

Development of A School Information Portal Based on *Google Sites* as a Medium for School Publication and Promotion

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Abstract: This study aims to develop a School Information Portal based on Google Sites to be used as a medium for school publication and promotion. The research utilizes the Research and Development (R&D) model with the ADDIE method, involving one design expert, one media expert, one content/material expert, and 30 respondents from SD Negeri Karangmojo 2, Jombang Regency. The instruments used include design validation, media validation, content/material validation, and a user satisfaction questionnaire for the portal. The results show that the validity percentages from the design expert, media expert, and content/material expert are 93.33%, 92.30%, and 90%, respectively. These findings indicate that: (1) The development of the School Information Portal based on Google Sites has proven effective in improving the quality of school publication and promotion media; (2) The portal meets the school's needs in delivering information efficiently and effectively; (3) The user satisfaction questionnaire results show that the level of user satisfaction with the school information portal is at a good/satisfied and very good/very satisfied level, with an average score range of 3.77 to 4.40. The development of the School Information Portal based on Google Sites has proven effective in enhancing the quality of media for school publication and promotion. This portal meets the school's needs for effective and efficient information dissemination. This study also emphasizes the importance of considering user satisfaction with the school information portal as a medium for publication and promotion

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Introduction

In the digital era, schools are required to communicate information transparently, efficiently, and attractively to stakeholders, including students, parents, and the wider community. However, many elementary schools in Indonesia still rely on conventional publication methods such as notice boards, printed brochures, and informal messaging applications, which are often fragmented, outdated, and difficult to access in real time. These limitations hinder schools' ability to disseminate accurate information, build institutional credibility, and strengthen stakeholder engagement.

Effective communication and publication of school activities are essential in the digital era, yet many schools still rely on conventional methods such as bulletin boards and brochures, which limit accessibility and timeliness (Wahyuni, 2021; Lestari, 2022). The absence of an

online platform impedes effective outreach to students, parents, and the community, reducing transparency and stakeholder engagement. Recent studies recommend the use of web-based portals to bridge this gap, citing their capacity for structured, interactive, and easily updated information sharing (Subekti, 2018; Saputra & Sangkalibu, 2022).

The absence of an integrated school information system has broader implications beyond communication inefficiency. Schools without a centralized digital platform tend to experience low visibility, limited promotional reach, and reduced public trust, especially in competitive educational environments. Parents increasingly expect schools to provide easily accessible information regarding academic programs, school activities, achievements, and administrative services through official digital channels. When such expectations are unmet, schools risk being perceived as less adaptive to technological developments.

Web-based school portals have been widely recommended as an effective solution to address these challenges. Previous studies indicate that school information portals support structured information management, enhance transparency, and foster interaction between schools and communities. Nevertheless, the implementation of such portals is often constrained by limited technical expertise, high development costs, and maintenance complexity, particularly in public elementary schools with limited resources.

Google Sites offers a practical alternative due to its user-friendly interface, integration with Google Workspace, low operational cost, and ease of content updates without requiring advanced programming skills. Although prior research has demonstrated the potential of Google Sites for learning media and information dissemination, empirical studies focusing on its development as a school publication and promotion portal, especially in elementary school contexts, remain limited. Moreover, user satisfaction as a key indicator of portal effectiveness has not been sufficiently explored.

Therefore, this study aims to develop and validate a school information portal based on Google Sites, evaluate its feasibility through expert validation, and examine user satisfaction among school stakeholders. By addressing both technical quality and user experience, this research is expected to contribute to the development of accessible, efficient, and sustainable digital publication media for elementary schools.

Google Sites emerges as a promising solution due to its low cost, integration features, and ease of use (Ririn, 2022; Pratomo, 2022). Prior research has shown that Google Sites facilitates not only information dissemination but also enhances community involvement and school branding (Nurhayati et al., 2018; Yulianti & Sulistyowati, 2024). Despite these advantages, empirical evaluations of user satisfaction and effectiveness in elementary education contexts remain limited.

Research Method

This research employed the Research and Development (R&D) approach with the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). The process included: (1) needs analysis through observation and documentation; (2) portal design based on user requirements; (3) development using Google Sites with features such as news, multimedia galleries, and interactive menus; (4) validation by one expert each in design, media, and content; (5) user testing with 30 respondents (teachers and parents). Validation instruments included expert review sheets and a user satisfaction questionnaire based on a Likert scale. Data were analyzed quantitatively, with validation thresholds set following Butar et al. (2020).

