

The Role of Librarians in Preventing Plagiarism in Higher Education: Case Studies at Diponegoro University, State University of Semarang, and Dian Nuswantoro University

Tarmiasih Tarmiasih^{1)*} , Ika Nur Azizah²⁾ 

¹⁾²⁾Library and Information Science, Faculty of Humanities, Universitas Diponegoro, Indonesia

¹⁾tarmiasih2606@gmail.com, ²⁾ikaazizah@live.undip.ac.id

Abstract

Background: Plagiarism violates academic integrity and includes submitting others' work without proper acknowledgment. In higher education, librarians play a crucial role in its prevention. This study examines the role of librarians in preventing plagiarism at Diponegoro University, State University of Semarang, and Dian Nuswantoro University. Although similar studies have been conducted previously, none have specifically explored the role of librarians in preventing plagiarism from the perspectives of academic librarians at these three institutions.

Objective: This study aims to explore the role of librarians in preventing plagiarism at three higher education institutions: Diponegoro University, State University of Semarang, and Dian Nuswantoro University.

Methods: This study uses a qualitative method with a case study approach. Data were collected through semi-structured interviews, observations, and document analysis. Informants were selected using purposive sampling. This study involved six librarians as informants, consisting of two librarians from each of the three universities. Data analysis was conducted using within-case analysis and cross-case analysis.

Results: The findings indicate that librarians play several roles in preventing plagiarism. These roles include sharing information, providing guidance or consultation, conducting training or instruction, offering plagiarism detection services, and collaborating with external parties. The study also identified various challenges librarians face in carrying out these roles.

Conclusion: Overall, librarians have implemented various efforts to prevent plagiarism effectively. However, this research only involved librarians and was limited at three higher education institutions. It is therefore recommended that future research includes other stakeholders, such as students and lecturers, and expands the research scope to gain a more comprehensive understanding and develop broader, applicable solutions.

Keywords: Librarian role, plagiarism prevention, academic libraries, higher education institutions

INTRODUCTION

Plagiarism that occurs in higher education can be considered as a serious violation of academic integrity. Academic integrity refers to the expectation that every member of the academic community, including teachers, students, and researchers, conduct themselves with honesty, trust, fairness, respect, and responsibility (TEQSA, 2022). The consequences of these violations are not only detrimental to the individuals who commit them, but can also have a wider impact on the institutions to which they belong. This offense causes the university where the plagiarist is found to be less assertive in supervising scientific research, which can raise

* Corresponding Author

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doubts about the quality of students and teachers in the university, which in turn damages the reputation of the institution (Dao, 2023). Plagiarism is closely related to higher education institutions because it involves scientific research and publication, which are important parts of academic activities. As educational institutions that produce scientific works, higher education institutions have a great responsibility to maintain academic integrity. The act of plagiarism can damage the reputation and credibility of educational institutions and reduce the quality of education itself. Plagiarism occurs when someone submits work that is not their own without acknowledging, citing, or referencing the original source of the work, regardless of whether it is done unintentionally or intentionally, whether the words are modified to make it their own or simply copied and pasted (TEQSA, 2022).

As a complex issue, plagiarism can occur due to various factors, both individual and environmental. According to Riana et al. (2023), plagiarism occurs because students lack knowledge or understanding of plagiarism, lack skills in scientific writing, and are unaware of the rules for using reference sources and proper citation methods. Additionally, plagiarism can occur due to the availability of information online, which makes it easy for students to copy and paste information into their academic assignments (Levine & Pazdernik, 2018). Furthermore, students engage in plagiarism due to laziness, poor time management, and pressure to achieve good grades (Selemani et al., 2018). Based on observations conducted regarding cases of plagiarism in higher education, there have been several incidents. The first case, as reported by Wuragil (2024) di Tekno.tempo.com, on Tekno.tempo.com, involved a student from University A who was found to have plagiarized their weekly assignment, which was identical to another group's assignment, with only the name changed. The second case was reported by Putra & Purba (2024), on Kompas.com, where a student from University B was proven to have committed plagiarism by copying a thesis belonging to a student from another university. He downloaded the thesis from another student through the university's repository and used it as his thesis for his final assignment.

