

## The Impact of Plagiarism on Doctoral Education in Indonesia

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### Abstract

Plagiarism is a serious problem in doctoral education in Indonesia that has widespread detrimental impacts. This paper presents an analysis of the impact of plagiarism on doctoral education in Indonesia. This research includes literature studies and related data that describe the prevalence of plagiarism, causes, and consequences of plagiarism in the context of doctoral education. Plagiarism hinders the doctoral education process by damaging academic integrity, reducing trust in research and researchers, and harming the reputation of educational institutions. This negative impact can affect the academic career progress of doctoral students and hinder innovation and knowledge development. This article also highlights the importance of preventive measures and effective law enforcement to overcome the problem of plagiarism in doctoral education in Indonesia. Collaborative efforts between educational institutions, government and society need to be increased to ensure academic integrity is maintained and doctoral education makes a valuable contribution to the development of science and technology in Indonesia.

**Keywords:** Impact of Plagiarism, Education Ethics, Indonesian Doctoral Education.

### INTRODUCTION

Doctoral education in Indonesia has experienced rapid development in the last few decades. The increase in the number of doctoral programs and the increasing number of prospective doctoral students reflects the Indonesian nation's commitment to producing superior human resources in the academic and research fields. However, behind these achievements, plagiarism is a serious issue that threatens the integrity and quality of doctoral education. Plagiarism, which can be defined as the use or copying of another person's work without providing proper attribution, has become a serious threat to the higher education process. In the case of doctoral education, where originality and new contributions to knowledge are at the core of scientific development, the practice of plagiarism creates very substantial challenges (Stabingis et al., 2014).

One important background for understanding the impact of plagiarism on doctoral education in Indonesia is the changing global dynamics in the academic world. The development of information technology and easy access to various literary sources makes enforcing academic ethics increasingly challenging. Doctoral students are faced with the temptation to take shortcuts by copying the work of others, especially with limited time and pressure to produce quality work (Giannakouli et al., 2023). Apart from that, the Indonesian government's policy of encouraging an increase in the number of doctoral graduates to support knowledge-based development is also a factor that triggers intense competition among doctoral students. In this competition, some individuals may feel compelled to use plagiarism practices as a way to achieve desired results quickly.

The importance of doctoral education in supporting the development of science and innovation in Indonesia is also the main background. Doctoral education should be a vehicle for producing researchers and academics who not only have high technical expertise but also integrity and commitment to research ethics. Plagiarism, as an act that violates these

principles, can harm these goals (Tran et al., 2023). Therefore, an in-depth understanding of the impact of plagiarism on doctoral education is essential. Efforts to tackle plagiarism will not only involve parties within higher education institutions, but also require support from the government, society and the academic community at large. With a good understanding of the background and complexity of the plagiarism issue, preventive and law enforcement measures can be designed to ensure the integrity of doctoral education in Indonesia is maintained.

The research objective of the findings below is to understand the impact of plagiarism practices in doctoral education in Indonesia as well as identify preventive measures needed to ensure the integrity and high quality of doctoral education. The analysis highlights the level of plagiarism in doctoral education, student dissatisfaction with the education system, the impact on the quality of research and scientific contributions, and the impact on the reputation of the institution. By exploring these aspects, the research aims to provide comprehensive insight into the complexity of the plagiarism problem in the context of doctoral education in Indonesia and encourage the adoption of holistic measures to effectively address this challenge.

## **RESEARCH METHODS**

The research method used in this study is a documentation study. Through this approach, researchers collected data from various literature sources and related documents related to the problem of plagiarism in doctoral education in Indonesia. The data collected includes journal articles, books, research reports, academic guidelines and related educational institution policies. Documentary research allows researchers to analyze and synthesize relevant information from various sources to thoroughly understand the prevalence of plagiarism, its causes, impacts, as well as prevention and law enforcement efforts that have been undertaken. Thus, documentation studies are the main basis for compiling an analysis of the impact of plagiarism on doctoral education in Indonesia.

## **RESEARCH RESULTS AND DISCUSSION**

Analysis using documentation studies involves evaluating and interpreting various relevant documents to gain an in-depth understanding of the issue of plagiarism in doctoral education in Indonesia.

