior. With convergent validity established, the model is well-positioned for further analysis, including construct reliability and discriminant

validity testing. The results strengthen the methodological foundation of the study, ensuring that subsequent interpretations of structural relationships can be made with confidence.

Table 4 - Table of Cronbach's Alpha & Composite Reliability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
X1.	0.711	0.732	0.836	0.630
X2.	0.857	0.864	0.898	0.638
Y	0.885	0.888	0.921	0.744
Z	0.787	0.790	0.862	0.610

Reliability testing confirmed that all constructs in the measurement model demonstrate strong internal consistency. Indicators such as Cronbach’s Alpha, Composite Reliability (rho_A and rho_C), and Average Variance Extracted (AVE) all exceeded the commonly accepted thresholds, supporting the robustness of the instrument.

Although one construct (X1) approached the lower boundary for Cronbach’s Alpha, its values remained within acceptable limits, indicating reliable measurement. Notably, the highest reliability was observed in construct Y, reflecting a particularly strong alignment between indicators and the latent variable. Similarly, AVE values above 0.50 across all constructs confirmed that a substantial proportion of variance in indicators is explained by their respective constructs.

These results strengthen confidence in the instrument’s consistency and its ability to capture the intended dimensions. With both validity and reliability established, the model is considered fit for further structural analysis, ensuring that subsequent conclusions drawn from the data rest on a sound measurement foundation.

Discriminant Validity Test

Table 5 - Table of Fornell-Larcker criterion

	X1.	X2.	Y	Z
X1.	0.794			
X2.	0.582	0.798		
Y	0.709	0.760	0.863	
Z	0.646	0.751	0.794	0.781

The results of the discriminant validity test using the Fornell-Larcker Criterion indicate that all constructs in the model (X1, X2, Y, and Z) meet the required threshold. The square roots of the AVE values for each construct (X1 = 0.794, X2 = 0.798, Y = 0.863, Z = 0.781) exceed the corresponding inter-construct correlations. This confirms that each construct is empirically distinct and not excessively overlapping with others.

These findings provide evidence of adequate discriminant validity, ensuring that each construct captures a unique aspect of the conceptual model. Consequently, the reliability of the measurement model is reinforced, supporting the validity of proceeding with structural model analysis. Strong discriminant validity also minimizes the risk of bias in interpreting relationships among latent variables, thereby enhancing the overall credibility of the research model.

Hypothesis Test

Table 6 - Table of Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1. -> Y	0.283	0.284	0.076	3.711	0.000
X1. -> Z	0.316	0.314	0.082	3.872	0.000
X2. -> Y	0.312	0.311	0.106	2.938	0.003
X2. -> Z	0.567	0.572	0.067	8.466	0.000
Z -> Y	0.376	0.379	0.114	3.305	0.001

The results of the direct effect hypothesis testing indicate that all proposed paths in the structural model are statistically significant. This is supported by T-statistics exceeding the critical value of 1.96 at a 5% significance level, and p-values below 0.05 most of which are even below 0.001 demonstrating robust support for the hypothesized relationships.

Notably, both X1 and X2 have a significant direct impact on Y and Z, with X2 showing the strongest effect, particularly on Z. This suggests that a strong understanding of academic ethics (X2) contributes more substantially to plagiarism prevention efforts (Z) than the use of Turnitin alone (X1). Additionally, the significant influence of Z on Y reinforces the mediating role of academic awareness in enhancing students' behavior related to plagiarism prevention. Overall, these findings validate the structural model and highlight the interconnected influence of Turnitin usage, academic ethics comprehension, and awareness on academic conduct. The significance of each path supports strategic implications for educational institutions seeking to reduce plagiarism through a combination of technological tools and ethical education.

Table 7 - Specific Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1. -> Z -> Y	0.119	0.120	0.050	2.368	0.018
X2. -> Z -> Y	0.213	0.215	0.067	3.195	0.001

The results of the indirect effect analysis confirm that both X1 and X2 significantly influence Y through the mediating variable Z. The mediation effect of Z is statistically significant in both paths, with stronger influence observed in the X2 → Z → Y pathway.

These findings highlight the important role of academic awareness (Z) as a mediator in strengthening the relationship between both Turnitin usage (X1) and academic ethics understanding (X2) with students' behavior in preventing plagiarism (Y). While X1's indirect effect is moderate, X2 demonstrates a notably stronger mediated effect, emphasizing that ethical understanding contributes more effectively to behavioral outcomes when reinforced through internal academic awareness.

Overall, the validated mediation effects support the structural integrity of the model and suggest that enhancing academic awareness may amplify the effectiveness of institutional efforts in promoting academic integrity. This provides a strategic implication that educational programs should not only promote ethical knowledge and technology use but also foster personal awareness to achieve long-term behavioral change.

Conclusion

This study investigated the influence of Turnitin usage and academic ethics comprehension on the prevention of plagiarism through the mediation of academic awareness among students of the Faculty of Economics and Business at Universitas Negeri Jakarta. The research was motivated by the growing concern over academic dishonesty in higher education, particularly in the digital era where access to information is increasingly easy,

and instances of plagiarism are more frequent.

The study employed a quantitative research design with a correlational approach. The sample consisted of undergraduate students from the Faculty of Economics and Business who were selected using stratified random sampling techniques to ensure representation across different study programs. Data were collected using structured questionnaires that measured the levels of Turnitin usage, understanding of academic ethics, academic awareness, and behaviors related to plagiarism prevention.

The instruments used were validated through expert judgment and reliability tests, ensuring internal consistency across measured variables. The procedure involved distributing the questionnaires online and offline, followed by data coding and analysis using statistical software. Path analysis was used to evaluate both direct and indirect effects of the independent variables on the dependent variable.

The findings revealed that the use of Turnitin had a significant positive effect on academic awareness and indirectly contributed to plagiarism prevention. Likewise, students' understanding of academic ethics showed a strong influence on both academic awareness and the intention to avoid plagiarism. The study also confirmed that academic awareness acts as a mediating variable that strengthens the relationship between the independent variables and the prevention of plagiarism.

In conclusion, the integration of technological tools like Turnitin and ethical education plays a vital role in fostering students' academic integrity. However, the effectiveness of these interventions depends greatly on how well students internalize and apply them. Thus, universities must not only enforce plagiarism policies but also develop instructional strategies that enhance both ethical reasoning and practical understanding of anti-plagiarism tools. This comprehensive approach will be essential to cultivate a culture of honesty, responsibility, and originality in academic settings.

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