



An Evaluation of Information Management on the Website of Tenggara 1 Public Junior High School

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ABSTRACT

This study evaluates the effectiveness of information management on the Tenggara 1 Public Junior High School website, employing a descriptive quantitative approach with 60 respondents. The assessment focused on five key indicators: information relevance (average score: 4.2), content currency (4.0), accessibility and navigation (4.2), visual design (4.2), and information completeness (4.0). The highest score, 4.4, was attributed to mobile accessibility, while the lowest, 3.8, pertained to the visibility of the academic schedule. Overall, respondents found the website to be relevant and user-friendly; however, concerns were raised regarding the consistency of content updates. It is recommended that the school improve the timeliness of updates and enhance the visibility of academic information to strengthen transparency, usability, and compliance with public information standards.

INTRODUCTION

In today's digital era, a website is no longer just a complement but an essential part of an institution's identity and operations, including for schools. A school website functions as a communication platform between the school and its students, parents, teachers, alumni, and the wider community. Information may be distributed rapidly and effectively, and it is always available, regardless of time or location constraints (Asrin & Utami, 2023; Bahari et al., 2019; Estri et al., 2024). Maintaining a school website cannot be neglected, especially as public demands for openness and transparency continue to rise. Information must be delivered in a timely, accurate, and understandable manner through this medium (Laugi, 2020; Phratama et al., 2024; Rerung & Ramadhan, 2024).

Kutai Kartanegara Regency's Tenggarong 1 Public Junior High School is a public junior high school that is crucial to the area's educational system. A school's website serves as a key window into its performance and integrity in the face of mounting calls for open access to educational information (Fitriani et al., 2017; Susanti et al., 2023). Information including the school's profile, goal and mission, organisational structure, announcements, activity schedules, student and teacher accomplishments, and news archives can all be shared via this website (Asrin & Utami, 2023; Sanoto et al., 2025).

Meanwhile, the Department of Communication and Information Technology and the Department of Education and Culture of Kutai Kartanegara have actively encouraged every school to establish an independent Information and Documentation Management Officer and systematically update their official websites to meet national public information service standards. Some schools have even developed internal policies aligned with Information Commission regulations and regional public service procedures at the provincial or district level. In practice, however, there is no guarantee that the Tenggarong 1 Public Junior High School website fully adheres to the principles of content clarity, data accuracy, accessibility, and information structure as required by the Public Information Disclosure Law and its implementing regulations. Common issues such as overly formal announcements, delayed schedule updates, unresponsive mobile navigation, or unintuitive information structure can reduce the site's function as a tool of transparency and accountability.

However, a school website's existence by itself does not guarantee its efficacy. The best content management systems have not yet been implemented in many schools. Unintuitive design, unclear navigation, and sporadic content updates are among the typical problems found in usability assessments of Indonesian school websites (Laugi, 2020; Simamora, 2025). According to other research, these websites' trustworthiness and interface quality tend to deteriorate in the absence of proper training and human resources (Bahari et al., 2019; Sanoto et al., 2025).

Readability and content structure are two of the most important components of digital information management. Websites for schools must provide information in a clear and user-friendly manner. According to research, a website's logical information structure has a big impact on how easily users can comprehend and utilise its capabilities (Anistyasari et al., 2021; Rerung &

Ramadhan, 2024). In the absence of this, knowledge may end up being a burden rather than a help. Furthermore, a school website's information architecture and visual design has to be commensurate with the calibre of the educational establishment it represents (Simamora, 2025).

Learnability and memorability are two factors that have a significant impact on a school website's capacity to deliver a satisfying user experience. Users are more likely to interact with a website when its navigation and style are simple for them to comprehend and retain, particularly when instructional activities are included (Rerung & Ramadhan, 2024). For pupils who are digital natives and already conversant with technology, this is especially crucial.

From a user engagement perspective, studies show that parental and community involvement in utilizing school websites largely depends on how well the platform supports two-way communication and offers relevant content (Asrin & Utami, 2023). When a school website functions only as a passive bulletin board, its interactive potential is lost. In fact, with a strategic communication approach, a school website can become a vital bridge between the school environment and the surrounding community (Susanti et al., 2023).