### **Analysis of Findings**

The practice of plagiarism in doctoral education in Indonesia not only harms the individuals involved but also creates widespread negative impacts on the quality of higher education and the reputation of institutions. Therefore, preventive measures and strict regulatory enforcement need to be implemented to ensure the integrity and high quality of doctoral education (Miller et al., 2023). Below are the results of the analysis of several Scopus research documents regarding plagiarism in connection with the analysis of plagiarism cases in Indonesia:

#### **1. Plagiarism Levels in Doctoral Education in Indonesia**

In this research, the level of plagiarism in doctoral education problems in Indonesia was proven to be quite worrying. Through in-depth analysis of a number of doctoral theses and dissertations, it was discovered that there were pieces of text that were identical to other people's work, but without proper attribution or adequate references. These findings create a

picture that plagiarism is not just a sporadic incident, but is a systemic issue that requires serious attention and effective countermeasures (Maketo et al., 2023).

The high level of plagiarism, as reflected in the analysis of theses and dissertations, reflects a fundamental problem in academic culture at the doctoral education level. This not only indicates a lack of understanding of academic ethics among doctoral students, but may also signal a need to improve the process of mentoring and monitoring the research work produced.

Plagiarism practices identified in theses and dissertations can include various forms, from direct appropriation without permission to editing the text without giving appropriate credit. Therefore, handling plagiarism issues not only requires a preventive approach in the form of academic ethics training, but also the need for an effective plagiarism detection system and clear rule enforcement mechanisms.

The importance of addressing the issue of plagiarism can also be seen as part of efforts to strengthen academic integrity and standards at the doctoral level. Plagiarism not only harms the individuals involved, but also damages the reputation of the institution and affects public confidence in the quality of doctoral graduates.

Therefore, handling plagiarism levels in doctoral education in Indonesia must include a series of holistic steps. This includes improvements in research supervision and supervision processes, intensive academic ethics training, strengthening plagiarism detection systems, as well as implementing strict sanctions for violations of academic ethics. Thus, doctoral education can be an appropriate vehicle for developing researchers and academics who not only have high technical expertise but also a commitment to scientific integrity.

## **2. Student Dissatisfaction with the Education System**

The survey results reveal that a number of doctoral students experience high pressure due to demands for the quantity and quality of research results which are expected to provide an in-depth picture of the challenges faced by doctoral candidates in Indonesia. By their very nature, doctoral students are faced with expectations to not only produce research of high quality but also of sufficient quantity, which often creates heavy workloads and significant levels of stress (Lee & Benjamin, 2023).

Some students, faced with such pressure, sometimes feel trapped in a situation where achieving targets becomes more important than a process that should involve deep understanding and original contributions to knowledge. This pressure can create an unhealthy environment where students feel compelled to look for shortcuts, and some of them admit that the practice of plagiarism is a tempting option.

In this case, the practice of plagiarism does not always appear as a malicious intent, but often as a response to very high academic pressure. Doctoral students may feel pressured to meet their supervisor's expectations, face tight deadlines, and strive to maintain a high level of research quality. In an effort to meet these expectations, some students may feel compelled to use existing materials unlawfully, ignoring the principles of research ethics.

It should be noted that this phenomenon not only reflects the individual challenges students face, but also highlights the systemic need to reevaluate the demands and expectations of doctoral candidates. Higher education institutions and academic advisors need to understand the impact of high levels of stress on students' mental well-being and academic ethics. Building a supportive academic environment, emphasizing the value of a

meaningful research process, and providing adequate support can be key steps in overcoming these challenges.

Holistic preventive and intervention measures, such as providing time management training, academic counseling, and more effective mentoring, can help reduce the pressure felt by doctoral students. In this way, an educational environment can be created that provides optimal support for students to pursue quality research without compromising academic ethics.

### **3. Impact on Research Quality and Scientific Contribution**

Plagiarism in the scope of doctoral education is not just a violation of academic ethics; The impact can disrupt the quality and scientific contribution that should be the main pillar of doctoral education. In a substance that should be dedicated to original research and meaningful contributions to knowledge, the practice of plagiarism can result in various detrimental negative impacts (Garg & Goel, 2022).

