

Gender and XYZ Generations Perspective on Academic Misconduct: Evidence from Indonesia

Endah Susilowati¹

Diah Hari Suryaningrum (corresponding author)²

Sari Andayani³

¹Email: endahs.ak@upnjatim.ac.id

Accounting Department

Faculty of Economics and Business

Universitas Pembangunan Nasional Veteran Jawa Timur

²Email: diah.suryaningrum.ak@upnjatim.ac.id

Accounting Department

Faculty of Economics and Business

Universitas Pembangunan Nasional Veteran Jawa Timur

³Email: sari.andayani.ak@upnjatim.ac.id

Accounting Department

Faculty of Economics and Business

Universitas Pembangunan Nasional Veteran Jawa Timur

ABSTRACT

Academic misconduct not only violates the rules and ethics that govern the academic world but also destroys the integrity of individuals and the quality of education. This study aims to explain academic dishonesty from the perspective of gender and XYZ generations by using a qualitative descriptive method. A total of 155 students and lecturers from three universities were engaged in this study. The study was located on Java Island Indonesia which represents the most universities in Indonesia. The findings of this study indicated, first, that females are more careful in engaging in academic misconduct such as plagiarism than males. However, from past experience, females were more inclined to practice copy-pasting in their works than males. Second, it was found that

the act of copy-pasting was increasing from generation to generation. The implication of higher education to sustain the quality of education is by forcing the punishment for students or lecturers who are engaged in academic misconduct. When examples of academic misconduct occur among lecturers or staff members and students, this can send a negative message to the community about the importance of integrity and ethical behavior.

Keywords: Academic misconduct, community engagement, gender, XYZ generations.

INTRODUCTION

Academic misconduct is detrimental to all parties involved in the educational process. This not only violates the rules and ethics that govern the academic world but also destroys the integrity of individuals who engage in fraudulent behavior. Therefore, it is important for every student and lecturer to understand the importance of academic integrity and act with honesty and respect for the intellectual property rights of others (Awasthi, 2019; Parnter, 2020). However, the development of information technology that makes information and knowledge more open and spreads from one place to the whole world by breaking through the boundaries of time and space can increase a person's willingness to commit academic fraud. Academic misconduct, also known as academic cheating, refers to actions or behaviors that violate academic and ethical integrity in an educational context. This includes a variety of offenses, including plagiarism, cheating, collusion, use of unauthorized material in examinations, and dishonest conduct in research or writing.

One common form of academic misconduct is plagiarism. Plagiarism occurs when someone uses or claims another person's work, ideas, or research as their own without giving proper credit. This could involve copying and pasting text directly from the source without quoting or referring to the original, or relying on someone else's ideas without giving proper credit. Plagiarism is a serious act that violates academic honesty because respecting the intellectual property rights of others is very important in the world of education (Ali et al., 2021; Miles et al., 2022). Apart from plagiarism, cheating is also an example of academic misconduct. This occurs when a person imitates or duplicates another person's answers during an exam or assignment, or cooperates unlawfully with another person in doing an individual assignment. Collusion also occurs when two or more individuals work together to create

work that is expected to be completed individually. This involves sharing answers or information before the submission deadline, which violates the principle of honesty and fairness in academic assessments.

College students and especially academic professionals play an important role as role models in their communities. Examples of academic violations among student intellectuals, for example, occurred in students at universities in America who were expelled for committing acts of plagiarism (Go, 2008). Examples of academic violations among lecturers in Indonesia occur among lecturers and officials in higher education (Sani, 2021). A number of university chancellors in Indonesia, both public and private, have stumbled on cases ranging from allegations of harassment, plagiarism, and corruption, to multiple positions. When examples of academic violations occur between lecturers or staff, and students, it can send a negative message to students and the wider community about the importance of integrity and ethical behavior. This can undermine the values and principles that community engagement initiatives seek to promote.

This study applies a gender perspective for two reasons. First, according to the SDGs (Sustainable Development Goals), gender equality is an issue that still needs to be resolved. At the 2022 G20 Summit which was held in Bali - Indonesia for two days on 15-16 November 2022, G20 Empower raised 3 (three) top priority issues related to gender. These three issues are the effectiveness of women's leadership in the private sector, women as drivers of economic growth in the small and medium enterprise industry, and Building Digital Resilience and Digital Skills for Women SMEs. In relation to the public accounting profession, of the 781 registered public accountants in 2020 at the OJK, only 16% are women (OJK, 2020). Second, the ethical behavior of men and women is different, men with an ethics of justice, and women with an ethics of caring (Rapoho, 2019). This can lead to different behaviors in ethical dilemma situations (Pelch, 2018).

In discussing the relationship between gender and the XYZ generation on academic misconduct, we apply social exchange theory which was developed from behavior theory by George C. Homans (Homans, 1958). Homans developed several propositions to explain social exchanges that occur between two or more people based on aspects of punishment and reward where individual behavior is determined by the value of the reward he gets. In relation to plagiarism, students commit plagiarism in exchange for good grades from lecturers. Lecturers commit plagiarism to fulfill lecturer obligations, namely publishing articles and meeting accreditation requirements. Based on the findings of

B.F Skinner, Homans developed six propositions which are a core part of exchange theory, namely the proposition of success, the proposition of stimulus, the value proposition, the advantages-disadvantages proposition, the aggression-praise proposition, and the rationality proposition.

Academic misconduct can erode public trust in academic institutions and can lead to a loss of confidence in the integrity of the education system and research conducted by academic professionals (Golden et al., 2023). Research findings that are skewed or inaccurate as a result of academic misconduct may have implications for community engagement initiatives. The credibility and usefulness of the research for addressing community needs or assisting in decision-making processes may be compromised if research results are compromised due to misconduct (Samokishyn & Tsonos, 2020). The distrust of higher education institutions will have an impact on the sustainable of education. Therefore, it is very important to examine academic cheating among intellectuals who in this research are represented by three generations. In addition, specific articles discussing the relationship between academic violations and generational groups and gender are still very limited. The link between academic misconduct, gender, and generational differences is not a topic that has been researched extensively.

LITERATURE REVIEW

Social Exchange Theory

Social exchange theory is influenced by the perspective of behaviorism which was developed from psychological principles. According to George C. Homans, social exchange theory argues that a person's behavior in carrying out activities aims to get rewards and avoid punishment (Homans, 1958). Behaviorism itself is a behavioral perspective that assumes that human behavior is basically related to the environment. This relationship is based on a learning process that is passed or referred to as operant conditioning where human behavior can be changed by its consequences.

