

# Exploring Reasons for Doing Plagiarism among Indonesian EFL Undergraduate Students: A Confirmatory Factor Analysis

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ARTICLE INFO	ABSTRACT
<p><b>Article history</b> Received Jan 10, 2024 Revised Nov 15, 2024 Accepted Dec 17, 2024</p> <p><b>Keywords</b> Plagiarism Higher education Academic dishonesty EFL Student</p>	<p>The rapidly escalating plagiarism rate among students in higher education has become a global academic concern. This quantitative study investigated the factors that led to student plagiarism. Eighty EFL university students from Indonesia participated in this investigation. The online questionnaire consisted of two sections: demographic information and a plagiarism perception scale, which included perspectives on plagiarism, the perceived significance of plagiarism, and contributing factors to students' plagiarism. The results disclosed a superficial understanding of the various forms of plagiarism. Personal, academic, and institutional factors contributed to plagiarism in the research. To reduce the prevalence of plagiarism in later phases, the results highlighted the need for practical policies and a cohesive framework to increase students' awareness at the onset. Course instructors should take the development of solid writing and referencing skills seriously, and the common leniency towards instances of plagiarism by undergraduate students must be replaced with a more severe attitude that encourages innovative and authentic research practice. To reduce plagiarism effectively, it is essential to enhance students' understanding of its seriousness, provide robust academic support, and ensure that institutional policies are clear, consistent, and enforced.</p> <p>This is an open-access article under the <a href="#">CC-BY</a> license.</p> 

## I. Introduction

Plagiarism, a pervasive issue in academic settings worldwide, has garnered increasing attention due to its potential to undermine the integrity of educational systems (Shamoa-Nir, 2024; Zhang et al., 2024). Among the many facets of this complex phenomenon, exploring the reasons behind plagiarism among undergraduate students studying English as a Foreign Language (EFL) in Indonesia is a critical and timely research endeavor. This research delves into the intricate web of factors that contribute to plagiarism within this specific demographic, shedding light on the underlying motivations and contextual nuances (Putra et al., 2023). Indonesia, a diverse archipelago with a burgeoning EFL education sector, presents a unique environment for investigating plagiarism among undergraduate students. The prevalence of this academic misconduct not only jeopardizes the credibility of educational institutions but also hinders the development of essential skills and values among students. Understanding the reasons behind plagiarism among

Indonesian EFL undergraduate students is imperative for designing targeted interventions that promote academic integrity and foster a culture of originality.

Plagiarism in academic contexts has been widely studied across various disciplines and cultural settings (Drisko, 2023; King & ChatGPT, 2023; McCulloch & Indrarathne, 2023). However, significant gaps still need to be in understanding its occurrence within the context of Indonesian undergraduate students pursuing English as a Foreign Language (EFL). While global studies have explored plagiarism as a universal academic issue, limited research has examined how local socio-cultural dynamics, educational practices, and individual student experiences intersect to influence academic dishonesty in Indonesia. Most existing studies on plagiarism in EFL contexts focus on broader trends, leaving contextual nuances underexplored, particularly in non-Western settings like Indonesia (Kampa et al., 2024).

Additionally, the role of institutional policies, the accessibility of plagiarism detection tools, and the efficacy of academic integrity education in Indonesian higher education settings remain understudied (Prashar et al., 2024). Furthermore, while research often emphasizes punitive measures for addressing plagiarism, there needs to be more inquiry into preventative approaches rooted in understanding students' lived experiences and challenges. This gap is particularly salient in EFL education, where language proficiency, cultural attitudes toward intellectual property, and academic pressures may uniquely shape students' behaviors and decisions (McIntire et al., 2024).

The underrepresentation of context-specific research on plagiarism in Indonesia limits our ability to design effective interventions tailored to the unique challenges faced by EFL undergraduate students. For instance, the interplay between language barriers and the pressure to meet academic expectations in a foreign language often creates fertile ground for plagiarism. Students may resort to copying due to needing more confidence in their linguistic abilities or misunderstanding proper citation practices, frequently not adequately emphasized in their early education. These issues are further compounded by cultural perceptions of intellectual property, which in some non-Western contexts may differ from the Western emphasis on originality and individual authorship (Kim & Uysal, 2021).

Another significant but underexplored factor is the role of institutional environments in shaping students' attitudes toward plagiarism. Universities in Indonesia often lack comprehensive academic integrity policies or consistent enforcement mechanisms, which can result in students perceiving plagiarism as a low-risk activity. Moreover, access to resources such as plagiarism detection tools and academic writing support is often limited or unevenly distributed, particularly between urban and rural institutions (Alua et al., 2023; Memon & Mavrincac, 2020). This disparity creates additional challenges for students and educators in fostering a culture of academic honesty. Educational practices, including teaching strategies and assessment methods, are crucial. Overemphasis on rote learning, high-stakes examinations, and rigid grading systems may inadvertently encourage students to prioritize grades over genuine learning, leading them to engage in dishonest practices (French et al., 2024). In such environments, plagiarism can become a coping mechanism rather than a deliberate act of dishonesty.