Students who engage in plagiarism often find themselves producing work that lacks originality. These actions demonstrate a lack of ability to develop new ideas, apply creative research methodologies, and make unique contributions to the scientific literature. As a result, when plagiarism occurs, the authenticity of the research is undermined, and the fundamental goal of doctoral education to train researchers capable of generating new knowledge is threatened.

Incorrect work produced by students involved in plagiarism not only affects them individually, but also harms the progress of science as a whole. Legitimate and original research is the foundation of scientific development. Plagiarism, as an act that undermines the integrity of research, hinders scientific progress because it causes duplication of ideas, uncertainty in sources of information, and repetition of existing concepts.

Furthermore, the practice of plagiarism can create distrust among colleagues, supervisors, and the academic community in general. Plagiarism-free work creates a basis of trust and integrity among the academic community, whereas plagiarism can damage the reputation of a researcher and the institution where he/she studies. The impact goes beyond the individual aspect and involves harm to the image of higher education institutions and public trust in research output and doctoral graduates.

To overcome this negative impact, preventive steps and strict enforcement of regulations need to be taken. Strong research ethics education, strict supervision during the research process, and the application of clear sanctions for violations of academic ethics are the keys to preventing and overcoming plagiarism in doctoral education. Only through this holistic approach can doctoral education fulfill its goal of producing researchers who are not only competent but also have unshakable academic integrity.

### **4. Influence on Institutional Reputation**

In the case of higher education, findings indicating cases of plagiarism can have a serious impact on the reputation of the institution. Reputation is a valuable asset that influences public perception of the quality and integrity of educational institutions. Plagiarism, as a violation of academic ethics, can result in doubt and distrust among the public regarding the reliability of higher education institutions (Lee, 2011).

When plagiarism cases are revealed, people tend to question the quality of the graduates produced by the institution. They may worry that students graduating from

institutions with a history of plagiarism may not have adequate skills or work ethics. This perception can be detrimental to graduates who actually work hard and have high academic quality, but a tarnished institutional reputation can cast doubt on their credibility in the eyes of the public.

Apart from that, research results originating from institutions involved in plagiarism practices can also be questioned. The public may feel skeptical about the authenticity and originality of research produced by these institutions. This creates a serious dilemma because scientific progress depends on trust in the reliability of research and legitimate scientific contributions.

The reputation of a higher education institution greatly influences its attractiveness in attracting new students, obtaining research funding, and establishing collaborations with industry and other institutions. Therefore, reputational losses due to plagiarism can have long-term impacts on the sustainability of the institution.

To overcome this negative impact, higher education institutions need to take firm steps to prevent and overcome plagiarism practices. Expanding academic ethics education, implementing advanced plagiarism detection technologies, and clear sanctions for academic ethics violations could be proactive steps. In addition, transparency and accountability in handling plagiarism cases need to be prioritized to rebuild public trust and maintain the reputation of higher education institutions.

## Discussion

Discussion of the results of the analysis of these findings by combining an in-depth understanding of the factors driving plagiarism, increasing awareness of academic ethics, the active role of the government and higher education institutions, as well as the development of plagiarism detection technology, is expected to be able to form a strong system to prevent and overcome plagiarism practices in doctoral education (Jackson et al., 2021).

### 1. Factors Driving Plagiarism

#### a. In-depth Discussion of Factors Driving Plagiarism in Doctoral Education

In the case of doctoral education, discussions regarding the factors that encourage students to engage in plagiarism illustrate the complexity of the challenges faced by doctoral candidates. Three key factors that are the main drivers of plagiarism among doctoral students are high time pressure, lack of understanding of research ethics, and intense competition between fellow students (Sun & Yang, 2015).

##### 1) High Time Pressure

One of the most common factors driving doctoral students to engage in plagiarism is high time pressure. Complex research requirements, tight deadlines, and demands to produce high-quality work often create an extremely high workload. In this situation, students can feel pressured to complete their assignments quickly, and plagiarism can be an option that seems like an instant solution to overcome time constraints.

##### 2) Lack of Understanding of Research Ethics

Another factor that often encourages students to engage in plagiarism is a lack of understanding of research ethics. Doctoral students who do not fully understand the rules and norms governing academic integrity may be more susceptible to the temptation to plagiarize. A deep understanding of the importance of originality,

respect for other people's work, and intellectual responsibility is the key to preventing the practice of plagiarism.

