

Analysis of the Effectiveness of Using School Websites in Disseminating Information for Teachers at State Vocational School 4 Samarinda

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ABSTRACT

This study aims to analyze the effectiveness of the school website as a medium for internal information dissemination for teachers at SMK Negeri 4 Samarinda. The background of this study is based on the low utilization of the school website for internal communication, even though the navigation and content are considered adequate. The study used a descriptive quantitative approach with a population survey method, involving all full-time teachers as respondents. Data were collected through an online questionnaire using a five-point Likert scale, which included indicators of frequency of access, ease of navigation, completeness of content, information understandability, and user satisfaction level. Analysis was conducted using descriptive statistics by calculating frequencies, percentages, and averages. The results showed that the majority of teachers rarely access the website, with 45% visiting every 1-3 months and 40% every 3-6 months. Navigation was considered easy by 85% of respondents, content was considered complete by 65%, information understandability was high (65% agree, 15% strongly agree), and the level of satisfaction was in the positive category. However, the low frequency of access indicates the need for a more relevant content management strategy, regular updates, and improvement of teachers' digital literacy. The implications of this research provide practical recommendations for schools to optimize websites as a means of inclusive, interactive, and sustainable internal communication.

INTRODUCTION

In the era of digital globalization, educational institutions worldwide are increasingly utilizing websites as a primary means of information dissemination. Internationally, research shows that schools that effectively integrate internal websites can bridge communication between management and educators more effectively. (Wijaya et al., 2024). In Indonesia, although digital transformation in education has accelerated since the COVID-19 pandemic, limited research has examined the role of school websites as dedicated information sources for teachers. (Picauly, 2024).

In many schools, website management emphasizes external profiling rather than internal communication. Preliminary observations and interviews at vocational schools indicate that teachers often receive essential updates such as curriculum changes, policy announcements, accreditation schedules, and internal news late or in incomplete form.

From an educational and organizational culture perspective, this issue is significant because it relates to teacher engagement within a school's digital environment. As formal platforms, school websites promote transparency and encourage active participation. (Jaleel, 2025) notes that inclusive technology use can bridge generational gaps among teachers and strengthen the digital competencies of the school community, aligning with the aims of modern education.

To date, few national or international studies have explored teachers' lived experiences in using school websites for internal information sharing. Most prior research has evaluated other digital learning platforms, such as Google Classroom or e-learning systems, rather than focusing on the routine, practical use of institutional websites. This study, using a descriptive quantitative, population-based approach, involves all full-time teachers at SMK Negeri 4 Samarinda without sampling, with the objective of capturing teachers' understanding, access patterns, and interpretations of website content.

The purpose of this study is to examine the experiences, perceptions, and obstacles faced by teachers at SMK Negeri 4 Samarinda in utilizing the school website as a medium for internal information dissemination. The research focuses on the meaning of website use, barriers to digital communication, teachers' adaptation strategies to digital media, and the impact of organizational culture on the effectiveness of use. The theoretical contribution is expected to enrich the literature on organizational communication and digital literacy in the context of Indonesian vocational education. Practically, the research results provide recommendations for school administrators and policymakers in designing a website-based communication system that is inclusive, participatory, and tailored to teachers' needs.

RESEARCH METHODS

This study uses a descriptive quantitative approach to understand and measure teachers' perceptions of the effectiveness of school websites as a medium for internal information dissemination. This type of research was chosen because it can provide a comprehensive empirical picture of the level of school website utilization based on the perceptions of the research

subjects.(Sambrani, 2021)This study was population-based, involving all full-time teachers at SMK Negeri 4 Samarinda, so no sampling technique was used. This approach aligns with the research objectives, which sought to evaluate teacher involvement in website use, as well as its barriers and effectiveness in conveying important information such as policies, activity schedules, and curriculum documents. Descriptive models are also widely used in educational research to analyze perception-based attitudes and experiences.(Loeb et al., 2017).

