

FINAL-YEAR STUDENTS' PERCEPTIONS OF DUPLICHECKER AS A TOOL FOR SUPPORTING ACADEMIC INTEGRITY IN SKRIPSI WRITING

SKRIPSI



Presented to
IKIP PGRI BOJONEGORO
In partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
Putri Nafisatul Aisyah
NIM 22120016

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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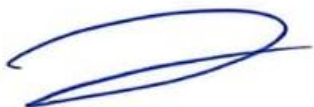
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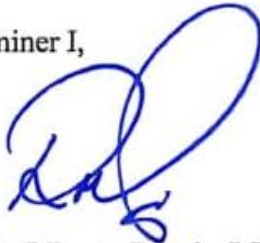
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MOTTO

"Take a break if you are tired, but do not stop before you are finished. Success will not come to those who give up halfway."

“The only thing we can control is ourselves. Do what you can to change.”

~**Min Yoongi**~

DEDICATION

Alhamdulillah, with the deepest gratitude to Allah SWT, the Most Merciful and Most Gracious, this skripsi finally reaches its completion. This journey has been a long and challenging process, yet it has been filled with meaningful lessons and growth. None of this would have been achievable without the presence of those who have walked beside me. I would like to extend my deepest appreciation to:

1. Dr. Dra Junarti, M.Pd., as the Rector of IKIP PGRI Bojonegoro, for providing the institutional environment and facilities necessary for completing this academic journey.
2. Dr. Cahyo Hasanudin, S.Pd., M.Pd., as The Dean of the Faculty of Languages and Arts Education and Ayu Fitriyaningsih, S.Pd., M.Pd., as the Head of the English Education Department for their administrative support and academic environment.
3. Dr. Ima Isnaini T.R., S.Pd., M.Pd. and Fitri Nurdianingsih, S.Pd., M.Pd., as my advisors. Thank you for your guidance, wisdom, and patience in steering me through the complexities of this research. Your insights have shaped not only this skripsi but also my perspective as a student.
4. All lecturers of the English Education Department, for their invaluable knowledge, guidance, and dedication that have shaped my academic foundation throughout my studies.
5. My beloved parents, for their unconditional love, endless prayers, and sacrifices that have been my primary source of strength. Thank you for always believing in me, even when I doubted myself.
6. My dearest siblings, for the encouragement, humor, and support that kept me going during the most stressful times of this academic journey.
7. My friends, especially those who spent countless hours with me, shared study tips or offered a listening ear whenever I felt overwhelmed. Thank you for giving me so much support, prayers, and time to always accompany me during the skripsi writing process.

8. The participants of this study, who generously shared their time and honest experiences regarding their use of Duplichecker. Your contributions were vital to the success of this research.

May Allah SWT reward all the kindness and support you have given me. I hope this work can be a stepping stone for my future endeavors and contributes positively to the academic community.

Bojonegoro, 08 July 2026

Researcher

STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I here by declare that the skripsi entitled:

FINAL-YEAR STUDENTS' PERCEPTIONS OF DUPLICHECKER AS A TOOL FOR SUPPORTING ACADEMIC INTEGRITY IN SKRIPSI WRITING

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 08 July 2026



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ABSTRACT

Aisyah, P. N. (2026). Final-Year Students' Perceptions of Duplichecker as a Tool for Supporting Academic Integrity in Skripsi Writing, Skripsi, English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, S.Pd., M.Pd., (II) Fitri Nurdianingsih, S.Pd., M.Pd.

Keywords: Academic Integrity, Final-Year Student, Skripsi, Duplichecker.

This study is backgrounded by the high risk of plagiarism resulting from easy access to digital sources during skripsi preparation, which requires final-year education students to uphold academic integrity through self-monitoring tools such as Duplichecker. This study aims to explore final-year education students' perceptions of the role of Duplichecker in supporting academic integrity during the skripsi writing process. A descriptive qualitative research design was employed, involving ten final-year students across three education study programs at IKIP PGRI Bojonegoro, where data were collected through open-ended questionnaires via Google Forms, validated by comparing the results with relevant previous studies, and analyzed using thematic analysis techniques. The findings indicate that Duplichecker significantly fosters students' critical awareness regarding work originality, citation discipline, and independent paraphrasing skills; although similarity scores initially triggered psychological anxiety, students realized that true academic integrity lies in a deep understanding of the material and an honest writing process rather than merely manipulating numerical scores. This study concludes that Duplichecker functions not merely as an administrative checking tool, but as a pedagogical learning medium grounded in self-regulated learning that reinforces the scientific accountability and ethical maturity of prospective educators.

