Proceeding International Conference on Religion, Science and Education (2024) **3**, 357-365

Actions of Plagiarism in Students: the Role of Self-Efficacy, Learning Motivation, and Artificial Intelligence in Learning

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Abstract: Plagiarism is an act that is not commendable by imitating, plagiarizing, or taking other people's work without asking permission from the owner of the work. Acts of plagiarism are often found in assignments and scientific writing for students. This research wants to test self-efficacy variables, motivation to learn plagiarism by using artificial intelligence as a moderating variable. The approach in this research is explanatory quantitative by using a questionnaire to collect data. The population in this study was all XYZ University students whose population size was unknown. Sampling using adapting the formula from Sinulingga with a total of 100 samples. Then, this study used a moderate regression analysis test with the help of SPSS. The results in this study indicate that the impact of positive and significant influence between self-efficacy on plagiarism, artificial intelligence on plagiarism, artificial intelligence can strengthen the relationship between self-efficacy on student plagiarism. Then, negative and insignificant results were found in the relationship between learning motivation for plagiarism and artificial intelligence did not succeed in influencing learning motivation for plagiarism. From these results, it can be concluded that increased self-confidence in students can reduce plagiarism. In addition, the current development of artificial intelligence is also used by students to find learning resources that are relevant to the studies they are currently taking.

Keywords: students, artificial intelligence, plagiarism.

Introduction

The development of artificial intelligence or artificial intelligence is currently having a major influence on the world of education. The ease of finding references or doing assignments makes students spoiled by artificial intelligence. This negatively affects students,uch as a lack of ability to think critically, reduced literacy quality, and increased plagiarism in student work (Dayton & Aklani, 2023). Plagiarism is an act of appropriating other people's work without providing references or citations (Karunia et al., 2022; Ningtyas et al., 2021). Actions like this often occur to students in carrying out assignments that are triggered by limited processing time so students do copy paste, low interest in reading towards reading sources, lack of understanding of the writing they have and low motivation in students (Hutasuhut & Fadlan, 2023; Suherman et al., 2023; Thohir et al., 2023).

The role of self-efficacy can determine students' ability to anticipate plagiarism. Self-efficacy is the perception of each individual about his own ability to manage and determine a job (Hendriana & Kadarisma, 2019). Within students, self-efficacy is very important to support the ability to learn. Factors that influence self-efficacy are mastery experiences and other people's experiences (vicarious experiences), physiological states (social persuasion), namely information from someone verbally that convinces someone of their ability to do a task (Sariningsih & Purwasih, 2017). If students have high self-efficacy it will affect their confidence in completing their academic assignments properly according to their own knowledge. Thus, it will avoid plagiarism.

ISSN 2829-3355 | EISSN 2828-8467

In addition to the influence of self-efficacy and the development of AI in assisting learning, learning motivation also affects students' ability to carry out their academic assignments by not committing plagiarism. Student learning motivation is the desire of students to carry out learning activities to increase learning achievement to the maximum (Hakim & Mulyapradana, 2020). Learning motivation in students is the interest in learning from the students themselves which is called intrinsic motivation (from within the student) and extrinsic motivation (motivation from outside the student's scope) (Rahayu & Sanjaya, 2020). Learning motivation is not only to direct students in the learning process but alsoo improve self-quality and academic quality (Hakim & Mulyapradana, 2020). For this reason, student learning motivation has an important role in reducing plagiarism. Based on research from Badiaturrochmah et al. (2021) explained that the relationship between self-efficacy and student plagiarism did not have a positive influence. This is because of a lack of confidence in doing academic assignments. Meanwhile, the results of research from Gao et al. (2022) explained that the existence of intelligence at this time makes it easy for students to write articles and tends to avoid plagiarism. Then, Bukhori (2019) states that self-efficacy in students has a positive influence on plagiarism behaviour. This gives the conclusion that the higher the self-efficacy of students, the lower the plagiarism will be.