The existence of plagiarism cases in higher education institutions cannot be separated from the role of librarians, as librarians play a crucial role in preventing plagiarism in higher education institutions. Their expertise in information management and information literacy can be utilized to prevent acts of plagiarism. As information managers, librarians have the ability to assess the quality and authenticity of a written work before it is managed and disseminated, enabling them to respect others' work by limiting or prohibiting the circulation of information resulting from plagiarism (Griadhi, 2021). Librarians' expertise in information literacy includes the ability to educate others on how to find, evaluate, and use information ethically (Wijayanti, 2019). Ideally, librarians are able to maintain intellectual integrity and guide information users to avoid plagiarism (Syarifudin, 2018). In this case, librarians, as part of the educational process, have a high level of awareness regarding issues related to plagiarism and the importance of avoiding plagiarism (Fadhli, 2019). Studies and reviews on the role of librarians in preventing plagiarism in higher education have been conducted by several researchers previously. Previous similar studies and the research conducted by the researcher share the same focus on investigating the role of librarians in preventing plagiarism in higher education institutions. However, among the previous similar studies, none have specifically addressed the role of librarians in preventing plagiarism from the perspectives of librarians at three higher

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education institutions: Diponegoro University, State University of Semarang, and Dian Nuswantoro Universities.

This study aims to examine the role of librarians in preventing plagiarism in higher education institutions in Semarang, focusing on three higher education institutions, namely Diponegoro University, State University of Semarang, and Dian Nuswantoro University. Based on the findings of the researcher in the Scimago Institution Ranking, which focuses on higher education institutions in Semarang, all three universities are included in the ranking list. One of the key factors considered in this ranking is the number of papers successfully published by a university, which reflects the quality and quantity of scientific research produced (Adji & Hastuti, 2021). Universities listed in the Scimago Institutions Rankings generally have a good reputation for producing high-quality scientific works. This makes these universities relevant for research in the context of the role of librarians in preventing plagiarism, as librarians play a crucial role in supporting academic integrity and providing guidance on proper writing ethics and citation practices.

This study contributes new insight into how Indonesian academic librarians integrate information literacy instruction, technological tools, and institutional policy frameworks to prevent plagiarism among university students. Previous studies have mainly focused on the educational roles of librarians, such as conducting training sessions, workshops, and awareness programs on plagiarism prevention. However, limited attention has been given to how these roles are connected to institutional policies and the adoption of technology-based plagiarism detection tools. Through an examination of how education, technology, and policy intersect, this study contributes a deeper conceptual understanding of the ways Indonesian academic librarians fulfill their professional roles in promoting academic integrity.

LITERATURE REVIEW

Based on the literature review conducted by the researcher, there are studies conducted by other researchers related to the role of librarians in preventing plagiarism in higher education. The first study was conducted by Giannakouli et al. (2023) titled How academic librarians combat student plagiarism. This study revealed that librarians play a greater role as educators and informants than as detectors, with a focus on raising awareness through training, such as seminars and workshops. Libraries use various methods, such as help desks and educational materials, but collaboration with university stakeholders is still limited, indicating the need for better communication and a more diverse approach. Similar research was also conducted by Jilani & Ahmad (2021) entitled Role of Librarians and Information Scientists in Plagiarism Control: A Study of NIRF Ranked Engineering Institutions Ranked in 2020. This study emphasized librarians' active involvement in promoting academic integrity through awareness programs, social media use, policy development, and the application of plagiarism detection tools such as Turnitin and Urkund. Another similar study conducted by Priatna (2020) titled "Peran Pustakawan dan Masalah Kecurangan Akademik di Perguruan Tinggi (Studi Kasus di Universitas Muhammadiyah Ponorogo)" concluded that the majority of students choose to consult with librarians to resolve plagiarism issues. The strategies implemented by librarians involve optimizing information literacy activities with specific emphases. These

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emphases are focused on materials related to plagiarism, such as information search and evaluation, citation techniques, and information rephrasing.

