



Kampus
Merdeka
INDONESIA JAYA

UNESA
PTNBH
SATILABOR ANDHAPAN



GUIDELINE OF DIGITAL LEARNING

Direktorat Akademik
Universitas Negeri Surabaya
2023

**GUIDELINE FOR DIGITAL LEARNING
IMPLEMENTATION**



**UNIVERSITAS NEGERI SURABAYA
2023**

Foreword

We expressed gratitude to God Almighty for the completion of the 2023 Digital Learning Implementation Guidebook. This guideline was published as a reference for implementing digital learning at Universitas Negeri Surabaya (Unesa). Unesa, as one of the well-known teacher education institutions (LPTK) in Indonesia, has been able to organize a digital learning system with the support of communication technology facilities. Considering this ability, Unesa issued digital learning guidelines to guide its implementation so it could possibly have the greatest impacts and benefits for teaching and learning participants. Unesa also strives to implement digital learning in accordance with applicable regulations and rules to ensure the standardized learning outcomes outlined in the curriculum of each study program. Considering the novelty of this learning system at Universitas Negeri Surabaya, this guide requires revision. Feedback and suggestions from parties engaged in digital learning at Universitas Negeri Surabaya are eagerly expected to improve this guideline as well as further improve the quality of education at Universitas Negeri Surabaya.

Compiler Team

Compiler team of the guideline for Digital Learning Implementation at Universitas Negeri Surabaya

Edition 2023

A. Director : 1. Prof. Dr. Nurhasan, M.Kes.
2. Prof. Dr. Madlazim, M.Si.

B. Person in Charge : Prof. Dr. Fida Rachmadiarti, M.Kes.

C. Leader : Dr. Alim Sumarno, M.Pd.

D. Secretary : Dr. Muji Sri Prastiwi, M.Pd.

E. Member : Ainur Rofik, S.Kom

Table of Content

Compiler Team	
Table of Content	
CHAPTER I INTRODUCTION	
A. BACKGROUND	
B. OBJECTIVES	
C. LEGAL BASIS	
CHAPTER II CONCEPT OF DIGITAL LEARNING	
A. DIGITAL LEARNING CHARACTERISTICS	
1. Openness	
2. Learning Independency	
3. Learning anywhere and anytime	
4. Informatic Technology-Based Learning	
B. DIGITAL LEARNING PRINCIPLES	
1. Technology Infrastructure	
2. Accessibility	
3. Innovative Learning Design	
4. Interaction and Engagement	
5. Evaluation and Feedback	
6. Support and Guidance	
7. Security and Privacy	
8. Lecturer Professional Development	
9. Evaluation and Sustainable Improvement	
10. Ethic and Responsibility	
C. SCOPE OF DIGITAL LEARNING UNESA	
1. Asynchronous learning	
CHAPTER III ETHIC CODE FOR DIGITAL LEARNING IMPLEMENTATION	
CHAPTER IV IMPLEMENTATION DIGITAL LEARNING	
A. PREPARATORY	
1) LMS Platform Infrasucture	
2) Academic program	
3) Study program	
4) Lecturer	
5) Student	
B. IMPEMETATION	
1) Designing Learning Process	
2) Learning activity	
3) Delivery/Presentation Strategy	
4) Learning Media and Technology	
5) Learning Assistance	
C. EVALUATION	
1) Student Evaluation	

- 2) Lecturer Evaluation
- 3) Study Program Evaluation
- 4) System and Infrastructure Evaluation
- 5) Digital Learning Team Evaluation

CHAPTER I

INTRODUCTION

A. BACKGROUND

Even though science and technology are experiencing rapid and continuous change and have great potential for encouraging societal progress, in reality, this potential has not been fully exploited by Indonesian society. This is what the education system in Indonesia must anticipate, especially in facilitating and making the necessary adjustments to respond to advances in science and technology. Education is expected to prepare students to develop themselves into a cultured society. Therefore, it is necessary to create a supportive educational atmosphere and a creative learning process that involves students in learning activities. However, to achieve this, various obstacles are faced, especially time and place constraints. Time and place constraints are still very real obstacles, which can be overcome through learning methods using the Distance Education (PJJ) system. As a policymaker, the Ministry of Education and Culture has a revolutionary program, namely "Freedom to Learn—Freedom." Campus," which was then outlined in Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards and Minister of Education and Culture Regulation Number 7 of 2020 concerning the Establishment, Changes, and Dissolution of State Universities and the Establishment of State Universities, Changes, and Revocation of Private Higher Education Licenses, one part of which regulates PJJ. One of the four policies of the Independent Learning Program (Kampus Merdeka) is that students are given the freedom to take credits outside the study program or outside the university for 3 semesters to further hone the skills they are interested in. that this policy will increasingly create a link and match between university graduates and employment in the era of the Industrial Revolution. 4.0. Universitas Negeri Surabaya organizes digital learning with dual modes, which is usually called blended learning. Unesa is committed to continuing to develop digital learning in an effort to anticipate the educational needs of the new generation. Based on the commitment to digital learning and in order to improve and maintain the quality of graduates, it is necessary to publish a guidebook for implementing digital learning at Universitas Negeri Surabaya.

