

Strengthening Legal Instruments Plagiarism Threshold in the Field of Education and Digital

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Abstract. *Plagiarism is a detrimental act in the world of education, especially in the digital era that facilitates access to information. Technological advances make people tend to choose shortcuts by copying other people's work without mentioning the source. Plagiarism reduces critical thinking, which should be part of the learning process, and inhibits the development of creativity and intellectual abilities. This practice not only damages academic integrity, but also lowers the quality of education and the reputation of the institution. This research uses a normative legal research method that analyses the applicable legal rules and evaluates the provisions regarding plagiarism in education, especially in the digital context. This research discusses how the phenomenon of plagiarism in education reflects the lack of clear regulations regarding the threshold of plagiarism in Indonesia. This lack of clarity causes difficulties in distinguishing between legitimate use of information and plagiarism, especially in the midst of easy digital access. In addition, more sophisticated plagiarism detection technology and digital ethics education need to be strengthened as preventive measures. International co-operation is also important to address cross-border plagiarism. A holistic approach is expected to create a more honest, transparent, and integrity-based educational environment.*

Keywords: *Law; Plagiarism; Strengthening; Threshold.*

1. Introduction

Plagiarism is a detriment to education, especially in the digital age of easy access to information. This phenomenon is increasingly widespread, not only in the copying of text, but also includes the use of images, artwork, and computer code without proper authorization or acknowledgement. (Sulistyaningsih, 2017) According to Hulman Panjaitan, technological advances often cause people to choose shortcuts by utilising information that is easily accessible through the internet, such as copying (copy and paste) opinions or ideas from other people's scientific works without listing the source. Technological advances facilitate access to information, but also open the door to abuse such as plagiarism, especially among individuals. The act of plagiarising scientific work through copy-paste undermines critical and analytical thinking, which should be part of the learning process. This not only undermines academic integrity, but also hinders the development of individual intellectual abilities. Plagiarism diverts attention from concept mastery and creativity, which are the main goals of higher education, and creates a culture of dependence on the work of others rather than the ability to think independently. (Palandeng et al., 2023a) This phenomenon does not only occur in

papers, but also in undergraduate theses, master's theses, and doctoral dissertations. This kind of plagiarism practice reflects the misuse of technological convenience and threatens academic integrity in the world of education. (Panjaitan, 2017)

In education, plagiarism undermines academic integrity, hinders learning, and reduces creativity and originality. It can also create a generation that depends on the work of others instead of developing their own abilities. Plagiarism harms individuals by lowering the quality of education and damaging academic reputation, and harms educational institutions by lowering their credibility. (Harahap et al., 2024) Therefore, it is important to strengthen law enforcement and more effective prevention policies, such as the use of anti-plagiarism tools and academic ethics training, to prevent the spread of this practice and promote integrity in academic work. The application of strict sanctions is also necessary to deter further offences. (Hendrawan & Putra, 2022)

The phenomenon of plagiarism in various fields, such as education and the arts, reflects a serious problem regarding respect for intellectual property rights (IPR). In the arts, particularly music, song piracy harms creators and undermines the integrity of the industry. Plagiarism in education hinders intellectual development and creativity as it replaces critical thinking with copying. In the arts sector, piracy causes financial losses and disrupts the innovation ecosystem. Plagiarism threatens intellectual development and the creative economy, hence the need to strengthen regulations, enforce copyright and royalty laws, and raise awareness about academic integrity and creativity. (Putra & Indrawati, 2021)

According to Sastriasmoro, plagiarism can be categorised in several ways. Based on the aspects plagiarised, plagiarism is divided into six types, namely plagiarised ideas, content, words, sentences, paragraphs, and total (full plagiarism). Based on the motive, plagiarism can be divided into two types, namely planned plagiarism (the perpetrator deliberately copies the work of others) and unplanned plagiarism (occurs without intention or realisation). In terms of the proportion of words plagiarised, plagiarism can be classified as mild (below 30%), moderate (between 30%-70%), and high (more than 70%). Meanwhile, based on the pattern of plagiarism, there are two types, namely mosaic plagiarism, which combines ideas from other works with original works, and word-for-word plagiarism, which copies text directly without changes. This classification helps in providing appropriate and fair sanctions for the perpetrators of plagiarism. (Magdalena et al., 2023)

