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Exploration of Ethnobiotechnology in East Java, Indonesia, for Learning Scientific Writing: Originality and Implications

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Abstract: This study aims to represent the preferences of the similarity index of student work in the practice of Ethnobiotechnology exploration in East Java and its implications in the learning context. This research applies a quasi-quantitative approach to present the results in a descriptive-interpretive manner. The data source in the form of documentary techniques is used as an instrument for data collection from 21 scientific papers (all) produced by students of prospective science teachers in East Java that discuss the practice of Ethnobiotechnology. Meanwhile, data analysis techniques carried out through the Turnitin application are automatically used to validate the similarity of manuscripts to maintain academic integrity. Furthermore, the analysis of the research implications used Scopus AI, which was rearticulated by using keywords according to the title and schematization as a concept map. The findings of the study were that nine articles (42.9%) were categorised as Orange or with a high level of similarity, nine articles (42.9%) were categorised as Yellow or with a moderate level of similarity, and only three articles (14.2%) were categorised as low-category Green and considered more original. This study concludes that the students' work preferences about exploring Ethnobiotechnology in East Java, Analysis of the Average Level of Colour Similarity of the Yellow-Orange Majority, yet offer valuable insights into integrating cultural practices with scientific research and lessons, academic ethics, and plagiarism detection. This research has implications for the dissemination of science in the context of scientific writing ethics and the use of plagiarism detection applications for the development of future science learning.

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Introduction

Crucial phenomenon regarding challenges in plagiarism and research ethics (Akgun & Greenhow, 2022) and efforts to preserve the local wisdom of the Indonesian nation, such as Ethnobiotechnology (Suratno et al., 2020) as the identity of the Indonesian nation needs to be maintained so that it remains relevant, according to the current global challenges, without neglecting local values and the culture of the academy. Handling plagiarism needs to be carried out to maintain academic quality standards and academic integrity (Mphahlele & McKenna, 2019) in higher education, damaging the integrity and credibility of educational institutions (Wulandari et al., 2025), among them using technological tools such as *Turnitin*. Thus, the integration of strengthening academic culture through local potentials, such as Ethnobiotechnology, is one of the crucial foundations in developing the quality of scientific writing for prospective teacher students, especially in East Java.

In the last decade, research and scientific writing have been recognized as key to improving teacher education and the teaching profession (Fiskum et al., 2025). However,

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many students feel that they lack experience related to writing in a scientific context. Scientific writing is a form of technical writing that aims to convey scientific information concisely and easily understood by the scientific community (Okwemba, 2022), which requires meticulousness, clarity, and adherence to established standards (Cooperman & Brandão, 2024). In general, good scientific writing should be clear, concise, precise, and follow the development of logical thinking (DiBartola & Hinchcliff, 2024) to develop themselves and publish (Serenko, 2022) to improve the quality of learning. The research was motivated by the results of a research study on scientific writing among teachers in East Java, which showed that the preference for low categories was the incompatibility of the use of scientific writing systematics, the high level of plagiarism, and the incompatibility between citations and references (Subekti et al., 2019). This finding aligns with a study stating that few prospective teacher students face plagiarism challenges (Pun, 2021), paraphrasing and translation (Santos & Barreiro, 2025), and other possible difficulties. Therefore, innovations in learning are needed to overcome these problems by utilizing local potential and wisdom, for example, Ethnobiotechnology in East Java.

Indonesia is known for its mega biodiversity and high culture (Fatmawati, 2021) and has excellent potential in the field of Ethnobiotechnology, which studies the use of biological resources by local communities in the context of culture and technology. Ethnobiotechnology is the study of interdisciplinary fields (Vishwanathan, 2018) that combine traditional knowledge of natural resources with biotechnology (Tandon et al., 2024) to develop or produce products beneficial to human history. In East Java, traditional practices such as the use of medicinal plants (for example, empon-empon [traditional medicinal herbs], Javanese chilli) and conventional foods (e.g., tape, tempeh, soy sauce, wine) show a wealth of local knowledge that has the potential to be further developed. However, although there are Ethnobiotechnology studies in East Java, such as empon-empon or herbal plants (Wahyuningsih, 2021), alcoholic beverages (Jati, 2021), and tape fermentation from cassava or sticky rice (Suryaningrat et al., 2024) and other similar products that integrate this Ethnobiotechnology knowledge into learning to write scientific papers. In addition, using similarity detection tools such as Turnitin in writing scientific papers is still relatively rarely discussed (Wulandari et al., 2025), which helps improve academic integrity in scientific writing.