ABSTRAK

Aisyah, P. N. (2026). Final-Year Students' Perceptions of Duplichecker as a Tool for Supporting Academic Integrity in Skripsi Writing, Skripsi, English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, S.Pd., M.Pd., (II) Fitri Nurdianingsih, S.Pd., M.Pd.

Kata Kunci: Integritas Akademik, Mahasiswa Tingkat Akhir, Skripsi, Duplichecker.

Penelitian ini dilatarbelakangi oleh tingginya risiko plagiarisme akibat kemudahan akses sumber digital selama penyusunan skripsi, yang menuntut mahasiswa tingkat akhir calon pendidik untuk menjaga integritas akademik melalui pemanfaatan alat pemantau mandiri seperti Duplichecker. Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa tingkat akhir di jurusan pendidikan mengenai peran Duplichecker dalam mendukung integritas akademik selama proses penulisan skripsi. Metode yang digunakan adalah kualitatif deskriptif yang melibatkan sepuluh mahasiswa tingkat akhir dari tiga program studi pendidikan di IKIP PGRI Bojonegoro, di mana data dikumpulkan melalui kuesioner terbuka via Google Form, diuji keabsahannya melalui perbandingan dengan temuan penelitian terdahulu yang relevan, serta dianalisis menggunakan teknik analisis tematik. Hasil penelitian menunjukkan bahwa Duplichecker secara signifikan membangun kesadaran kritis mahasiswa terhadap orisinalitas karya, disiplin sitasi, dan keterampilan parafrase mandiri; meskipun tingkat skor kesamaan sempat memicu kecemasan psikologis, mahasiswa menyadari bahwa integritas akademik sejati terletak pada pemahaman materi dan proses penulisan yang jujur, bukan sekadar manipulasi angka skor. Penelitian ini menyimpulkan bahwa Duplichecker tidak hanya berperan sebagai instrumen pemeriksaan administratif, melainkan juga berfungsi sebagai media pembelajaran pedagogis berbasis self-regulated learning yang memperkuat akuntabilitas ilmiah serta kematangan etika akademik calon pendidik.

PREFACE

All praise and gratitude are due to Allah SWT for His blessings, guidance, and strength, which enabled the researcher to complete this thesis entitled "Final-Year Students' Perceptions Of Duplichecker As A Tool For Supporting Academic Integrity In Skripsi Writing" as a partial requirement to obtain a Bachelor of Education degree in the English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.

This research explores the role of Duplichecker as a supporting instrument in maintaining academic integrity among final-year students. The primary focus is to examine students' perceptions of how this open-access plagiarism detection tool assists them in the thesis writing process, both in terms of ethical awareness and its role in enhancing paraphrasing and independent argumentation skills.

During the process of writing this thesis, the researcher encountered various technical obstacles and challenges in balancing academic demands with personal responsibilities. However, thanks to the guidance of the supervisors and the support from many parties, every challenge was overcome gradually. Furthermore, the researcher would like to express the highest gratitude and appreciation to those who have assisted in the completion of this research:

1. Dr. Dra. Junarti, M.Pd., as the Rector of IKIP PGRI Bojonegoro, for providing the institutional environment and facilities necessary for completing this academic journey.
2. Dr. Cahyo Hasanudin, S.Pd., M.Pd., as The Dean of the Faculty of Languages and Arts Education and Ayu Fitriyaningsih, S.Pd., M.Pd., as the Head of the English Education Department for their administrative support and academic environment.
3. Dr. Ima Isnaini T.R., S.Pd., M.Pd., as Advisor I, and Fitri Nurdianingsih, S.Pd., M.Pd., as Advisor II, for their invaluable patience, insightful

feedback, academic guidance, and unwavering support throughout the process of this research.

4. The Board of Examiners, for their constructive critiques and suggestions that have significantly improved the quality of this work.
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The researcher acknowledges that this skripsi has its limitations. Therefore, constructive suggestions and critiques are highly welcomed to improve this work in the future. Finally, it is hoped that this research will provide meaningful insights for students, lecturers, and academic institutions regarding the role of technology in upholding academic integrity.

