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Visual Literacy and Creative Ethics Challenges: A Conceptual Perspective on Plagiarism in the Digital Era and Art Education

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Abstrack

The rapid development of digital technology has revolutionized the field of visual arts, enabling ease of access, adaptation, and dissemination of artworks. However, this has also led to significant challenges, particularly plagiarism, which undermines the originality and ethical standards of creative processes. This study aims to develop a conceptual framework by integrating visual literacy and creative ethics as holistic approaches to prevent plagiarism in digital spaces, especially within art education. Through a literature review method, this research explores the interplay between visual literacyan essential skill for critically understanding and creating visual messages and creative ethics, which guide moral behavior in the artistic process. The findings emphasize the necessity of incorporating these two dimensions into art education curricula to build a more ethical, innovative, and responsible generation of creators. This study provides a theoretical foundation and practical recommendations for educators, policymakers, and the creative community to address plagiarism challenges effectively in the digital era.

Keywords: visual literacy, creative ethics, plagiarism, art education.

INTRODUCTION

In recent decades, the development of digital technology has revolutionized the world of visual arts, enabling artworks to be easily accessed, adapted, and disseminated across various platforms. Data from the World Intellectual Property Organization (WIPO) shows that copyright infringement cases in the creative sector, including visual arts, have increased by 15% annually since 2015, with most occurring in digital spaces (World Intellectual Property Organization, 2022). This phenomenon presents a serious challenge, particularly for artists and art education institutions, in maintaining the integrity of creative works amid the convenience of technological access.

Plagiarism can be defined as an act whether intentional or unintentional of obtaining or attempting to gain credit for a scientific work by quoting part or all of another person's work or scholarly work, and claiming it as one's own without proper and adequate citation (Ministry of Education, Republic of Indonesia, 2010, p. 2). A person who commits plagiarism is known as a plagiarist, and the tendency or act of plagiarizing is referred to as plagiarism (Nahrowi, 2014, p. 239).

Most educational institutions have entered the digital era in various aspects of their teaching, particularly in the field of visual arts (Ilhaq & Kurniawan, 2023, p. 253). The ease of access offered by the digital world has had a significant impact on both the art world and art education. With just a few clicks, anyone can access a vast array of artworks from around the world via the internet. Digital platforms such as social media, art-sharing websites, and design applications allow these works to be downloaded, modified, or even reused without the original creator's consent. While this offers great opportunities for innovation and collaboration, it also opens the door widely to plagiarism in both the art world and art education.

In the arts, this convenience is often misused by individuals who copy or claim others' work as their own. Likewise, in art education, students frequently fall into

plagiarism practices due to a lack of understanding about copyright and creative ethics. This unlimited access, although supportive of the dissemination of knowledge and creativity, also poses a serious challenge in maintaining the originality of works in the digital age. Plagiarism will inevitably persist if prevention and mitigation efforts are not comprehensive or collectively enforced (Wibowo, 2012, p. 200).

In the educational context, many students still lack an understanding of the ethical implications of plagiarism, whether in the form of unauthorized reproduction of works or the improper appropriation of ideas. Plagiarism among university students, for example, can be driven by various factors such as academic pressure, a lack of understanding about plagiarism, and insufficient writing skills (Harahap et al., 2024, p. 8). According to Arista & Listyani (2015, p. 3), two main factors contribute to plagiarism among students: external and internal factors. External factors include academic environments and peer influence that normalize plagiarism, while internal factors relate to students' perceived inability to complete assignments on their own.

Such cases highlight the need for a strategic approach to fostering ethical awareness through education. Education should not merely hone cognitive and psychomotor abilities but also cultivate affective values related to attitudes and behavior (Ayunda & Aisya, 2021, p. 31). These values must be integrated into the learning process so that students, whether at university or school level, are not only capable of producing high-quality work but also understand the moral and legal implications of their actions.

Previous research has extensively discussed plagiarism in the visual arts from legal and technological perspectives, such as detection methods or copyright protection regulations. However, most of these studies have overlooked the educational approach, especially how visual literacy and creative ethics can serve as preventive solutions. Moreover, visual literacy is often narrowly interpreted as a technical skill for reading and

interpreting images, without integration into deeper aspects of creative ethics. This gap must be bridged to develop a holistic and relevant approach for visual arts education.