This research uniquely combines ethnobiotechnology studies with the teaching of scientific papers specifically aimed at prospective science teacher students in East Java. References state that cultural values and knowledge are widely used to reform education (Heng & Yeh, 2021). It is essential to develop communication skills and critical thinking (Hikmawati et al., 2021), cultural literacy, and leadership (Baharun et al., 2022). In the context of higher education, especially in Indonesia, students are faced with challenges such as plagiarism (Patak et al., 2020), a lack of awareness of academic ethics (Hanami et al., 2023), and limitations in language mastery (Dianastiti et al., 2024), which affect the quality of their writing.

The urgency of this research is in line with the crucial phenomenon of challenges in originality (Khalaf, 2024) and research ethics (Akgun & Greenhow, 2022), which has become one of the serious challenges in the academic world, including in learning Indonesian (Patak et al., 2020), and other areas of learning. The use of Turnitin software has a positive impact on the quality of scientific writing (Toprak et al., 2020), where the use of this device also increases awareness of the importance of originality in scientific works (Izi et al., 2024). With the hope that students will be more motivated to produce original and meaningful works. The research question is how to prefer the similarity index of student work in the practice of

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Ethnobiotechnology exploration in East Java and its implications in the learning context. This study aims to represent the preferences of the similarity index of students' work in the practice of Ethnobiotechnology exploration in East Java and its implications in the learning context.

Research Method

The design of this research is categorized as quasi-quantitative research. Quasi-quantitative is "involving a calculation or number, but qualitative in that the number is narrated in the form of a text to understand what it means" (Jamieson, 2016). Documentary techniques are used as instruments to collect data from 21 scientific papers by prospective teacher students in East Java that discuss Ethnobiotechnology practices in the context of community culture and economy. Topics raised include the fermentation of traditional food products, modern biotechnology, and their relation to religious values and the Industrial Revolution 4.0. Meanwhile, data analysis techniques carried out through the Turnitin application were used to validate the similarity of manuscripts to maintain academic integrity. Furthermore, the analysis of the implications of the research uses Scopus AI, which is rearticulated using keywords according to the title and schematization as a concept map.

The outcome of Turnitin analysis is presented as a percentage known as the "Similarity Score" (Manley, 2023), indicating the proportion of the submission that matches existing sources. This score serves as a tool to identify potential issues with citation and originality in academic writing. Furthermore, the similarity percentage range for Turnitin is categorized from 0% to 100% (Ebrahim et al., 2019). The possible categorization of the similarity range is: (1) blue (excellent): no similar text; (2) Green (good): 1-24% of similar texts; (3) Yellow (good enough): 25-49% of similar text; (4) Orange (bad): 50-74% text matched; and (5) red (naughty): 75-100% similar text (Meo & Talha, 2019). Usually, if the similarity test results on a work are more than 25%, it can be stated that the paper is not good.

Furthermore, a description of the study and the implications of research using Scopus AI will be re-articulated using keywords according to the title and schematization as a concept map. This is in line with the reference stating that the data used by Scopus AI is taken from the Scopus database (Ejaz et al., 2022), which is the world's largest repository of abstracts and multidisciplinary citations (Pretolesi et al., 2025). Scopus AI combines artificial intelligence and trusted data from Scopus to help researchers (Scopus, 2025) search for answers based on references published by journals indexed in the Scopus database from 2003 onwards, based on questions entered (Nogueira, 2025), to generate an interactive concept map (Scopus, 2025) used in this study.

Results and Discussion

Similarity Level Analysis

The high level of similarity in students' scientific works indicates a weak understanding of plagiarism (Memon, 2020) and low scientific writing techniques (Habibzadeh, 2023). Similar expressions state that Turnitin is essential in upholding academic integrity by detecting potential plagiarism (Malik et al., 2023) and detecting text similarities, and provides originality reports. The urgency of applying similarity analysis in scientific writing lies in the importance of building an honest academic culture (Gottardello & Karabag, 2022). Having the ability and sense of responsibility for their work (Oktapiani et al., 2023). Students who are used to checking similarity tend to be more aware of the importance of originality (Manley, 2023) in the resulting work. Turnitin has the potential to build academic writing practices (Mphahlele & McKenna, 2019), proper citation practices

(Rolfe, 2011), and improve referral practices (Zheng, 2021), as well as honing students' ability to write more originally and with integrity based on their thoughts. Screenshot sample results of the similarity test with Turnitin are presented in Figure 1.