The phenomenon of plagiarism in education undermines the integrity and credibility of academic institutions. Plagiarism goes against the basic principles of education that prioritise originality, creativity, and intellectual ability. Information technology, while facilitating access to information, also facilitates plagiarism, especially among students who tend to copy works without critical analysis. This inhibits the development of independent thinking and innovation. To maintain the quality of education, a strict approach to tackling plagiarism is needed, including the use of plagiarism detection tools, academic integrity education, and fair enforcement of sanctions, so that technology can support education, not undermine it. (Pratama, 2018)

In the digital age, monitoring plagiarism has become increasingly complex due to the various platforms and tools that make it easier to steal works. Rapidly evolving technology, while bringing challenges, also provides solutions with the advent of more sophisticated plagiarism detection software, which allows for more effective and accurate

detection of plagiarism. Nonetheless, challenges remain in terms of consistent policy implementation. Therefore, strengthening the rules regarding plagiarism in education is very important. Internal policies of educational institutions must be strictly enforced, and legal regulations related to plagiarism must be updated to adapt to the times. The sanctions applied must not only be a warning, but also provide a deterrent effect, so that violations of intellectual property rights can be minimised. The implementation of effective prevention systems, including the use of anti-plagiarism technology and academic ethics education, is crucial to creating stronger academic integrity.

The problem of plagiarism in education in Indonesia has received serious attention from the government, which is outlined in several laws and regulations. Law No. 20 of 2003 on the National Education System regulates the revocation of academic degrees if proven to use plagiarised scientific work. The same thing is also stated in Law No. 12/2012 on Higher Education, which emphasises the revocation of academic, professional, or vocational degrees if scientific papers are plagiarised. To support the implementation, the government issued Minister of Education, Culture, Research, and Technology Regulation No. 39 of 2021 which replaces the previous Regulation, focusing on academic integrity in producing scientific work. This regulation not only regulates plagiarism, but also regulates other academic integrity violations such as fabrication, in order to create a higher quality and guaranteed authenticity educational environment. (Palandeng et al., 2023b)

Sanctions against plagiarism, such as revocation of academic degrees, are indeed a controversial issue. This is due to the different thresholds of plagiarism applied by various educational institutions or publications. Some institutions may set stricter plagiarism thresholds, while others may be more lenient, such as a tolerance of similarity of accepted scientific works up to 20% or 30%. Therefore, the vagueness in this standard makes the judgement of plagiarism subjective and inconsistent.

If the state does not provide a clear threshold in the legal regulations regarding plagiarism, then the benchmark for assessing the level of plagiarism becomes blurred. This risks creating injustice, as severe sanctions such as degree revocation can be applied without clear guidelines on the acceptable limits of plagiarism. In other words, if there is no firm and consistent standard, then the enforcement of laws against plagiarism could be considered unfair and unobjective. To avoid this uncertainty, clearer and more detailed regulations regarding the tolerance limits of plagiarism are needed in order to provide legal certainty for the perpetrators and other related parties. However, on the other hand, the application of appropriate and fair sanctions in the midst of the challenges of this digital era requires continuous evaluation, so that the existing provisions remain relevant and effective in dealing with increasingly diverse forms of plagiarism. Clear and targeted law enforcement is expected to prevent the negative impact of plagiarism in the world of education, and ultimately maintain the quality and authenticity of the learning process that takes place in each educational institution. (Palandeng et al., 2023)

Legal vacuum in the context of plagiarism in Indonesia can be seen from the fact that although there are laws and regulations governing plagiarism, there is no explicit threshold that regulates the extent of acceptable or permissible levels of plagiarism. This leads to a lack of clarity in setting specific limits regarding plagiarism in education. In Indonesia, although there are regulations governing plagiarism, such as Law No. 20 of 2003 on the National Education System and Law No. 12 of 2012 on Higher Education,

which threaten the revocation of academic degrees if the scientific work used is proven to be the result of plagiarism, these regulations do not provide clear rules on the threshold of acceptable levels of plagiarism.

