

## Legal Responsibilities of Educational Institutions in Ensuring Data Protection and Quality Learning in Digital Education Using Smartcampus

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Article	Abstract
<p><b>How to cite:</b>          Amrin Nurfieni, et al,  <b>'Legal Responsibilities of Educational Institutions in Ensuring Data Protection and Quality Learning in Digital Education Using Smartcampus'</b> (2025) Vol. 6 No. 1 Rechtenstudent Journal Sharia Faculty of KH Achmad Siddiq Jember State Islamic University.</p> <p><b>DOI:</b>          10.35719/rch.v6i1.358</p> <p><b>Article History:</b>          Submitted: 13/02/2025          Reviewed: 24/02/2025          Revised: 02/04/2025          Accepted: 09/04/2025</p> <p><b>ISSN:</b>          2723-0406 (printed)  <b>E-ISSN:</b>          2775-5304 (online)</p>	<p>The digital transformation in education has driven the increased use of digital platforms across higher education institutions. The COVID-19 pandemic accelerated the adoption of technologies such as the Internet, big data, artificial intelligence (AI), and cloud computing in educational services, facilitating accessibility and innovation in learning. However, this development also presents significant challenges regarding the legal responsibilities of educational institutions, particularly in safeguarding personal data privacy and maintaining the quality of digital education. This study aims to identify and analyze the legal responsibilities of educational institutions in using digital platforms. A normative legal research method was applied to examine the applicable regulations, including Law No. 20 of 2003 on the National Education System, Law No. 11 of 2008 on Electronic Information and Transactions, and Law No. 27 of 2022 on Personal Data Protection. The findings reveal that educational institutions are legally obligated to ensure data privacy, uphold quality standards in education, and adhere to relevant regulations. The study recommends policies to enhance data security, develop quality content, and provide continuous training for educators to support legal compliance in digital-based learning.</p> <p><b>Keywords:</b> <i>Legal Responsibility, Educational Institutions, Digital Learning.</i></p> <p><b>Abstrak</b>          Transformasi digital dalam pendidikan telah mendorong peningkatan penggunaan platform digital di seluruh institusi pendidikan tinggi. Pandemi COVID-19 telah mempercepat adopsi teknologi seperti internet, big data, kecerdasan buatan (AI), dan komputasi awan dalam layanan pendidikan, memfasilitasi aksesibilitas dan inovasi dalam pembelajaran. Namun, perkembangan ini juga menghadirkan tantangan yang signifikan terkait tanggung jawab hukum institusi pendidikan, khususnya dalam menjaga privasi data pribadi dan menjaga kualitas pendidikan digital. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis tanggung jawab hukum institusi pendidikan dalam menggunakan platform digital. Metode penelitian hukum normatif diterapkan untuk mengkaji peraturan perundang-undangan yang berlaku, antara lain Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Undang-Undang Nomor 11 Tahun 2008 tentang Informasi dan Transaksi Elektronik, dan Undang-Undang Nomor 27 Tahun 2022 tentang Perlindungan Data Pribadi. Temuan penelitian ini mengungkapkan bahwa institusi pendidikan secara hukum berkewajiban untuk memastikan privasi data, menegakkan standar mutu dalam pendidikan, dan mematuhi peraturan terkait. Studi ini merekomendasikan kebijakan untuk meningkatkan keamanan data, mengembangkan konten berkualitas, dan</p>

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menyediakan pelatihan berkelanjutan bagi para pendidik untuk mendukung kepatuhan hukum dalam pembelajaran berbasis digital.

**Kata Kunci:** *Tanggung Jawab Hukum, Lembaga Pendidikan, Pembelajaran Digital.*

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## Introduction

The digital transformation of education has emerged as an undeniable global trend. The COVID-19 pandemic greatly hastened the advancement of online learning in higher education. Various technologies including the Internet, big data, Artificial Intelligence (AI), 5G, and cloud-based platforms have been extensively incorporated into educational services.<sup>1</sup> As of now, the number of internet users worldwide has reached approximately 5.3 billion, accounting for 67% of the global population an increase from 5.16 billion in 2023.<sup>2</sup> This growing accessibility makes digital learning increasingly feasible and relevant in the present era.