According to Nasrullah (2022) librarians are individuals who work in library institutions, both public and private, with competencies and expertise in the field of library science, whose duties and responsibilities include information management, from acquisition, processing, provision, to information services for library users. According to Permendikbud Number 17 of 2010, plagiarism is defined as the intentional or unintentional act of obtaining credit or evaluation for an academic work by quoting part or all of the content of another person's academic work that has been recognized as their own, without properly and adequately citing the source. Librarians, as an integral part of the educational process, play a crucial role not only in facilitating access to information but also in upholding academic integrity by implementing the norms of scientific knowledge. When faced with the issue of plagiarism, librarians respond with critical thinking, encouraging a deep understanding of the originality of work and the importance of ethics in research and scientific writing (Syarifudin, 2018).

The role of librarians as presented by Giannakouli et al. (2023) indicates that librarians have a role in preventing plagiarism, such as:

1. Librarians as plagiarism informants
Librarians play an active role in raising awareness among the academic community about the issue of plagiarism by providing comprehensive and relevant information so that they can better understand the dangers of plagiarism.
2. Librarians as plagiarism counsellors
As counselors, librarians provide continued guidance to the academic community, support them in resolving issues related to plagiarism, and provide counseling to the academic community to avoid plagiarism.
3. Librarians as plagiarism educators
Librarians act as educators by teaching the academic community about the concept of plagiarism, research ethics, and helping to develop information literacy skills that can assist the academic community in accessing, evaluating, and using information in a proper and responsible manner.
4. Librarians as plagiarism detectors
Librarians provide plagiarism detection services using software or tools that can detect similarities between written works and existing sources.
5. Librarians as professional policy advisors
Librarians contribute to or participate in developing plagiarism policies at universities. They collaborate with academic stakeholders to develop regulations that are clear and effective in preventing and addressing cases of plagiarism, thereby creating an academic community that upholds integrity.

METHODS

This study uses a qualitative method with a case study approach. Qualitative research is a research method applied to study the behavior of individuals or groups and social phenomena in their natural context, thereby obtaining descriptive (non-quantitative) data in

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both verbal and written forms, which are then interpreted descriptively as well (Sutikno & Hadisaputra, 2020). The case study approach was chosen because the researcher wanted to examine in depth a phenomenon occurring in a specific case, which is the role of librarians in preventing plagiarism at three universities in Semarang, namely Diponegoro University, State University of Semarang, and Dian Nuswantoro University. The case study was chosen with the aim of explaining the existence of a case and the reasons why it occurred (Yin, 2013). The case study approach not only answers research questions related to what is being studied but also comprehensively explores how and why a case occurred. Data collection methods were conducted using semi-structured interviews, observations, and document studies. Semi-structured interviews were conducted based on interview guidelines that could be adapted according to the informants' responses (Rachmawati, 2007). Observations were made by observing how librarians performed their roles in preventing plagiarism in higher education institutions as a support for research. Document studies were obtained through documents produced by higher education institutions related to librarians' efforts to prevent plagiarism.

Informant recruitment was conducted using purposive sampling, which is the deliberate selection of informants based on specific criteria relevant to the research objectives (Lenaini, 2021). The criteria for informants included librarians from three universities, namely Diponegoro University, State University of Semarang, and Dian Nuswantoro University, who were actively involved in efforts to prevent plagiarism at their respective institutions and were willing to participate in interviews. The recruitment process was carried out by sending a research permission letter to each university library. After permission was obtained, the library recommended two librarians from each university who met the criteria as informants, resulting in a total of six informants in this study. The data analysis technique used in this study was case study analysis according to Yin (2013). The analysis began by transcribing all interview data verbatim to ensure the completeness and accuracy of the data. The transcripts were then coded and categorized to identify key patterns related to how and why librarians perform their roles in plagiarism prevention. Each case unit was subsequently analyzed individually to gain an in-depth understanding of how and why these roles were carried out by each university librarian. Next, a cross-case comparison was conducted to identify similarities and differences among the three university librarians. The results of this analysis were then compared with the research propositions to draw more valid and general conclusions. Data validity and reliability were ensured using (Lincoln & Guba, 1985) trustworthiness criteria. Credibility was achieved through methodological triangulation by combining interviews, observations, and document analysis. Transferability was addressed through purposive sampling of librarians directly involved in plagiarism prevention. Dependability was maintained through an audit process with the academic supervisor, while confirmability was ensured by allowing external reviewers to assess and validate the findings.