According to Ridwan (2013), the validity score is calculated using the following formula: $\text{Validity Percentage} = (\text{Obtained Score}) / (\text{Maximum Score}) \times 100$
 $P K = SP / SM \times 100$

The average score obtained is then converted according to the following criteria:

Table 1. Criteria for Validity of Instruments by Design Experts, Media Experts, and Content Experts

Validity Score Interval	Validity Category	Description
85.01% - 100%	Very valid	Can be used without revision
70.01% - 85%	Valid	Can be used with minor revisions
50.01% - 70%	Less valid	Can be used with major revisions
0.1% - 50%	Not valid	Not recommended for use

(Butar et al., 2020)

- The “minor revision” category applies if a maximum of 25% of the total subcomponents require revision.
- The “major revision” category applies if more than 25% of the total subcomponents require revision.

After validation by validators, the reliability of the instrument is tested using the following formula:

$$R = (1 - \frac{A - BA - B}{A + BA + B}) \times 100\%$$

Description:

R = Instrument reliability

A = Highest rating frequency

B = Lowest rating frequency

Table 1. presents the criteria used to interpret the validity of research instruments based on percentage intervals. These criteria serve as a standardized reference for determining the feasibility of the developed product as evaluated by design, media, and content experts. A validity score of 85.01%–100% is classified as *very valid*, indicating that the instrument or product can be used without revision. The inclusion of these criteria ensures objectivity in decision-making and strengthens the methodological rigor of the validation process by providing clear benchmarks for acceptance or revision. The instrument is considered reliable if the reliability coefficient is $\geq 75\%$.

Result and Discussion

The portal achieved high validation scores: design (93.33%), media (92.30%), and content (90%), indicating strong feasibility and reliability. User satisfaction scores ranged from 3.77 (accessibility) to 4.40 (information relevance), with an overall positive reception. The portal facilitated timely and comprehensive distribution of school information, improving

transparency and engagement, consistent with findings from Wahyuni et al. (2020) and Pratiwi et al. (2024).

Table 2. Design Expert Validation Results

Aspect	Item	Score
1. Visual Design	Design Consistency	5
	Aesthetics	4
	Text Readability	5
2. User Interface	Clear Navigation	5
	Responsiveness	4
	System Feedback	5
3. Accessibility	Accessibility for All Users	5
	Accessibility Features	4
4. Interactivity	Interactive Elements	5
	User Engagement	5
5. Multimedia Integration	Use of Multimedia	4
	Multimedia Quality	5
Score Obtained		56
Maksimum Score		60
Validity Percentage ($P K = \frac{SP}{SM} \times 100$)		93,33%

Table 2. illustrates the results of the design expert validation of the school information portal. The obtained validity percentage of 93.33% places the portal in the very valid category. High scores across aspects such as visual consistency, text readability, navigation clarity, and interactivity indicate that the portal has been designed according to effective user interface principles. This result suggests that the portal provides a visually coherent and user-friendly experience, allowing users to access information efficiently without encountering significant usability issues. Therefore, no major revisions were required from a design perspective.

Table 3. Media Validation Results by Media Expert

Aspect	Item	Score
1. Content Aspect	Content Relevance	5
	Information Quality	5
	Content Variation	4
	Content Relevance	5
2. Presentation Aspect	Layout	5
	Presentation Aesthetics	5
	Text Readability	5
3. Interactivity	Interactive Elements	4
	User Engagement	4
4. Accessibility	Accessibility for All Users	5
	Accessibility Features	5

5. Multimedia Integration	Use of Multimedia	4
	Multimedia Quality	4
Score Obtained		60
Maksimum Score		65
Validity Percentage	$(PK = \frac{SP}{SM} \times 100)$	92,30%

Table 3, presents the validation results from the media expert, yielding a validity percentage of 92.30%, which also falls within the *very valid* category. This result indicates that the portal meets the standards of effective digital media in terms of content presentation, layout aesthetics, interactivity, accessibility, and multimedia integration. High scores in information quality and presentation aesthetics demonstrate that the portal successfully delivers school information in an engaging and structured manner. Consequently, the portal is considered feasible as a media platform for school publication and promotion without the need for major revisions.