In Indonesia, the government has taken measures to encourage the integration of technology into education; however, considerable challenges persist. The nation's digital education infrastructure has not yet achieved the level of sophistication required to consistently support and enhance learning outcomes for all students. Although the pandemic spurred numerous innovations in digital learning, it simultaneously revealed persistent disparities and inequities within Indonesia's digital education ecosystem that demand urgent attention.<sup>3</sup>

As stipulated in the 1945 Constitution of the Republic of Indonesia, one of the fundamental objectives of the state is to safeguard the entire Indonesian nation and its territory, advance the general welfare, foster the intellectual life of the people, and contribute to the establishment of a world order grounded in lasting peace and social justice. This mandate underscores the state's obligation to guarantee universal access to education, thereby necessitating a robust constitutional and regulatory framework to realize this objective.<sup>4</sup>

Education is a universal human necessity, and since it is a strategic means of enhancing the quality of a nation, it must be provided to all citizens.<sup>5</sup> Essentially, education aims to humanize individuals, mature them, alter behaviors, and enhance their capabilities so that they can meet the ever-changing challenges of the times.

The use of technology in education has increased in recent years. However, educators still face challenges when utilizing technology. These challenges include a lack of digital skills, limited access to equipment and stable internet connections, as well as uncertainty regarding the effectiveness of technology in the learning process.<sup>6</sup>

Currently, the use of digital resources in the educational process has become a necessity. The right to education is more broadly defined as the right to access education in various forms,

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<sup>1</sup> Xudong Zhu and Jing Liu, "Education In And After Covid-19," *Postdigital Science and Education* 2, no. 3 (2020): 695–99.

<sup>2</sup> Cindy Mutia Annur, "Individu Pengguna Internet Global Tembus 5,35 Miliar Pada Januari 2024," Databoks, 2024, <https://databoks.katadata.co.id/teknologi-telekomunikasi/statistik/131ee92c794e906/individu-pengguna-internet-global-tembus-535-miliar-pada-januari-2024>.

<sup>3</sup> UNICEF, "Analisis Situasi Untuk Lanskap Pembelajaran Digital Di Indonesia," 2021, [https://www.unicef.org/indonesia/media/13421/file/Analisis Situasi untuk Lanskap Pembelajaran Digital di Indonesia.pdf](https://www.unicef.org/indonesia/media/13421/file/Analisis_Situasi_untuk_Lanskap_Pembelajaran_Digital_di_Indonesia.pdf).

<sup>4</sup> Edelweisia Cristiana, "Digitalisasi Pendidikan Ditinjau Dari Perspektif Hukum," in *Prosiding Webinar Nasional IAHN-TP Palangka Raya No.3* (Palangka Raya, 2021), 58.

<sup>5</sup> Dodi Ilham, "Persoalan-Persoalan Pendidikan Dalam Kajian Filsafat Pendidikan Islam," *Didaktika* 9, no. 2 (2020), <https://jurnaldidaktika.org/179>.

<sup>6</sup> Dian Iskandar, "Implementasi Kompetensi Profesional Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik," *Journal of Management Review* 2, no. 3 (2018): 261, <https://doi.org/10.25157/jmr.v2i3.1804>.

including online education. Learning through internet-based media demonstrates that the right to education is closely related to the right to information.<sup>7</sup> In this context, the role of educational institutions in ensuring a safe and high-quality learning experience becomes crucial.