FINDINGS

The results of the data analysis show a bunch of findings related to the role of librarians in preventing plagiarism at Diponegoro University, State University of Semarang, and Dian Nuswantoro University. The role of librarians at these three universities is represented through various actions, including the following:

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The Role of Librarians in Preventing Plagiarism at Diponegoro University

Librarians share information about library programs and activities, such as Klinik Tugas Akhir (TA), webinars, and brief materials on plagiarism through Instagram. This was conveyed by the librarian as follows:

“Regarding plagiarism, there are many activities that we share through social media, specifically Instagram. (UNDIP Librarian 1, February 10, 2025)

Social media is considered an effective communication channel because it is widely used by students and the younger generation, allowing librarians to reach a broader audience. Additionally, librarians share information through the library website, such as details regarding the similarity check service using Turnitin, which is available at the library, and the procedures that the academic community must follow to access this service. This was conveyed by the librarian as follows:

“We also share information through the library website, such as regarding similarity checks, where we provide the Turnitin tool, and they can register for it.” (UNDIP Librarian 1, February 10, 2025)

This finding aligns with Jilani & Ahmad (2021), who emphasized the use of social media platforms such as institutional websites, library websites, WhatsApp, Facebook, and Twitter to promote plagiarism awareness. However, this study extends their findings by highlighting the growing role of Instagram as a strategic platform for academic libraries in Indonesia to engage students and disseminate information on academic integrity. In addition, librarians also introduce services related to plagiarism prevention, such as Turnitin, during library orientation activities for new students. This was conveyed by the librarian as follows:

“Here, there is a library orientation activity during new student orientation. During the library orientation, we provide information about the facilities offered by the library, including checking Turnitin. (UNDIP Librarian 2, February 14, 2025)

Librarians provide direct assistance to academic staff and students who are experiencing difficulties, either by visiting the library in person or through Q&A sessions provided during Klinik TA activities. Additionally, librarians offer online guidance, where they respond and provide assistance through online platforms. This guidance is considered important because not all plagiarism issues can be resolved independently by the academic community, so they require assistance from librarians as experts in this field. This was conveyed by the librarian as follows:

“Actually, at Klinik TA, we provide time for questions to be asked directly there. Or if someone wants to come in person to ask questions, for example regarding Turnitin, they can directly ask the responsible parties. (UNDIP Librarian 1, February 10, 2025)

“So if there are any issues, since our services are online, we respond online as well. Unless they come with problems that cannot be resolved online, then we meet with them directly.” (UNDIP Librarian 2, February 14, 2025)

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Librarians are involved in Klinik TA service activities. In these activities, librarians provide materials related to academic writing, academic integrity, such as citation techniques using reference management tools (Mendeley and Zotero), and the ethical use of artificial intelligence. Additionally, librarians actively conduct online training through a webinar series program. Some webinar series specifically address plagiarism issues, including presenting materials on the use of the Zotero application to assist with reference management as a preventive measure against plagiarism. Through this webinar series program, access to information becomes broader and more in-depth, enabling the academic community to enhance their understanding of plagiarism and avoid it in academic activities. This was conveyed by the librarian as follows:

"We usually have a Klinik TA activity. It's not just about how to write a research proposal, but it also focuses on educating students to avoid plagiarism, explaining how to do that. The materials provided include academic writing, AI, and academic integrity, such as citing using Mendeley and Zotero, as well as how to search for information through Scopus and so on." (UNDIP Librarian 1, February 10, 2025)

"We often hold a webinar series on how to avoid plagiarism. At least, we have done it several times related to plagiarism, such as the use of Zotero." (UNDIP Librarian 1, February 10, 2025)

Additionally, librarians play a role in providing services for the use of the Turnitin application, which is available online. Through this service, students, faculty members, and staff can submit their written works for similarity checks. The Turnitin service is an implementation of the university administration's policy and serves as a strategic effort to prevent plagiarism within the academic environment. This was conveyed by the librarian as follows:

"The Turnitin service is currently provided online. Academy members, such as students, lecturers, or staff, can submit their written works for checking, and we receive them. After we check them, we provide the results, so we need to convey that the similarity percentage is some percentage. (UNDIP Librarian 2, February 14, 2025)