A study by Simamora (2025) reveals that many school websites still fall short of meeting inclusivity standards, even though the diversity of users, including those with disabilities, requires adequate digital accessibility features. This highlights the need for automated accessibility assessments in school contexts.

As a case study, Tenggaraong 1 Public Junior High School holds strong potential to become a model for effective digital information management. However, this can only be achieved through comprehensive evaluation of the website's various aspects, including information completeness, content currency, page structure, responsive design, and data security (Phratama et al., 2024; Sanoto et al., 2025). Data-driven evaluations like this are necessary to design long-term website development that is both sustainable and adaptable to technological changes.

Managing school websites is more than simply a technical problem, and this must be emphasised when talking about public policy. It involves both legal and moral commitments. Law No. 14 of 2008 on Public Information Disclosure mandates that educational institutions, as public bodies, provide freely accessible information about their services (Fitriani et al., 2017; Rahardjo et al., 2007). For fulfilling this transparency obligation, the school website is one of the primary resources.

The Tenggaraong 1 Public Junior High School website will hopefully be thoroughly examined in order to pinpoint both its advantages and disadvantages. The purpose of this review is to support ongoing growth and improvement rather than to identify flaws. Schools should strategically navigate the shift to technology-based education by enhancing usability-based information systems, as noted by Laugi (2020).

An innovative digital learning tool, a strategic communication channel, and a powerful platform for public openness may all be achieved with a well-managed school website. In addition to making knowledge more easily

accessible, it also shows the school's dedication to offering inclusive, responsible, and future-ready instruction (Anistyasari et al., 2021; Rerung & Ramadhan, 2024).

LITERATURE REVIEW

Public Information Disclosure in the Educational Context

Disclosure of public information is a fundamental tenet of effective governance, which extends to the education sector. Law No. 14 of 2008 in Indonesia requires all public institutions, including schools, to give the public accurate, comprehensive, and freely available information (Lubis et al., 2018). Information transparency is not only required by law, but it is also a calculated tactic to build partnerships between communities and schools (Novita et al., 2022). According to Abello-Romero et al. (2019), efficient information sharing also improves public participation in monitoring the calibre of educational services and supports institutional responsibility. Regretfully, a large number of Indonesian schools have yet to fully optimise their websites as the main digital channels for distributing public information (Lubis et al., 2018).

Digital Information Management in Schools

In today's digital era, a school website serves as both its public identity and its official communication channel with stakeholders. Effective digital information management involves not only technical aspects such as design and system integration but also managerial components such as organizational structure and content policies (Pfefferling & Kehling, 2021).

To ensure high quality information management, schools must be supported by competent human resources, sufficient technological infrastructure, and standardized operating procedures (Novita et al., 2022).

a. Information Relevance

Information relevance is essential to ensure that a school website functions as a meaningful communication platform rather than merely as a document repository. Content must meet the core needs of users such as students, parents, teachers, and the general public (Marchionini, 2006).

b. Content Currency

Timely updates reflect institutional professionalism. Outdated or inaccurate content can damage the school's credibility and reduce public trust (Garde Sánchez et al., 2013).

c. Accessibility and Navigation

Web accessibility is a fundamental right for all users, including those with physical, technological, or geographical limitations. School websites should be designed following universal design principles, referring to the Web Content Accessibility Guidelines WCAG 2.1 issued by the W3C. These include features such as alternative text, keyboard navigation, mobile compatibility, and clear page structure (Shah, 2024).

d. Appearance and Design

Visual design plays an important role in shaping users' first impressions. A clean and well organized website with consistent colors and typography

enhances the credibility of the institution. Design should be not only aesthetically pleasing but also functional and user friendly (Norman, 2013).

e. Information Completeness

Information completeness demonstrates a school's commitment to transparency. This includes the school profile, organizational structure, academic and extracurricular programs, staff directories, activity reports, and public financial disclosures (Russell et al., 2018).