According to legal experts such as Satjipto Rahardjo, Andi Hamzah, and M. B. K. Pratama, this legal vacuum phenomenon arises because the existing regulations do not specifically regulate the issue of plagiarism. Satjipto Rahardjo argues that.(Rahardjo, 2010a) Indonesian laws often fail to keep up with the times and the rapidly changing needs of society. Rahardjo emphasises that the law must be able to deal with problems that arise in society, but in this case, the regulations on plagiarism are not clear enough in providing guidelines regarding acceptable levels of plagiarism. Andi Hamzah.(Hamzah, 1991) Also revealed that a legal vacuum occurs when rules or regulations are unable to provide clear answers to problems faced by society. In the context of plagiarism, this means that there is no rule that explicitly mentions the tolerance limit of plagiarism. (Sanyoto, 2008)

The result of a legal vacuum on matters that have not been regulated, such as plagiarism in education, can cause legal uncertainty (*rechtsonzekerheid*) which ultimately leads to legal chaos (*rechtsverwarring*) in society. (Nasir, 2017) The lack of clarity in the regulations governing plagiarism has led to varying interpretations, creating confusion in the application of the law. To address this, a more detailed regulatory update is urgently needed, for example by setting a clearer threshold regarding the acceptable level of plagiarism, or even by emphasising that all forms of plagiarism, regardless of the level or type, are unacceptable in the world of higher education. This regulatory update is an important step in filling the legal vacuum and reducing uncertainty in handling plagiarism, so that the legal system becomes more effective in dealing with academic offences and maintaining the integrity of higher education.

Research Mark Bona Andiano Sitohang et al. emphasizes the urgency of plagiarism guidelines as legal protection in the registration of copyright of cinematographic works in the advertising sector. With a normative juridical approach, the study assesses the need for special regulations to prevent plagiarism as a form of preventive protection and legal certainty. Meanwhile, our study discusses plagiarism in the digital age in the context of Education, which is influenced by the lack of clear legal instruments as well as the limitations of existing plagiarism detection technologies. Our focus lies on the need for regulatory reform of the allowable thresholds or percent presentation of total research citations, strengthening digital ethics education, as well as the development of detection technologies capable of recognizing complex forms of plagiarism such as paraphrasing and Idea theft. A holistic approach and international cooperation are also considered important in order to create an education system that is fair, transparent, and respects intellectual property rights.

2. Research Methods

This study uses the method of normative legal research, which analyzes the applicable legal rules (Hadjon, n.d.). As well as evaluating the provisions regarding plagiarism in the field of education, especially in the digital context. This study refers to three main approaches, namely(Marzuki, 2005) (1) Legislative approach, which is an approach carried out by examining various laws and regulations relevant to plagiarism in the field of education. (2) Conceptual Approach i.e. This approach will be used to analyse identifying challenges that arise due to advances in digital technology, which make

plagiarism easier. (3) Comparative Approach with Finland and the UK i.e. Finland and the UK were chosen because both have advanced education systems and have different approaches in dealing with plagiarism. (Smith, 2023). Finland is known for its education system that emphasizes academic honesty and the use of technology in education. This comparison is expected to provide a broader perspective on how other countries are addressing the problem of plagiarism and strengthen enforcement of related laws in the education sector.

Plagiarism in the digital age poses new legal problems, especially in the world of education that does not yet have firm legal instruments. According to Satjipto Rahardjo, the law must be responsive to social change, including the development of Information Technology. The vagueness of the definition of plagiarism indicates the need for adaptive progressive laws. Hans Kelsen through his Theory of Legal Norms emphasizes the importance of clear legal norms so that sanctions can be enforced effectively. In this context, regulatory updates are necessary to provide legal certainty (Gustav Radbruch). In addition, the concept of legal ethics Lon L. Fuller points out that in addition to formal rules, moral values such as honesty and academic integrity should also be instilled through digital ethics education. The combination of prevention and fair law enforcement will create a transparent and equitable academic system.