Based on the description above, there are still some positive and negative results which indicate a lack of consistency in the results of previous studies. In addition, previous research also did not test artificial intelligence variables in plagiarism. Therefore, by using artificial intelligence as a moderating variable, this study wanted to examine the relationship between self-efficacy variables, learning motivation, and plagiarism.

Materials and Methods

This study uses a quantitative and explanatory survey method that aims to explain the relationship between the variables developed. The population in this study were students from all of XYZ University where the population size in this study was unknown with the sample using random sampling. The number of samples is determined using the formula for determining the sample from Sinulingga (2013) with an unknown population as follows.

$$n = \frac{{Z_{a/2}}^2 pq}{e^2}$$

Picture 1. Sampling formula

Based on this formula, it can be calculated on the following results:

$$n = \frac{(1{,}96)2(0{,}05)(0{,}05)}{(0{,}1)2}$$
$$n = 96$$

The calculation above gives a result of 96 samples (n=96) but rounded up to (n=100) which is considered representative of the population. Thus, the sample in this study amounted to 100 respondents. Data collection in this study used a questionnaire which was distributed to XYZ University students. This study has the following hypotheses:

H1: AI has a positive and significant effect on PLA
H2: MB has a positive and significant effect on PLA
H3: SE has a positive and significant effect on PLA
H4: AI strengthening the effect of a positive and significant relationship of SE on PLA
H5: AI strengthens the influence of MB's positive and significant relationship to PLA

Results and Discussion

Characteristics of respondents

Based on the questionnaire that has been distributed, 100 students fill in including gender, age, semester taken, and faculty.

Table 1. Characteristics of respondents.

Characteristics	n	%
Gender		
Man	38	38%
Woman	62	62%
Age		
18 - 20 years	55	55%
21 - 22 years	17	17%
23 - 25 years	9	9%
>25 years	19	19%
Semester		
Semester 2	17	17%
Semester 4	47	47%
Semester 6	11	11%
Semester 8	14	14%
> Semester 8	11	11%
Faculty		
Faculty of Science Education	7	7%
Faculty of Social Science	7	7%
Faculty of Literature	10	10%
Faculty of Mathematics And Science	41	41%
Faculty of Sport Science	5	5%
Faculty of Economics	12	12%
Faculty of Engineering	5	5%
Faculty of Psychology Education	13	13%
Total	100	100%

Table 1 describes the gender of 38% of students (n = 38) male and 62% of female students (n = 62). Furthermore, in the age range of 18 - 20 years 55% were students (n = 55). Meanwhile, the age range was 21 - 22 years 17% of students (n = 17 students) then the age range of 23 - 25 years 9% of students (n = 9) and the age range >25 years was 19% of students (n = 19 students). Thus, the total number of students who filled out the research questionnaire was 100 students.

Validity and Reliability Test

Validity test on a data needs to be done to see whether all the items used are validly distributed for each statement item that has been distributed to respondents. Validity test is done by looking at the sig. on the results of the validity test (Sugiyono, 2016). An item is said to be valid if it has a value of more than 0.05. Based on the tests carried out, all items in each variable have a valid distribution and can proceed to the next test. Furthermore, the reliability test is used to see whether or not the data owned is reliable. A data can be said to be valid if it has a Cronbach's alpha value of more than 0.60. The results of the reliability test can be seen in table 2.

Table 2. Reliability test.

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.853	22

Table 2 shows the reliability test results with a Cronbach's alpha value of 0.853, which is more than 0.60 (0.853> 0.60). Based on these results, it can be concluded that the data used is reliable.

Classic assumption test

The classical assumption test is used to see interference with each variable used in the study. The classic assumption test is a prerequisite test before testing the hypothesis (Sugiyono, 2016). Standard testing of classical assumptions in moderate regression analysis uses 3 types, namely the normality test, multicollinearity test, and heteroscedasticity test (Park & Yi, 2023). If all classic assumption tests have been fulfilled and there are no confounding variables, then proceed to the moderate regression analysis test.