METHODOLOGY

This study takes a descriptive quantitative approach to evaluate how information is managed on the official website of Tenggara 1 Public Junior High School. This method was chosen because it allows for data collection and analysis in numerical terms, giving an objective view of how well the site handles and presents its information.

The study's population includes all users of the website, both from within the school and the wider community. Due to time and access constraints, the researcher used purposive sampling, selecting participants based on specific criteria: they must have visited the website at least once in the last six months and have a clear interest in the content. Respondents were grouped into three categories: students (regular users of academic and activity-related updates), parents or guardians (who check on their children's school progress), and members of the general public (including alumni, prospective students, and local residents looking for information about the school). The study aimed to gather feedback from at least 60 respondents, distributed proportionally across these groups.

An online survey administered using Google Forms was used to collect primary data, with the goal of learning how users felt about the website's information management. Five primary indications were the focus of the questionnaire: fullness of the information, design and visual appeal, ease of access and navigation, material that is current, and relevancy of the information. A 5-point Likert scale, ranging from strongly disagree (1) to strongly agree (5), was used to score a number of particular statements for each indicator. Two ICT teachers evaluated the questionnaire's validity after it was created using well accepted standards for assessing the quality of online content.

The researcher conducted a firsthand study of the school's website in addition to the poll. Examining the menus' organisation and structure, the kinds of content that were provided, the frequency of changes, and whether the design complied with public information standards were all part of this. The purpose of documenting these observations was to bolster and contextualise the results of the questionnaire.

Descriptive quantitative techniques were used to analyse the data. To assess general user impressions, average scores were computed for every indication. Results were then categorized into five rating levels: very good (4.21–5.00), good (3.41–4.20), fair (2.61–3.40), poor (1.81–2.60), and very poor (1.00–1.80). A comparative analysis was also done to see if different user groups had different views about the website's information management. These results served as the

foundation for evaluating the school's performance in organising and disseminating information via its website.

The Tenggara 1 Public Junior High School website's five information management indicators served as the basis for the questionnaire instrument that follows. Respondents are asked to score a series of statements on a 5-point Likert scale for each indication.

Table 1. Questionnaire Instrument for Evaluating Information Management on the Tenggara 1 Public Junior High School Website

No	Indicator	Code	Statement	Likert Scale (1-5)				
01	Information Relevance	A1	The information provided on the website meets my needs as a user.	1	2	3	4	5
02	Information Relevance	A2	The website presents information that is important and relevant to me.	1	2	3	4	5
03	Information Relevance	A3	The content helps me understand school programs and activities.	1	2	3	4	5
04	Content Currency	B1	The information on the website is updated regularly.	1	2	3	4	5
05	Content Currency	B2	I rarely encounter outdated information on the website.	1	2	3	4	5
06	Content Currency	B3	Latest news or announcements are always available on the homepage.	1	2	3	4	5
07	Accessibility and Navigation	C1	The website is easily accessible from various devices (laptop, phone, tablet).	1	2	3	4	5
08	Accessibility and Navigation	C2	The menus and sub-menus are neatly arranged and easy to find.	1	2	3	4	5
09	Accessibility and Navigation	C3	It doesn't take long to find the information I'm looking for.	1	2	3	4	5
10	Appearance and Design	D1	The website design is visually appealing and pleasant to look at.	1	2	3	4	5
11	Appearance and Design	D2	Text and images on the website are easy to read.	1	2	3	4	5
12	Appearance and Design	D3	The layout is not confusing and does not make it	1	2	3	4	5

			difficult to understand the content.					
13	Information Completeness	E1	The website provides complete information about the school profile.	1	2	3	4	5
14	Information Completeness	E2	Event schedules or academic calendars are easy to find on the website.	1	2	3	4	5
15	Information Completeness	E3	The website provides clear contact information for inquiries.	1	2	3	4	5
16	Information Completeness	E4	Information about school programs and student achievements is presented in detail.	1	2	3	4	5

Table 2. Respondent Data Form

Question	Answer Options (Please Check One)
You belong to the category of:	☐ Student ☐ Parent/Guardian ☐ General Public
Gender:	☐ Male ☐ Female
How often do you access the school website?	☐ Often ☐ Occasionally ☐ Rarely
Device you usually use to access the website:	☐ Phone ☐ Laptop/PC ☐ Tablet

RESEARCH RESULT

This study involved 60 respondents consisting of students, parents, and members of the general public who had accessed the Tenggara 1 Public Junior High School website. The following is the distribution of respondents based on the specified criteria.