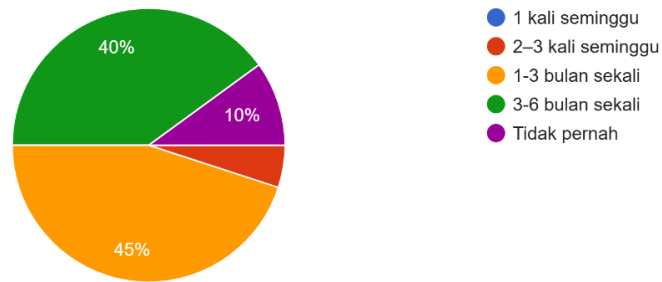
Data collection was conducted through an online questionnaire using the Google Forms platform. The instrument was developed based on website utilization indicators, including: frequency of access, ease of navigation, completeness of content, information understandability, and user satisfaction level. Each statement was structured using a 5-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree," which facilitated the analysis of teachers' level of agreement with the proposed items. Prior to distribution, the questionnaire was validated for content validity and tested for reliability using the Cronbach's Alpha test. An alpha value of ≥ 0.70 is considered suitable for use. According to(Nurhikmah et al., 2024)The online method was chosen considering time efficiency and making it easier for respondents to access and fill out the questionnaire anytime and anywhere, while also reflecting the digital readiness of the teachers themselves.

The collected data was analyzed using quantitative descriptive statistics by calculating frequencies, percentages, and average values for each indicator. These results were then used to assess the effectiveness of school website utilization based on teacher perceptions. This technique is relevant to the descriptive approach because it produces factual and systematic information regarding actual conditions in the field.(Lesko et al., 2022)To sharpen the analysis, the data recapitulation results will be linked to theories of digital literacy, organizational communication, and educational technology policy. This method is considered valid and reliable in explaining the extent to which the digitalization of school information media has impacted teachers' professional practices, in line with contemporary approaches to educational management.

RESULTS

Based on data obtained through questionnaires distributed to all permanent teachers at SMK Negeri 4 Samarinda, a quantitative overview of the level of utilization of the school website as a medium for internal information dissemination was obtained. The data was processed and presented in diagrams to facilitate reading, visualize respondent response patterns, and clarify the frequency distribution for each research indicator, including access frequency, ease of navigation, completeness of content, information understandability, and user satisfaction level.

Diagram 1: Access frequency



Based on the results in Diagram 1, it can be seen that most respondents rarely access the school website. Forty-five percent of respondents only visit the website once every one to three months, while another 40% visit it even less frequently, once every three to six months. Only a small number of teachers access the website regularly, with 5% doing so two to three times a week. Meanwhile, 10% of respondents never visit the school website at all. These findings indicate that the level of website utilization as a means of disseminating information remains low, with access tending to be sporadic and unsustainable. This situation indicates the need for improved content management and outreach strategies to motivate teachers to access the website consistently.

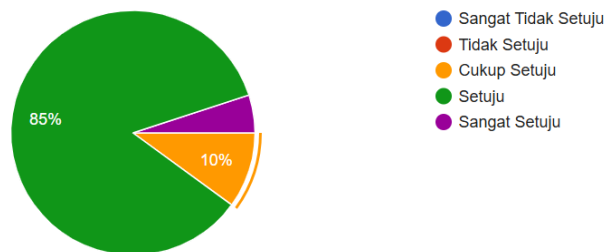


Diagram 2: Ease of navigation

Based on the results in Diagram 2, it can be seen that the majority of respondents had a positive perception of the ease of navigation on the school website. A total of 85% of respondents agreed that the available navigation system made it easier for them to access and find the information they needed. Furthermore, 10% of respondents were in the somewhat agree category, while another 5% gave a rating of strongly agree. No respondents stated that they disagreed or strongly disagreed. These findings indicate that, in general, the website navigation meets user needs, although there is still room for improvement to optimize the information access experience.