B. OBJECTIVES

This guideline purposely compiled is to provide guidance for faculties, study programs and related units so the quality of digital learning complies with established standard provisions and procedures. This guideline is also intended to ensure that the competencies of graduates of each study program remain in accordance with the competencies set out in the curriculum of each study program.

C. LEGAL BASIS

Dasar penyusunan pendoman penyelenggaraan pembelajaran digital adalah:

1. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System.
2. Law of the Republic of Indonesia No. 14 of 2005 Concerning Teachers and Lecturers.
3. Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education.
4. Regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning National Higher Education Standards.
5. Regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 5 of 2020 concerning Freedom of Learning-Independent Campus.
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 7 of 2020 Concerning the Establishment, Changes, and Disammination of State Universities and the Establishment, Changes, and Revocation of Private Higher Education Licenses.

CHAPTER II

CONCEPT OF DIGITAL LEARNING

A. CHARACTERISTICS OF DIGITAL LEARNING

Based on Minister of Education and Culture Regulation No. 7 of 2020, the implementation of distance education has the following characteristics:

1. Openess
 - a. Presentation: digital learning provides flexibility in how learning material is delivered. It can be done through learning videos, text, presentations, audio and various other media.
 - b. Implementation time: participants can determine the completion time of the program according to their needs and abilities, without strict time limits.
 - c. Cross institution: digital learning can be carried out at various levels of education, be it primary, secondary, tertiary or non-formal education.
 - d. Without nationality and age boundaries: digital learning can be participated by anyone, regardless of the nationality and age. This allows wider access to education.
 - e. Place and way of learning: participants have the flexibility to choose the place and way of learning that is most comfortable for them. Learning can be done at home, library, or other places that have an internet connection.
2. Learning Independency
Digital learning encourages participants to take control of their own learning process, portions and pace. Participants have the freedom to determine study time, choose the material they want to study, and adjust study methods according to personal needs and preferences.
3. Learning anywhere and anytime
Digital learning allows participants to learn anywhere and anytime according to their needs and time availability. Participants can access learning materials through online platforms whenever they want, without being bound by a traditional class schedule.
4. Informatic technology-Based learning
Digital learning requires the use of information and communication technology (ICT) to facilitate communication and interaction between lecturers and students. Online learning platforms, applications, email, discussion forums, and other communication tools are used to facilitate the exchange of information, discussion, and feedback between educators and participants. These characteristics reflect the inclusive, flexible, and self-directed nature of digital learning. By utilizing technology, digital learning provides the opportunity for individuals from various backgrounds to access education in a way that is more flexible and tailored to their individual needs.

B. DIGITAL LEARNING IMPLEMENTATION PRINCIPLES

Principles in implementing digital learning considered as follow:

1. Technology infrastructure
 - Ensure adequacy of technological infrastructure, including a stable internet network, adequate hardware, and a responsive and secure digital learning platform.
 - Provide adequate technical support to students and faculty, including assistance in troubleshooting technical issues, training in platform use, and maintenance of hardware and software.
2. Accessibility
 - Ensure the fair and equal access to all students and faculty both hardware and software needed for digital learning.
 - Identify and provide solutions for students and lecturers who have difficulties in accessing technology, such as providing the necessary devices or internet connections.
3. Innovative learning design
 - Design interesting and relevant learning content using various media, such as videos, simulations, or interactive learning platforms.
 - Introduce active, collaborative, and reflective learning methods, including online discussions, group projects, and case studies that encourage active participation and problem solving.
4. Interaction and Engagement
 - Encourage active and collaborative interaction between students and lecturers through discussion forums, chat rooms, or other online communication platforms.
 - Provide sufficient time for question-and-answer sessions and direct discussions between students and lecturers to clarify understanding and answer questions.
5. Evaluation and Feedback
 - Establish clear and objective evaluation criteria to measure student learning achievements.
 - Use a variety of appropriate evaluation instruments, such as online assignments, structured exams, or digital portfolios.
 - Provide constructive and targeted feedback to students on a regular basis to help them improve their understanding and performance.
6. Support and Guidance
 - Provide adequate academic support and guidance to students through online counseling sessions, tutoring, or academic mentoring.
 - Provide easy access to digital learning resources, such as online libraries, e-journals, or interactive learning resources.
7. Security and Privacy
 - Ensure security of the system to protect personal data of the users (students and lecturers).