The three propositions of social exchange theory used in this study are the proportion of success, the proportion of rationality, and the proportion of motivation (Cook et al., 2013; Homans, 1958). The success proportion assumes that someone who frequently interacts or takes actions with other people and gets rewards from these actions will have a greater tendency to carry out interactions or actions in the future. Rewards are specifically related to the success proposition. Rewards that are

often done will encourage an increase in the frequency of doing the action again. The rational proposition assumes that in general, a person will examine the calculations of the various alternative actions available to him. Then compare the amount of compensation obtained. Someone will calculate the high reward and the possibility of achieving that reward. The motivational proposition argues that if someone in the past has received a stimulus, where the stimulus is an act of giving a reward, then the more similar the current stimulus is to the past stimulus, the more likely it will be to repeat a similar action. Certain encouragement to someone in taking action is based on the existence of rewards that will be obtained through encouragement in the past.

Gender and Academic misconduct

Gender equality discourse is one of the agendas of the SDGs. This shows that gender equality is still a problem for the world and Indonesia. In social theory discourse, equality cannot be separated from power and knowledge. Accounting as a business language plays an important role in power and knowledge. Power and knowledge in social life are dominated by men which in turn triggers a movement to get out of male domination. The power of knowledge in social science discourse is the power of rational, logocentric, and masculine knowledge. This is what gave rise to the emancipation movement of feminism (Suryaningrum, 2019).

The ethical behavior intentions of men and women are different because the formation of human sociality between women and men is different. Women show concern, while morality for men rests on the principles of equal rights or justice (Rapoho, 2019). With the Covid-19 pandemic crisis, there has been a sudden change in the learning process from offline to online. Because the formation of sociality shows concern for women, women will be more affected by the pandemic and changes in learning methods. Research in the country of origin of Covid-19 China, proves that women are more affected by the pandemic (Hou et al., 2020). Therefore, besides aiming to determine a model of ethical behavior intention in online learning, this research also aims to create an ethical model of online learning with a gender perspective.

Generation XYZ and academic misconduct

Generation labels are often used to categorize people based on the time period in which they were born and to identify shared experiences and characteristics (Bennett et al., 2012; Rahardyan et al., 2023). Generation X has the characteristic of growing up during a time of economic and social change. They witnessed the advent

of personal computers, the rise of MTV, and the transition from analog to digital technologies. They tend to be independent, resourceful, and value work-life balance. Gen Xers are often described as the "latchkey kids" who experienced more self-reliance and less parental supervision during their upbringing. X-generations were roughly born between 1965 to 1980.

Generation Y or Millennials are often associated with the rapid advancement of technology, particularly the Internet, social media, and mobile devices. They are typically characterized as digital natives, adept at using technology for communication and information sharing. Millennials tend to be socially conscious, value work-life integration, and seek purpose and personal development in their careers. They have experienced economic challenges, such as the Great Recession, and are known for their inclination toward entrepreneurship and innovation. Millennials or Y-generations were roughly born between 1981 to 1996.

Generation Z or Gen Z was roughly born after 1980. Gen Z is the first generation to grow up entirely in the digital age. They are often referred to as "digital natives" and have a strong affinity for technology, social media, and online platforms. Gen Z individuals are known for being diverse, globally connected, and socially conscious. They have witnessed major social and political movements and are actively engaged in advocating for the causes they believe in. Gen Z is characterized by a more pragmatic and entrepreneurial mindset, influenced by experiences like the financial crisis and growing up in an era of rapid change. Gen Z.

Research on academic misconduct involving lecturers or dishonest behavior among teaching staff is few. Although cases of academic misconduct involving lecturers are not as common as those involving students, this does not mean that unethical behavior does not occur among teaching staff. Several studies have been conducted to reveal this phenomenon. However, it is important to note that the prevalence or exact number associated with academic misconduct among lecturers may be difficult to determine accurately for several reasons, including a lack of clear reporting or disclosure.

Several studies have tried to identify the factors that encourage unethical behavior among lecturers (Khair Ishak et al., 2019; Koç & Fidan, 2020; Măță et al., 2020). Some of the contributing factors include pressure to meet research or publication targets, intense competition in the academic world, lack of adequate supervision, and the desire for recognition or excellence in an academic career (Bennett et al., 2012; Rahardyan et al., 2023). Research has also looked at the types of unethical behavior committed by lecturers, such as plagiarism, data

manipulation, unethical research, or violations of writing ethics. In addition, several studies have attempted to explore the impact of academic misconduct by lecturers on students, the academic environment, and the image of the institution.

Researchers has stressed that honesty is very important in the world of higher education (Cohn et al., 2019; Ellis et al., 2020), especially in activities in compiling papers. Writing that needs serious pressure and attention from students is final assignments such as the preparation of theses, theses, and dissertations. The final project can be considered by students as the largest portion of written work scientifically. The problem of preparing this final project is very significant in being managed and researched in relation to the many plagiarism symptoms that occur in it. The final assignment is often the stakes of study for students. Many students drop out because they fail to complete this final assignment. For students who are able to complete the final assignment, it will be something to be very proud of, especially with work that can be completed on time and even completed faster than the allotted time.

Writing for lecturers is closely related to students' final assignments because lecturers are the second author of articles written by students based on their final assignments. Lecturers, as second authors, often do not check articles written by students and only rely on the student's work. Adiningrum (2015) implied that currently, the behavior of plagiarism is something that is usually done by students, teachers, and lecturers. This act of plagiarism is wrong behavior, but plagiarism is something that has become commonplace among academics so there is a tendency for it to be increasingly tolerated by society, and is considered normal behavior for every academic.

RESEARCH METHOD

The approach used in this study is a descriptive quantitative approach. Quantitative methods are appropriately used in measurement conditions that provide a useful description of any object being studied, measurements that are expected to make descriptive conclusions, and the possibility of using samples that can represent the voice of the entire population (Cooper & Schindler, 2014). Descriptive methods are used to describe plagiarism behavior among academics and intellectuals regarding gender and the XYZ generation in Indonesia.

The population of this study is academics and intellectuals related to gender and the XYZ generation in accounting education at universities in Indonesia. Due to the large population and time,

manpower, and cost limitations, we will only use the target population, namely academics, and intellectuals in accounting at three universities in Jakarta (West Java), Yogyakarta (Middle Java), and Surabaya (East Java) in Indonesia. The data collection technique is done by incidental sampling technique. Incidental sampling is generally used in research situations where access to a particular population is limited or difficult to obtain. It is often used in exploratory studies, pilot studies, or situations where we are seeking insight or preliminary data for further investigation. This research is exploratory research so it is suitable to use incidental sampling. Figure 1 shows the sample selection flow.