While these advancements and innovations have expanded access to education, they also pose notable challenges, particularly regarding the legal responsibilities of educational institutions. Key concerns include the protection of personal data, the quality of educational content, and accountability in the delivery of online learning. In Indonesia, the use of technology in education is regulated by several legislative instruments, including Law No. 20 of 2003 on the National Education System, Law No. 11 of 2008 on Electronic Information and Transactions (ITE), and Law No. 27 of 2022 on Personal Data Protection. These legal frameworks oblige educational institutions to employ digital platforms prudently so as to safeguard students' rights and ensure the integrity and quality of information dissemination.<sup>8</sup>

However, issues of security and privacy in digital-based learning remain significant concerns. Educational institutions face legal risks due to the potential for student personal data breaches and inaccuracies in information from their digital systems. On this basis, it is crucial to further examine the legal responsibilities of educational institutions in digital-based learning, to ensure that students' rights are protected and the educational process operates in accordance with applicable legal principles.

To effectively address these challenges, educational institutions must go beyond merely adopting advanced technological safeguards by establishing comprehensive governance frameworks that embed legal compliance into all aspects of digital learning operations. This entails formulating data protection policies consistent with both national regulations and international best practices, conducting routine cybersecurity assessments, and ensuring transparent processes for obtaining student consent and managing data usage. Furthermore, institutions should implement accountability mechanisms that link data security with academic integrity, such as verifying the accuracy of digital records and mitigating algorithmic biases that could impact learning outcomes. By integrating legal responsibility into both institutional policy and technological implementation, educational institutions can foster greater trust in digital learning platforms, protect students' rights, and promote equitable, regulation-compliant access to education.

## **Research Method**

The research employs a normative legal approach, examining relevant regulations and case studies related to the legal responsibilities of educational institutions in digital-based learning. According to Abdulkadir Muhammad, legal research is categorized into three types: normative research, normative-empirical research, and empirical research.<sup>9</sup>

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<sup>7</sup> Hwian Christianto, "Penggunaan Media Internet Dalam Pemenuhan Hak Atas Pendidikan Di Masa Pandemi Covid-19: Perspektif Hak Asasi Manusia Dan Hukum Pidana," *Jurnal HAM* 11, no. 2 (2020): 239, <https://doi.org/10.30641/ham.2020.11.239-253>.

<sup>8</sup> Muhammad Fatoni Kurniawan, et.al, "Legal Protection for Financial Technology Peer to Peer Lending Debtors Against Doxing Actions by Creditors", *Rechtenstudent Journal* 5, No. 1 (2024): 204. <https://doi.org/10.35719/rch.v5i3.356>.

<sup>9</sup> Abdulkadir Muhammad, *Hukum Dan Penelitian Hukum* (Bandung: Citra Aditya Bakti, 2004).

The author uses a normative legal research method. Normative legal research is concerned with legal principles, legal systematics, legal synchronization, comparative law, and legal history. This type of legal research also involves the use of secondary data sources, with an emphasis on theoretical and qualitative analysis, which can also be referred to as library research or document study.<sup>10</sup>

## Results and Discussion

In the contemporary era, digital platforms have gained significant prominence as mediums for learning. Among those frequently employed by higher education institutions are the Academic Information System (SIKAD) and smart campus platforms. A smart campus represents the integration of cloud computing and the Internet of Things (IoT), designed to enhance the efficiency and effectiveness of teaching, research, and various other academic and administrative activities within universities.<sup>11</sup> Smartcampus is a concept that integrates the learning system with the utilization of information and communication technology. This concept has become a crucial element in enhancing the knowledge of learners. Smartcampus is equipped with a variety of comprehensive information technology facilities, such as e-learning, e-library, e-journal, and various academic information services, as well as other information technology-based learning services.<sup>12</sup>

The use of these platforms in the administration of education is certainly aimed at improving the quality of education and enhancing efficiency in various aspects. One of the key benefits is facilitating the delivery of learning outcomes to students, making the process faster, more accurate, transparent, and easily accessible.

Integrating technology into the learning process fosters greater innovation and creativity among students in presenting their projects and ideas. Owing to these benefits, technology-based learning media has become an indispensable instrument for improving educational effectiveness, accommodating diverse learning styles, and equipping students for an increasingly interconnected, technology-driven world. When effectively utilized, technology can make education more engaging, contextually relevant, and of higher quality.<sup>13</sup> However, the legal responsibility in the administration of education through digital technology becomes crucial, particularly in ensuring that the process complies with legal standards, remains safe, and upholds integrity.