It is also important to observe how today's digital culture shapes young people's mindsets regarding art and intellectual ownership (Sari et al., 2024, p. 190). Platforms such as social media, artwork-sharing websites, and design applications provide broad opportunities for individuals to showcase their creations. However, these platforms also accelerate the dissemination of works without permission, which often triggers copyright conflicts. In such situations, visual arts education must not only teach artistic skills but also equip students with the ability to understand and adapt to the dynamic digital landscape. In this context, digital literacy complements visual literacy by preparing students to face real-world challenges.

Initial literature reviews show that the integration of visual literacy and creative ethics remains minimally applied in the visual arts education curriculum. In Indonesia, art education still lacks a strong focus on teaching creative ethics, while visual literacy tends to be concentrated more on technical skills. This indicates that visual literacy has not yet been utilized as an instrument to foster ethical awareness, thereby limiting its potential to prevent plagiarism effectively.

The urgency of this study lies in the need to build a more comprehensive and in-depth understanding of visual literacy and creative ethics as a primary strategy to prevent plagiarism, particularly in an increasingly complex digital era. Technological advances and vast access to information have created new challenges in preserving the originality of artworks. In the context of visual arts education, developing strong visual literacy is not only essential for enhancing students' technical abilities but also for strengthening their ethical awareness concerning originality and respect for copyright. By emphasizing creative ethics, this approach can help cultivate a stronger culture of appreciation for artistic works, and encourage artists to embrace honesty and integrity in their creative

processes. Therefore, this study holds strategic value in addressing the urgent need for relevant solutions to the challenges of plagiarism in the digital age.

This study aims to develop an innovative conceptual framework that integrates visual literacy and creative ethics as a holistic approach to preventing plagiarism in the digital world, particularly within the realm of visual arts education. A holistic approach to education involves the development of an individual's intellectual, emotional, social, physical, artistic, creative, and spiritual potential (Pare & Sihotang, 2023). This approach offers a novel perspective by shifting the paradigm of visual literacy from merely technical competence to a vital tool for fostering ethical awareness and responsibility in the creative process. The goal of holistic education is to support the development of individual potential in a learning atmosphere that is more joyful, engaging, democratic, and humanistic—facilitated through experiences in interaction with their environment (Widyastono, 2012, p. 468).

By integrating these elements, visual literacy is not only seen as the ability to understand and analyze images or visuals, but also as an instrument for instilling moral values in artistic creation. This research is expected to make a significant contribution to the development of a relevant new theoretical framework, while also serving as a practical reference for academics, educators, and policymakers in creating a more ethical, sustainable visual arts education ecosystem that supports the growth of ethically-aware creative generations.

METHODS

This study employs a literature review approach as the primary method for constructing a conceptual framework on visual literacy and creative ethics in the context of plagiarism prevention within the digital world and visual arts education. A literature review is a synthesis of relevant literature that highlights key themes or topics, including theories pertinent to the research or study being

presented (Tylor, 2008). The review process involves collecting, examining, and analyzing relevant literature from various sources, including peer-reviewed journal articles, academic books, research reports, and reputable online publications. The primary focus of this study is to identify key concepts related to visual literacy, creative ethics, and plagiarism, and to explore the interrelationships between these concepts based on findings from previous studies.

The data analysis in this study utilizes a thematic approach, wherein the collected literature is categorized into main themes such as definitions and elements of visual literacy, principles of creative ethics, characteristics of plagiarism in visual arts, and the role of digital technology. These themes are then critically analyzed to uncover research gaps and identify opportunities for integrating visual literacy with creative ethics. Additionally, a normative approach is employed to examine ethical principles relevant to visual arts education and the digital environment.

This method is selected because it aligns with the conceptual nature of the research, which aims to develop a theoretical framework that can serve as a foundation for designing plagiarism prevention strategies in visual arts education. The outcomes of the literature review are expected to provide significant theoretical contributions and serve as a valuable reference for educators, academics, and policymakers in fostering an ethical, innovative, and originality-oriented learning ecosystem in visual arts education.

RESULTS AND DISCUSSION

Visual Literacy as an Essential Competency

Visual literacy was first introduced by John Debes (Debes, 1969). In general, visual literacy can be understood as the ability to comprehend a form of visual language and to apply that understanding to communicate and interact with one's environment (Sidhartani, 2016, p. 156).

Visual literacy involves encounters with both the natural and human-made world.

Observing artworks as complex visual stimuli provides an ideal context for learning various skills of seeing and thinking involved in visual literacy (Baylen & D'Alba, 2015, p. 53).