The Role of Librarians in Preventing Plagiarism at State University of Semarang

Librarians share educational information through posts and reels on the library's social media accounts. The content shared includes guidelines on how to use Turnitin and how to paraphrase properly. Social media was chosen because it has a wide reach, is widely used by students, and allows for the rapid and interactive dissemination of information through sharing features. Additionally, information about accessing and using Turnitin is also conveyed to students during certain activities, such as during new student orientation (library orientation). During orientations, students are given a brief explanation that they have the right to access Turnitin, while also being introduced to Turnitin in general. Given that Turnitin is a required component in submitting final thesis proposals, early introduction is crucial so that students can understand the procedures from the start of their studies. This was conveyed by the librarian as follows:

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“The information shared focuses more on how to use Turnitin, paraphrasing methods through posts and reels. We also explain all the services, including how to use Turnitin, to newly enrolled students.” (UNNES Librarian 1, February 17, 2025)

Librarians provide guidance and consultations related to plagiarism prevention, particularly regarding the use of reference management tools such as Mendeley and similarity-checking software like Turnitin. These consultations are not always specifically focused on plagiarism cases, but the academic community has been informed that they can contact the library whenever they face difficulties. Consultations are conducted both online, through email or WhatsApp listed on the library’s Instagram posts, and in person when users require more direct assistance. This was conveyed by the librarian as follows:

“For example, students have submitted their work multiple times, but the similarity rate remains above 25%, or they have been reminded multiple times but still cheat. We will then advise them or provide guidance on paraphrasing via email. If they still do not understand, they may be asked to come here and consult directly with the librarian. This consultation is not directly related to plagiarism, but it is important to inform freshmen at the beginning that if they have any issues or difficulties, they can contact the library. (UNNES Librarian 1, February 17, 2025).

Librarians observed that many students experience challenges when using Turnitin, especially when their similarity scores remain high despite multiple revisions. Providing personalized consultations helps students better understand how to paraphrase and cite sources ethically. This finding aligns with Risparyanto & Irawati (2020), who noted that librarians offer consultation services through both face-to-face meetings and digital communication channels such as WhatsApp and email, particularly for Turnitin guidance.

Librarians also provide Mendeley training activities. The purpose of Mendeley training is to help students understand how to properly cite sources, include references accurately, and utilize Mendeley to simplify the process of compiling a bibliography. Additionally, by using Mendeley, students can upload and save reference files, making it easier to recall reference sources when needed. Furthermore, librarians also educate students on the importance of using credible and relevant scientific references. Students are encouraged to use scientific sources subscription by the institution, such as journals and e-books, as primary references in writing scientific papers. This was conveyed by the librarian as follows:

“The closest thing is Mendeley training, such as how to use Mendeley for citations. This application is also widely used, and lecturers sometimes recommend using it.” (UNNES Librarian 1, February 17, 2025)

“And it has been informed that when conducting research, one must have a solid foundation, with references. We already have the reference sources, whether e-books or journals, so please make use of them.” (UNNES Librarian 2, February 17, 2025)

Librarians also play a role in checking the similarity score using Turnitin to determine the extent of similarity between student or academic staff papers and previously published documents. This was conveyed by the librarian as follows:

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“Here, it’s more about checking similarity using Turnitin. So, it checks the percentage of similarity between students’ or academic staff’s written works and previously existing works using Turnitin.” (UNNES Librarian 1, February 17, 2025)

Moreover, librarians also utilize the iThenticate software for plagiarism detection. This tool is specifically used for scholarly works intended for publication in reputable international journals, such as those indexed in Scopus. This was conveyed by the librarian as follows:

“iThenticate is almost the same as Turnitin software, but it’s more complex. It’s typically intended for faculty members, and the service is specifically for works intended for publication in reputable international journals.” (UNNES Librarian 2, February 17, 2025)

This finding aligns with Jilani & Ahmad (2021), who reported that librarians widely use plagiarism detection tools such as Urkund, Turnitin, and iThenticate to uphold academic integrity. The presence of plagiarism detection encourages the academic community to be careful in compiling citations and not simply copy information from the internet, journals, or other sources, but to genuinely understand the principles of ethical and responsible scientific writing.