- Provide a clear and transparent privacy policy regarding the collection, use and storage of personal data in digital learning.
8. Lecturer Professional Development
 - Providing training and professional development to lecturers to strengthen their competence in the use of digital learning technology.
 - Encourage collaboration and experience sharing between lecturers in the development and implementation of best practices in digital learning.
 9. Evaluation and Sustainable Improvement
 - Conduct regular evaluations of digital learning to identify successes, challenges and development opportunities.
 - Collect input and feedback from students and lecturers to improve the quality and effectiveness of digital learning.
 - Implement continuous improvements based on evaluation results to ensure an increasingly better digital learning experience.
 10. Ethic and Responsibility
 - Introduce students and lecturers to the principles of digital ethics and explain the consequences of unethical behavior or violating intellectual property rights in the context of digital learning.
 - Encourage the use of legal and verified digital resources and respect for copyright and privacy in digital learning activities.

C. SCOPE OF DIGITAL LEARNING IMPLEMENTATION AT UNESA

Face-to-face (offline) learning and digital learning as shown in Figure 2.1. is a learning method to achieve predetermined learning outcomes. The basic difference lies in the media or place where learning components are delivered, namely if offline requires a classroom, if digital requires a web-based and mobile interface. Therefore, the quality of student graduates who study offline and digitally are same.

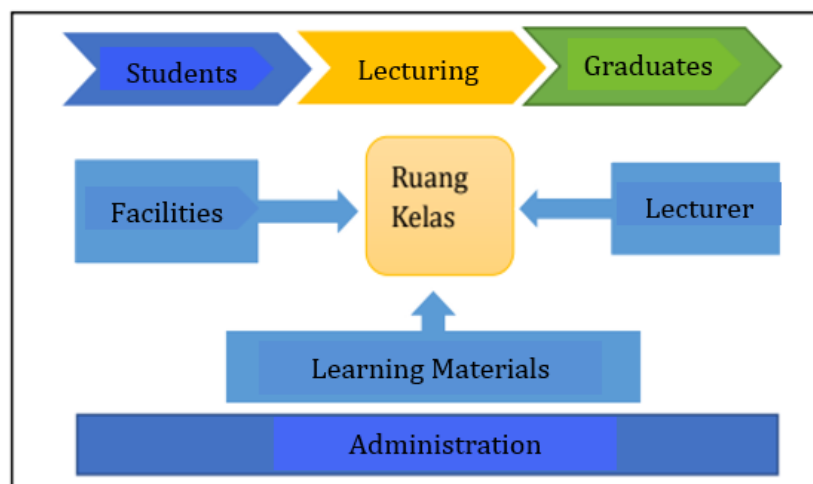


Figure 2.1. Digital Learning Concept

2.1 Concept of Digital Learning

In implementing digital learning, there are several aspects that need to be prepared, namely facilities and infrastructure including supporting platforms and tools, infrastructure, and human resources. One of the important aspects prepared is the digital platforms that can be used in learning process so learning process is able to run smoothly. The platforms used should consider the situation and conditions in which learning is conducted (learning setting) and learning activities. Learning settings consist of two categories, synchronous learning (either face-to-face synchronous or virtual synchronous) and asynchronous learning. Table 2.1 shows the differences in learning settings and learning activities between synchronous and asynchronous.