Normality test

The normality test is carried out to see the normal distribution of the data to be used. A data can be said to be normal if it has a monte carlo value of more than 0.05. Meanwhile Yanda et al. (2022), if the data is not more than 0., then the distribution is abnormal.

Table 3. Normality test results.

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			100
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		1.65938340
Most Extreme Differences	Absolute		.120
	Positive		.115
	Negative		-.120
Test Statistic			.120
Asymp. Sig. (2-tailed)			.001[c]
Monte Carlo Sig. (2-tailed)	Sig.		.111[d]
	99% Confidence Interval	Lower Bound	.085
		Upper Bound	.137

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Based on 1000 sampled tables with starting seed 299883525.

Table 3 shows that the monte carlo value for the unstandardized residual has a result of 0.111. Thus, the monte carlo normality test results have a value of more than 0.05 or (0.111> 0.05). Therefore, the data is usually distributed and can be tested in the next.

Multicollinearity test

The multicollinearity test is carried out to measure the level of multicollinearity whether there is a high or nearly perfect correlation between the dependent variable and the independent variable. Sugiyono (2016) said the multicollinearity test was carried out by looking at the VIF (variance inflation factor) value. If the VIF value is greater than 10.00 (> 10.00), there is a multicollinearity symptom. On the other hand, if the VIF value is less than 10.00 (<10.00), multicollinearity does not occur. The results of the multicollinearity test can be seen in table 4 below.

Table 4. Multicollinearity test results.

Coefficients[a]		
	Collinearity Statistics	
Model	**Tolerance**	**VIF**
1SE	.415	2.411
MB	.421	2.373
AI	.939	1.065

a. Dependent Variable: PLA

Table 4 shows that the VIF value for the SE variable is 2.411, the MB variable is 2.373, and the AI variable is 1.065. Based on the results of the multicollinearity test, it can be concluded that all variables have a value of less than 10.00. Thus, the multicollinearity test can be accepted and continued in the next test.

Heteroscedasticity test

Heteroscedasticity test is used to see variable dissimilarity in the regression model error. The Glesjer test is used to see the inequality in the regression model error (Sugiyono, 2016). The criteria in this test are if the sig value is at a rate of more than 0.05 then there is no heteroscedasticity. However, if the sig value is below 0.05, there is a symptom of heteroscedasticity. The results of the heteroscedasticity test can be seen in table 5 below.

Table 5. Heteroscedasticity test results.

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	1.888	1.118		1.690	.094
	SE	-.414	.193	-3.992	-2.147	.034
	MB	-.029	.259	-.253	-.111	.912
	AI	-.423	.286	-3.630	-1.478	.143

a. Dependent Variable: ABS_RES

Table 5 shows the results of the heteroscedasticity test on the SE variable of (sig. 0.034), the MB variable of (sig. 0.912), and the AI variable of (sig. 0.143). These results conclude that all values in the variables have sig values. more than 0.05. Thus, it can be concluded that all variables in this study do not have symptoms of heteroscedasticity. So it can be continued in the moderate linear regression test.

Moderate regression analysis (MRA)

The moderated regression analysis test is used to answer the relationship between the independent variables and the dependent variable. Besides that, Davison et al. (2023) menti that the moderated regression analysis test is also used to partially and simultaneously answer the relationship between the moderating variable and the dependent variable partially and simultaneously. The decision in this test is that if the p value has a result of less than 0.05, there is a positive and significant relationship. However, if the sig. less than 0.05, there is no positive and meaningful relationship between variables. The test results can be seen in table 6 below.

Table 6. Regression test results.