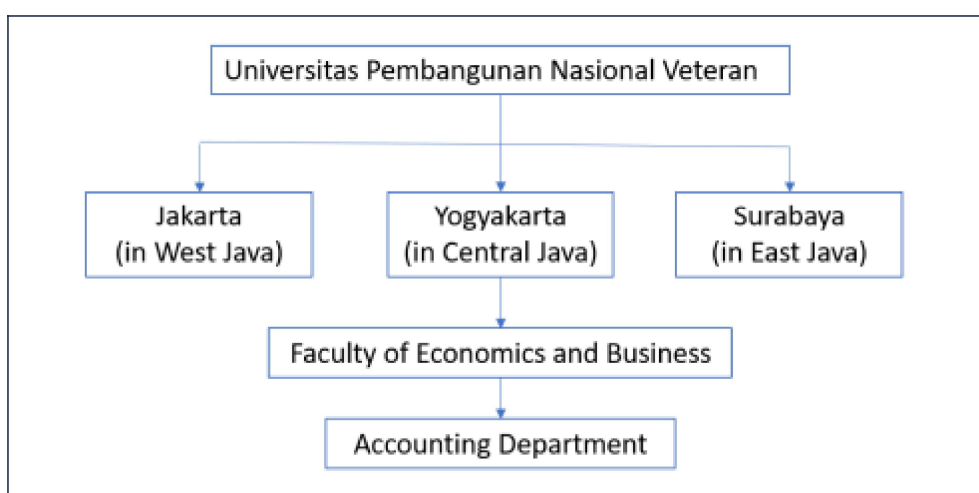


Figure 1. The Flow of Sample Selection

This study uses descriptive statistics in analyzing quantitative data. Descriptive statistics are descriptions or depictions of a set of data visually which can be done in two parts, namely in the form of pictures or graphics and in written form. In the SPSS for Windows version 20.0 program, descriptive statistical methods can be used to produce an overview of the data in the form of frequency tables. The data analysis used in this research is descriptive analysis. The data obtained from the results of the questionnaire are processed in written form which is used to understand the problem under study. Data from the questionnaire will be analyzed by giving a score for each question, then calculating the average number of these scores, then grouping the rankings of each indicator based on predetermined benchmarks. We also analyze with theoretical interpretation, namely the data obtained from research results are compared or linked to several existing theories, expert opinions, or previous research results.

RESULTS AND DISCUSSION

Descriptive Statistics Analysis

First, we explain the respondents' statistics and the frequency of whether they have experienced academic misconduct such as plagiarism, their understanding of plagiarism, and an ethical dilemma (Table 1). Second, we describe three propositions of academic misconduct using social exchange theory (Table 2).

Table 1. Statistics of Respondents

No	Description		Frequency	Percentage
1	Gender	Male	47	30%
		Female	108	70%
2	Generations	X	43	28%
		Y	38	24%
		Z	74	48%
3	Education	Student	96	62%
		Master	31	20%
		Doctor	28	18%
4	Occupation	Student	96	62%
		Lecturer	69	38%
5	Copy and paste in making assignment	Yes	107	69%
		No	48	31%
6	Experienced in an ethical dilemma	Yes	59	38%
		No	96	62%
7	Heard of Plagiarism	Yes	119	77%
		No	36	23%
8	Understanding Plagiarism	Yes	153	99%
		No	2	1%
9	Understanding ethical dilemma	Yes	142	92%
		No	13	8%

Source: SPSS output 2023

Table 1 shows that the number of female respondents is greater than the number of males with females of 70%. The largest generation is the Z generation with 74%, followed by the X generation with 43%. The rest is Y generations of 38%. The education, more than 50% are students and the lowest are Doctors with 18%. None of the respondents has a bachelor's degree. Since this study is in academics, the occupation of the respondents includes students (62%) and lecturers (38%). Most respondents have copy-paste in making their assignments such as final assignments or journal articles 69% while 31% have not done it. More than 50% (62%) have not experienced an ethical dilemma, indicating that respondents have heard about plagiarism (77%),

understand plagiarism (99%), and understand ethical dilemmas 92%.

Table 2 shows the mean of success proposition is the lowest among other success propositions of rationality and motivation. It means that reasons to act in academic misconduct are first the motivation for doing it. Second is the rationale and the third is the success factor in the respondent's decision to do an act of academic misconduct.

Table 2. Statistic Descriptive of Social Exchange Theory

	N	Minimum	Maximum	Mean	Std. Deviation
Success Proposition	155	3.00	10.00	6.5419	1.46491
Rationality Proposition	155	4.00	20.00	16.2516	2.56751
Motivation Proposition	155	4.00	20.00	12.9871	3.64672
Valid N (listwise)	155				

Source: SPSS output 2023

Plagiarism Cases – Descriptive Analysis

Lecturer plagiarism case (adapted Tempo.co - <https://nasional.tempo.co/read/1486499/ini-beberapa-rektor-yang-pernah-tersandung-kasus>)

"A community organization reported an APC lecturer for allegedly plagiarizing when compiling his dissertation at the BBB Famous University several years ago. Ormas accuses APC of plagiarism by taking information from **internet** for their dissertation. The head of UPT Public Relations BBB said this problem has been completed, and "It was declared not proven," he said a while ago.

UPT said that APC had received a copy of the letter from the Chancellor of BBB University stating that his dissertation was not a copy. In the letter dated several days, he said, APC had also undergone an examination by the University Honors Council. The results of the inspection stated that APC did not copy".

"Sebuah organisasi masyarakat (Ormas) melaporkan seorang dosen APC karena diduga plagiasi saat menyusun disertasinya di Universitas Ternama BBB pada beberapa tahun lalu. Ormas menuduh APC melakukan plagiat mengambil informasi dari **internet** untuk disertasinya. Kepala UPT Hubungan Masyarakat BBB, mengatakan masalah ini telah rampung dan "Dinyatakan tidak terbukti," ujarnya beberapa saat lalu.

UPT mengatakan, APC telah menerima surat tembusan dari Rektor Universitas BBB yang menyatakan disertasinya bukan hasil jiplakkan. Dalam surat tertanggal beberapa hari tersebut, kata dia, APC juga telah menjalani pemeriksaan oleh Dewan Kehormatan Universitas. Hasil pemeriksaan itu menyebut APC tak menjiplak." (In Bahasa)

Student plagiarism case (adapted from <https://www.usnews.com/education/blogs/paper-trail/2008/08/14/two-students-kicked-off-semester-at-sea-for-plagiarism>)

"A senior student and his friend at a university were expelled from the university for plagiarizing their assignment. The senior student said that he used **internet** and copied three sentence fragments word for word from Wikipedia and paraphrased the synopsis of the film from the site. According to the senior student, the day before the paper in question was returned to the student, the instructor/lecturer alerted the class to the alleged plagiarism and asked the student to come forward and make a "retraction paper." The senior student said he didn't think he had done anything wrong at the time, so he didn't advance." Had I known I had done something wrong, I would have really stepped up," he said. The senior student was then tried and expelled. His appeal was also rejected."