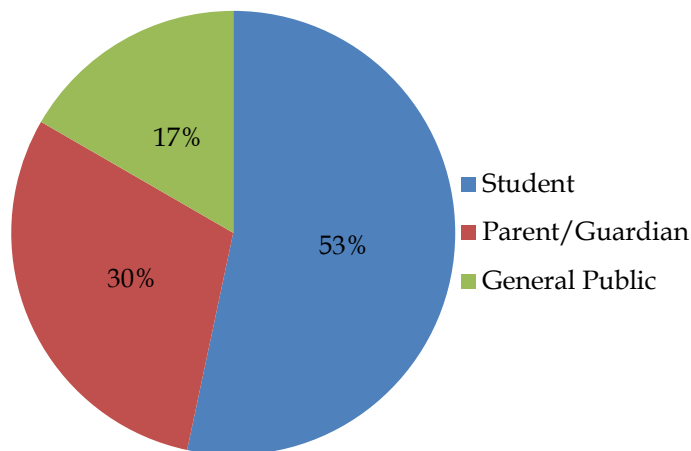


Figure 1. Distribution of Respondents by Category

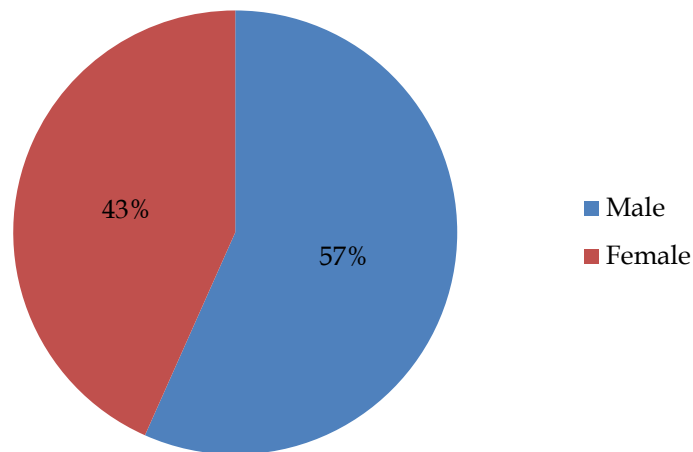


Figure 2. Distribution of Respondents by Gender

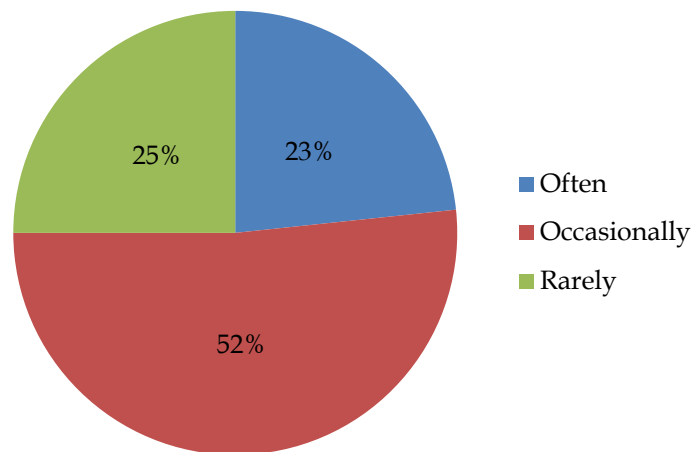


Figure 3. Distribution of Respondents by Frequency of Accessing the School Website