National education law, as well as regulations on information and communication technology, governs the administration of education through digital platforms. The principle of legal responsibility is related to obligations that encompass responsibilities in public law, including state administrative responsibility and criminal liability, as well as responsibilities within the context of private or civil law. Higher education institutions, as providers of digital-

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<sup>10</sup> Ediwarman, *Monograf Metodologi Penelitian Hukum* (Medan: PT. Sofmedia, 2015).

<sup>11</sup> Nasro Min-Allah and Saleh Alrashed, "Smart Campus A Sketch," *Sustainable Cities and Society* 59, no. April (2020): 102231, <https://doi.org/10.1016/j.scs.2020.102231>.

<sup>12</sup> Bahtiar Nurdin Binarso Yusi Ardi, Sarwoko Eka Adi, "Pembangunan Sistem Informasi Alumni Berbasis Web Pada Program Studi Teknik Informatika Universitas Diponogoro," *Journal of Informatics and Technology* 1, no. 1 (2012): 72–84, <https://ejournal3.undip.ac.id/index.php/joint/article/view/434>.

<sup>13</sup> Fifit Firmadani, "Media Pembelajaran Berbasis Teknologi Sebagai Inovasi Pembelajaran Era Revolusi Industri 4.0," *Prosiding Konferensi Pendidikan Nasional* 2, no. 1 (2020): 93–97, [http://ejurnal.mercubuana-yogya.ac.id/index.php/Prosiding\\_KoPeN/article/view/1084/660](http://ejurnal.mercubuana-yogya.ac.id/index.php/Prosiding_KoPeN/article/view/1084/660).

based education, bear legal responsibilities such as ensuring the security of personal data, guaranteeing the quality of education, and ensuring compliance with the law.

### **The Legal Responsibility of Educational Institutions in Ensuring the Security of Personal Data in Digital-Based Learning Using Smartcampus**

As entities responsible for the management and processing of personal data, digital system providers are liable for all data under their control.<sup>14</sup> The use of digital platforms in higher education institutions is subject to Law No. 11 of 2008 on Electronic Information and Transactions (ITE Law). Article 32 of the ITE Law stipulates that:

“Paragraph (1) stipulates that any person who intentionally and without authority or unlawfully alters, adds, reduces, transmits, damages, deletes, moves, or hides Electronic Information and/or Electronic Documents belonging to another person or to the public shall be held liable. Paragraph (2) states that any person who intentionally and without authority or unlawfully transfers or transmits Electronic Information and/or Electronic Documents to another party’s Electronic System without authorization shall be held liable. Paragraph (3) provides that any actions referred to in paragraph (1) that result in confidential Electronic Information and/or Electronic Documents becoming accessible to the public with compromised data integrity shall be subject to legal consequences.”<sup>15</sup>

Educational institutions are responsible for ensuring that the use of digital platforms complies with regulations concerning the security, validity, and confidentiality of student data in accordance with the applicable laws.

The regulation of personal data protection has been explicitly accommodated in several laws and regulations, including Law No. 11 of 2008 on Electronic Information and Transactions and Law No. 27 of 2022 on Personal Data Protection (PDP Law), along with their implementing regulations. In these provisions, the term "Personal Data Protection" is formally recognized and clearly defined. Based on an analysis of the regulations related to Personal Data Protection, it can be concluded that every Electronic System Provider in Indonesia is required to comply with personal data protection standards.