Additionally, the librarian collaborates with the Turnitin vendor to conduct training for academic staff at the university. The training is categorized based on the participants’ roles, such as users and instructors. Participants with the user role are taught how to check documents using Turnitin, while those with the instructor role receive further training, such as setting check preferences. The collaboration is conducted because they have a deeper understanding of the Turnitin software, enabling them to provide clearer, more accurate, and better-suited training for the academic community. Furthermore, the training is implemented due to a directive from the rector requiring all student works to undergo Turnitin checks, thereby reinforcing the library as the implementing unit for such activities. Librarians also organize tours to faculties in collaboration with journal providers that the library subscribes to, to socialize and provide training related to the journals subscribed by the library. This was conveyed by the librarian as follows:

“For Turnitin training, it is usually conducted directly by the vendor, so it comes directly from Turnitin itself. There are two types of training: the first for instructors and the second for users.” (UNNES Librarian 2, February 17, 2025)

“We conduct faculty tours in collaboration with the journal providers we subscribe to. We usually visit the faculties, or sometimes it is done here.” (UNNES Librarian 1, February 17, 2025)

The Role of Librarians in Preventing Plagiarism at Dian Nuswantoro University

Librarians create and share educational content through social media to help the academic community understand various aspects related to plagiarism. This content includes information on how to obtain a Turnitin Class ID, guidelines for using Turnitin, proper paraphrasing techniques, the use of reference management tools (Mendeley and Zotero), and

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how to access journals subscribed to by the university. The reason for using social media as a dissemination platform is that the primary target audience is Generation Z, who are known to be closely connected to these digital platforms, making it the most cost-effective and convenient way to reach them. This was conveyed by the librarian as follows:

“The content on social media is created to provide students with an understanding of plagiarism. For example, from Turnitin itself, we socialize where the Class ID can be obtained, how to use Turnitin, how to paraphrase, and what plagiarism is. This is available on Instagram and YouTube.” (Udinus Librarian 1, February 17, 2025)

“I mainly create tutorial videos related to Turnitin, starting from how to register, how to access the Turnitin Class, and there are also tutorials on Zotero, Mendeley, and how to access journals in the library.” (Udinus Librarian 2, February 17, 2025)

Librarians provide personal consultation services that can be conducted online via the library’s social media contacts or by visiting the library in person. Through these consultations, students can discuss their issues directly, such as how to reduce similarity percentages in Turnitin or proper paraphrasing techniques. The reason for these personal consultations is that information can be more easily understood, and solutions can be adapted to individual conditions and needs. This was conveyed by the librarian as follows:

“Social media also provides captions that explain that if there are further issues requiring solutions, you can contact the library or visit the library directly.” (Udinus Librarian 1, February 17, 2025)

Librarians provide instruction in lectures through research method classes. Librarians provide material on the use of Turnitin and reference management tools, such as Zotero and Mendeley. This was conveyed by the librarian as follows:

“Regarding Turnitin guidance and reference management tools. There is a research methods class in each semester 6, and one session is dedicated to the library explaining these tools to the students.” (Udinus Librarian 1, February 17, 2025)

Additionally, librarians offer small-group classes specifically designed to address common issues faced by students, including plagiarism understanding and the use of reference managers. This was conveyed by the librarian as follows:

“The small-group class is a program we provide for students. The class discusses issues that students are currently struggling with, such as thesis, including an understanding of plagiarism. (Udinus Librarian 1, February 17, 2025)

The reason for conducting these various teaching activities is to help students become more aware of plagiarism issues and able to use citation tools appropriately. As a result, students can be assisted in properly citing and listing reference sources, thereby avoiding acts of plagiarism. This finding aligns with Jilani & Ahmad (2021), who emphasized the importance of plagiarism awareness activities delivered by librarians through instructional sessions and lectures.