From this understanding, visual literacy can be considered an essential competency that not only encompasses the ability to read, comprehend, and create messages through visual language but also engages critical and reflective aspects in the appreciation of art.

In the context of visual arts, visual literacy plays a crucial role in preventing plagiarism, as it enables individuals to recognize the value of originality, identify the distinctive elements of a work, and appreciate the creative process behind its creation. With strong visual literacy skills, students can critically distinguish between legitimate inspiration and acts of plagiarism, while also understanding the importance of attribution when using the works of others.

Djuli Djatiprambudi, in his paper "Visual Literacy: A Paradigm for Understanding Postmodern Reality" presented at a national seminar, argued that education must place visual literacy at the forefront of understanding reality and the phenomenon of hyperreality. This hyperreality is constructed by the widespread dissemination of visual media through various forms of social media that massively reproduce messages and meanings in virtual spaces (Djatiprambudi, 2017, p. 123).

However, enhancing visual literacy in art education does not come without challenges. One major issue is the lack of integration between visual literacy and the teaching of creative ethics within the curriculum. Many art education institutions still focus primarily on technical aspects, such as drawing skills or the use of design tools, without giving sufficient attention to critical analysis and ethical values in art-making. Moreover, digital technology often acts as a double-edged sword; while it facilitates student learning and artistic creation, it also increases the risk of plagiarism due to easy access to visual references without adequate understanding of their ethical implications. Therefore, strengthening visual literacy with a focus on critical understanding and ethical appreciation has become an urgent

necessity in visual arts education in the digital era.

Creative Ethics in the Digital Age

Ethics is a branch of philosophy that examines the moral principles governing human behavior, distinguishing between actions that are considered right or wrong, good or bad (Bertens, 2007). The purpose of ethics is to provide guidance in making responsible and fair decisions, both on an individual and societal level.

The primary function of ethics is to establish standards by which human behavior can be judged as good or bad. However, in practice, ethics often encounters challenges due to the relative nature of moral values, which are shaped by specific cultural contexts. Nonetheless, ethics continues to pursue its ultimate goal: to discover moral standards that are universally acceptable to people across the globe (Abadi, 2016, p. 193).

In the context of art, particularly in visual arts and art education, the application of ethics in creative production is referred to as creative ethics. Ethical considerations in artistic creation must align with the prevailing norms in Indonesia. Unless the artwork is intended for study or specific purposes, violations of these norms may also constitute legal offenses, such as copyright infringement, misattribution, or plagiarism (Maruto, 2014, p. 31). Creative ethics serves as a crucial pillar in maintaining the integrity of artistic works, especially in the digital era, where the distribution and access to creative content are highly accelerated.

In educational settings, the role of teachers and educational institutions is vital in instilling the values of creative ethics in students (Naibaho, 2018). Teachers function not only as facilitators who teach technical skills but also as mentors who guide students in understanding the importance of originality, attribution, and respect for the intellectual property of others.

Educational institutions also bear the responsibility of integrating creative ethics into the curriculum through dedicated subjects or modules that explore issues such as plagiarism, copyright, and ethics in the creative process. In doing so, students can develop a more comprehensive understanding of the ethical

implications of their actions in producing creative work.

A Conceptual Perspective on Plagiarism

Plagiarism in visual arts often stems from a lack of understanding of visual literacy and creative ethics as two interrelated and complementary aspects. Visual literacy, which involves the ability to read, analyze, and create meaning from visual language, forms a critical foundation for recognizing the originality of an artwork.

When visual literacy is combined with ethical awareness, learners are not only able to appreciate the uniqueness of an artwork but also to comprehend the moral implications of copying or using others' works without proper attribution. The interaction between visual literacy and ethical understanding enables individuals to make more responsible decisions in their creative processes, thus serving as an effective preventive measure against plagiarism.

On the other hand, technology acts as a double-edged sword in addressing plagiarism. As a supportive tool, technology offers a variety of software and platforms that can be used to detect plagiarism, trace visual sources, and assist creators in protecting their work through encryption or digital certification. However, technology may also pose challenges if not accompanied by adequate ethical understanding. The ease of access to digital works often tempts individuals to commit acts of plagiarism without fully realizing the long-term impact on their credibility as creators (Faizah, 2019).

Therefore, technology should be viewed as an instrument that supports rather than replaces the development of visual literacy and creative ethics in preventing plagiarism. This conceptual approach highlights the importance of synergy between technology, visual literacy, and ethics as a holistic solution to the challenges of plagiarism in the digital age.