Tabel 2.1 Seting Belajar dan Aktivitas Pembelajaran

Learning Setting			
Synchronous		Asynchronous	
Direct synchronous	Virtual synchronous	Independent asynchronous	Collaborative asynchronous
Learning Activity			
<ul style="list-style-type: none"> ✓ Lecturing ✓ Discussion ✓ Practice ✓ Wokrshop ✓ Seminar ✓ Individual/group Project ✓ Case Study ✓ others 	<ul style="list-style-type: none"> ✓ Virtual class ✓ Audio conference ✓ Video conference ✓ Web-based Seminar (webinar) 	<ul style="list-style-type: none"> ✓ Reading ✓ Watching video (webcast) ✓ Listening audio (audiocast) ✓ Digital study Simulation (practice) ✓ Exercises ✓ Role paly ✓ Test ✓ Publication/journal (wiki, blog, etc.) Presented digitally 	<ul style="list-style-type: none"> ✓ Participating in discussion digital forum ✓ Completing the individual/group task digitally ✓ Individual/group publication (melalui wiki, blog, etc.)

Digital learning implementation at Universitas Negeri Surabaya is carried out through synchronous and asynchronous learning method.

1. Synchronous learning; synchronous learning is direct learning conducted at certain location, physically (face-to-face) or virtually at the same time. Activities in synchronous learning are similar to conventional learning including lectures, discussions, demonstrations, questions and answers, and etc. In digital learning, synchronous learning occurs at the same time of both sides (lecturer and students). The activities can be carried out through:

- a. Video conference (Google Meet, Zoom, Webex Cisco, and the like)
 - b. Scheduled online discussions (WA-Group, Google Classroom, LMS State University of Surabaya / SIDIA, and similar)
 - c. Synchronous learning mechanism
 - 1) Lecturers provide broadcast live-lectures via using online apps, such as Zoom, Meet Google, Live Instagram, Live YouTube.
 - 2) Students take part in lectures via live streaming.
 - 3) Students allow discussing and asking using the broadcast system or chat.
 - 4) Lecturer can assign task and quiz via SIDIA.
2. Asynchronous learning; asynchronous learning is learning conducted digitally through independent learning situation. Participants are able to study anytime, anywhere, according to their respective conditions and learning speed. Asynchronous learning activities include reading, listening, watching, practicing, simulating and exercising by utilizing certain relevant learning objects (digital materials). Lecturer creativity is very important in this method of learning. Lecturers need to consider time and material complexity with the topic in lesson plan. Aynchronous learning activities occur more often in the system, although it is also possible to occur outside the system. These learning activities involve more than one party, so it requires collaboration between students and lecturers. Discussions in this group can be carried out using small group activities, project-based assignments and so on. Learning activities can be done through scheduled online discussions (WA-Group, Google Classroom, LMS State University of Surabaya / SIDIA, and the like). The asynchronous learning mechanism is as follow:
- 1) Lecturers create digital modules in the LMS according to the lesson plan
 - 2) Digital module contains teaching materials (learning resources+media), strategies, LKM and evaluation.
 - 3) Lecturers record videos of Digital Lecture material using video recording applications such as Camera (HP), Filmora (PC), OBS Studio (PC).
 - 4) Lecturers upload recorded lecture videos to SIDIA or YouTube.
 - 5) Students can ask questions and answers to lecturers via email or social media.
 - 6) Lecturers assign task, quizzes, exams via SIDIA or social media.

CHAPTER III

CODE ETHIC FOR DIGITAL LEARNING IMPEMENTATION

In implementing digital learning at Universitas Negeri Surabaya, there are ethics need to be followed, including:

1. Honest; communicating academically in honest way and do not omit any real information
2. Integrity; following the agreement, acting sincerely, and keeping consistency in mind and action
3. Objective; emphasizing objectivity in communication, namely continuing to strive to avoid bias in all scientific communications
4. Meticulous; avoid mistakes, carelessness and negligence, always carefully and critically examine your own work and the work of others
5. Open; be open to information, criticism and new ideas
6. Appreciate other people's work; provide recognition of scientific information, respect patents, copyrights and other forms of intellectual property.
7. Responsible for publication; guarantee the correctness of information and avoid plagiarism
8. Responsible for mentoring; educate, guide, give advice, and encourage students to be independent.
9. Not discriminatory; treating academics without distinction of ethnicity, religion, race and social strata.
10. Provide solutions; help resolve problems encountered by students when there are problems in carrying out lectures.
11. Socially responsible; strive to promote social interests in good education and prevent social harm in education.
12. Professional; carry out lectures in accordance with the learning standards set by Surabaya State University.
13. Legality; comply with applicable laws and regulations.