### 3) Tight Competition Between Students

Intense competition between doctoral students can also be a driver of plagiarism. In an effort to achieve high academic achievements and gain recognition, some students may feel compelled to compete intensively. In this situation, competitive pressures can encourage unethical actions such as plagiarism, in the hope of achieving superiority or success faster than their peers.

#### b. The Importance of Deep Understanding and Effective Prevention Strategies

Increasing awareness of academic ethics among doctoral students requires a comprehensive approach, involving a variety of strategies and initiatives. This discussion includes three main strategies: outreach, training, and workshops, with the aim of establishing a better understanding of the consequences of plagiarism and strengthening research ethical values.

## 2. The Need for Increasing Awareness of Academic Ethics

Increasing awareness of academic ethics among doctoral students requires a comprehensive approach, involving a variety of strategies and initiatives (Osipian, 2012). This discussion includes three main strategies: outreach, training, and workshops, with the aim of establishing a better understanding of the consequences of plagiarism and strengthening research ethical values.

#### a. Academic Ethics Counseling

Counseling is a very important first step in increasing awareness of academic ethics. In the counseling session, students can be given an in-depth understanding of the definition of plagiarism, types of plagiarism, and its impact on their academic integrity and professional careers. Counseling can also include real case studies to provide contextual examples of plagiarism cases and their consequences. It aims to provide students with a concrete understanding and encourage individual reflection on ethical values in doctoral research.

#### b. Research Ethics Training

Research ethics training focuses on developing the skills and attitudes necessary to conduct research with integrity. This involves familiarity with the principles of research ethics, such as respect for sources of information, proper acknowledgment of credit, and avoidance of plagiarism. Training may include simulated case studies, group discussions, and ethical evaluation exercises to provide practical and interactive understanding to students. The goal is to shape ethical behavior and ensure that students can apply these principles in their daily research.

#### c. Creative and Interactive Workshop

Workshops are a place to apply the knowledge gained in situations that are similar to real situations. Creative and interactive workshops can include activities such as collaboration in writing articles, discussing ethics in research, and drafting a personal code of ethics. Through workshops, students can face ethical challenges directly and develop strategies to overcome them. This approach not only enriches students' understanding of research ethics, but also provides the practical skills they need to avoid plagiarism.

By combining these three strategies, doctoral educational institutions can create a deep and holistic learning environment, providing students with strong provisions to undertake their research journey with high integrity and ethics.

### **3. The Role of Government and Higher Education Institutions**

Discussions regarding plagiarism in doctoral education cases do not only involve students and supervisors, but also include the important role of government and higher education institutions in dealing with and preventing plagiarism practices (Vassallo, 2018). This discussion highlights the need for strict policies and consistent sanctions to create an academic environment free from plagiarism.

#### **a. Government Policy Regarding Plagiarism**

The government has a strategic role in establishing the policy framework that regulates academic practice at the national level. The existence of clear and strict regulations regarding plagiarism is the key to establishing high standards of academic integrity. Governments can develop national guidelines or regulations that detail the definition of plagiarism, preventive measures, and sanctions that will be applied if violations occur. Involving key stakeholders, such as higher education institutions and the academic community, in the formulation of these policies can also increase effectiveness and acceptability (Jesos. et al., 2015).

#### **b. Consistency and Openness of Higher Education Institutions**

Higher education institutions have a responsibility to implement consistent internal policies and procedures regarding plagiarism. By ensuring openness and transparency, institutions can clearly communicate the consequences of plagiarism to the entire academic community. These steps include preparing a code of ethics, implementing academic ethics training, and developing a reliable plagiarism detection system. Institutions also need to apply strict sanctions appropriate to the level of the violation, sending a strong signal that plagiarism will not be tolerated (Malik et al., 2023).

#### **c. Institutional Support and Guidance**

In addition to enforcing policies, higher education institutions have a responsibility to provide support and guidance to students. This includes coaching in research ethics, guidance in managing academic pressure, and providing resources to help students develop necessary research skills. By developing students holistically, institutions can create an environment that encourages integrity and responsibility (Nolan et al., 2011).

#### **d. The Role of Plagiarism Detection Technology**

Integration of plagiarism detection technology is also a proactive step that institutions can take. An advanced plagiarism detection system can help identify possible plagiarism quickly and provide accurate data to institutions for further action. The application of this technology together with consistent policies and sanctions can form an effective barricade in preventing and dealing with plagiarism.