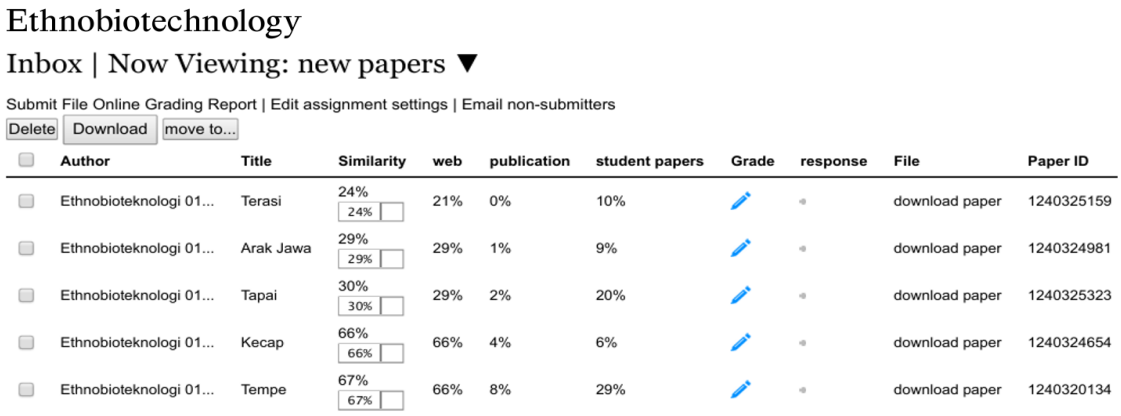
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Figure 1. Sample of Similarity Test Results with Turnitin

In addition, checking originality and detecting plagiarism in written texts using Turnitin software can reduce academic violations, such as plagiarism. To date, plagiarism remains a global issue (Quiminales et al., 2023) and one of the obstacles in the world of education (Karimi & Amin, 2019). Especially in universities, for example, it involves copying other people's ideas and misusing intellectual property (Thohir et al., 2024). The research results show that plagiarism is a common problem in higher education that has a detrimental effect on students (Murch et al., 2025). Thus, the integration of similarity level analysis in learning is relevant and urgent as one of the efforts to produce graduates with high integrity in the academic field, for example, scientific writing in the context of Ethnobiotechnology. The recapitulation of the title, the results of the similarity test with Turnitin articles on Ethnobiotechnology are presented in Table 1.

Table 1. Titles, Similarity with Turnitin Articles on Ethnobiotechnology

No	Article Title	Code	Similarity	
			(%)	Category
1	Ethnobiotechnology of the Tempeh... in Tenggilis Village	KA_1	67	Orange
2	Ethnobiotechnology ... Tapai... Value of the Community	KA_2	30	Yellow
3	Ethnobiotechnology Fermentation ... Sweet Soy Sauce	KA_3	66	Orange
4	Ethnobiotechnological Observations... Javanese Wine ...	KA_4	29	Yellow
5	Ethnobiotechnology ... Sidoarjo Typical Shrimp Paste	KA_5	24	Green
6	...Lactobacillus bacteria ... Yoghurt Manufacturing	KB_1	58	Orange
7	… Dragon Fruit Skin... Yogurt Manufacturing	KB_2	63	Orange
8	… Fresh Cow's Milk Yoghurt...Virgin Coconut Oil	KB_3	50	Orange
9	… Biotechnology for the Industrial Revolution Era 4.0	KC_1	66	Orange
10	…. Biotechnology... to the Islamic Religious View	KC_2	60	Orange
11	....Genetically... Islamic Religious Perspective	KC_3	50	Orange
12	… Tempeh... Home Industry in Sawah Kamal Village	KD_1	33	Yellow
13	... Biotechnology products ... in Banyuajuh Village	KD_2	29	Yellow
14	…Sticky Rice Tape in Banyuajuh Village...	KD_3	33	Yellow
15	…Glycine max ... Bisnis Home Industry …	KD_4	29	Yellow
16	… Banana Leaf and Plastic Packaging... Tempeh ..	KD_5	12	Green
17	Candy....Industrial Entrepreneurs.... Bangkalan Madura	KD_6	28	Yellow
18	… Fermentation Speed and Quality of Soybean Tempeh	KD_7	17	Green
19	…The Exploitation of Evil... Quality Tempeh	KD_8	60	Orange
20	… Kampung Terasi... The Macajah Society...	KD_9	30	Yellow