"Seorang mahasiswa senior dan temannya pada sebuah universitas dikeluarkan dari universitas karena melakukan plagiasi pada tugas mereka. Mahasiswa senior mengatakan bahwa dia menggunakan **internet** dan meng-copy tiga fragmen kalimat kata demi kata dari Wikipedia dan memparafrasekan sinopsis film dari situs tersebut. Menurut mahasiswa senior, sehari sebelum makalah yang dipermasalahkan dikembalikan kepada mahasiswa, instruktur/dosen memberi tahu kelas dugaan plagiarisme dan meminta mahasiswa untuk maju dan membuat "retraksi makalah." Mahasiswa senior mengatakan dia tidak berpikir bahawa dia telah melakukan kesalahan pada saat itu, jadi dia tidak maju. "Seandainya saya tahu saya telah melakukan sesuatu yang salah, saya akan benar-benar maju," katanya. Mahasiswa senior kemudian disidang dan dikeluarkan. Banding yang dia ajukan juga ditolak". (In Bahasa)

The results of the question on cases of plagiarism for the teaching profession (figure 2) show that 95% (both in case and real plagiarism) of Generation X male respondents agree to take information from the internet and not copy it for their assignments/work. The remaining five percent (Respondent-4) stated that they agreed to take information from the internet and copy it for their assignments/work. Several male lecturers of Generation X made statements that contradicted their understanding of ethical dilemmas. Some of the statements from male lecturers of Generation X are as follows:

"Research results are material for data support so that plagiarism does not occur, it is necessary to include the source of the data" (Respondent-4)

"If the case study is on an accountable website, it is permissible to take it as a case study. In the dissertation analysis which is its novelty and novelty. (Respondent-33)

"The ethical dilemma, in this case, is the source of information obtained via the internet, sourced from information from several sources, the source of which comes from the research of a person or several people uploaded on the internet media." (Respondent-40)

"Hasil penelitian adalah bahan untuk dukungan data agar tidak terjadi plagiat maka diperlukan mencantumkan sumber datanya" (Respondent-4)

"Jika case study pada laman yang dapat dipertanggung-jawabkan, diperbolehkan untuk diambil sebagai studi kasus. Pada analisis disertasi yang merupakan kebaruan dan novelty-nya". (Respondent-33)

"Dilema etika pada kasus tersebut adalah pada sumber informasi yang didapat melalui internet, bersumber pada informasi dari beberapa sumber yang sumber tersebut berasal dari penelitian seseorang atau beberapa orang yg di unggah di media internet." (Respondent-40) (in Bahasa)

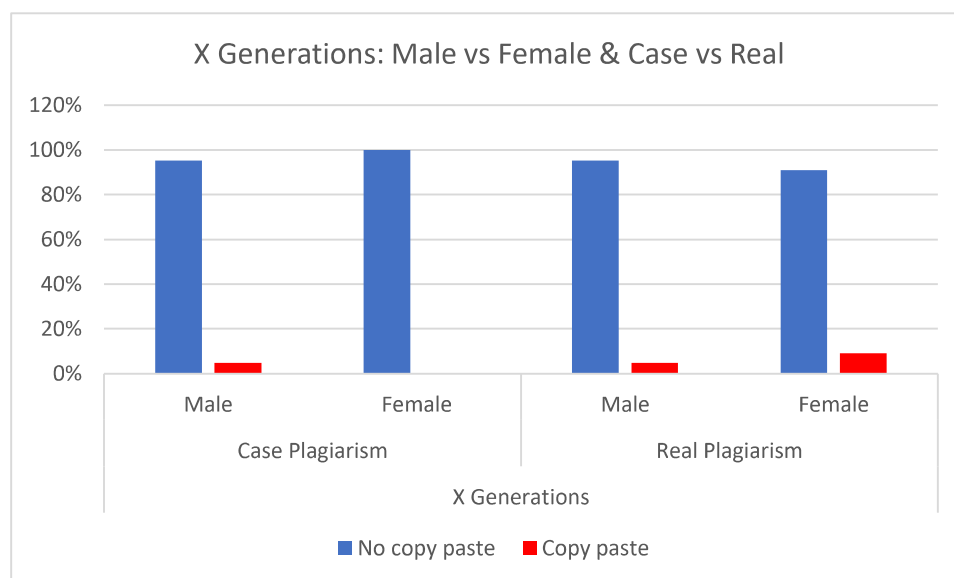


Figure 2. Case vs Real Plagiarism for X Generations Results

Generation X female lecturers remained consistent by giving the same answer or 100% (case plagiarism) and 91% (real plagiarism) agreed to take information from the internet and not copy it. Several statements from female lecturers of Generation X are as follows:

"Retrieval of public information presented both from the internet and other sources can be done by indicating the source and not directly copying but by paraphrasing, or conveying the information in self-composed sentences, and still referring to the source of the information." (Respondent-20)

"Information through the internet is open to anyone so without permission anyone is allowed to quote, but also not necessarily just copy and paste, it must be explained in your own language." (Respondent-29)

"Pengambilan informasi publik yg disajikan baik dari internet maupun sumber lainnya dapat dilakukan dengan menunjukkan sumbernya dan tidak mengcopy secara langsung namun dengan melakukan parafrase, atau menyampaikan informasi tersebut dengan kalimat yg disusun sendiri, dan tetap mengacu pada sumber informasi tersebut". (Respondent-20)

"Informasi melalui internet bersifat terbuka bagi siapapun sehingga tanpa ijin diperkenankan siapapun mengutip, namun juga tidak serta merta hanya copas, harus diperjelas dengan bahasa sendiri". (Respondent-29) (in Bahasa)