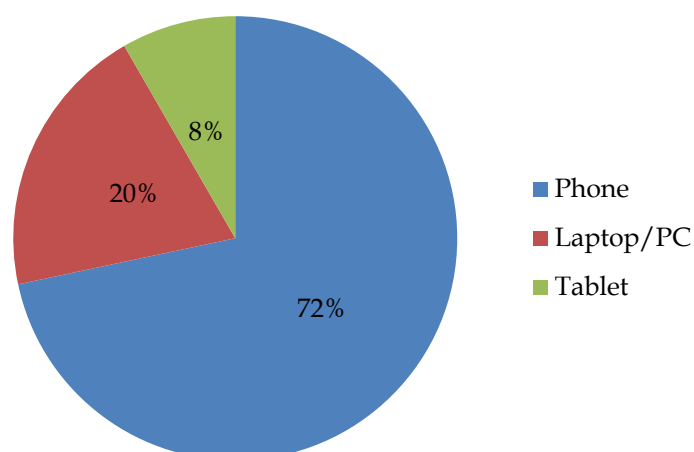


Figure 4. Distribution of Respondents by Device Commonly Used

All respondents have completed the questionnaire, and the results are presented as follows:

Table 3. Questionnaire Results

No	Indicator	Code	Statement	Average score	Description
01	Information Relevance	A1	The information provided on the website meets my needs as a user.	4.3	Very Good
02	Information Relevance	A2	The website presents information that is important and relevant to me.	4.2	Very Good
03	Information Relevance	A3	The content helps me understand school programs and activities.	4.1	Good
04	Content Currency	B1	The information on the website is updated regularly.	4.0	Good
05	Content Currency	B2	I rarely encounter outdated information on the website.	3.9	Fair
06	Content Currency	B3	Latest news or announcements are always available on the homepage.	4.0	Good
07	Accessibility and Navigation	C1	The website is easily accessible from various devices (laptop, phone, tablet).	4.4	Very Good
08	Accessibility and Navigation	C2	The menus and sub-menus are neatly arranged and easy to find.	4.2	Very Good
09	Accessibility and Navigation	C3	It doesn't take long to find the information I'm looking for.	4.0	Good
10	Appearance and Design	D1	The website design is visually appealing and pleasant to look at.	4.3	Very Good
11	Appearance and Design	D2	Text and images on the website are easy to read.	4.2	Very Good
12	Appearance and Design	D3	The layout is not confusing and does not make it difficult to understand the content.	4.1	Good
13	Information Completeness	E1	The website provides complete information about the school profile.	4.0	Good
14	Information Completeness	E2	Event schedules or academic calendars are easy to find on the website.	3.8	Fair

15	Information Completeness	E3	The website provides clear contact information for inquiries.	4.1	Good
16	Information Completeness	E4	Information about school programs and student achievements is presented in detail.	4.0	Good

DISCUSSION

Based on the results of a study involving 60 respondents from various backgrounds, namely students, parents, and members of the general public, it can be generally concluded that the official website of Tenggara 1 Public Junior High School has carried out its information management function fairly well. Most respondents were students, and the majority accessed the website using mobile phones, with their frequency of access falling into the "occasionally" category. This shows that although the website is fairly well-known, its usage intensity is still moderate, and there is still considerable potential to increase user participation.

Information Relevance

The research findings show that the information relevance aspect of the Tenggara 1 Public Junior High School website is rated very highly by respondents. The information provided is considered to meet users' needs, with an average score of 4.3. Additionally, the statement that the website presents important and relevant information scored 4.2, while the content that helps users understand school activities and programs received a score of 4.1. These three scores indicate that users feel the content is curated with their information needs in mind. However, there is still some room for improvement, particularly in making the content more in-depth or tailored to the specific needs of different user categories.

Content Currency

The content currency indicator received relatively good results, though not as high as other indicators. The statement that the website is regularly updated and the availability of the latest news or announcements both received scores of 4.0. Meanwhile, the statement about rarely encountering outdated information scored 3.9. These results suggest that while updates are being made, they are not yet fully consistent. Some users still perceive that certain content is not refreshed in a timely manner. To strengthen user trust and interest, ensuring the timeliness and consistency of content should be a key area for improvement.