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No	Article Title	Code	Similarity	
			(%)	Category
21	…Boiling Soybeans in Tempeh Making	KD_10	30	Yellow
Average color			**Majority Yellow-Orange**	

Based on data analysis, nine articles (42,9%) are included in the Orange category, showing a high level of similarity. The exact number of nine articles (42,9%) is in the Yellow category, reflecting a moderate similarity level. Meanwhile, only three articles (14,2%) fall into the Green category, which shows a low level of similarity and is considered more original. This distribution indicates the need to improve scientific writing quality to reduce similarity, especially in the Orange and Yellow categories. References stating a high level of similarity from Turnitin do not necessarily indicate plagiarism (Nketsiah, Imoro, & Barfi, 2024). In summary, the percentage of similarity test with Turnitin is presented in Figure 2.

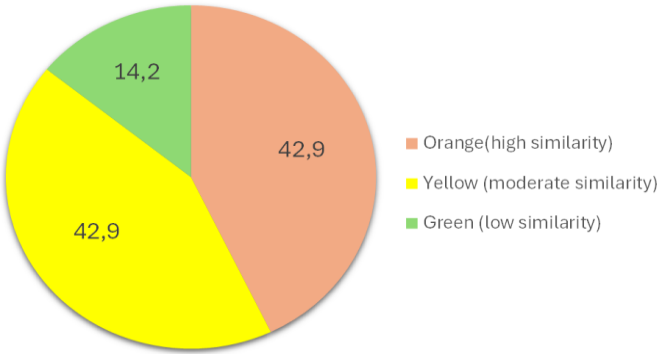

Figure 2. Percentage of Similarity Tests with Turnitin

Figure 2 shows that most Turnitin test results are Yellow-Orange; in other words, the majority is vulnerable, 25%-74%. These results confirm that the potential for plagiarism is very high among higher education circles (Wijaya & Gruber, 2018), with indications of plagiarism cases that are not few (Putra et al., 2023) and become a critical problem in Indonesia (Akbar & Picard, 2019) as well as a global problem (Rolfe, 2011). The lack of knowledge and skills related to written works is allegedly one of the supports for the high potential for plagiarism, which needs to be anticipated wisely.

The tendency to copy-paste by not writing down the data source is commonly carried out by academics and writers, who unknowingly believe this action can be categorised as plagiarism. Thus, institutional integrity is the basis of scientific activity (Meo & Talha, 2019). Globally, plagiarism is recognised as one of the problems in higher education (Rolfe, 2011), which is an attribution failure (Sternberg & Sternberg, 2010) in an academic context. Plagiarism must be addressed to maintain standards and academic integrity (Mphahlele & McKenna, 2019) from an educational institution. One of the tools that can be used is Turnitin. Thus, Turnitin will identify the matched pieces of text. In the end, there will be an academic culture that pays attention to ethics when writing a work.

Implications for Scientific Writing

The results of the analysis of research implications are based on data and analysis with questions according to the title, namely "Research Implications of Ethnobiotechnology in East Java, Indonesia for Learning Scientific Writing". Scopus AI combines reliable data from Scopus and artificial intelligence to make it easier for researchers (Scopus, 2025) to search for answers based on the questions entered (Nogueira, 2025). Use keywords from the research abstract to generate an interactive concept map for each query (Scopus, 2025) to provide a thorough schematization according to the questions that have been entered. The results of the query using Scopus AI are presented in Figure 3.

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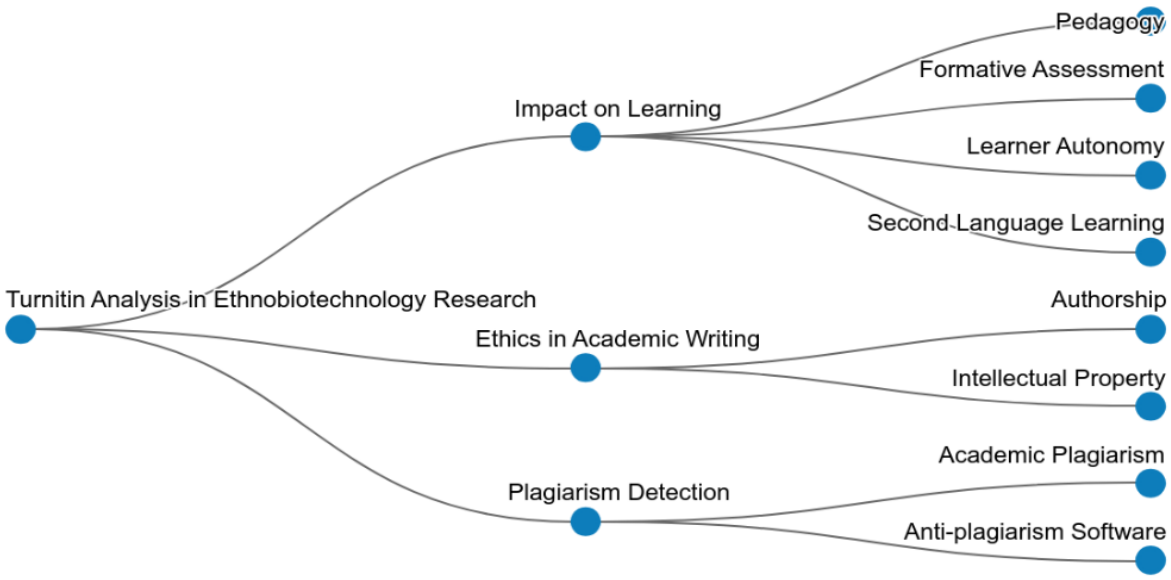