Addressing these gaps requires a deeper exploration of how Indonesian EFL students navigate these complex challenges. Research must go beyond identifying the prevalence of plagiarism and delve into the root causes, such as institutional shortcomings, cultural influences, and individual struggles. By understanding these interconnected factors, educators and policymakers can move toward developing holistic and preventative strategies that not only discourage plagiarism but also

support students in achieving academic success with integrity.

This research aims to unravel the multifaceted nature of plagiarism, examining socio-cultural influences, educational practices, and individual motivations that may drive students to engage in academic dishonesty. By identifying these underlying factors, educators, policymakers, and institutions can develop proactive strategies to address the root causes and cultivate an environment conducive to honest and ethical academic practices (Suprpto et al., 2024). Ultimately, this research seeks to contribute valuable insights that will enhance our understanding of plagiarism among Indonesian EFL undergraduate students and inform the development of effective prevention and intervention measures.

Three research questions guide this study:

- What are the perspectives of Indonesian EFL university students on plagiarism in academic contexts?
- How do Indonesian EFL students perceive the seriousness of plagiarism in academic settings?
- What factors contribute to plagiarism among Indonesian EFL university students?

## II. Method

This study employed Confirmatory Factor Analysis (CFA) to explore and validate the underlying factors that contribute to Indonesian EFL (English as a Foreign Language) university students' perceptions of plagiarism in academic contexts (Sureshchandar, 2023). Specifically, CFA was used to examine three key research questions (RQ1, RQ2, and RQ3):

- What are the perspectives of Indonesian EFL university students on plagiarism in academic contexts?
- How do Indonesian EFL students perceive the seriousness of plagiarism in academic settings?
- What factors contribute to plagiarism among Indonesian EFL university students?

### A. Participants

The study targeted Indonesian EFL university students across several universities in Indonesia. 80 EFL students participated in the survey, which provided the data for this analysis. The students were enrolled in undergraduate programs related to English language and literature. Participants were selected using a convenience sampling method and provided informed consent to participate in the study.

### B. Instrument

Data were collected using a structured questionnaire consisting of two sections, divided into three main dimensions based on the research questions:

- Perspectives on plagiarism: Items related to students' general views on plagiarism, including understanding, attitudes, and beliefs about plagiarizing.
- Perceived seriousness of plagiarism: Items assessing the degree to which students consider plagiarism a serious issue in academic settings.
- Factors contributing to plagiarism: Items related to potential reasons why students may engage in plagiarism, such as lack of time, understanding, pressure to succeed, etc.

The items in the questionnaire were designed based on a comprehensive review of relevant literature and previous studies on plagiarism in academic contexts. The questionnaire was pre-tested with a small group of students to ensure clarity and reliability.

### C. Data Analysis

Data for this study were collected through a structured questionnaire designed to capture the perceptions and attitudes of Indonesian EFL university students toward plagiarism in academic contexts. The questionnaire consisted of two main sections, each corresponding to one of the three key research questions, and was distributed electronically to students across various universities in Indonesia. The data collected through the questionnaire were then analyzed using Confirmatory Factor Analysis (CFA), conducted via AMOS, to examine the factor structure and test the validity of the measurement model. The CFA aimed to confirm whether the hypothesized model, consisting of three distinct factors (perspectives on plagiarism, perceived seriousness, and factors contributing to plagiarism), adequately fit the observed data.

### D. Data Analysis

Confirmatory Factor Analysis (CFA) was conducted using AMOS to examine the data's factor structure and test the measurement model's validity. CFA is particularly

suited for this study as it allows for testing whether the observed data fit the hypothesized model consisting of three distinct factors (perspectives on plagiarism, perceived seriousness, and factors contributing to plagiarism).

## III. Results and Discussion

### A. RQ 1: What are the perspectives of Indonesian EFL university students on plagiarism in academic contexts?

Based on the information presented in Table 1 and Figure 1, it can be observed that most respondents assigned a score of 1 to items Q1, Q3, Q8, and Q10. This suggests a strong consensus among respondents, reflecting a uniform understanding or agreement regarding the issues addressed in these questions. In contrast, items Q4, Q5, Q6, Q9, and Q11 predominantly received a score of 2, indicating a moderate level of agreement or a slightly different perception than the previous set of items. This shift in responses may highlight nuanced views or less definitive opinions on these aspects of the dimension.

Interestingly, item Q7 stands out, with most respondents assigning a score of 3. This divergence could signify a distinct perception or a more complex interpretation of the question, warranting further exploration to understand why respondents differed in their scoring for this specific item. The variation in responses across the items demonstrates the diversity of perspectives among respondents and suggests that some aspects of the dimension may resonate more strongly or clearly than others.

These findings underscore the importance of examining individual question patterns within the dimension to understand better how respondents perceive and evaluate the measured issues. This nuanced analysis can help identify key areas where perceptions align and areas that may require further clarification or intervention.