Bojonegoro, 08 July 2026

Researcher

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KARTU PEMBIMBINGAN SKRIPSI

SURAT KETERANGAN SELESAI BIMBINGAN SKRIPSI

.

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CHAPTER I

INTRODUCTION

A. Background Of The Study

Academic integrity is a fundamental principle in higher education, particularly in skripsi writing. It is the moral and academic foundation that ensures students produce scientific work honestly, independently, and responsibly. A skripsi is often the first major scientific work produced independently by undergraduate students, so it requires originality, accuracy, careful reasoning, and strong academic responsibility throughout the writing process. This principle is especially important for students in education-related majors because they are future educators who will later teach ethical values to their students. In that sense, academic integrity is not only relevant to their current study requirements but also to the professional character they are expected to develop as prospective teachers. Bretag (2020) emphasizes that academic integrity is the foundation of credibility for both individual scholars and educational institutions. Therefore, maintaining integrity during skripsi preparation becomes a critical responsibility for final-year students in education faculties. Universities also play an important role in fostering ethical academic behavior by creating a culture that values honesty, responsibility, and originality, including through the use of plagiarism detection technology to support academic writing.

In the digital era, the risk of plagiarism has increased significantly because students have easy access to online information. Academic articles, journals, reports, and learning materials can be obtained quickly from the internet, which may lead to both unintentional and intentional plagiarism. This condition

becomes more challenging because students often rely heavily on digital sources while writing their skripsi, especially when they need to summarize, paraphrase, and combine ideas from multiple references. According to Eaton (2021), plagiarism often occurs not only because students deliberately want to cheat, but also because they struggle with paraphrasing and citation skills. Final-year students are particularly vulnerable to this problem because they often face time pressure, academic stress, and graduation deadlines while completing a long and demanding scientific paper. In many cases, the pressure to finish quickly makes students focus more on completing the draft than carefully checking its originality. To respond to this condition, many students use plagiarism detection tools as a form of self-monitoring before submitting their work. These tools function as preliminary checks that help students identify similarity issues early, revise problematic sections, and improve the quality of their writing before formal submission. A study by Widhiani et al. (2022) found that students generally held a positive perception of Turnitin because it helped them feel more confident about the originality of their work before submission. Thus, plagiarism detection tools have become an important technological solution for promoting self-regulation in academic writing.

Duplichecker has emerged as one of the commonly used plagiarism detection tools among students. Because not all universities provide free access to premium tools such as Turnitin, many students look for open-access tools that are practical and affordable. Duplichecker is widely used because it is free and easy to access without institutional restrictions, making it suitable for students who need a simple and independent way to check their drafts. The tool allows users to check

plagiarism and download the results in PDF format, which can be used as supporting evidence during skripsi supervision. In addition, sentences with similarity are marked with colored lines, making it easier for students to identify problematic sections and revise them more effectively. Duplichecker also provides information about the sources from which similar content is detected, including journal or website references. These features help students understand where potential similarity comes from and how they can improve their paraphrasing or citation. This aligns with Namira et al. (2021), who found that students' academic writing ability has an important relationship with plagiarism rate. In the context of skripsi writing, this tool is especially relevant because a skripsi is mostly composed of long texts, explanations, arguments, quotations, and paraphrased ideas rather than numerical data. As a result, the possibility of textual similarity is higher, so a plagiarism checker becomes useful not only for technical checking but also for guiding students to write more carefully and ethically. Therefore, Duplichecker functions not only as a detection tool but also as a learning aid for academic writing.

Despite the growing use of plagiarism detection tools, previous studies still have several limitations. Most of them focus on paid tools such as Turnitin and on specific disciplines such as English or Engineering. In addition, research that explores students' perceptions across different education-related majors remains limited. Few studies also examine how students view the effectiveness of free plagiarism detection tools in maintaining academic integrity in the context of skripsi writing. As a result, the role of tools like Duplichecker is still underexplored, especially among students who are writing academic texts in

different educational fields. This gap is important because students in education programs may have different writing experiences, academic needs, and perceptions of plagiarism prevention tools. Therefore, investigating this issue can provide a more complete picture of how technology supports academic integrity in higher education. This study addresses that gap by examining final-year students' perceptions of Duplichecker in supporting academic integrity during skripsi.