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In addition, librarians also play a role in similarity checks by providing Class IDs and Enrollment Keys that allow students and academic staff to test their assignments and scientific papers themselves using Turnitin software. The reason for using Turnitin is that it helps librarians check the originality of students' academic papers more efficiently. Turnitin works by matching students' documents with various sources available on the internet, making the similarity detection process more accurate. This was conveyed by the librarian as follows:

“The software managed by librarians is Turnitin. Students check their own work, view the results themselves, and if it exceeds the percentage set by the lecturer, they check it again on their own. So, librarians only provide access to Turnitin.” (Udinus Librarian 2, February 17, 2025)

DISCUSSION

This study explores the role played by librarians in preventing plagiarism at three universities, namely Diponegoro University, State University of Semarang, and Dian Nuswantoro University. The roles played by librarians in preventing plagiarism at these three universities are described in more detail below:

Librarians Share Information Related to Plagiarism

Librarians play a role in raising awareness among the academic community about plagiarism and providing relevant information to prevent acts of plagiarism (Giannakouli et al., 2023). Librarians at Diponegoro University fulfill this role by sharing information about plagiarism through social media (Instagram), the library website, and library orientation activities, the information shared includes guidelines on similarity check procedures, the availability of Turnitin services, and the steps that academic communities must take to access these services. This is supported by Wiratningsih (2020), who states that Turnitin usage guidelines are also available online through the library website. Then, at State University of Semarang, librarians conveyed educational information through social media and new student orientation, which included Turnitin guidelines and paraphrasing techniques. Meanwhile, at Dian Nuswantoro University, librarians shared educational content related to plagiarism through social media, such as Turnitin guidelines, paraphrasing techniques, the use of reference applications (Mendeley, Zotero), and journal access. Social media is considered effective because it reaches students widely and helps them understand plagiarism prevention regulations early on.

Librarians Provide Guidance or Consultation on Plagiarism

Librarians play a role in providing guidance, support, and counseling to the academic community to avoid plagiarism (Giannakouli et al., 2023). This role is carried out by librarians at Diponegoro University through question-and-answer sessions in Klinik TA, online guidance, and direct assistance for students who are experiencing difficulties. At State University of Semarang, consultation services are available online via email or WhatsApp, as well as in person at the library. Meanwhile, at Dian Nuswantoro University, librarians provide personal consultation services both online via social media and in person. This aligns with the views of Risparyanto & Irawati (2020), who state that librarians directly provide guidance and tutorials

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to students revising their sentences after their written work is detected as plagiarism by Turnitin. This guidance is crucial given the ongoing issues related to similarity checks, paraphrasing techniques, and citation practices, which often contribute to high plagiarism rates, even when unintentional.

Librarians as Providers of Anti-Plagiarism Training and Instruction

Librarians play a key role in educating the academic community about plagiarism and research ethics, as well as contributing to the development of their information literacy skills (Giannakouli et al., 2023). This role is carried out by librarians at Diponegoro University through instructional activities such as Klinik TA and the webinar series program. At State University of Semarang, librarians organize training sessions on Mendeley and referencing to enhance understanding of proper citation practices and the importance of using credible scholarly sources. Meanwhile, at Dian Nuswantoro University, librarians deliver instruction in research methodology classes and small group sessions. This aligns with the findings of Anjali & Istiqomah (2019), who stated that librarians conduct training on the use of Zotero. All these efforts aim to raise awareness of academic integrity and promote ethical and responsible academic writing.

Librarians as Providers of Plagiarism Detection Services

In the effort to prevent plagiarism, librarians also play a role in providing access to plagiarism detection services (Giannakouli et al., 2023). At Diponegoro University, librarians offer online access to Turnitin for the academic community to check the similarity index of their academic works. At State University of Semarang, librarians serve as validators of academic papers using Turnitin. In addition, iThenticate is used to review papers intended for publication in international journals. At Dian Nuswantoro University, librarians distribute the Class ID and Enrollment Key to enable independent plagiarism checks. This practice is consistent with Hasan & Asmawati (2021), who emphasized that librarians use Turnitin software to assess the similarity index of students' research manuscripts. These services encourage the academic community to be more cautious in citation practices and to adopt ethical, original academic writing that adheres to academic integrity standards.

Librarians' Collaboration with External Parties in Plagiarism Prevention

In preventing plagiarism in higher education institutions, librarians also engage in collaboration with external parties. This form of collaboration is a unique finding that has not yet been widely implemented by most universities, which tend to limit librarians' roles to internal efforts without involving external support or partnerships. In this study, such collaboration was identified only at State University of Semarang, while librarians at Diponegoro University and Dian Nuswantoro University have not yet engaged in similar partnerships. At State University of Semarang, librarians collaborate with Turnitin vendors and journal providers. With Turnitin, they organize training sessions for both users and instructors, covering document checking procedures and the configuration of detection preferences. In addition, librarians also collaborate with journal providers by conducting outreach and training sessions at various faculties to enhance the utilization of library-subscribed journals.