Cases of Visual Plagiarism in the Digital and Fine Arts World

Cases of plagiarism in the digital realm provide tangible evidence of the importance of

creative ethics (Rahma et al., 2024). For instance, a creator proven to have committed plagiarism in their digital artwork often faces serious consequences regarding their professional credibility. These consequences may include loss of trust from the creative community, public criticism, and a decline in reputation that is difficult to recover.

In some instances, plagiarism can even lead to legal consequences, such as copyright infringement lawsuits resulting in financial penalties or bans on the distribution of the plagiarized work. These implications not only harm the individual creator but also establish a negative precedent that can damage the overall image of the art industry.

Therefore, early education in creative ethics is crucial for fostering a creative culture that values originality and promotes authentic innovation.

Below are several viral cases that have circulated on social media involving plagiarism in visual or fine art.

Table 1. Cases of Plagiarism in Visual Artworks

No	Image & Caption	Deskripsi
1.	Alleged Plagiarism of Ahmad Nusyirwan's Work by @75gallery	On Thursday (March 25, 2021), digital artist Ahmad Nusyirwan revealed allegations of plagiarism involving his artwork that was repainted and sold by the account @75gallery without permission. Through Twitter and Instagram, he presented evidence that his Marilyn Monroe painting created in 2014 was used without consent. The owner of @75gallery, Fendy, denied the accusations,

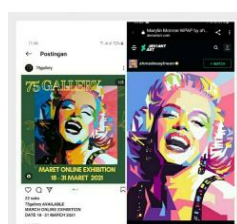


Figure 1.1. Screenshot Evidence of Plagiarism, Comparison of Photos of Works by 75 Gallery and Ahmad Nusyirwan (Source: hai.grid.id)



Figure 1.2. Evidence of Plagiarism of the Marilyn Monroe Painting. (Source: Ahmad Nusyirwan's Twitter)

2. Alleged Plagiarism by Content Creator Rico Dwi Cahyono



Figure 2.1. Evidence of Plagiarism of Work by Rico Dwi C. (Source: detik.com)

claiming that the painting was purchased from an art enthusiast and was not a result of plagiarism. Ahmad demanded the work be taken down from the gallery due to copyright infringement, while Fendy refused to disclose information about the painter citing privacy reasons (Saputra, 2021).

Rico Dwi Cahyono, a Fine Arts student at Semarang State University (Unnes), faced public backlash after being proven to have plagiarized works from illustrators, including those by Joey Chou and @dopackinginjun, which he reposted on social media as his own creations. His actions nearly won a poster competition before

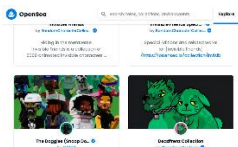
	being exposed. Unnes responded seriously to the case by imposing academic sanctions, including the cancellation of passing grades for four related courses. Rico has deleted almost all content from his social media accounts, leaving only one video apologizing to one of the victims. The university hopes this case serves as a lesson for the entire academic community to uphold academic integrity (Purbaya, 2024).	Account Retweeted by @NFTtheft, a Twitter Account Documenting Alleged Theft and Plagiarism of Artwork Sold as NFTs (Source: Kompas.id)	expose plagiarists. They emphasize the importance of building their name and reputation so the public can distinguish original works from copies, while also strengthening solidarity among creators to combat this digital plagiarism practice (Sulistyo, 2022).
3. The Shadows of Art Plagiarism in NFT	Plagiarism of artworks in the NFT realm, known as copyminter practices, poses a serious threat to digital creators, as experienced by illustrators Imelda Victoria and Addien Fachrurroji. Their works were copied and resold on platforms like OpenSea without permission, driven by the significant profits offered by NFTs. Despite moral and financial harm, creators can only rely on joint reporting through communities and social media to	4. Miranti Minggar's Painting, an Indonesian Artist, Allegedly Plagiarizes the Work of Lillian Liu, a Canadian Photographer	Indonesian artist Miranti Minggar came under scrutiny after Canadian photographer Lillian Liu accused her of plagiarizing Liu's photographic works and exhibiting them as paintings in a Jakarta exhibition. Miranti admitted to being inspired by Liu's work and reproducing it without permission, which was then displayed without the knowledge of the curator and sponsors. Following public and art community criticism, Miranti apologized via social media and removed the disputed artworks. Although the apology was issued, the act was still considered unethical as it violated the principle of
	 Figure 3.1. Screenshot of the NFT Marketplace Page on OpenSea (Source: Kompas.id)  Figure 3.2. A Tweet from a Twitter	 Figure 4.1. Lillian Liu's Work Imitated by Miranti Minggar via www.facebook.com (Source: Hipwee.com)	



Figure 4.2. This Post That Exposed the Plagiarism via www.facebook.com (Source: Hipwee.com)

originality in the art world (Galeshita, 2018).

platform managers, creative communities, and academics. Through this cooperation, strategic steps such as the formulation of joint policies, development of copyright protection technologies, and public education campaigns can be effectively implemented.