CHAPTER IV

IMPLEMENTATION OF DIGITAL LEARNING

Implementing digital learning is carried out through three stages, namely preparation, implementation and evaluation. Digital learning is carried out in accordance with the Semester Learning Plan, lecture schedule and academic calendar. The implementation process is a planned and systemized activity which at least includes the following:

A. PREPARATION

1) Infrastructure Platform (LMS)

Universitas Negeri Surabaya conducted digital learning through LMS SIDIA using Moodle-Based integrated with SIAKADU (Integrated Information Academic System).

2) Academic program

1. Preparing connecting platform which integrates SIDIA with SIAKADU that is user friendly.
2. Socializing digital learning
3. Training on Making E-Learning Modules that comply with the rules set by Universitas Negeri Surabaya.

3) Study program

- a. Preparing the curriculum
- b. Creating a CPL Study Program
- c. Preparing learning devices
- d. Setting a lecture schedule
- e. Ensuring that learning materials for all courses have been uploaded to SIDIA

4) Lecturer

- a. Preparing compatible hardware (laptop, earphone/headset, cellphone) and software (web browser, applications to be used).
- b. Preparing an internet connection that meets video meeting standards.
- c. Preparing lesson plan and develop learning materials
- d. Uploading learning materials to SIDIA, according to lesson plan that has been approved by the Study Program.

5) Students

- a. Registering the courses (fill in study plan).
- b. Preparing compatible hardware (laptop, earphone/headset, cellphone) and software (web browser, applications to be used).
- c. Preparing an internet connection that meets video meeting standards.
- d. Understanding the steps for using digital learning media.

B. IMPLEMENTATION

Implementing digital learning shall consider five aspects of the digital learning process, namely learning design, learning activities, delivery strategies, learning

media and technology, and learning support services. These five aspects influence each other, so that no aspect can be eliminated to carry out the digital learning process.

1. Designing learning process

Designing learning process shall be done according to the map of learning stages, lesson plans, learning materials, assessment instruments, and learning management rules. The principles of designing the learning process are as follows:

- a. Based on student-centered learning model (student-centered learning)
- b. Learning process is a student's interaction with material/teaching materials, media, time and learning strategies
- c. Based on the philosophy of complete learning
- d. Oriented to student independence, autonomy, activeness, creativity and innovation

2. Learning Activity

Digital learning activities are designed with several indicators as follows:

- a. Focus on student learning and student independence, not lecturers teaching.
- b. Equip students with skills, knowledge and experience that help students achieve specified learning outcomes
- c. Facilitate meaningful interactions between students and students, students and lecturers, and students and learning materials
- d. Learning materials are arranged sequentially and structured so it allows students to achieve learning outcomes gradually according to the student's learning style and speed.
- e. In selecting learning resources, lecturers need to pay attention to copyright issues and the application of related laws and regulations.
- f. Lecturers must monitor and evaluate the implementation of learning that has been carried out for one semester.

3. Presentation/Delivery Strategy

The delivery or delivery strategy in digital learning is as follows:

- a. Carried out using various media and technologies in an integrated or separate manner to achieve learning outcomes
- b. Reflect the philosophical foundations of digital learning and the 21st century educational paradigm
- c. Facilitate students to learn actively and lecturers act as facilitators
- d. Provide opportunities for students to choose a variety of learning resources in a variety of media and technology formats provided
- e. Use a variety of media and technology that facilitates the growth of collaboration between students and the development of individual students
- f. Use a variety of available communication media and technologies based on scientific communication ethics

- g. Allow students to practice and master the necessary skills and discuss virtually
 - h. All parties (students, lecturers and education staff) who participate in digital learning must have access to virtual tutorials and virtual learning assistance
 - i. Carried out synchronously or asynchronously by utilizing various information and communication technology features and involving all students
 - j. Feedback must be available as a feature in the delivery strategy to overcome the issue of social isolation in students, and can motivate students to learn in digital learning (early warning system, etc.)
 - k. Feedback is carried out directly and systematically
 - l. Parties participating in digital learning must have a sufficient level of mastery of technology and media to ensure the implementation of the learning process from time to time
 - m. Lecturers need to set strategies to organize learning in a systematic, gradual (and scheduled) manner so as to facilitate the learning process
 - n. By using delivery strategies, lecturers can monitor the student learning process
 - o. Learning process evaluation is designed for digital learning and achieving learning outcomes.
4. Learning Media and Technology
- a. Information and communication technology (ICT) must be utilized as a means of delivering teaching materials and interactions, both synchronous and asynchronous
 - b. ICT-based learning media (text, images, audio, video, audio-video, animation) must be utilized optimally to achieve learning outcomes
 - c. The selection and use of multimedia must be adjusted to the characteristics of the learning material, learning objects and learning outcomes
5. Learning Assistance
- a. Academic information services, academic administration, and ICT technical assistance must be easily accessible to students
 - b. Counseling, Academic advisor, and career services are available, both remotely and face to face
 - c. Students have access to a variety of learning resources in various forms of libraries
 - d. Students must be able to obtain information about their learning progress and success
 - e. Providing assistance for students with special needs (disabled)
 - f. A forum for student complaints is available.