3. Results and Discussion

3.1. The Problem of Legal Instrument Void Plagiarism Threshold in the Field of Education in the Digital Age

In this fast-paced digital age, the development of Information Technology has changed the way we access, share, and process information. This has a huge impact on the world of education, especially in terms of plagiarism. Plagiarism, which has been considered as the act of taking someone else's work without permission or attribution, is now increasingly complex in the midst of very easy access to information through cyberspace. (Griadhi, 2021) One of the biggest challenges is the lack of legal instruments that regulate plagiarism thresholds in the field of Education. In fact, to maintain academic integrity and Ethics in education, in need of regulation or a clear legal istrumen. Problems faced today are as follows:

1) Vagueness of the definition and threshold of plagiarism

The definition of plagiarism in the world of education generally refers to the act of copying or quoting someone else's work without providing proper attribution. However, in the digital context, these boundaries are increasingly blurred. Easy and wide access to various articles, journals, books, and other materials via the internet allows students and educators to obtain information quickly and efficiently. (Fadilla et al., 2023) Without a clear definition of what constitutes plagiarism, many cases can be difficult to detect. Partial or complete copying of someone else's work, even with a slight change in words or sentence structure, can lead to problems in the identification of plagiarism. Differences in standards between educational institutions further complicate the enforcement of plagiarism laws. Some agencies consider copying without attribution to be plagiarism, while others may accept taking citations as long as they are accompanied by adequate attribution. This vagueness makes it difficult for authorities to detect and tackle plagiarism consistently and accurately.

2) Law Enforcement

Plagiarism is a very harmful act, which reflects the theft of the work from the original author, so it hinders the development of a critical mindset and over time it can become a habit. (Wibowo, 2012) One of the main challenges in law enforcement against plagiarism is the ease of access to digital resources that are very abundant. The Internet provides free access to information without clear restrictions on what can be considered copyright infringement. This leaves both students and teachers vulnerable to being caught up in plagiarism, either intentionally or unintentionally, because of the difficulty in distinguishing legitimate use from abuse. Although many educational institutions use plagiarism detection software such as Turnitin or Copyscape, these tools are only capable of detecting direct plagiarism, such as verbatim copying of text from other sources. Such devices have difficulty detecting paraphrasing or changes in words, which are often difficult to distinguish from legitimate use. For example, changing the order of sentences or replacing words with synonyms without proper attribution remains a form of plagiarism, but it is not always detectable by existing technologies. In addition, the development of digital culture, especially among the younger generation, tends to consider it natural to use other people's ideas without listing sources. Many students do not realize that citing ideas or concepts without clear attribution is also copyright infringement. (Hakim, 2018)

3) Limitations of Legal Regulation

Although a number of countries have laws governing copyright and infringement of intellectual works, existing regulations tend to focus more on the protection of artistic or commercial works, rather than dealing with plagiarism in an educational context. Many countries, including Indonesia, still do not have legal instruments that expressly regulate plagiarism in the education sector. This ambiguity creates confusion about the sanctions that must be applied against plagiarists in education. In addition, regulatory enforcement in many countries is still relatively weak. In some regions, despite regulations regarding plagiarism, implementation and enforcement are often inconsistent. Educational institutions, for example, focus more on developing students' skills and knowledge, rather than on enforcing strict sanctions against plagiarism. The lack of awareness and understanding of the importance of academic integrity among teachers and students further exacerbates this situation. (Pratama N, A., 2023)

4) The role of Technology and Paradigm Shift

The rapid development of technology, although it helps in detecting plagiarism through software such as Turnitin, presents a great challenge in detecting more complex plagiarism, such as paraphrasing or the use of ideas without attribution, since such tools have difficulty in identifying more subtle and difficult to detect plagiarism. Advances in technology that allow automatic text editing also make it easier for plagiarism to be done covertly. Therefore, plagiarism detection technology needs to be further developed to overcome the problem. On the other hand, the lack of understanding of the ethics of using digital resources necessitates stronger academic education regarding legitimate citation and the importance of attribution to prevent the practice of plagiarism in the world of Education. (Palandeng et al., 2023)

In the rapidly evolving digital era, plagiarism in education faces great challenges, both in terms of definition, law enforcement, and existing regulations. The vagueness of the limits of plagiarism in a digital context, where access to information is very easy,

complicates the detection and countermeasures of the practice. In addition, although plagiarism detection technologies such as Turnitin help in detecting obvious acts of plagiarism, such tools are not yet effective in dealing with more complex plagiarism. The limitations of Legal Regulation and lack of academic awareness further exacerbate this situation, so that stricter regulations and the development of more advanced technologies are needed to support academic integrity and prevent plagiarism in the world of Education.