A review of visual literacy is also essential as both a tool and a proper reference in the creation of artworks. Duchak (2014) outlines teaching implications of visual literacy, which include the need to: (1) integrate visual literacy into all curriculum areas, (2) develop critical thinking skills related to visual images, (3) recognize principles of visual literacy in designing teaching and learning objects, (4) encourage students to examine underlying assumptions embedded in images surrounding the younger generation, and (5) ensure a balance between visual and textual literacy in the classroom.

Beyond school learning, the Visual Literacy Competency Standards for Higher Education assist students in developing skills to understand, use, and create visual media critically within academic and professional environments. These standards also provide guidance for educators to teach and assess visual literacy in a measurable manner (American Library Association, 2011).

With a synergistic approach, educational institutions and digital platforms can jointly create environments that support creativity, originality, and sustainable integrity. Integrating creative ethics and visual literacy into the visual arts curriculum is a strategic step to produce a generation of creators who are not only technically proficient but also ethically conscious. By leveraging technology as a supportive tool and developing effective regulations, a learning ecosystem that promotes responsible creativity can be realized. Collaboration among government, academia, creative communities, and digital platforms is key to protecting copyrights, preventing plagiarism, and encouraging the creation of original works. Through this synergistic approach, art education will not only produce creative and innovative individuals but also contribute to building a culture of appreciation and respect for artworks in the digital age.

The cases above exemplify instances of plagiarism in visual arts caused by a low level of visual literacy and insufficient understanding of how to properly use references in an increasingly digital era.

Contributions and Strategic Efforts

In the context of art education, integrating creative ethics into the curriculum is a strategic step to develop students who are not only technically skilled but also deeply ethically aware. Creative ethics can be taught through project-based approaches, case study discussions, or dedicated modules that highlight the importance of originality, attribution, and respect for artworks.

Moreover, technology can be optimally utilized as a supportive tool to detect and prevent plagiarism. For example, the implementation of anti-plagiarism software or digital platforms designed to provide practical understanding of copyright can strengthen students' abilities to face challenges in the digital era. This approach is expected to foster a learning ecosystem in visual arts that supports responsible creativity.

In an increasingly digital world, the importance of clear and effective regulations against copyright infringement cannot be overlooked. Such regulations provide adequate legal protection for creators and serve as deterrents against harmful plagiarism. However, the success of these initiatives requires close collaboration among various stakeholders, including the government, digital

CONCLUSION

The integration of visual literacy and creative ethics in art education is crucial as a strategic effort to address the challenges of plagiarism in the digital era. Visual literacy is not merely a technical skill for reading and understanding visual elements but also an essential tool for developing critical understanding and ethical appreciation of the originality of artworks. Meanwhile, creative ethics serves as a moral guideline for artists in creating and using works, especially amid the ease of access and distribution provided by digital technology.

On one hand, technology offers vast opportunities for innovation and collaboration; on the other, it also increases the risk of plagiarism. Therefore, the role of technology must be optimized as a supporting tool, such as through anti-plagiarism software, digital learning platforms, or copyright certification. This approach should be complemented by strict regulations to provide legal protection for creators while reducing copyright violations.

In the context of education, the integration of visual literacy and creative ethics into the curriculum should be implemented comprehensively through project-based learning, case studies, or specialized modules designed to instill awareness of the importance of honesty and respect for copyright. Furthermore, close collaboration among government bodies, educational institutions, creative communities, and digital platforms is essential to create a learning ecosystem that supports responsible creativity.

With a holistic approach, art education is expected not only to produce creative and innovative individuals but also to foster a generation of creators with high integrity, capable of adapting to the dynamic digital landscape and contributing to the formation of a stronger culture of appreciation for artworks globally. This article provides a relevant conceptual foundation for developing more effective strategies to address plagiarism issues and promote the strengthening of ethical values in the digital age.

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