	Hipotesis	Koef. Regresi	pValue	Decision
H1	SE (X1) → PLA (Y)	-7.155	0.000	Significant
H2	MB (X2) → PLA (Y)	-1.040	0.604	Not significant
H3	AI (M) → PLA (Y)	-9.334	0.000	Significant
H4	SE*AI (X1*M) → PLA (Y)	1.897	0.000	Significant
H5	MB*AI (X2*M) → PLA (Y)	0.262	0.616	Not significant

Notes: SE: self-efficacy; MB: learning motivation; AI: Artificial intelligence; PLA: plagiarism.

Table 6 shows the results of the moderate regression analysis test using SPSS. The hypothesis with a partially positive relationship is self-efficacy towards plagiarism and artificial intelligence towards plagiarism, with a value of 0.000. Thus the H1 and H3 hypotheses can be accepted because the p-value is smaller than 0.05 (0.000 <0.05). Meanwhile, the relationship between learning motivation and plagiarism has a value of 0.604 which is more significant than 0.05 (0.604> 0.05). Thus, H3 was rejected because it did not meet the requirements in the test. Furthermore, the moderating relationship between self-efficacy and artificial intelligence on plagiarism behavior has a value of 0.000 which is less than 0.05 (0.000<0.05). Thus, H4 has a positive and significant effect. Then, the relationship between learning motivation and artificial intelligence on plagiarism has a p value of 0.616. These results show that the p value is 0.616, greater than > 0.05 or (0.616 > 0.05).

Koefisien determinasi (R2)

The coefficient of determination is carried out to see the magnitude of the influence between the variables used in the study. The coefficient of

determination is used to see the r square value in table 7 below.

Table 7. Hasil koefisien determinasi.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.606[a]	.368	.334	.18559

a. Predictors: (Constant), SE, MB, AI

Table 7 shows the results of the r-squared value of 0.368, or if it is made in percent, the result is 3.68%. Thus, the variables of self-efficacy, learning motivation, and artificial intelligence contribute to plagiarism. Therefore, many other variables can influence plagiarism in students by 63.2%.

Discussion

Self-efficacy to plagiarism

Self-efficacy in students influences student confidence in carrying out assignments and responsibilities in lectures. Self-efficacy for students tends to be high so that they are confident in the assignments given by their lecturers by showing low plagiarism to students. This shows that students believe plagiarism negatively impacts anyone who commits an act of plagiarism. In addition, the fear of plagiarism sanctions on students also encourages students not to commit plagiarism.

Temuan Adriyana (2019) which states that self-efficacy in students has a positive influence on fraudulent acts. This has the context of plagiarism, cheating and others. Thus, students' self-efficacy tends to be low, followed by a high level of plagiarism among students. Student self-efficacy is quite strongly related to plagiarism in students (’Alimah & Khoirunnisa, 2022; Badiaturrochmah et al., 2021). However, different findings were presented by Badiaturrochmah et al. (2021) which explains that self-efficacy in students tends to have a negative impact on student plagiarism. Fu & Tremayne (2022) also found different things that self-efficacy cannot control students' attitudes in reducing plagiarism.

Motivation to learn to plagiarism

Students are less enthusiastic in exploring something new in lectures. They tend to complete tasks only to drop their obligations. This indicates a lack of student learning motivation in completing assignments given by lecturers. In addition, the lack of student writing skills can also affect students' high level of plagiarism. There is a sense of intimidation towards the assignments given. Students will look for shortcuts in completing their assignments or writing by copying and pasting. The actions taken were only to fulfill the academic demands received.

This finding is supported by findings Fitriati et al. (2022) which explains that lack of learning motivation can increase plagiarism in students. Besides that, Arista & Listyani (2015) states that students who commit plagiarism are driven by the skills of lecturers in teaching, easy access to information, and the lack of student knowledge of plagiarism. In addition, student orientation that focuses only on GPA will harm student learning motivation. This is because students will only complete their assignments without having to be responsible for the tasks they are doing (Arista & Listyani, 2015; Nimasari, 2017). Findings Espiñeira-Bellón et al. (2022) also concluded that students' lack of motivation can increase student behavior. This is due to the lack of ability, as well as the creativity of students in understanding the coursework they get.