Table overview of the problem of plagiarism legal instruments in the Digital Era in the field of education, namely:

Aspects of the Problem	Description Of the Problem	Impact in the world of Education	Proposed solutions
1. Vagueness of Plagiarism Definition & Threshold	There is no standard definition of plagiarism; paraphrases and ideas taken without attribution often go undetected.	Difficulty consistently detecting and cracking down on plagiarism; ambiguity between educational institutions.	Preparation of definitions and indicators of plagiarism that are firm and uniform nationally, especially for educational contexts.
2. Weak law enforcement	Lack of strict legal action; detection software such as Turnitin is only effective at detecting direct copying.	Undetected violations become a habit; academic integrity is threatened.	Update of the system of detection and training of enforcement of academic ethics for educational institutions.
3. Limitations of Legal Regulation	The focus of the law is more on commercial works than academic works; there is no specific law on educational plagiarism yet.	Uncertainty of legal sanctions and weak protection against victims of academic plagiarism.	Revision and addition of special articles in the Copyright Law and education regulation on academic plagiarism.
4. The role of Technology and Paradigm Shift	Technology accelerates the access and manipulation of information; understanding of digital ethics remains low among learners.	Normalization of plagiarism practices; students are unaware of violations when using sources without attribution.	Strengthening digital ethics education and improving plagiarism detection technology features (including ideas and paraphrases).
5. Legal Vacuum of Academic Protection	There are no specific rules regarding the protection of academic rights such as grades, results of scientific work, etc.	The absence of clear sanctions for academic plagiarism leads to injustice and legal uncertainty.	Update of the regulation of legal protection of academic rights and recognition of digital scientific works.
6. Lack of Academic Ethics Awareness	Lack of understanding of the importance of attribution and citation; copy-paste culture is still strong.	Declining quality of research and learning; generations of students are not accustomed to critical and independent thinking.	Compulsory curriculum on academic ethics and training for lecturers / teachers on managing plagiarism in the digital age.

Plagiarism in education is still a serious problem due to unclear interpretation of rules, weak enforcement, and lack of specific regulations. Technology accelerates the dissemination of information, but it is not matched by an understanding of digital ethics. As a result, plagiarism became a common practice and undermined academic integrity. Legal protection of academic work is also inadequate. The solutions needed include standardization of plagiarism definitions, increased detection and enforcement of ethics,

revision of laws, and strengthening academic and digital ethics education. With these steps, it is expected to create an honest and quality academic culture in the digital era.

3.2. Legal Protection Against Plagiarism in the Face of Digital Development Challenges

Legal protection, according to Satjipto Raharjo, is an effort to provide protection for the human rights (HAM) of disadvantaged communities, so that they can enjoy all the rights granted by law. (Raharjo, 2000) In the context of education, especially regarding plagiarism, legal protection is very important to ensure academic integrity and the rights of all parties involved, both students, lecturers, and educational institutions themselves. However, when there is a legal vacuum related to plagiarism rules, the lack of clarity about the rights and obligations in this case can cause losses, both for plagiarists who do not get clear sanctions, and for the injured party for the plagiarism act. The legal vacuum in this case creates a situation in which the legal protection of academic rights. (Bella et al., n.d.) like the right to a fair assessment, it becomes blurred. In the absence of strict and clear rules regarding plagiarism, the legal system fails to provide effective means of protection. For this reason, an update in the regulation on plagiarism is needed as a means of legal protection, which not only provides firm consequences for violators, but also provides legal certainty for the academic community. With clearer and more detailed regulations, the implementation of legal protection against plagiarism will be more effective, and can avoid legal uncertainty and foster a more honest and responsible academic culture.