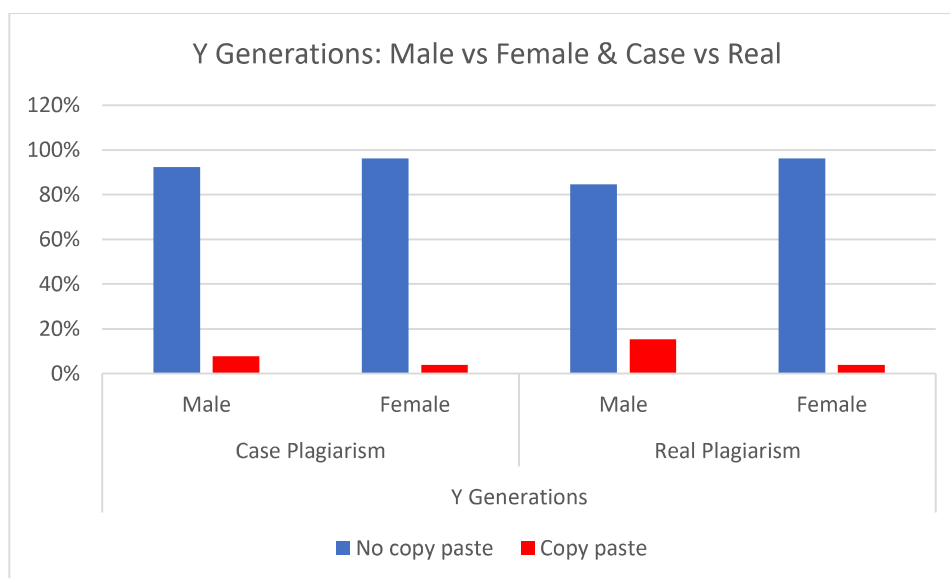


Figure 3. Case vs Real Plagiarism for Y Generations Results

Based on Table 1. Demographics of male respondents, generation Y, consisting of 3 lecturers and 9 students, showed that 92% (case plagiarism) and 85% (real plagiarism) agreed to retrieve information from the internet and not copy it for assignments/ his job. The remaining eight percent (Respondent-16) stated that they agreed to take information from the internet and copy it for their assignments/work (Figure 3). Several male lecturers of Generation Y made statements that contradicted their understanding of

ethical dilemmas. Several statements from male respondents of Generation X are as follows:

"Information from the internet is sometimes needed to obtain updates regarding the latest information in a news story."
(Respondent-16)

"I don't think there is an ethical dilemma in this case because we don't copy the whole thing." (Respondent-38)

"Informasi dari internet terkadang dibutuhkan untuk memperoleh update mengenai informasi terbaru dalam sebuah berita".
(Responden-16)

"Menurut saya tidak dilema etika pada khusus ini karena kita tidak meng-copy secara keseluruhan". (Responden-38) (in Bahasa)

Unlike the male respondents, 96% of Y-generation females (both cases and real plagiarism) agreed to retrieve information from the internet and not copy it for their assignments/work. The remaining four percent (Respondent-2 lecturers) stated that they agreed to take information from the internet and copy it for their assignments/work. Some of the statements of Y-generation female respondents are as follows:

"As long as referring to the reference source and not copying and pasting in full and the same way, I don't think there is a problem."
(Respondent-2)

"Institutional brand and the self-esteem of an educator are at stake if plagiarism is proven. Because basically educational institutions educate what is right and good, not teach cheating.
(Respondent-11)

"Sepanjang merujuk sumber referensinya dan tdk meng.copy paste secara utuh dan sama, sy rasa tdk ada masalah".
(Responden-2)

"Brand institusi dan Harga diri seorang pendidik dipertaruhkan bilamana terbukti plagiasi. Karena pada dasarnya lembaga pendidikan mendidik yg benar dan baik bukan mendidik berbuat curang". (Responden-11) (in Bahasa)

Generation Z are all students, 86% (case plagiarism) and 64% (real plagiarism) agree to take information from the internet and not copy it for their assignments/work (Figure 4). The remaining seventeen percent (Respondents 21 and 72) stated that they agreed to take information from the internet and copy it for their assignments/work. Some of the statements of the Z-generation male respondents are as follows:

"If you copy for reference then there is no problem, but if the whole thing is clear plagiarism." (Respondent-21)

"Plagiarism is sometimes a problem, is it a form of violation or what, because sometimes the information can be used as a study reference or just copy paste." (Respondent 72)

"The senior student has actually restructured their papers, but there may be similarities between the papers written and those that already existed. Taking information is fine, but we need to pay attention to credibility and we must as students use information properly. (Respondent-41)

"jika mengcopy untuk acuan maka tidak ada masalah, namun jika keseluruhan maka hal tersebut jelas plagiasi". (Responden-21)

"Kegiatan plagiarisme terkadang menjadi permasalahan apakah itu suatu bentuk pelanggaran atau bagaimana karena terkadang informasi nya bisa sebagai referensi belajar ataupun bentuk copy paste saja". (Responden 72)

"Mahasiswa senior tersebut sebenarnya sudah melakukan restrukturisasi makalah namun mungkin ada kemiripan makalah yang ditulis dengan makalah yang sudah sebelumnya sudah ada. Mengambil informasi boleh saja, namun kita perlu memperhatikan kredibilitas serta kita harus sebagai mahasiswa penggunaan informasi secara baik". (Responden-41) (in Bahasa)

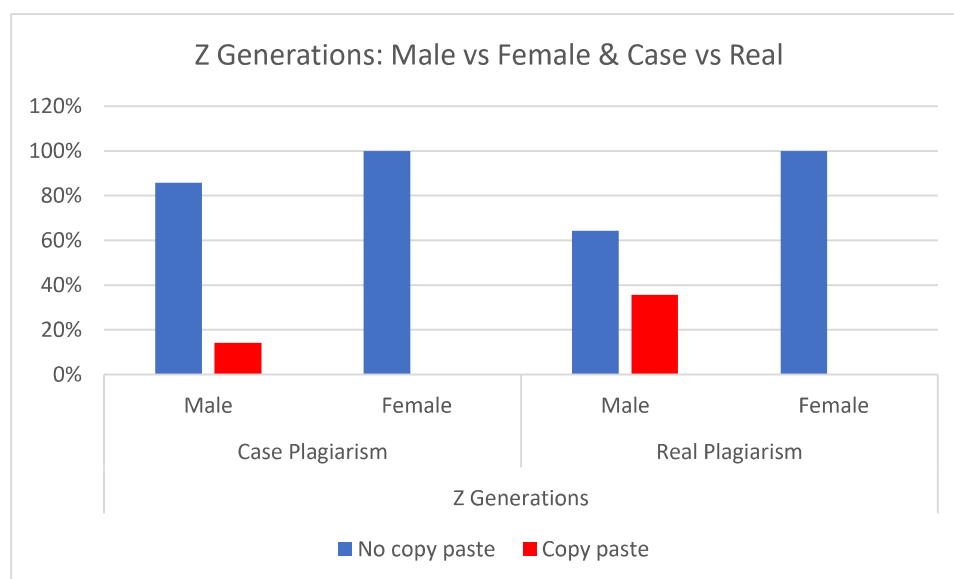


Figure 4. Case vs Real Plagiarism for Z Generations Results

Z-generation female students, the same as X-generation female lecturers, remain consistent by giving the same answer or 100% (both case and real plagiarism) agreeing to take information from the internet and not copy it. Some statements from Generation Z female lecturers are as follows:

"By doing this plagiarism will make us accustomed to the help of technology and unable to develop our own thoughts." (Respondent-23)

"The negative relationship that is formed between plagiarism behavior and morals is because plagiarism is considered by most educators to be rooted in ethics and morals when it is done intentionally. Good moral integrity can reduce intentional plagiarism behavior. (Respondent-36)

"Dengan melakukan plagiarisme tersebut akan membuat kita terbiasa dengan bantuan teknologi dan tidak dapat mengembangkan pemikiran sendiri". (Responden-23)

"Hubungan negatif yang terbentuk antara perilaku plagiat dengan moral adalah dikarenakan plagiarisme dianggap oleh sebagian besar pendidik berakar dalam etika dan moral ketika dilakukan dengan sengaja. Integritas moral yang baik dapat menurunkan perilaku plagiat yang disengaja". (Responden-36) (Bahasa)

Based on these results and statements, it can be concluded that male respondents have more tolerance for taking information from the internet and copying it for their assignments/work. In addition, female respondents in Generation Y are more tolerant of taking information from the internet and copying it for their assignments/work compared to Generation X and Z. This is likely due to female respondents understanding more about academic cheating such as plagiarism. This is emphasized by the statement that plagiarism is related to the integrity and morals of the individual.

However, some of the respondents' statements changed when faced with statements about what they would do if they had to complete their own assignments/articles (Figure 5). Generation X increased from previously 2% or 1 respondent (male) to 9% or 4 respondents (1 male and 3 female) who stated that they agreed to retrieve information from the internet and copy it for their assignments/work. Generation Y, from 5% or 2 respondents (1 male and 1 female) to 8% or 3 respondents (2 males and 1 female). Generation Z became 7% or 5 respondents (5 men) from the previous 3% or 2 respondents (2 men). Following are some statements from respondents who changed their decision regarding plagiarism:

X Generations:

"Copy is considered plagiarism, so it needs to be rewritten according to the editorial itself without changing the meaning." (Respondent-1)

"Plagiarism is a bad thing." (Respondent-43)

"Copy dianggap plagiat, Maka perlu ditulis ulang sesuai dengan redaksi sendiri tanpa mengubah makna". (Responden-1)

"Plagiarisme adalah hal yang kurang baik". (Responden-43) (in Bahasa)

Y Generations:

"The researcher's ethical dilemma is negligence in including references and modifying sentences in order to avoid plagiarism".
(Respondent-21)

"Dilema etika peneliti yaitu lalai dalam mencantumkan referensi dan memodifikasi kalimat agar menghindari plagiasi". (Responden-21)
(in Bahasa)

Z Generations:

"I will still take the information but with a citation." (Respondent-17)

"The need for information that is sometimes absolute and absolute, making it difficult to create or provide new information."
(Respondent-50)

"For me, the dilemma is for students who really need information but on the other hand we are not allowed to completely imitate."
(Respondent-65)

"Saya akan tetap mengambil informasi tersebut tetapi dengan siitasi". (Responden-17)

"Kebutuhan atas informasi yang terkadang mutlak dan absolut sehingga sulit untuk membuat atau memberikan informasi baru".
(Responden-50)

"bagi saya, dilemanya adalah bagi mahasiswa yang sangat butuh terhadap informasi namun disisi lain kita tidak diboleh untuk seutuhnya meniru". (Responden-65) (in Bahasa)

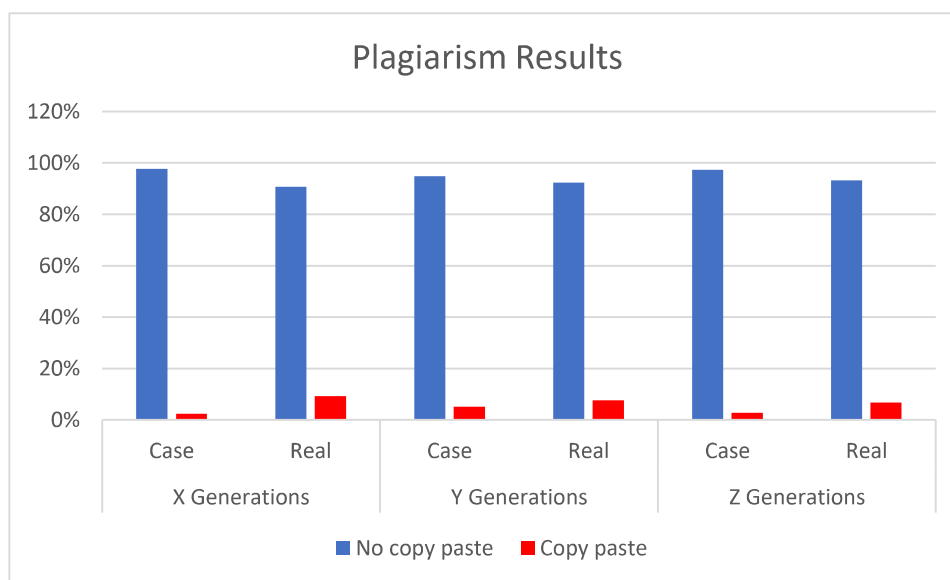


Figure 5. Case vs Real Plagiarism for XYZ Generations Results

Overall, Figure 5 shows the highest case of plagiarism is in Y Generations (5%) and the highest real plagiarism is in X Generations (9%).

In terms of whether the respondent ever copied information from the internet for their assignment/work, generation X males (Figure 6) indicated 26% and females (50%) stated that they had done this action, and the rest 71% and 50%, respectively, said they had never.