Accessibility and Navigation

The website is rated very well in terms of accessibility and navigation. The highest score across the entire questionnaire was for ease of access from various devices, which received a 4.4. Well-organized menus and submenus scored 4.2, while the ease of finding needed information scored 4.0. These results indicate that users have a generally positive experience navigating the website, whether they access it via mobile phones, laptops, or tablets. The website's menu structure

and navigation system appear to be effective in helping users locate information quickly.

Appearance and Design

In terms of visual presentation, the website received strong appreciation from respondents. An attractive and visually pleasant design scored 4.3, followed by clear readability of text and images at 4.2, and ease of understanding the layout without confusion at 4.1. These findings suggest that the website's interface has been thoughtfully designed with user comfort in mind. While the overall appearance is already rated very positively, incorporating more interactive or responsive visual elements could further enhance the user experience.

Information Completeness

For the information completeness indicator, the results were somewhat varied. Information about the school profile, contact details, and school programs or student achievements each scored between 4.0 and 4.1, indicating a good level of quality. However, the availability of activity schedules or the academic calendar received a score of just 3.8, placing it in the "fairly good" category. This suggests that academic information may not be easily visible or accessible to users. Organizing content more clearly and placing key features in more strategic locations on the site could help improve perceptions of information completeness.

CONCLUSIONS AND RECOMMENDATIONS

This study shows that the official website of Tenggara 1 Public Junior High School has functioned quite well in managing information for the public. Of the 60 respondents involved, the majority were students and most accessed the website using mobile phones. The frequency of access was generally at a moderate level, which is "occasionally," which means the website is already known but has not been used regularly by all users. This is a note that there is still an opportunity to increase user participation and engagement in the future.

In terms of content, the information presented was considered highly relevant. Respondents felt that the content on the website matched their needs, helped them understand the school's programs, and provided important information they required. This means that in terms of substance, the website content is already appropriate and useful.

However, in terms of content currency, the results were slightly lower than in other aspects. Some users felt the information was not always updated regularly. This shows the need for improvement in consistency so that users feel more confident and comfortable when accessing the website.

In terms of ease of use, the website received very good ratings. Access from various devices ran smoothly, menus were well arranged, and users found it easy to locate the information they were looking for. This shows that from a technical and navigation structure perspective, the website already supports a good user experience.

Design and visual appearance also received positive appreciation. The website was considered attractive, pleasant to look at, and not confusing. This

made users feel comfortable when reading the information, although more interactive visual development could be an added value in the future.

For information completeness, the results were quite good but not uniform. Information about the school profile, contact details, and school programs and achievements was already well provided, but academic information such as the activity schedule was considered less visible. This could be an evaluation point so that important information is placed more strategically and is easier for users to find.

In general, the Tenggara 1 Public Junior High School website is already on the right track in delivering information to the public. However, there are some areas that can still be improved, especially in terms of content currency and completeness. With consistent updates and more structured presentation of information, this website could become a more optimal main source of information for all users.

ADVANCED RESEARCH

This study offers valuable insight into the management of public information on the official website of Tenggara 1 Public Junior High School. However, several limitations should be acknowledged.

The study involved a relatively small number of respondents, the majority of whom were students. The viewpoints of other significant user groups, including parents, alumni, instructors, and community members, could not have been sufficiently represented as a result. The total results could have been affected by this lack of variety.

Furthermore, the use of purposive sampling, while effective in selecting participants with relevant website experience, restricts the generalizability of the results. The exclusive reliance on quantitative methods also limits the depth of analysis. Without qualitative data such as interviews or open-ended responses, the study does not fully capture users' individual experiences or the underlying factors shaping their perceptions.

The extent of the research's observational component was also constrained. It was done by hand without the use of digital resources like user activity tracking software or web analytics. Consequently, the study is devoid of behavioural data that would have given the questionnaire results more context.

A wider range of participants, such as parents, instructors, graduates, and potential students, should be included in future studies. Including qualitative approaches would provide a more thorough comprehension of user requirements and expectations. Digital analytics tools may also be used to find trends in user behaviour and areas that need work. In the context of digital communication in educational settings, concerns like data privacy, information security, and interactive elements are all becoming more and more important. Addressing these issues in future research may also be beneficial.

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