Table 1. Respondent's Answers Based on the Dimension: Perspectives on Plagiarism (11 Questions)

Question	1		2		3		4		5		6		Total		Average
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
Q1	29	33.72	28	32.56	13	15.12	7	8.14	5	5.81	4	4.65	86	100	2.34
Q2	5	5.81	10	11.63	15	17.44	14	16.28	23	26.74	19	22.09	86	100	4.13
Q3	28	32.56	28	32.56	14	16.28	7	8.14	7	8.14	2	2.33	86	100	2.34
Q4	14	16.28	31	36.05	16	18.6	11	12.79	10	11.63	4	4.65	86	100	2.81
Q5	18	20.93	26	30.23	26	30.23	8	9.3	8	9.3	0	0	86	100	2.56
Q6	24	27.91	25	29.07	14	16.28	11	12.79	7	8.14	5	5.81	86	100	2.62
Q7	3	3.49	17	19.77	26	30.23	14	16.28	18	20.93	8	9.3	86	100	3.59
Q8	36	41.86	23	26.74	9	10.47	7	8.14	5	5.81	6	6.98	86	100	2.3
Q9	10	11.63	29	33.72	21	24.42	7	8.14	12	13.95	7	8.14	86	100	3.03
Q10	32	37.21	21	24.42	14	16.28	5	5.81	9	10.47	5	5.81	86	100	2.45
Q11	20	23.26	31	36.05	23	26.74	3	3.49	5	5.81	4	4.65	86	100	2.47

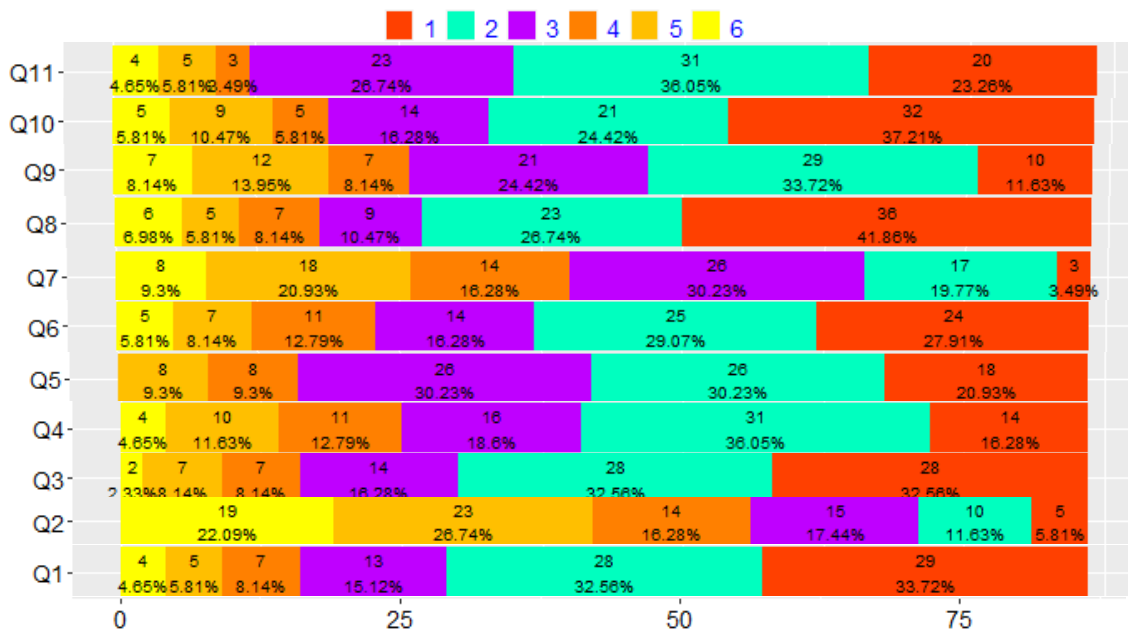


Fig. 1. Respondent's Answers Based on the Dimension: Perspectives on Plagiarism (11 Questions)

**B. RQ 2: How do Indonesian EFL students perceive the seriousness of plagiarism in academic settings?**

Based on the information presented in Table 2 and Figure 2, it can be observed that most respondents assigned a score of 1 to items Q6 and Q9. This indicates that respondents generally perceived plagiarism's seriousness as minimal or less concerning for these questions. The high frequency of score 1 suggests that these issues may be seen as less significant or less relevant in the context of the respondents' experiences or understanding of plagiarism.

For items Q1, Q2, Q4, Q5, Q7, and Q10, most respondents assigned a score of 2. This suggests a moderate level of perceived seriousness regarding these aspects of plagiarism. Respondents may view these issues as somewhat serious but not critical or urgent. The tendency to rate these items with a score of 2 could indicate that while respondents acknowledge these factors as necessary, they may not consider them the most severe or pressing plagiarism-related concerns.

In contrast, for item Q3, most respondents assigned a score of 3, which signifies a higher level of perceived

seriousness. This indicates that respondents considered this issue more significant than others in the questionnaire. The higher rating may reflect a stronger concern or recognition of the consequences of the factor addressed in Q3.

Lastly, item Q8 stands out, as most respondents assigned a score of 6. This notably higher score indicates that respondents view this aspect of plagiarism as extremely serious. The significant divergence in responses for this item suggests that it represents a critical concern in the context of plagiarism and may reflect an issue that respondents believe warrants urgent attention or intervention.

The varying scores across these items highlight different levels of perceived seriousness regarding plagiarism, with some aspects being viewed as relatively mild concerns, others as moderately severe, and a few as critical. Understanding these patterns can provide valuable insights into which aspects of plagiarism are most concerning to respondents, helping to inform targeted interventions and strategies to address the issue more effectively.