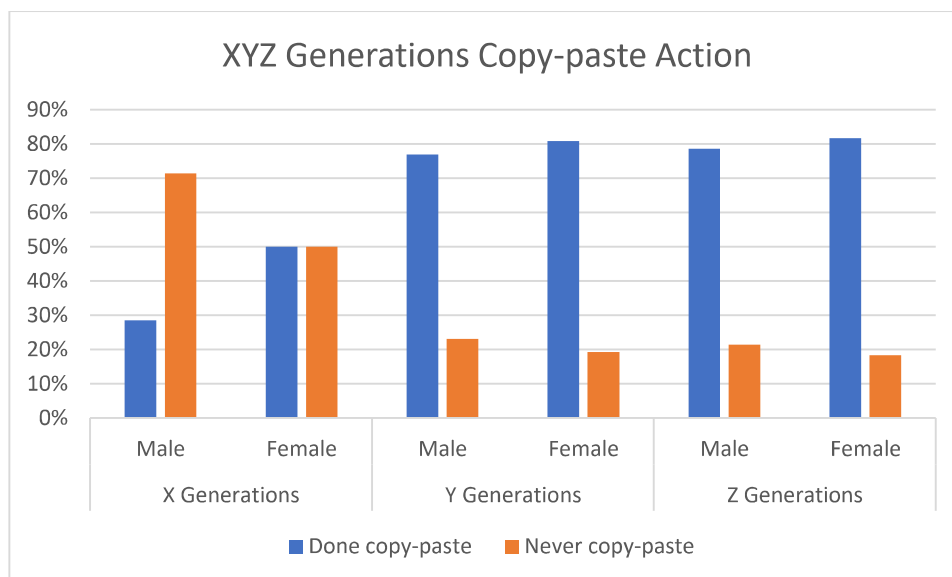


Figure 6. Copy-paste Action for XYZ Generations Results

The practice of copy-paste information from the internet for respondents' assignments increased in male respondents in Generation Y and Generation Z to 77% and 79%. The same with the female respondents, it also increased to 81% for the Y generations and 82% for the Z generations. These findings proved that generations Y and Z have more knowledge and capability with the internet to make their assignment easier and faster. Even though respondents have known and understood plagiarism and ethical dilemmas, they tend to do the copy-paste action. This action is supported by the social exchange theory.

Under the social exchange theory, there are mostly three reasons to act in academic misconduct (Cook et al., 2013; Homans, 1958). First is the success proposition. The proposition of success shows the least part of the reason someone commits academic cheating. The highest proposition is the rationale proposition and is followed by the motivational proposition. However, keep in mind that academic misconduct involving lecturers and students is not a representation of the majority of lecturers or students who work with high integrity and uphold academic ethics. Most lecturers are committed to providing quality education and conducting research with integrity. Although there have been cases involving lecturers, it is important not to make broad generalizations and respect those who are responsible and maintain academic integrity.

Academic misconduct is also related to community engagement, although it may not be direct (Verhoef et al., 2022). Academic misconduct can have an impact on community engagement in several ways. First, diminished trust: Academic misconduct, such as plagiarism or unethical research practices, can erode the trust that communities have in academic institutions. When misconduct is discovered, it can lead to a loss of faith in the integrity of the education system and research conducted by academic professionals. This can make it more difficult to engage with communities and collaborate on projects or initiatives. Second, ethical implications: Community engagement often involves collaborative research, service-learning, or partnerships with community organizations. Academic misconduct violates ethical standards and principles, undermining the mutual respect and trust necessary for meaningful community engagement. Ethical behavior is crucial for building and sustaining positive relationships with communities. Third, impact on research outcomes: Academic misconduct can produce skewed or inaccurate research findings, which can have implications for community engagement initiatives. If research results are compromised due to misconduct, it may affect the credibility and usefulness of the research to address community needs or inform decision-making processes. This can hinder effective community engagement efforts. Lastly, the role model effect: Academic professionals are significant role models within their communities. When academic misconduct occurs among faculty or staff, it can send a negative message to students and the broader community about the importance of integrity and ethical behavior. This can undermine the values and principles that community engagement initiatives seek to promote.

CONCLUSION

This study was conducted using a qualitative method to obtain data on how gender and the XYZ generation play a role in committing academic cheating. In terms of gender, it was found that women were more careful in committing academic fraud than men. However, when viewed from previous experience, women do more copy-paste actions than men. In the case of the XYZ generation, it was found that the act of copy-pasting was increasing from generation to generation. This is possibly caused by the digital era 5.0 which makes it easier to get digital information easily and quickly. In addition, the digital capabilities of the new generation are more sophisticated than the old generation. The increased in academic misconduct can send a

negative message to students and the community as a whole about the significance of integrity and ethical behavior when examples of academic violations occur between lecturers or staff and students. The ideals and principles that community engagement programs aim to maintain can be undermined by this.

Limitations

We use questionnaires and incidental sampling in gathering information from the lecturer and students. The questionnaire is formed with open and ended questions. Since we do not conduct interviews directly with the respondents or informants, the questionnaires have its limitation. Thus, it is essential to interpret the data carefully. Incidental sampling has limitations, it can still be a useful sampling method in certain research contexts, especially when other sampling techniques are impractical or impossible to apply. We must exercise caution when interpreting and generalizing the findings obtained through incidental sampling and questionnaires, given the potential limitations and biases associated with these techniques.

Implications

The findings of this study support the social exchange theory, especially in the success proposition, motivation proposition, and rational proposition. This is indicated by the increase in plagiarism practice among academicians to achieve their goals. For students, success to achieve a better GPA and graduated as soon as possible are reasons for their behavior. As for lecturers, the pressure to comply with the accreditation requirements and Key Performance Indicators is the motivational and rational proposition of the act. Therefore, it is recommended for higher education to manage and enforce punishment for academic misconduct.

Ideas for Future Research

First, this research uses qualitative descriptive analysis to achieve the research objective of knowing academic misconduct in terms of gender and the XYZ generation. As explained in the limitations, for future research, it is recommended to use another sampling method so that the findings can be generalized. Second, we recommend using a direct interview to gather insight information from the respondents or informants about why they have to exercise academic misconduct such as plagiarism. Third, future research might use quantitative research methods to know the effect of generation on academic misconduct.

Acknowledgment

This research was financially funded by the Indonesian Government grant for the Fundamental Research Program “DRTM 2022-2023”. Therefore, we are grateful for this funding and support of this research and Universitas Pembangunan Nasional Veteran Jawa Timur.