Educational institutions bear a legal duty to safeguard the personal data of students, educators, and staff from unauthorized access. This protection encompasses personal information, academic records, and attendance data, all of which must be managed through the enforcement of stringent privacy policies and the utilization of secure digital platforms. Pursuant to Law No. 20 of 2003 on the National Education System (Sisdiknas Law), the protection of personal data constitutes an inherent responsibility of educational institutions in the delivery of educational services. Accordingly, digital platforms are required to maintain transparent privacy policies and adhere to rigorous data security standards. For instance, Google Classroom and Google Workspace for Education incorporate robust security features designed to protect students’ personal data.<sup>16</sup>

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<sup>14</sup> Antoni H. Osnah and R. Yofany, “Law Enforcement Against Perpetrators of Defamation Through Social Media Based on the ITE Law,” *International Journal of Multicultural and Multireligious Understanding* 10, no. 4 (2023): 4643, <https://doi.org/https://doi.org/10.18415/ijmmu.v10i4.4643>.

<sup>15</sup> Central Government, “Law Number 11 of 2008 on Electronic Information and Transactions” (2008).

<sup>16</sup> Yulfi Melia Gusmeri, “Platform Digital Dan Media Sosial Belajar Pembelajaran Wadah Teknologi Perkembangan Ahli Masa Endemi,” Universitas Muhammadiyah Tangerang, 2003, <https://umt.ac.id/platform-digital-dan-social-media-learning-sebagai-wadah-perkembangan-teknologi-pendidikan-masa-endemi/>.



Educational institutions are also obligated to implement reliable security systems to prevent cyber threats, such as hacking and data theft. It is essential for institutions to ensure the stability and security of the networks they use to avoid disruptions and unauthorized access. The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek RI), through the Rumah Belajar portal, likewise emphasizes the importance of network security on their online learning platforms as a risk mitigation measure against cyber threats.<sup>17</sup>

Educational institutions are required to formulate and implement clear and comprehensive data protection policies. These policies must cover procedures for the collection, storage, and processing of students' personal data. Pursuant to Law No. 27 of 2022 on Personal Data Protection (PDP Law), personal data includes information that can be used to specifically identify an individual, and institutions are responsible for ensuring that such data is managed securely and in compliance with applicable legal provisions.<sup>18</sup>

The use of smartcampus as an integrated academic service digital platform must ensure its security in efforts to protect personal data. Every institution utilizing digital services, including smartcampus, is required to implement robust security systems, including data encryption mechanisms and strict access controls. Article 32 of the PDP Law outlines that personal data protection includes the principle of strict security in data processing, including the use of technology to safeguard data from unauthorized access.<sup>19</sup> This principle aligns with the understanding that data security management depends not only on the storage location but also on the implementation of effective and comprehensive security systems.

The Personal Data Protection Law serves as a comprehensive framework for safeguarding personal data, encompassing both electronic and non-electronic processing systems. Each institution is required to adopt data protection measures tailored to its unique characteristics and operational needs. Such security assurances foster a sense of confidence among students, alleviating concerns over potential data breaches or grade manipulation. In this context, system security emerges as a pivotal determinant of users' trust in online education platforms.<sup>20</sup>

### **The Legal Responsibility of Educational Institutions in Ensuring the Quality of Learning in Digital-Based Education Using Smartcampus**

The quality of education must remain the primary focus, even with the use of digital platforms. This includes providing relevant and high-quality instructional materials, as well as training for educators to effectively utilize technology. The materials presented must be valid and aligned with the applicable curriculum.

Article 3 of the National Education System Law (UU Sisdiknas) states that education is organized to develop the potential of students to become quality individuals.<sup>21</sup> Even with the use of technology, this principle must still be upheld. Quality assurance is an essential element

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<sup>17</sup> Albetrus Adit, "12 Aplikasi Pembelajaran Daring Kerjasama Kemendikbud, Gratis!," Kompas.com, 2020, <https://edukasi.kompas.com/read/2020/03/22/123204571/12-aplikasi-pembelajaran-daring-kerjasama-kemendikbud-gratis>.

<sup>18</sup> Central Government, "Law Number 27 of 2022 Concerning Personal Data Protection" (2022).

<sup>19</sup> Central government.

<sup>20</sup> Ahmad Nugraha and Rudi Santoso, "Assurance and Trust in Digital Learning Environments," *Journal of Educational Technology* 6 No.1 (2021): 73–85.