Table 2. Respondent's Answers Based on the Dimension: Plagiarism Perceived Seriousness (10 Questions)

Question	1		2		3		4		5		6		Total	Average	
	F	%	F	%	F	%	F	%	F	%	F	%			
Q1	18	20.93	26	30.23	17	19.77	8	9.3	13	15.12	4	4.65	86	100	2.81
Q2	10	11.63	29	33.72	23	26.74	7	8.14	14	16.28	3	3.49	86	100	2.94
Q3	6	6.98	14	16.28	28	32.56	10	11.63	14	16.28	14	16.28	86	100	3.63
Q4	24	27.91	31	36.05	14	16.28	11	12.79	5	5.81	1	1.16	86	100	2.36
Q5	14	16.28	27	31.4	25	29.07	12	13.95	6	6.98	2	2.33	86	100	2.71
Q6	34	39.53	18	20.93	17	19.77	11	12.79	4	4.65	2	2.33	86	100	2.29
Q7	24	27.91	35	40.7	12	13.95	8	9.3	4	4.65	3	3.49	86	100	2.33
Q8	2	2.33	3	3.49	13	15.12	15	17.44	24	27.91	29	33.72	86	100	4.66
Q9	31	36.05	12	13.95	14	16.28	13	15.12	12	13.95	4	4.65	86	100	2.71
Q10	15	17.44	28	32.56	22	25.58	8	9.3	8	9.3	5	5.81	86	100	2.78

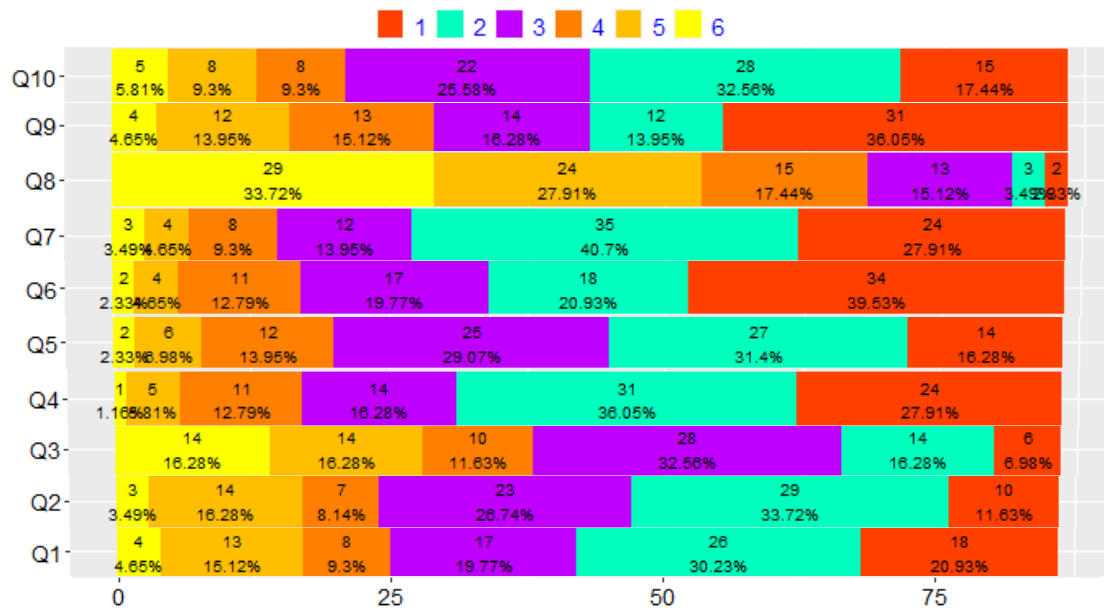


Fig. 2. Respondent's Answers Based on the Dimension: Plagiarism Perceived Seriousness (10 Questions)

C. RQ 3: What factors contribute to plagiarism among Indonesian EFL university students?

Based on the information in Table 3 and Figure 3, the data shows distinct patterns in how respondents rated the personal factors contributing to plagiarism. For items Q1

and Q3, most respondents assigned a score of 1, indicating that these individual factors were generally perceived as having a minimal or less significant role in contributing to plagiarism. This could suggest that respondents do not view these personal aspects, such as individual attitudes or behaviours, as primary drivers of academic dishonesty.

Table 3. presents the distribution of respondents' answers to the questions within the Factors Contributing: Personal Factor dimension.

Question	1		2		3		4		5		6		Total	Average	
	F	%	F	%	F	%	F	%	F	%	F	%			
Q1	42	48.84	21	24.42	10	11.63	5	5.81	2	2.33	6	6.98	86	100	2.09
Q2	10	11.63	29	33.72	28	32.56	7	8.14	9	10.47	3	3.49	86	100	2.83
Q3	24	27.91	21	24.42	18	20.93	12	13.95	8	9.3	3	3.49	86	100	2.63
Q4	4	4.65	16	18.6	34	39.53	23	26.74	9	10.47	0	0	86	100	3.2
Q5	2	2.33	10	11.63	10	11.63	10	11.63	18	20.93	36	41.86	86	100	4.63