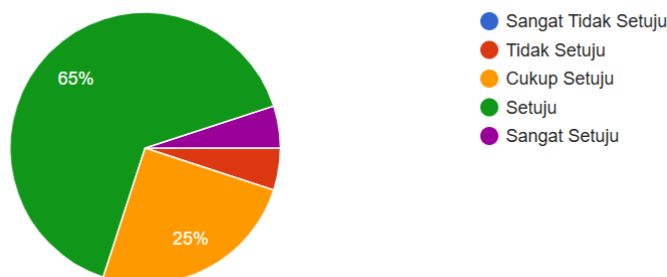


Diagram 3: Completeness of content

Based on the results in Diagram 3, the majority of respondents gave a positive assessment of the completeness of the content on the school website. Sixty-five percent of respondents agreed that the available information covered their needs. Meanwhile, 25 percent of respondents were in the somewhat agree category, 5 percent disagreed, and another 5 percent strongly agreed. No respondents strongly disagreed. These findings indicate that the website content generally meets user expectations, although a small percentage still felt the need to improve the variety and depth of information to more comprehensively support needs.

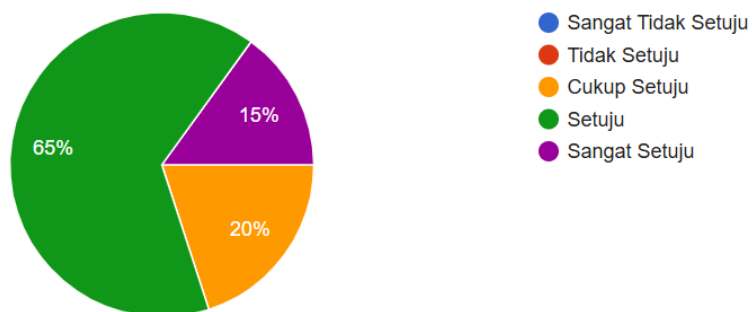


Diagram 4: Information comprehension

Based on the results in Diagram 4, the majority of respondents gave a positive assessment of the comprehensibility of the information presented on the school website. Sixty-five percent of respondents agreed that the information provided was easy to understand. Meanwhile, 20 percent of respondents were in the somewhat agree category, and 15 percent strongly agreed. No respondents disagreed or strongly disagreed. These findings indicate that the information presented is generally presented in a clear and communicative manner, although improvements in presentation quality can continue to be made to ensure all users can optimally understand the content.

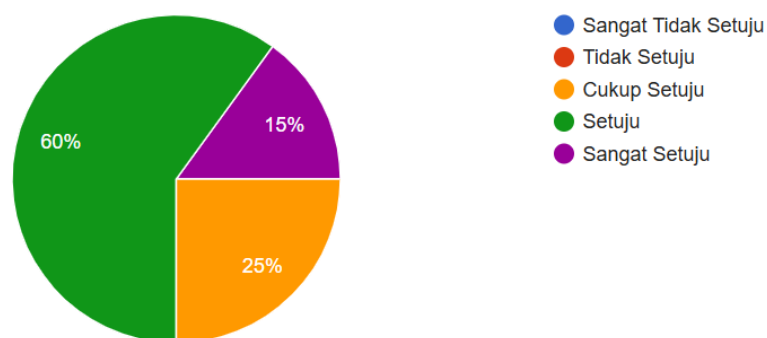


Diagram 5: User satisfaction level

Based on Diagram 5, the distribution of user satisfaction levels regarding the use of the school website shows that the majority of respondents are in the Agree category (60%), followed by Somewhat Agree (25%), and Strongly Agree (15%). No respondents chose the Disagree or Strongly Disagree categories. Scientifically, these findings indicate that the implementation of the school website as a medium for internal information dissemination has received positive

acceptance from the majority of teachers. The dominant percentage in the Agree category indicates a relatively consistent perception of the usefulness and effectiveness of the available features. The presence of a quarter of the population with a Somewhat Agree response indicates that although the majority of teachers are satisfied, there is still room for improvement, particularly in aspects that could encourage respondents to transition from moderate satisfaction to a higher level of satisfaction.