<sup>21</sup> Pemerintah Pusat, "Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional" (2003).

in every effort for effective distance learning. Quality assurance can only function properly if there is strong support for everything required, including data collection, involvement of experts with various competencies, dialogue, discussions, adjustments, shifts in focus, and the provision of resources (human, technology, and financial).<sup>22</sup>

Article 63 of Law No. 12 of 2012 on Higher Education explains the authority of the autonomy of higher education management, which is implemented based on the principle of accountability. The explanation of Article 63 outlines accountability as the ratio of lecturers to students, adequacy of facilities and infrastructure, the provision of quality education, and the competence of graduates.<sup>23</sup>

Educational institutions bear a crucial responsibility in maintaining educational quality standards and ensuring that learning outcomes delivered through digital platforms are legally accountable. To uphold educational standards and ensure that the educational outcomes provided through digital platforms are legally accountable, several key elements must be considered:

a. Implementation of Educational Management Standards

Institutions must adopt educational management standards while remaining under government supervision. The government's efforts to control the quality of higher education are carried out through external quality assurance programs by the National Accreditation Agency for Higher Education (BAN-PT). The development of digital-based learning can better maintain its quality when institutions are able to integrate technology with educational standards. These standards assist institutions in designing and managing learning programs that meet the needs of students and other stakeholders.<sup>24</sup>

b. Development of Quality Content

Institutions must ensure that the content delivered through digital platforms meets minimum quality standards. This includes regular assessments of learning materials to ensure their relevance and effectiveness. Collaborating with education experts and EdTech companies will help in establishing these standards.<sup>25</sup>

In addition, educational institutions must also anticipate copyright violations. The use of copyrighted learning materials has become increasingly common. Therefore, educational institutions bear a significant responsibility to ensure that the use of such materials complies with legal provisions and does not infringe upon others' copyrights. This is due to the fact that much of the learning material used by educational institutions comes from the works of others, such as textbooks, academic articles, lecture videos, and various other sources.<sup>26</sup>

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<sup>22</sup> Dennis Cheek, "Assuring Quality in Online Learning," *Journal of Educational Technology and Online Learning* 4, no. 4 (2021): 546–61, <https://doi.org/10.31681/jetol.1019257>.

<sup>23</sup> Pemerintah Pusat, "Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi" (2012).

<sup>24</sup> Evodia Global, "Meningkatkan Kualitas Pendidikan Melalui Integrasi Teknologi Digital Dengan ISO 21001 : 2018," 2024, <https://evodiaglobal.co.id/2024/07/01/meningkatkan-kualitas-pendidikan-melalui-integrasi-teknologi-digital-dengan-iso-21001-2018/>.

<sup>25</sup> Kementerian Pendidikan dan Kebudayaan, "Platform Digital Kemendikbudristek Berikan Dampak Positif Bagi Semua Sektor Pendidikan," 2023, <https://www.kemdikbud.go.id/main/blog/2023/05/platform-digital-kemendikbudristek-berikan-dampak-positif-bagi-semua-sektor-pendidikan>.

<sup>26</sup> Kementerian Hukum dan Hak Asasi Manusia Direktorat, "Modul Kekayaan Intelektual Tingkat Dasar Bidang Hak Cipta," 2020.

Educational institutions need to understand what falls under the category of copyright. Copyright is an exclusive right held by the creator of a scientific, artistic, or other creative work. Each country has its own copyright laws that regulate how these rights can be used and waived. In Indonesia, an example of a law governing copyright is Law No. 28 of 2014 on Copyright.<sup>27</sup>

c. Training and Professional Development

Training and professional development of educators is a crucial element in maintaining the quality standards of education, especially in the context of digital transformation. Educational institutions must implement continuous training programs designed to enhance educators' competence in the use of digital technologies and effective teaching methodologies. This aims to ensure that educators can provide a high-quality learning experience for students.