With strict and consistent policies from the government and higher education institutions, it can be expected that plagiarism practices will decrease substantially. These steps will also send a strong message that academic integrity is the main foundation in the doctoral education process.

#### 4. Development of a Plagiarism Detection System

Sources of discussion regarding the development of more sophisticated plagiarism detection systems raise the need for technological innovation to combat plagiarism practices. Technology integration is a critical element in efforts to prevent and overcome plagiarism, with the hope of providing faster and more automatic sanctions in response to violations of academic ethics (Chang et al., 2019).

a. Technology as a Plagiarism Prevention Tool

The development of a more sophisticated plagiarism detection system is not only directed at post-incident detection, but also as an effective prevention tool. This technology can filter and analyze text before submitting work, providing early warning to students and supervisors regarding potential plagiarism. With this approach, technology acts as a proactive enforcer of academic ethics, preventing violations before they occur (Starfield et al., 2015).

b. Multifaceted Analysis for More Accurate Detection

More advanced plagiarism detection systems can use multifaceted analysis to improve detection accuracy. The improved algorithm is able to identify similarities not only at the word level, but also in sentence structure, syntax, and writing style. By diving deeper into these aspects, the system can provide more comprehensive reports, helping to avoid detection errors and increasing reliability in identifying plagiarism (Zhang & Hyland, 2021).

c. Integration of Artificial intelligence (AI) and Machine Learning

The use of artificial intelligence (AI) and machine learning in the plagiarism detection system is the most important point. By leveraging machine learning capabilities, the system can continue to develop and improve its ability to detect increasingly sophisticated plagiarism strategies. AI can recognize unique patterns and characteristics in written work, making detection more adaptive to changes in plagiarism methods.

d. Copyright Protection and Data Security

The importance of copyright protection and data security in developing a plagiarism detection system must also be considered. This system must be designed to ensure the security of students' personal data and scientific work. Efforts need to be made to avoid misuse of information and ensure that academic integrity is maintained without compromising individual privacy (Balachandran Nair & Ascani, 2022).

e. Involvement of Lecturers and Students in System Development

Developing a successful plagiarism detection system requires the involvement of lecturers and students. Lecturers play an important role in guiding students in the use of this technology and providing a deep understanding of the ethics of its use. Students need to be empowered to understand how the system works, provide feedback, and engage proactively in plagiarism prevention efforts (Li & Qi, 2019).

The development of more sophisticated plagiarism detection systems is an investment in academic integrity. With technology continuing to develop, this effort not only involves post-event detection, but also creates an educational environment that is proactive in preventing plagiarism and promoting academic ethical values.

#### CONCLUSION

The discussion regarding the impact of plagiarism in doctoral education in Indonesia brings us to an in-depth understanding of complex problems in the academic journey of doctoral candidates. The conclusions that can be drawn from this discussion suggest the need for immediate and holistic action to tackle plagiarism, taking into account various aspects, ranging from awareness of academic ethics to the development of more sophisticated plagiarism detection systems. First of all, increasing awareness of academic ethics among doctoral students is the main foundation in building an academic environment that is free from plagiarism practices. Through targeted counseling, training and workshops, students can form a solid understanding of the impact of plagiarism and the ethical values that must be upheld at every stage of research. The important role of the government and higher education institutions can also be seen through the implementation of strict policies regarding plagiarism. Clear and consistent sanctions measures are a strong foundation for creating an academic environment that is free from plagiarism practices. Higher education institutions must play the role of upholding integrity, setting an example and instilling moral values among students. Apart from that, the development of a more sophisticated plagiarism detection system is a proactive solution in preventing and dealing with plagiarism. The integration of technology, especially by utilizing artificial intelligence and machine learning, opens up opportunities to detect plagiarism practices with a higher level of accuracy. However, it is important to remember that technology is only a tool, and active involvement of lecturers and students is still needed to maintain academic integrity. In closing, handling plagiarism in doctoral education is not only the responsibility of individuals, but also the academic community and government. Only with strong collaboration can we build an academic environment that is honest, ethical and has integrity, providing a strong foundation for the sustainable development of science.

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