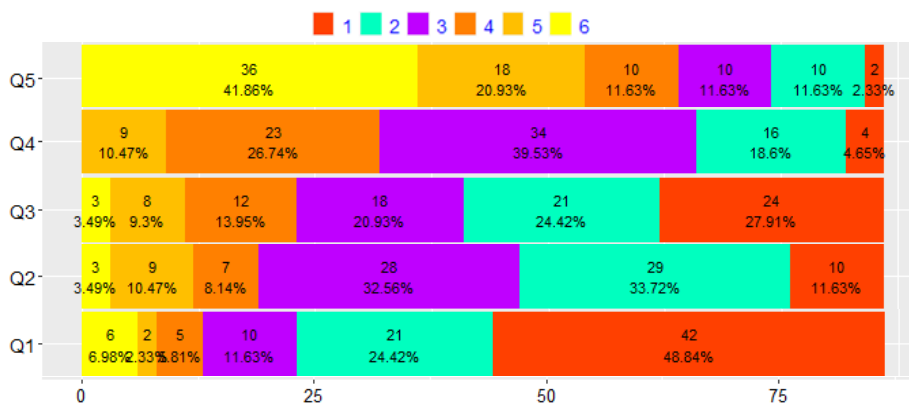


Fig. 3. Respondent's Answers Based on the Dimension: Factors Contributing: Personal Factor (5 Questions)

In contrast, for item Q2, most respondents scored 2, suggesting a moderate recognition of the personal factors involved. This indicates that respondents acknowledge the influence of individual factors on plagiarism but do not perceive them as highly significant. The relatively higher

score may point to some personal attributes or circumstances that respondents believe contribute to plagiarism to a certain extent, yet not as a significant cause. Item Q4 saw most respondents scoring 3, reflecting higher perceived importance. This suggests that respondents

consider this personal factor more impactful in contributing to plagiarism than the previous items. The increased score indicates a stronger recognition of how personal traits, such as lack of time management or pressure to succeed, may lead to academic dishonesty.

Finally, item Q5 stands out, with most respondents assigning a score of 6, the highest rating. This indicates that respondents viewed this personal factor as having the most significant influence on plagiarism. The high score suggests that respondents strongly believe this personal factor is potentially related to motivation, academic pressure, or personal ethics crucial in driving plagiarism behaviors.

The data shows a range of responses to the personal factors contributing to plagiarism, with some factors viewed as minimal influences, others as moderate, and one

as a significant contributing factor. These insights highlight the varied perceptions of personal influences on plagiarism and provide a nuanced understanding of how personal circumstances or attitudes may shape students' decisions to engage in academic dishonesty.

Based on the information presented in Table 4 and Figure 4, the distribution of responses to the academic factors contributing to plagiarism reveals a range of perceptions among respondents. For item Q6, most respondents assigned a score of 1, indicating that this academic factor was perceived as having a minimal influence on students' likelihood to engage in plagiarism. This suggests that respondents may view the factor related to teaching methods, assessments, or academic pressures as less significant in motivating plagiarism behaviors.

Table 4. presents the distribution of respondents' answers to the questions within the Factors Contributing: Academic Factor dimension.

Question	1		2		3		4		5		6		Total		Average
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
Q1	17	19.77	22	25.58	20	23.26	14	16.28	9	10.47	4	4.65	86	100	2.86
Q2	17	19.77	13	15.12	34	39.53	8	9.3	11	12.79	3	3.49	86	100	2.91
Q3	15	17.44	30	34.88	17	19.77	10	11.63	10	11.63	4	4.65	86	100	2.79
Q4	9	10.47	29	33.72	21	24.42	16	18.6	10	11.63	1	1.16	86	100	2.91
Q5	1	1.16	14	16.28	21	24.42	16	18.6	14	16.28	20	23.26	86	100	4.02
Q6	39	45.35	22	25.58	13	15.12	4	4.65	4	4.65	4	4.65	86	100	2.12
Q7	16	18.6	21	24.42	20	23.26	12	13.95	14	16.28	3	3.49	86	100	2.95

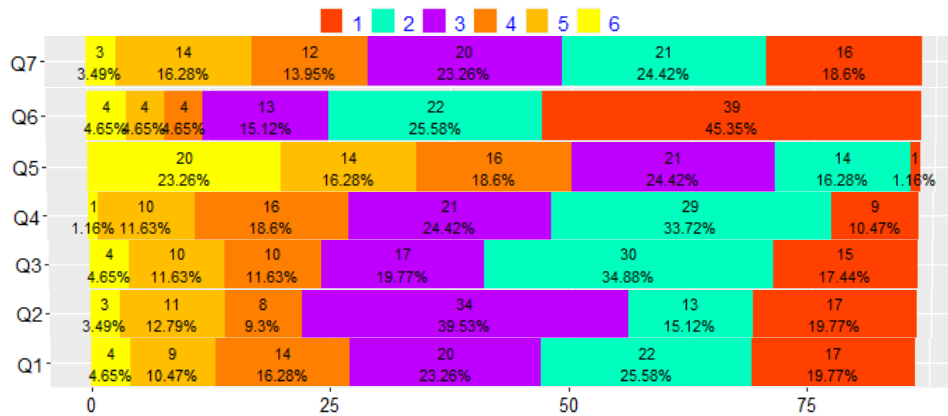


Fig. 4. Respondent's Answers Based on the Dimension: Factors Contributing: Academic Factor (7 Questions)

For items Q1, Q3, Q4, and Q7, most respondents scored 2, reflecting a moderate level of perceived impact. These academic factors, such as academic workload, assessment pressures, or inadequate guidance, were seen as contributing to plagiarism but only to a somewhat significant extent. The tendency to rate these items with a score of 2 suggests that while respondents acknowledge these factors as relevant to plagiarism, they may not consider them as the primary drivers of academic dishonesty. This could indicate that academic factors are viewed as contributing to plagiarism when combined with other influences, such as personal or institutional factors, but not as standalone causes.