Based on the identified gap, this study seeks to explore the role of Duplichecker in maintaining academic integrity from the perspectives of final-year students. The research focuses on final-year students from various education-related majors to obtain in-depth and diverse viewpoints. Because the participants are in the same academic stage, they share a similar responsibility in completing a final scientific paper and facing the demands of originality, citation, and paraphrasing in academic writing. Through a Google Form questionnaire, this study aims to understand how students use Duplichecker during skripsi. It also seeks to examine whether the tool supports ethical writing practices, helps students revise their drafts independently, or is used merely as a formality before submission. Understanding students' perspectives is essential for evaluating the real impact of plagiarism detection tools in supporting academic honesty. The findings are expected to provide insights for lecturers, institutions, and students in guiding the responsible use of plagiarism detection technology. Ultimately, this research contributes to the broader discussion on academic integrity in higher education and highlights the role of accessible technology in supporting ethical academic practices among future educators.

B. Formulation Of The Problem

Based on the background of the study, this research is formulated into one main research problem:

1. How do final-year students in the education department perceive the role of Duplichecker in maintaining academic integrity during skripsi?

C. Objective Of The Study

In line with the research problem, the objective of this study is: To explore final-year students' perceptions of the role of Duplichecker in supporting academic integrity during the process of skripsi writing.

D. Significance Of The Study

This study is expected to provide meaningful contributions in several aspects, as explained below.

1. Theoretical Significance

The findings of this study are expected to enrich the discussion of academic integrity theory in higher education, particularly in relation to the use of free-access plagiarism detection tools. This study provides insight into how students perceive technology as part of ethical academic practices, especially from a qualitative perspective.

2. Practical Significance

Practically, this research may be useful for universities and lecturers as a reference in guiding students to use plagiarism detection tools responsibly. The results can help academic institutions understand how free tools like Duplichecker

are actually used by students during skripsi. For students, this study can increase awareness of the importance of maintaining originality and using plagiarism detection tools as learning aids rather than merely as administrative requirements.

3. Pedagogical Significance

From a pedagogical perspective, this study can support lecturers in education faculties to integrate discussions of academic integrity and ethical writing into skripsi supervision. It may also encourage the development of instructional strategies that promote responsible use of plagiarism detection tools, especially for future educators who are expected to model academic honesty.

E. Definitions Of Terminologies

To avoid misunderstanding, the following key terms are defined as follows:

1. Academic Integrity

Academic integrity refers to the commitment to ethical principles such as honesty, trust, fairness, respect, and responsibility in academic work. Bretag (2020) defines academic integrity as a set of shared values that guide responsible behavior in learning, teaching, and research. They emphasize that academic integrity is not merely about avoiding misconduct, but about cultivating ethical academic practices throughout the educational process.

2. Academic Writing

According to Lennon (2018), academic writing is a form of formal expression that adheres to a specific set of rules and conventions, such as the use of clear structure, evidence-based arguments, and an objective and impartial (impersonal) tone of voice. More than just a writing activity, this type of writing

serves as a medium of scientific communication to objectively convey complex ideas, research findings, or critical analysis to the academic community. Therefore, academic writing always demands precision of language, data accuracy, and intellectual honesty through a strict citation system so that the ideas conveyed can be scientifically accounted for.

3. Plagiarism

Plagiarism is the act of presenting another person's ideas, words, or work as one's own without proper acknowledgment. According to Eaton (2021), plagiarism may occur intentionally or unintentionally, often due to a lack of understanding of citation and paraphrasing skills. Eaton highlights that plagiarism is a serious violation of academic integrity that undermines scholarly credibility

4. Duplichecker

Duplichecker is an online, free-access plagiarism detection tool that allows users to check text originality by comparing it with online sources. Based on the data collected in this study, Duplichecker functions as a practical plagiarism detection tool for students due to its accessibility, its ability to highlight plagiarized text, and its provision of downloadable plagiarism reports, supporting students' self-checking practices before formal academic submission.

5. Skripsi

Skripsi is the structured process of planning, researching, writing, revising, and finalizing an academic research project. Skripsi preparation involves not only research skills but also ethical academic practices, including proper citation and originality.