DISCUSSION

Research at SMK Negeri 4 Samarinda shows that the majority of teachers rarely access the school website; nearly half only access it once every 1–3 months, the majority less frequently, and only a few access it regularly. This indicates that the website's function as a medium for disseminating internal information is not yet optimal. This finding aligns with research at early childhood education institutions in Malang City, which showed that website effectiveness was moderate. Both results indicate that low access frequency is a factor limiting the website's optimal function in supporting communication and the school's image. Therefore, increasing the frequency of visits can be achieved through more relevant and engaging content management, as well as digital literacy support that encourages the habit of regularly accessing the website. (Anggraeni et al., 2024)

Research at SMK Negeri 4 Samarinda showed that the majority of teachers considered the school website's navigation to facilitate information retrieval, with 85% agreeing and 5% strongly agreeing, with no negative responses. This indicates that the navigation is functioning well, although there is still room for improvement to optimize information access. These results align with findings at Cahaya Pelita Elementary School, where simple, responsive, and informative navigation has been shown to improve ease of access for parents, students, and educators, while simultaneously strengthening the school's image. Both findings confirm that clear and structured navigation is a strategic factor in the effectiveness of a school website, as it encourages user engagement, reduces barriers to information retrieval, and ensures messages reach their intended audience. (Valentino & Yusuf, 2025)

Research at SMK Negeri 4 Samarinda showed that the majority of teachers rated the school website's content as adequate, with key information such as the school profile, agenda, and announcements adequately provided. However, some teachers gave it a "sufficient" rating, suggesting the need for regular updates and additional information to better meet user needs. These findings align with findings at TK Asoka Makassar, which emphasized that content completeness is a critical factor in the effectiveness of information services. A website that includes a comprehensive menu, from profiles, programs, facilities, to achievements, can increase transparency, expand the reach of information, and strengthen the website's function as a communication and promotional tool for the school. Both studies confirmed that comprehensive content directly contributes to positive user perceptions and successful information dissemination, with the caveat that ongoing updates, relevance, and development of interactive features are necessary. (Amar Sani, 2022)

The results in Diagram 4 of the study at SMK Negeri 4 Samarinda indicate that the level of information comprehension among school website users is in the good category, as indicated by the majority of respondents stating they can understand the information presented clearly and easily. This success is influenced by the use of simple language, systematic content arrangement, and the support of visual elements that help clarify the message. The organized information structure minimizes the potential for miscommunication, allowing users to access and process information without significant obstacles. These results align with findings at TK Asoka Makassar, where 92% of respondents rated the website information as highly relevant to their needs, making it easier to understand. Both studies confirm that information comprehension can be improved through communicative language, structured content organization, and the selection of relevant and regularly updated information. (Amar Sani, 2022)

Based on the results of Diagram 5, the level of teacher satisfaction with the use of the school website at SMK Negeri 4 Samarinda is in the positive category. The majority of respondents (60%) stated that they agreed that the website was beneficial and supported their information needs, 25% were in the somewhat agree category, and 15% strongly agreed. No respondents expressed dissatisfaction. This pattern indicates that the website implementation has been well received by the majority of teachers, although some users still have a moderate level of satisfaction who indicate the need for improvements in certain aspects, such as content variety, access speed, or more regular information updates.

These findings align with research on the North School website, which showed that user satisfaction is significantly influenced by the quality of information services, system reliability, ease of use, and attractive design. The study confirmed that websites with clear navigation, attractive displays, and relevant content significantly increase positive user perceptions. High satisfaction also correlates with more consistent visit frequency, which in turn strengthens the website's function as a communication and promotional tool for the school. (Rahmatullah et al., 2019)

The interconnectedness of these two findings underscores that user satisfaction is a crucial indicator in assessing the effectiveness of a school website. Satisfaction depends not only on the fulfillment of information needs but also on the overall user experience, from access speed to ease of navigation. Therefore, optimizing a website's function as a means of internal information dissemination requires a sustainable strategy that includes regular content updates, improved display quality, and enhanced interactivity to maintain and enhance user satisfaction. (Rahmatullah et al., 2019)

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, the use of the school website at SMK Negeri 4 Samarinda as a medium for internal information dissemination is categorized as quite effective. Although navigation is considered easy, the content is relatively comprehensive, and the information is easy to understand, the frequency of teacher access is still low. The level of user satisfaction is categorized as good, but still needs improvement through regular information updates, design improvements, accelerated access, and adding content variety. Website effectiveness is largely determined by the integration between ease of use, completeness and understandability of content, and user satisfaction. Optimizing website functions requires a sustainable strategy that includes improving teacher digital literacy, managing relevant content, and strengthening interactivity to support the school's digital communication and culture.

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