Item Q2 stands out, with most respondents assigning a score of 3, signaling a higher perceived impact. This suggests that the factor addressed in Q2, possibly relating to a more specific academic issue, such as unclear expectations, lack of educational support, or pressure to perform, significantly contributed to plagiarism. The higher score reflects a more substantial recognition of how specific academic pressures or deficiencies in the educational environment can increase the likelihood of students resorting to plagiarism.

The data highlights that academic factors generally have a moderate to high influence on plagiarism, with some aspects seen as having a more significant impact

than others. Understanding these patterns provides valuable insights into how academic environments can foster or mitigate academic dishonesty, underscoring the importance of addressing academic pressures and improving support structures to reduce plagiarism.

Based on the information presented in Table 5 and Figure 5, the responses to the institutional factors contributing to plagiarism reveal varying levels of perceived influence among respondents. For items Q3,

Q4, Q7, and Q2, most respondents assigned a score of 2, indicating a moderate perceived impact of these institutional factors on plagiarism. These items likely represent factors such as institutional support, availability of resources, or the enforcement of academic integrity policies, which are seen as influencing plagiarism, though only to a manageable extent. The moderate scores suggest that respondents recognize these institutional elements as contributing to plagiarism but do not consider them the primary or most significant causes.

Table 5. Presents the distribution of respondents' answers to the questions within the Factors Contributing: Institutional Factor dimension.

Question	1		2		3		4		5		6		Total	Average	
	F	%	F	%	F	%	F	%	F	%	F	%			
Q1	2	2.33	6	6.98	22	25.58	20	23.26	14	16.28	22	25.58	86	100	4.21
Q2	5	5.81	16	18.6	34	39.53	22	25.58	7	8.14	2	2.33	86	100	3.19
Q3	16	18.6	27	31.4	21	24.42	7	8.14	11	12.79	4	4.65	86	100	2.79
Q4	16	18.6	24	27.91	23	26.74	10	11.63	7	8.14	6	6.98	86	100	2.84
Q5	2	2.33	7	8.14	22	25.58	20	23.26	12	13.95	23	26.74	86	100	4.19
Q6	6	6.98	17	19.77	33	38.37	20	23.26	8	9.3	2	2.33	86	100	3.15
Q7	14	16.28	29	33.72	19	22.09	7	8.14	14	16.28	3	3.49	86	100	2.85
Q8	18	20.93	24	27.91	21	24.42	9	10.47	8	9.3	6	6.98	86	100	2.8

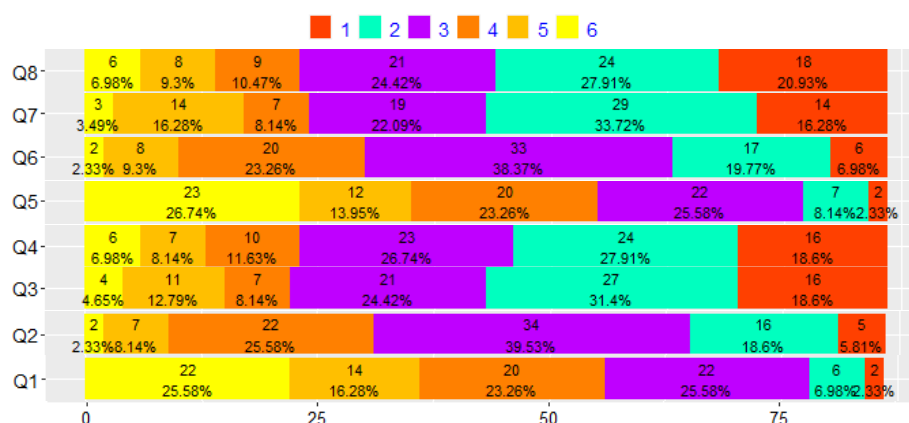


Fig. 5. Respondent's Answers Based on the Dimension: Factors Contributing: Institutional Factor (8 Questions)

For items Q1, Q2, Q6, and Q8, most respondents assigned a score of 3, signaling a higher perceived impact. These items may reflect more critical institutional factors, such as the clarity of academic expectations, availability of plagiarism detection tools, or institutional policies on academic integrity. The higher scores indicate that these institutional elements are viewed as more influential in shaping students' behavior regarding plagiarism. Respondents may believe that improvements in these areas could significantly reduce the occurrence of plagiarism, highlighting the importance of clear institutional guidance and robust support systems.

Lastly, item Q5 stands out, with most respondents assigning a score of 6, indicating a strong perception of its significant role in contributing to plagiarism. This suggests that respondents view this institutional factor as potentially related to enforcing plagiarism policies, the availability of writing support, or the overall academic culture as having

the most substantial impact on plagiarism behaviors. The high score for this item implies that respondents believe this factor is critical in either facilitating or preventing academic dishonesty.