Systematic and integrated training not only enables educators to adopt the latest digital tools and resources but also encourages the application of innovative pedagogical approaches. Through comprehensive training, it is expected that educators can optimize student interaction and engagement, as well as enhance the effectiveness of the learning process. Therefore, institutional policies that support professional development should be a priority, including the provision of adequate time allocation, resources, and support.

d. Legal Compliance

Educational institutions must comply with regulations related to digital education, including the protection of students' personal data and copyright of learning materials. Ensuring that all practices align with regulations will reduce future legal risks.<sup>28</sup>

Research shows that institutions that implement practices in accordance with regulations not only protect themselves from legal sanctions but also enhance public trust in the quality of the education provided. Thus, the integration of law into the digital education process becomes crucial to create a safe and responsible learning environment.<sup>29</sup>

The convergence of educational management standards, quality content development, professional training, and legal compliance constitutes the foundation for sustainable and accountable digital learning. By adopting robust management frameworks, maintaining content relevance while ensuring copyright compliance, investing in continuous professional development for educators, and rigorously upholding data protection and other legal obligations, educational institutions can strengthen both the quality and integrity of digital education. This comprehensive approach not only mitigates legal risks and enhances institutional credibility but also guarantees that students receive equitable, secure, and high-quality learning experiences consistent with national and international standards.

## Conclusion

Based on the preceding discussion, the conclusions are as follows:

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<sup>27</sup> Pemerintah Pusat, "Undang-Undang Nomor 28 Tahun 2014 Tentang Hak Cipta" (2014).

<sup>28</sup> Fitri Astari Asril, Rika Ratna Permata, and Tasya Safiranita Ramli, "Perlindungan Hak Cipta Pada Platform Digital Kreatif YouTube," *Jurnal Jurisprudence* 10, no. 2 (2021): 146–62, <https://doi.org/10.23917/jurisprudence.v10i2.10368>.

<sup>29</sup> V. Kumar and M. Bansal, "Legal Aspects of E-Learning: A Study on Compliance and Risk Management in Educational Institutions," *Journal of Education and Practice* 12, no. 5 (2021): 56–67



Firstly, digital learning platforms such as Smart Campus and Academic Information Systems (SIKAD) have contributed to enhancing the quality and efficiency of higher education. Through the integration of cloud computing and Internet of Things (IoT) technologies, these platforms facilitate the delivery of learning outcomes in a manner that is more transparent, precise, and accessible. They also foster student innovation and creativity in presenting projects and ideas. However, the utilization of such technologies necessitates strict legal compliance, particularly in relation to personal data protection and system security, to safeguard the integrity of the educational process..

Secondly, educational institutions must continuously strengthen data security and enhance the quality of learning delivered through their digital platforms. Compliance with applicable regulations such as the Personal Data Protection Law and the National Education System Law is essential to safeguarding student privacy and ensuring the quality of educational materials. Furthermore, ongoing training and professional development for educators are necessary to maximize the effective use of technology, while ensuring that all learning content meets established quality benchmarks and adheres to legal requirements, including copyright protection. This strategy not only shields institutions from potential legal liabilities but also fosters greater student and public confidence in the quality and credibility of digital education.

To maintain the sustainability and credibility of digital-based education, educational institutions must prioritize comprehensive cybersecurity strategies to safeguard sensitive information, particularly the personal data of students and staff, when employing platforms such as Smart Campus. This entails regularly upgrading digital infrastructure with advanced security features and ensuring strict compliance with relevant legal frameworks, including the Personal Data Protection Law, to preserve data integrity and confidentiality. Equally critical is sustained investment in structured training and professional development for educators, enabling them to integrate digital tools effectively into pedagogical practices and thereby enhance learning outcomes. Institutions must also guarantee that all digital content complies with copyright and other intellectual property laws, thereby protecting both institutional and third-party creative works. Collectively, these measures are vital not only for ensuring adherence to legal requirements but also for upholding educational quality and cultivating trust among students, parents, and the broader academic community. Such integrated efforts reinforce institutional accountability while fostering a secure, high-quality digital learning environment.

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