Implementation of the digital learning process is a series of planned and systemized activities involving the Academic Sector, Digital Learning Team, Study Program,

Teaching Lecturers, and Students.

1. Digital learning team

- a. Carry out monitoring of the implementation of digital learning.
- b. Report the results of digital learning monitoring to the Academic Director and Deputy Chancellor for Academic Affairs
- b. Ensure that SIDIA functions properly and runs as it should.

2. Study program

- a. Conduct regular monitoring and evaluation of the suitability of digital learning materials with RPS that have been approved by the study program
- b. Report the results of digital learning monitoring and evaluation to Faculty

3. Lecturers

- a. Carrying out lectures on a scheduled basis
- b. Implementing digital learning using synchronous and asynchronous methods
- c. Ensure students participate in digital learning synchronously or asynchronously.
- d. Carry out learning according to the planned meeting material.
- e. Ensure the digital learning process is student-centered.
- f. Ensure achievement of learning outcomes.

4. Students

- a. Follow the digital learning process on a scheduled basis
- b. Comply with digital learning rules
- c. Play an active role during the digital learning process

C. EVALUATION

After implementing digital learning, evaluation needs to be carried out to measure the effectiveness and success of learning implementation. This evaluation involves various parties involved in the digital learning process. The following are several steps in carrying out an evaluation.

1) Students' evaluation

- a. Student Satisfaction Survey: conducting a survey to measure students' level of satisfaction with digital learning. Survey questions can cover aspects such as the quality of learning materials, interaction with lecturers and other students, ease of access, and availability of needed resources.
- b. Evaluation of Achievement of Learning Outcomes: carrying out an evaluation to assess the extent to which students have achieved the learning objectives set out in the RPS. This can be done through tests, assignments, or individual and group projects.

2) Lecturers' evaluation

- a. Evaluation of Learning Materials: lecturers can review the learning material that has been delivered and evaluate the effectiveness and adequacy of the material in achieving learning objectives.
- b. Teaching Process Evaluation: lecturers can reflect on the teaching methods

that have been used and evaluate the success of delivery strategies and delivery of learning material. Consider student activity, interaction in discussion forums, and appropriate use of media and technology.

3) Study program evaluation

- a. Evaluation of Conformity of Learning Materials with lesson plan: study programs can evaluate the suitability of learning materials that have been delivered with previously approved RPS. Ensure that all planned topics are covered and learning outcomes are achieved.
- b. Analysis of Student Learning Results: study programs can analyze student learning outcome data to identify the strengths and weaknesses of digital learning programs. This can involve comparing student learning outcomes from digital learning with previous face-to-face learning.

4) Infrastructure and System evaluation

- a. Evaluation of SIDIA Function and Performance: evaluating the function and performance of the SIDIA LMS platform to identify technical problems and determine necessary corrective steps.
- b. Technology Infrastructure Evaluation: conducting an evaluation of the technology infrastructure used, such as internet connections and hardware, to ensure adequate reliability and availability.

5) Digital Learning Team evaluation

- a. Implementation Monitoring Evaluation: digital learning team can evaluate the results of the monitoring process that has been carried out during the learning period. Review monitoring results and report important findings to the Academic Director and Vice Chancellor for Academic Affairs.
- b. Evaluation of Digital Learning Team Function and Performance: self-evaluation, including the team's ability to provide technical support and assistance, as well as actions taken to correct identified deficiencies.
- c. This evaluation aims to improve and improve the digital learning process at Universitas Negeri Surabaya. Evaluation results can be used as a basis for identifying problems, implementing improvements, and refining digital learning strategies in the future.