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Implications for Practice and Policy

The findings of this study highlight the need for universities to strengthen librarian training programs on information literacy and plagiarism prevention. Integrating workshops on citation management tools, plagiarism detection software, and academic integrity principles can empower librarians to take more proactive and pedagogical roles in educating both students and faculty. Beyond technical competence, such training should also emphasize communication and advisory skills to enable librarians to effectively advocate for ethical research practices within the academic community. Institutional policies should further clarify and formalize librarians' roles in promoting academic integrity by involving them in policy development, curriculum design, and academic integrity committees. Recognizing librarians as key partners in upholding research ethics would ensure that plagiarism prevention becomes a shared institutional responsibility rather than an isolated task. Moreover, continuous professional development initiatives are essential to help librarians adapt to technological advancements and evolving definitions of plagiarism in the digital era.

In carrying out their role, librarians face various challenges, such as that although information about plagiarism has been conveyed through the library's social media and the library's website, students still lack information because they are rarely or not interested in accessing both media. Then, even though plagiarism checking services using Turnitin are implemented, there are still unethical practices carried out by students, such as manipulating documents by whitening text, inserting hidden spaces, or other ways to trick the system. Moreover, some students prefer to use third-party services outside the institution to check plagiarism, which raises concerns regarding the accuracy of the results and the potential for misuse of data. The time limitations and high workload of librarians also become obstacles in implementing plagiarism prevention programs to the fullest. In addition, technical obstacles, such as system disruptions or errors in Turnitin, often slow down the document checking process. This study provides an important contribution to broadening the understanding of the strategic role of librarians in efforts to prevent plagiarism at Diponegoro University, State University of Semarang, and Dian Nuswantoro University. These three universities are included in the Scimago Institutional Ranking, indicating that the condition of librarianship in these institutions reflects a relatively higher standard compared to others. Therefore, if challenges in optimizing the librarian's role are still found at these institutions, it is likely that conditions in other universities not yet ranked are even more concerning. This underscores the urgent need for comprehensive improvements to the librarian's role in preventing plagiarism across higher education institutions.

CONCLUSIONS

This study reveals that librarians at Diponegoro University, State University of Semarang, and Dian Nuswantoro University play an important role in preventing plagiarism. These roles include sharing information, providing guidance or consultation, conducting training or instruction, offering plagiarism detection services, and collaborating with external parties. The role of librarians in collaborating with external parties is a unique finding that has not been widely implemented by higher education institutions, and in this study, it was only found among librarians at State University of Semarang.

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In carrying out their role in preventing plagiarism, librarians face various challenges, such as low student interest in accessing information about plagiarism, student document manipulation practices to avoid plagiarism detection, and reliance on third-party checking services that carry risks to data accuracy and security. Additionally, time limitations, high workloads for librarians, and technical challenges such as Turnitin system disruptions further hinder the effectiveness of the prevention programs being implemented. To overcome these challenges, researchers suggested that librarians increase the intensity and scope of socialization regarding the importance of avoiding plagiarism, as well as strengthening ongoing assistance and training activities to develop the academic community's understanding of creating original scientific works. The success in preventing plagiarism cannot be solely dependent on librarians but requires support and collaboration from other parties, such as faculty members and university stakeholders. This study has limitations, namely that it only involved librarians as informants and had a limited scope, focusing solely on the University of Diponegoro, the State University of Semarang, and the University of Dian Nuswantoro. Therefore, further research is recommended to involve students, faculty members, and other academic staff, as well as expand the research scope to gain a more comprehensive understanding and generate solutions that can be implemented more broadly in efforts to prevent plagiarism in higher education institutions.

AUTHOR CONTRIBUTIONS

[Tarmiasih]: contributed to the design of the study, data collection and analysis, and writing of the draft article. [Ika Nur Azizah]: contributed in providing guidance, assistance, feedback during the research process and article writing.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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