Figure 3. Query Results Using Scopus AI

Based on Figure 2 on Query results using Scopus AI, describing the analysis of Turnitin in Ethnobiotechnology research shows several essential aspects that are interrelated, namely (a) this analysis has an impact on learning, (b) ethics in academic writing, and (c) plagiarism detection. Overall, the query results provide a comprehensive overview of the potential uses of Turnitin software that can be used in Ethnobiotechnology research to improve the quality of learning, maintain academic ethics, and prevent plagiarism. These results confirm that the Exploration of Ethnobiotechnology and the use of Turnitin have the potential to improve the quality of learning (Jain et al., 2022), maintaining academic ethics (Nuhrat, 2025) and preventing plagiarism (Sajid et al., 2025) or the originality of the student's scientific paper produced. In addition, the use of Turnitin in the context of Ethnobiotechnology exploration has the potential to maintain academic integrity through plagiarism detection and learning resources in promoting academic integrity and improving students' writing skills in Indonesia (Wulandari et al., 2025) and the enforcement of scientific writing ethics (Khalifa & Albadawy, 2024). Thus, the integration of Turnitin in the learning and research process has the potential to form an honest, resilient, meticulous, and responsible academic culture.

Furthermore, in more detail, the exploration of Ethnobiotechnology in East Java has significant implications for its impact on learning, several important aspects related to (a) pedagogies, (b) formative assessment, (c) learners' learning independence, and (d) second language learning. The exploration of Ethnobiotechnology in East Java has the potential to contribute to developing a pedagogy based on local culture. This is the result of a study that states that the fusion of culture, technology, and biological context is the most effective method, where students are encouraged to relate each lesson to their native cultural knowledge or practice (Adam et al., 2024), such as making tempeh, tape, fermented drinks, and others. Then, in the context of formative assessment, Turnitin functions as a formative assessment tool (Makina, 2022) by providing constructive feedback (Alharbi & Al-Hoorie, 2020). So, the ability to practice ethical and responsible writing is expected to be even better. Then, in the context of learner autonomy, Ethnobiotechnology exploration encourages students to be independent by exploring local knowledge and applying it to culture-based biotechnology innovation. Student autonomy is the capacity of the learner (Tran & Duong, 2018) to create meaningful learning (Wiraningsih & Santosa, 2020) with minimal reliance on

direct control from teachers (Hauk & Gröschner, 2022) by actively involving them in the process of exploration and reflection on local and scientific knowledge. Furthermore, in the context of second language learning, the integration of local knowledge in learning has the opportunity to develop Indonesian teaching materials that contain East Java culture.

Conclusion

This study concludes that the majority of student works exploring Ethnobiotechnology in East Java show a level of Yellow-Orange similarity in the plagiarism detection analysis, which indicates moderate originality with manageable similarity problems. The Yellow-Orange similarity pattern specifically reveals that ethnobiotechnology exploration successfully promotes authentic student writing while maintaining appropriate academic standards.

Recommendation

Based on these findings, further research is highly recommended to expand exploration by examining the relationship between digital literacy and the effectiveness of plagiarism software, and developing a learning model that integrates local wisdom. The main obstacles, such as limited understanding of paraphrasing and writing ethics, need to be overcome through targeted interventions in the form of workshops on citation ethics and academic integrity. For this reason, lecturers are advised to proactively guide the use of plagiarism detection tools to standardize teaching practices to produce original and ethical writing.

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