The development of digital technology has brought a significant impact on almost every aspect of life, including the world of education and scientific work. One of the main problems that arise along with the advancement of this technology is plagiarism, or theft of intellectual work. (Hamni et al., 2023) Plagiarism, which used to be limited only to copying printed works, is now growing with the widespread use of the internet as the main source of information. Legal protection against plagiarism is needed by strengthening legal protection against plagiarism in the digital age, among others, as follows:

1) Legal Regulation Updates

One of the first steps to take is to update existing legal regulations to be more relevant to the development of digital technology. Regulations on plagiarism should be clearer in establishing the boundaries of what can be considered plagiarism, including the notion of paraphrasing, taking ideas, and the use of digital resources without proper attribution. Existing copyright laws need to be updated in order to protect scientific and academic works in a digital context. This update aims to provide legal certainty and avoid ambiguity in the assessment of plagiarism, while providing better protection for the copyright of scientific works in cyberspace. With more detailed regulations and in accordance with the dynamics of the development of digital technology, it is expected that plagiarism violations can be detected more quickly, sanctions given more fairly and effectively, and the creation of a more honest, transparent, and integrity-based academic system. In addition, this regulatory update also aims to create legal protection which is a crucial element in protecting rights as an interest that gets protection from the law in a specific way, (Rahardjo, 2010b) this is in order to increase higher awareness among academic actors about the importance of respecting intellectual property rights, so as to reduce plagiarism in the future.

2) Strengthening Digital Ethics Education

In a legal context, education that emphasizes legitimate ways of using and citing sources, as well as the importance of avoiding plagiarism, should be viewed as an important preventive instrument for creating compliance with existing rules. The norms in the law provide instructions on how an act should be carried out legally and fairly, as well as the limits that must be respected to avoid offenses such as plagiarism.(Pramono, 2017) Through education that focuses on developing academic ethical awareness, the legal system not only relies on enforcing sanctions after violations occur, but also plays a role in shaping the understanding and character of students or academics from the beginning.

With the integration of these ethical values into the educational curriculum, awareness of the importance of academic integrity can develop more thoroughly, which ultimately serves to prevent the practice of plagiarism. The law, in this case, acts as a guide that directs how norms and rules are carried out in the world of Education. An education policy update that emphasizes digital ethics, as part of prevention efforts, will strengthen the application of the law more effectively, so that a responsible and honesty-based academic culture can be created on an ongoing basis.

3) Application of Technology for Plagiarism Detection

The technology to detect plagiarism needs to continue to evolve along with the development of new methods in plagiarism.(Pasaribu1 et al., n.d.) The technology must be able to detect not only direct retrieval of sentences, but also word changes or paraphrases from the original work. The development of more sophisticated software capable of detecting stolen or paraphrased ideas is an important step in tackling plagiarism.(Manunggal & Christiani, 2018) This needs to be done considering that plagiarism is no longer limited to taking sentences directly, but is increasingly developing into more complex forms, such as paraphrasing or changing words that can be difficult to detect with current technology. Technological developments in plagiarism detection should be able to respond more effectively to this challenge, ensuring that not only duplicated words are detected, but also ideas or concepts copied without proper attribution. The development of more sophisticated software can help in detecting discrepancies between the submitted work and the existing source, even if the wording has been changed or paraphrased. This is important, given that in the digital age, ease of access to information and the ability to modify and re-present material online provide greater opportunities for individuals to commit plagiarism without being detected. With more advanced technology, educational institutions can be more effective in ensuring academic integrity and minimizing plagiarism practices that can damage the quality of education and trust in the results of research and scientific work.

4) International Cooperation in Law Enforcement

Digital plagiarism often involves works from different countries, there needs to be national and international cooperation or collaboration in dealing with plagiarism in cyberspace. Countries around the world need to harmonize existing regulations and standards to deal with plagiarism, and work together in law enforcement for cases involving cross-border violations. (Azzahra & Anggraeni, 2024) this is necessary given that digital plagiarism often involves works originating from different countries, which makes it difficult to enforce the law if there are no uniform international standards. In the context of globalization and the advancement of digital technologies, copied or stolen

content can be easily spread across various online platforms, which know no geographical boundaries. Therefore, it is important for countries around the world to harmonize regulations on plagiarism and copyright, so as to create a common understanding of the definition, acceptable measures, as well as sanctions imposed on violations. International cooperation in this regard is also important in facilitating cross-border legal proceedings, ensuring that plagiarists who commit violations in one country cannot avoid sanctions simply because of differences in regulations or weaknesses in the legal system in another country. In addition, more effective enforcement at the global level will strengthen awareness and commitment to copyright protection and academic integrity, thereby reducing plagiarism practices that harm many parties.

