Bibliometric Analysis of Student Plagiarism Research in the Field of Information Technology

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Abstract
Plagiarism remains a significant issue in the realm of education, particularly in Information Technology, where academic pressure and digital accessibility intersect. This study investigates the academic literature landscape concerning student plagiarism in the field of Information Technology through a bibliometric approach. Data were retrieved using the Publish or Perish software sourced from Google Scholar, and visualized using VOSviewer.

The analysis reveals a growing scholarly interest in this issue, notably after 2020. Key themes identified include "plagiarism detection," "academic integrity," and "computer science students." These highlight the academic community's commitment to understanding and combating plagiarism through technological means. This paper contributes by offering strategic insights for developing effective plagiarism detection systems and fostering academic integrity policies in higher education institutions.

Introduction
Plagiarism has emerged as a pervasive challenge in higher education, especially amid the rapid digitalization of learning environments. While the availability of digital resources enhances academic exploration, it also facilitates unethical practices like copying without attribution, code plagiarism, and unoriginal academic outputs-either deliberately or unintentionally.

In Information Technology education, students' routine use of digital tools amplifies the complexity of identifying and addressing plagiarism. Citing Pratiwi & Aisya (2021), the growth of digital tech has reshaped how students engage with content, giving rise to nuanced plagiarism patterns. This study aims to explore such trends using bibliometric analysis to uncover publication patterns, key collaborations, and thematic focuses within the academic discourse.

Bibliometric analysis allows researchers to map out publication volumes, co-authorship networks, and keyword trends. Previous works, such as by Maral (2020), underscore the global academic attention toward ethical breaches. Tools like Turnitin, VOSviewer, and Publish or Perish have proven essential in visualizing and detecting instances and patterns of plagiarism, offering academic institutions a foundation for strategic prevention.

Findings and Discussion
Through VOSviewer keyword network analysis, three primary thematic clusters emerged:

1. **Methodological Aspects (Red Cluster):** Focuses on system analysis, error evaluation, and structural research methodology.
2. **Academic Integrity (Green Cluster):** Centers on plagiarism actions in universities, emphasizing institutional response and ethical education.
3. **Temporal and Institutional Focus (Blue Cluster):** Reflects research goals and time-based developments in plagiarism studies.

The network visualization underlines strong connections between key terms like "higher education" and "plagiarism acts," or "system" and "errors." These highlight the importance of cross-sectional study on institutional strategies, student behavior, and technical tools in mitigating plagiarism.

Conclusion
The study confirms that student plagiarism in Information Technology has drawn growing academic concern post-2020. The keyword mapping presents evolving research interests in ethical academic behavior, detection mechanisms, and institutional roles. This bibliometric review serves not only to map the current state of research but also to inform policy development in higher education, particularly in tech-related faculties.