REFERENCES

1. Adiningrum, T. S. (2015). Reviewing Plagiarism: An Input for Indonesian Higher Education. *Journal of Academic Ethics*, 13(1), 107–120. <https://doi.org/10.1007/s10805-015-9226-6>
2. Ali, I., Sultan, P., & Aboelmaged, M. (2021). A bibliometric analysis of academic misconduct research in higher education: Current status and future research opportunities. *Accountability in Research*, 28(6), 372–393. <https://doi.org/10.1080/08989621.2020.1836620>
3. Awasthi, S. (2019). Plagiarism and Academic Misconduct A Systematic Review. *DESIDOC Journal of Library & Information Technology*, 39(2), 94–100. <https://doi.org/10.14429/djlit.39.2.13622>
4. Bennett, J., Pitt, M., & Price, S. (2012). Understanding the impact of generational issues in the workplace. *Facilities*, 30(7/8), 278–288. <https://doi.org/10.1108/02632771211220086>
5. Cohn, A., Maréchal, M. A., Tannenbaum, D., & Zünd, C. L. (2019). Civic honesty around the globe. *Science*, 365(6448), 70–73. <https://doi.org/10.1126/science.aau8712>
6. Cook, K. S., Cheshire, C., Rice, E. R. W., & Nakagawa, S. (2013). Social Exchange Theory. In *Handbooks of Sociology and Social Research* (pp. 61–88). https://doi.org/10.1007/978-94-007-6772-0_3
7. Cooper, D. R., & Schindler, P. S. (2014). *Business Research Methods : Twelfth Edition*. Mc Graw Hill.
8. Ellis, C., van Haeringen, K., Harper, R., Bretag, T., Zucker, I., McBride, S., Rozenberg, P., Newton, P., & Saddiqui, S. (2020). Does authentic assessment assure academic integrity? Evidence from contract cheating data. *Higher Education Research & Development*, 39(3), 454–469. <https://doi.org/10.1080/07294360.2019.1680956>
9. Go, A. (2008). Two Students Kicked off Semester at Sea for Plagiarism, accessed December 10, 2022. USNews.Com. <https://www.usnews.com/education/blogs/paper-trail/2008/08/14/two-students-kicked-off-semester-at-sea-for-plagiarism>
10. Golden, J., Mazzotta, C. M., & Zittel-Barr, K. (2023). Systemic Obstacles to Addressing Research Misconduct in Higher Education: a Case Study (correction). *Journal of Academic Ethics*, 21(1), 83–83. <https://doi.org/10.1007/s10805-021-09441-1>
11. Homans, G. C. (1958). Social Behavior as Exchange. In *American Journal of Sociology* (Vol. 63, Issue 6, pp. 497–606). The University of Chicago Press. <https://www.jstor.org/stable/2772990>
12. Hou, F., Bi, F., Jiao, R., Luo, D., & Song, K. (2020). Gender differences of depression and anxiety among social media users during the COVID-19 outbreak in China: a cross-sectional study. *BMC Public Health*, 20(1),

1648. <https://doi.org/10.1186/s12889-020-09738-7>
13. Khair Ishak, N., Haron, H., & Ismail, I. (2019). Ethical Leadership, Ethical Climate and Unethical Behaviour in Institutions of Higher Learning. *KnE Social Sciences*, 2019, 408–422. <https://doi.org/10.18502/kss.v3i22.5064>
14. Koç, M. H., & Fidan, T. (2020). Teachers' opinions on ethical and unethical leadership: A phenomenological research. *Pegem Akademi Yayıncılık*, 26(2), 355–400. <https://doi.org/https://doi.org/10.14527/kuey.2020.008>
15. Măță, L., Clipa, O., & Tzafilkou, K. (2020). The Development and Validation of a Scale to Measure University Teachers' Attitude towards Ethical Use of Information Technology for a Sustainable Education. *Sustainability*, 12(15), 6268. <https://doi.org/10.3390/su12156268>
16. Miles, P. J., Campbell, M., & Ruxton, G. D. (2022). Why Students Cheat and How Understanding This Can Help Reduce the Frequency of Academic Misconduct in Higher Education: A Literature Review. *The Journal of Undergraduate Neuroscience Education*, 20(2), A150–A159. <http://www.funjournal.org/wp-content/uploads/2022/08/june-20-150.pdf>
17. OJK. (2020). Daftar Kantor Akuntan Publik/ Akuntan Publik yang Terdaftar di Otoritas Jasa Keuangan Per 20 Mei 2020 (List of Public Accounting Firms/Public Accountants Registered with the Financial Services Authority). <https://ojk.go.id/id/kanal/perbankan/data-dan-statistik/Documents/Pages/Database-Akuntan-Publik-dan-Kantor-Akuntan-Publik/Daftar AP KAP 20 Mei 2020.pdf>
18. Parnter, C. (2020). Academic Misconduct in Higher Education: A Comprehensive Review. *Journal of Higher Education Policy And Leadership Studies*, 1(1), 25–45. <https://doi.org/10.29252/johepal.1.1.25>
19. Pelch, M. (2018). Gendered differences in academic emotions and their implications for student success in STEM. *International Journal of STEM Education*, 5(1), 33. <https://doi.org/10.1186/s40594-018-0130-7>
20. Rahardyan, T. M., Bakri, M. R., & Utami, A. (2023). Generation gap in fraud prevention: Study on generation Z, generation X, millennials, and boomers. *International Journal of Research in Business and Social Science* (2147- 4478), 12(3), 361–375. <https://doi.org/10.20525/ijrbs.v12i3.2566>
21. Rapoho, B. D. (2019). Etika Kepedulian dan Etika Keadilan Bias Gender Dalam Moralitas (Ethics of Caring and Ethics of Justice Gender Bias in Morality). https://www.researchgate.net/publication/335753948_Etika_Kepedulian_dan_Etika_Keadilan_Bias_Gender_Dalam_Moralitas
22. Samokishyn, M., & Tsonos, V. (2020). Assessing the impact of students' engagement and mental health on academic integrity during the COVID-19 pandemic. *Canadian Association of Professional Academic Librarians (CAPAL) Conference - 2022*, 1–10. <https://www.cais-community.ca/talk/capal2022.4.samokishyn/>
23. Sani, A. F. I. (2021). Ini Beberapa Rektor yang Pernah Tersandung Kasus (Here Are Several Chancellors Who Have Been Stumbled upon Cases),

accessed December 10, 2022. Tempo.Com.
<https://nasional.tempo.co/read/1486499/ini-beberapa-rektor-yang-pernah-tersandung-kasus>

24. Suryaningrum, D. H. (2019). Power and Knowledge of Double Entry Bookkeeping System in the Feminism Framework: A Proposal. *Sustainable Business Accounting and Management Review*, 1(1), 19–30.
<https://dhsjournal.id/index.php/SBAMR/article/view/25>
25. Verhoef, A. H., Fourie, M., Janse van Rensburg, Z., Louw, H., & Erasmus, M. (2022). The enhancement of academic integrity through a community of practice at the North-West University, South Africa. *International Journal for Educational Integrity*, 18(1), 18.
<https://doi.org/10.1007/s40979-022-00115-y>