Artificial intelligence to plagiarism

Extensive learning resources and many services that provide study references for students can contribute to reducing the positive impact of plagiarism. Students use artificial intelligence or artificial intelligence to find learning resources and connections in working on college assignments and scientific writing. In addition, students use the chat-gpt facility to encourage their imagination in writing scientific papers or coursework. In addition, students also use paraphrasing services to help them complete their assignments.

In line with the findings, Nimasari (2017) explains that artificial intelligence positively impacts plagiarism. Students at this time easily find sources and references in learning. With this

convenience, students feel helped in doing assignments and scientific writing (Aryanti et al., 2021; Novianita et al., 2020). Thus, students can control artificial intelligence in carrying out their tasks. Not only students now lecturers are also given the convenience of identifying similarities in writing made by students using turnitin, clutter, and many more (Aryanti et al., 2021; Kambey et al., 2020; Zen Munawar et al., 2023). However, the findings expressed by Jereb et al. (2018) stated that easy access to information and student learning resources can encourage plagiarism behavior.

Self-efficacy, artificial intelligence to plagiarism

Artificial intelligence succeeds in moderating the relationship between self-efficacy and plagiarism. This is because students use artificial intelligence well in writing scientific papers and coursework. In addition, artificial intelligence also has a role in increasing student self-efficacy to avoid plagiarism. Then, artificial intelligence can increase student confidence in doing assignments with the ease of finding references to support learning in class. Artificial intelligence has many conveniences in detecting plagiarism in student scientific writing. This makes it easy for lecturers to detect plagiarism in students. Thus, students will feel confident in the assignments they are working on, and lecturers can see the level of plagiarism in student work.

Finding Surahman & Wang (2022) mentions that artificial intelligence makes it easy for students to find reference sources in learning. Aguilar et al. (2018) also emphasized that artificial intelligence can improve the learning experience for students. This will encourage student confidence in carrying out assignments and scientific work given by lecturers. However, different findings were presented by Kurniawan et al. (2023); Selemani et al. (2018) explained that students utilize artificial intelligence to complete the assignments given, and they tend to know and understand plagiarism detection tools.

Learning motivation, artificial intelligence to plagiarism

The ease of artificial intelligence does not always positively impact students. Students are pampered with the convenience of artificial intelligence by committing plagiarism. This, of course, has a negative impact on the world of education because students still have a high level of plagiarism. In addition, the impact of plagiarism is a lack of academic integrity for their institutions. Not only that, artificial intelligence also has negative impacts, such as the lack of students' ability to think critically, develop their writing and decrease creativity. This will hinder student motivation in completing coursework or scientific papers given by lecturers.

Temuan Kurniawan et al. (2023) that students who commit plagiarism, are familiar with plagiarism detection tools but still carry out these actions. Meanwhile, du Rocher (2020); Alexander (2019) emphasized that the existence of plagiarism in students was caused by low motivation in students which was supported by artificial intelligence in humans. Furthermore, Gao et al. (2022) mentions that artificial intelligence that is currently being developed can be a threat in reducing learning motivation and increasing plagiarism in students. This is of course a threat to institutions because it will increase plagiarism in students.

Conclusion

This study shows that self-efficacy and artificial intelligence significantly positively affect plagiarism. In addition, learning motivation has a negative and insignificant effect on student plagiarism behavior. Then artificial intelligence can increase self-efficacy as well as students against student plagiarism. However, artificial intelligence did not successfully provide a moderation relationship to plagiarism behavior in students. Thus, students use artificial intelligence well in assignments or scientific writing. But on the other hand, the existence of artificial intelligence can reduce student learning motivation. This of course, has a negative influence on students. Thus, this study advises students to use artificial intelligence best in carrying out assignments and scientific writing. In addition, the role of lecturers as student role models also promote artificial intelligence for the world of education and its impact on

plagiarism. Then, the next researcher can include other variables that can influence plagiarism.

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