The data reveals a range of perceptions regarding the institutional factors contributing to plagiarism, with some factors viewed as moderately influential and others as more significant. The variation in responses underscores the importance of addressing institutional issues such as policy enforcement, academic support, and clarity of expectations in efforts to reduce plagiarism. These insights can help institutions strengthen their strategies for promoting academic integrity and reducing instances of plagiarism.

#### D. Confirmatory Factor Analysis (CFA)

The next step involved using Confirmatory Factor Analysis (CFA) to identify which dimension is the most dominant in shaping the reasons for student plagiarism.

CFA is a statistical method used to test the validity of a hypothesized factor structure by analyzing how well the measured variables (questions or items) align with the proposed underlying factors (dimensions). This method allows researchers to confirm or refine the theoretical model of how different factors contribute to a particular phenomenon, in this case, student plagiarism.

Table 6 and Figure 6 present the results of the CFA, which provide insight into the relative strength of each dimension in explaining the reasons for plagiarism. Examining the factor loadings and goodness-of-fit indices in these results makes it possible to determine which dimension influences the reasons behind plagiarism. The dimension with the most substantial factor loading and best fit to the data would be considered the most dominant. This helps in understanding which factors, whether personal, academic, or institutional, have the most

significant impact on students' decision to engage in plagiarism, providing valuable information for targeted interventions and strategies.

Table 6. Confirmatory Factor Analysis (CFA): Standardized Loading Factor

Indicator	Standardized Loading Factor
X1: Perspectives on Plagiarism	1.0127
X2: Plagiarism Perceived Seriousness	1.0183
X31: Factors Contributing: personal factor	0.9794
X32: Factors Contributing: academic factor	0.9635
X33: Factors Contributing: institutional factor	0.6935

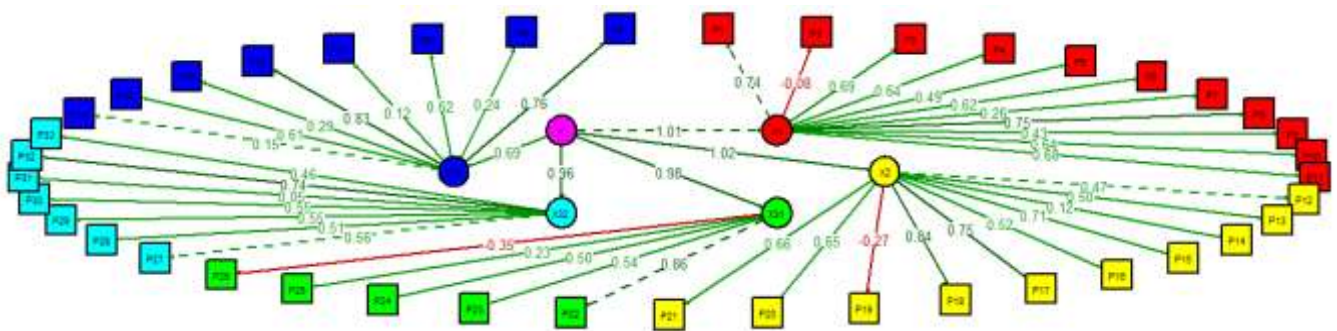


Fig. 6. Confirmatory Factor Analysis (CFA)

Based on the results of the Confirmatory Factor Analysis (CFA) shown in Table 6 and Figure 6, it is evident that the dimension of plagiarism perceived seriousness has the highest Standardized Load Factor (SLF) value of 1.0183. The SLF is a measure used in CFA to indicate the strength of the relationship between an observed variable and its underlying factor. A higher SLF value means that the corresponding dimension has a more substantial influence or contribution to explaining the phenomenon being studied, such as the reasons for student plagiarism.

The fact that the plagiarism perceived seriousness dimension has the highest SLF suggests that how students perceive the seriousness of plagiarism plays the most significant role in explaining why students engage in plagiarism. This finding indicates that students' views on the severity and consequences of plagiarism are crucial in shaping their academic behavior. It highlights the importance of addressing students' perceptions of plagiarism in educational settings, as altering how they view the seriousness of plagiarism could be a key factor in reducing its occurrence. Therefore, according to the CFA results, this dimension emerges as the most dominant factor influencing the reasons behind student plagiarism.

The findings from Tables 1 through 6, and Figures 1 through 6 provide a comprehensive overview of how different dimensions contribute to students' decisions to engage in plagiarism. These dimensions include perspectives on plagiarism, the perceived seriousness of plagiarism, personal factors, academic factors, and institutional factors. The results reflect varying levels of agreement and importance assigned by respondents to different aspects of plagiarism, offering valuable insights into the complex nature of academic dishonesty.