Plagiarism in the digital age is a major challenge that requires stronger and clearer legal protection. The development of information technology allows plagiarism to be carried out in a more difficult to detect and more subtle way. Therefore, there needs to be an update of legal regulations in accordance with these developments, as well as the implementation of more advanced technologies for detecting plagiarism. In addition, Education on digital ethics should be given early on to form a generation that values intellectual work more. Comprehensive and consistent legal protection against plagiarism will maintain the integrity of the world of education and science in this digital age.

The application of plagiarism provisions in Finland and the UK reflects two different legal approaches, which are in line with the concepts of preventive and repressive legal protection outlined by Philipus M. Hadjon.(Hadjon, 1987) Finland puts forward a preventive approach by focusing on strengthening academic ethics, integrity, and developing original writing skills from an early age.(Zainiansyah et al., 2024) In Finland, plagiarism detection software, such as Turnitin, is used as an educational tool aimed at introducing students to the mechanisms of plagiarism and ways to avoid it, rather than simply as an instrument for law enforcement. With this approach, Finland succeeded in creating an academic culture that prioritizes prevention through in-depth education on copyright, ethics, and the legitimate use of resources. In contrast, the UK prioritizes a repressive approach with strict enforcement, which places more emphasis on sanctions after violations occur.(Mulyanti et al., 2024) In the UK, plagiarism detection software is used to reactively detect violations, and the results of such detection are the basis for the application of severe sanctions such as dismissal or revocation of titles. This repressive approach focuses on providing clear punishments, but often places less emphasis on prevention-based aspects of education and academic awareness.

Indonesia, in facing the challenge of plagiarism in the digital age, should adopt a more holistic approach by combining all preventive and repressive elements in an integrated manner. (Afroni, 2017) Preventively, it is important for Indonesia to strengthen educational curricula that emphasize academic ethics, original writing skills, as well as a deep understanding of copyright and the legitimate use of resources. This approach will foster awareness from an early age about the importance of integrity in the academic world. On the other hand, the repressive approach should not be neglected either. Indonesia needs to formulate clear policies, with strict sanctions against plagiarism violations, and utilize plagiarism detection technology as a tool to ensure fair and transparent law enforcement. Thus, Indonesia must be able to create a balance between preventive education that focuses on academic character building and repressive law enforcement that aims to provide a deterrent effect on offenders. This combination of approaches will not only strengthen academic integrity, but also maintain the quality of education amid the rapid advancement of digital technologies that facilitate plagiarism.

4. Conclusion

Plagiarism in the digital age has become a serious problem in the world of education, especially because there is no clear legal instrument regarding the boundaries of plagiarism. The vagueness of plagiarism laws is compounded by the ease of access to digital information, which makes it increasingly difficult to distinguish between legitimate use and plagiarism. Currently existing detection technologies are generally only effective for detecting direct copying, but are not yet able to recognize paraphrasing or theft of ideas without attribution. In addition, existing regulations focus more on the protection of commercial works than academic works, causing confusion about the sanctions for plagiarists. To overcome this, special regulations are needed that clearly regulate academic plagiarism, the development of more advanced detection technologies, and the strengthening of digital and academic ethics education. With these steps, it is expected to create an academic culture that is honest, responsible, and upholds integrity and intellectual property rights. Plagiarism in the digital age is a serious challenge in maintaining academic integrity and protecting the rights of all parties in the world of Education. Advances in technology make it easier for plagiarism to occur, either through taking ideas, paraphrasing, or misuse of digital sources without proper attribution. Therefore, clearer and more relevant legal protection is needed in order to provide legal certainty and detect violations more effectively. As a preventive measure, digital ethics education needs to be strengthened to foster awareness of the importance of respecting intellectual work. On the other hand, plagiarism detection technology must be continuously developed to be able to deal with more complex forms of plagiarism. International cooperation in law enforcement is also important to handle cross-border cases and in need of a holistic approach through education and strict law enforcement will form an academic system that is honest, transparent, and based on integrity.

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