In terms of plagiarism's perceived seriousness (Table 2 and Figure 2), it is evident that respondents perceive some aspects of plagiarism as more serious than others. This finding corresponds to the previous studies that describe the serious impact of plagiarism (De Lima et al., 2022; Mostofa et al., 2021; Rumanovská et al., 2024). Items Q1, Q3, and Q10 stand out with relatively high ratings, indicating that respondents view these issues as critical. The most notable finding is that item Q8 received the highest average score, suggesting widespread agreement that this aspect of plagiarism is perceived as highly serious. This could point to a specific plagiarism-related issue, such as deliberate falsification or significant academic dishonesty, which respondents find most concerning. On the other hand, items Q6, Q7, Q9, and Q10 received moderate ratings, reflecting a perception of plagiarism as

essential but not necessarily urgent or pressing. This divergence in perceptions illustrates the need for educational interventions to focus on both the more serious and the more moderate aspects of plagiarism, targeting areas that are seen as critical but also addressing those that might be overlooked but still significant (Chan, 2024).

Furthermore, the personal factor dimension (Table 3 and Figure 3) reveals that individual factors, such as attitudes, time management, and academic pressure, have varied perceptions. Items Q1 and Q3 received low scores, indicating that respondents did not view individual behaviors or personal traits as the primary contributors to plagiarism. This evidence also supports previous studies on the essence of personal factors in plagiarism (Aruğaslan, 2024; Huang et al., 2024; Memon & Mavrincac, 2020; Özbek Güven et al., 2024). However, item Q5, which likely concerns high academic pressure or a lack of motivation, received a significantly higher score, suggesting that respondents see these personal factors as a significant cause of plagiarism. This suggests that students' motivations, ethics, or personal struggles may be critical in plagiarism behaviors. The moderate scores for item Q2 further suggest that respondents acknowledge some personal responsibility for academic dishonesty but not to the extent of other contributing factors.

The academic factor dimension (Table 4 and Figure 4) reveals that academic pressures and the academic environment emerge as moderate to strong contributors to plagiarism. Items like Q6, which deals with teaching methods or assessment pressures, received a low score, indicating that respondents did not perceive these as significant contributors to plagiarism. However, items Q2 and Q5, dealing with unclear academic expectations or lack of academic support, received notably higher scores, indicating that academic issues are perceived as more significant in driving plagiarism. The finding also corresponds to the previous research on academic matters when plagiarism (see El Bairi et al., 2024; Pecorari, 2024). This suggests that a lack of clarity in expectations or academic support structures might push students toward dishonest academic practices, reinforcing the need for more transparent communication and support in educational settings.

Finally, in the institutional factor dimension (Table 5 and Figure 5), respondents indicate a moderate to strong belief that institutional factors play a role in plagiarism. Items related to institutional policies, the availability of plagiarism detection tools, and academic guidance scored relatively higher than others, suggesting that institutional support and clear policies are important in deterring plagiarism. Interestingly, item Q5, which could concern institutional policies on plagiarism enforcement, received the highest score, showing that respondents view institutional commitment to enforcing academic integrity as a key factor in preventing plagiarism. The institution also plays an essential position in the presence of

plagiarism among students (De Lima et al., 2022; Kampa et al., 2024). This highlights the need for institutions to communicate academic integrity policies clearly and enforce them rigorously to create an environment where plagiarism is less likely to occur.

The Confirmatory Factor Analysis (CFA) results (Table 6 and Figure 6) further confirm the significance of plagiarism's perceived seriousness as the dominant factor influencing plagiarism behaviors. The CFA results show that this dimension has the highest Standardized Loading Factor (SLF), meaning that how students perceive the seriousness of plagiarism is the most influential factor in determining their likelihood to engage in plagiarism. This finding emphasizes the importance of shaping students' perceptions of plagiarism by making plagiarism's consequences more transparent and widely understood. The relatively lower SLF values for the other dimensions (personal, academic, and institutional factors) suggest that while these factors do play a role, their influence is not as dominant as the perception of plagiarism's seriousness.

#### IV. Conclusion

The findings of this study provide valuable insights into the factors influencing student plagiarism, particularly among EFL university students in Indonesia. The distribution of responses across different dimensions shows that plagiarism is perceived and experienced in diverse ways, shaped by personal, academic, and institutional factors. The data from the perspectives on plagiarism dimension showed that respondents had varied understandings of plagiarism, with some issues viewed as less significant and others as more critical. This variability underscores the complexity of student perceptions regarding plagiarism, indicating that education about plagiarism must address these different perspectives to be effective. The plagiarism perceived seriousness dimension revealed that student's views on the severity of plagiarism significantly impact their engagement with academic dishonesty. The higher scores in this dimension suggest that students' awareness of the seriousness of plagiarism plays a pivotal role in shaping their behavior. As shown by the Confirmatory Factor Analysis (CFA), this dimension emerged as the most dominant factor in explaining the reasons for plagiarism, highlighting its central role in student decision-making. The data from the contributing factors, such as personal, academic, and institutional factors, further emphasizes the multifaceted nature of plagiarism. Personal factors, such as individual attitudes and academic pressures, were seen as moderate influences, while institutional factors, such as policy enforcement and academic support, also had varying degrees of impact. The responses indicate that addressing plagiarism requires a multifactorial approach, targeting not just individual behaviors but also academic environments and institutional frameworks. This study highlights the importance of considering the interplay between personal

perceptions, academic pressures, and institutional policies when addressing plagiarism. To reduce plagiarism effectively, it is essential to enhance students' understanding of its seriousness, provide robust academic support, and ensure that institutional policies are clear, consistent, and enforced.

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