Table 4. Content Validation Results by Content Expert

Aspect	Item	Score
1. Design & Interface	Visual Display	5
	Responsiveness	5
2. Information Content	School Information	5
	News and Announcements	4
3. Interactivity	Interactive Features	4
	Accessibility	4
4. Multimedia Integration	Use of Images and Videos	5
5. Ease of Update	Content Maintenance	4
6. Navigation System	Easy Navigation	5
7. Community Focus	Parent and Community	4
	Engagement	
Score Obtained		45
Maksimum Score		50
Validity Percentage	$(PK = \frac{SP}{SM} \times 100)$	90%

Table 4, shows the results of content validation conducted by a content expert, with a validity percentage of 90%, categorized as *very valid*. This finding indicates that the information presented in the portal is accurate, relevant, and aligned with the informational needs of school stakeholders. Strong scores in aspects such as school information completeness, navigation system, multimedia usage, and community focus suggest that the portal effectively supports communication between the school, parents, and the wider community. Overall, the content is considered appropriate and suitable for implementation without significant modification.

Based on the data from design validation, media validation, and content validation, an instrument reliability test was then conducted. The reliability of the research instrument was 88.88%.

Table 5. Results of the School Information Portal User Satisfaction Questionnaire (Likert Scale)

Aspek Unsur	1		2		3		4		5
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	5
R1	3	4	5	3	3	2	4	4	5
R2	5	3	5	3	4	4	4	4	5
R3	4	4	4	4	4	5	5	3	4
R4	4	4	4	5	4	2	4	5	5
R5	5	5	5	3	4	4	5	4	4
R6	4	3	5	3	3	4	5	4	5
R7	4	5	4	3	4	2	4	5	4
R8	5	4	4	4	3	4	4	4	4
R9	4	2	5	5	4	5	3	4	5
R10	4	3	3	3	3	2	5	5	4
R11	4	4	5	3	4	4	4	4	5
R12	5	2	4	3	3	4	4	4	5
R13	4	4	4	4	4	5	5	4	4
R14	2	4	5	5	3	3	4	5	5
R15	3	3	4	3	5	4	4	4	3
R16	3	5	4	2	4	4	5	4	5
R17	3	5	5	5	3	3	4	4	4
R18	5	4	4	4	5	4	4	4	4
R19	4	5	4	5	4	3	4	5	5
R20	3	3	4	3	3	4	5	4	4
R21	3	5	5	5	5	3	4	4	4
R22	5	4	4	4	4	5	4	4	3
R23	3	4	5	5	3	4	5	4	4
R24	5	5	5	5	4	4	4	4	4
R25	4	4	4	4	5	5	4	4	4
R26	4	4	4	5	3	4	5	4	5
R27	3	5	5	5	5	4	4	4	4
R28	3	3	5	4	3	4	5	5	5
R29	4	5	4	5	4	4	4	5	3
R30	4	4	4	3	4	4	5	4	4
Skor Perolehan	116	119	132	118	114	113	130	126	129
Jumlah Responden	30	30	30	30	30	30	30	30	30

Aspek	1		2		3		4		5
Unsur	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	5
Rata-rata Skor	3,87	3,97	4,40	3,93	3,80	3,77	4,33	4,20	4,30

Table 5 displays the results of the user satisfaction questionnaire involving 30 respondents. The average scores range from 3.77 to 4.40, indicating that user satisfaction levels fall within the *good* to *very good* categories. The highest average score is found in the relevance of information (4.40), reflecting users' positive perceptions of the accuracy and usefulness of the content provided. The lowest score appears in the accessibility aspect (3.77), suggesting that although the portal is generally easy to use, further improvements could be made to enhance accessibility for users with varying levels of digital literacy or internet access. Overall, the results confirm that the portal is well received and perceived as a beneficial tool for school information dissemination.

Discussion

The findings of this study demonstrate that the developed school information portal based on Google Sites meets high validity standards in terms of design, media presentation, and content quality. Validation results exceeding 90% across all expert assessments indicate that the portal is not only technically feasible but also pedagogically and functionally appropriate for school publication and promotion purposes. These results confirm that Google Sites can serve as a reliable platform for institutional information management when designed using a structured development model.

High design validation scores reflect the effectiveness of visual consistency, clear navigation, and accessibility features implemented in the portal. User-friendly interface design plays a crucial role in ensuring that stakeholders with varying levels of digital literacy can access information without difficulty. This finding supports the principle of user-centered design, which emphasizes simplicity, readability, and intuitive navigation as key factors influencing technology acceptance in educational settings.

Media and content validation results further indicate that the portal successfully integrates relevant information, multimedia elements, and interactive features to enhance user engagement. The inclusion of school news, announcements, and multimedia galleries enables dynamic content updates, addressing the common problem of static and outdated school information. This aligns with previous studies suggesting that multimedia-rich platforms improve information attractiveness and stakeholder involvement.

User satisfaction data reinforce the effectiveness of the developed portal. Average satisfaction scores ranging from good to very good indicate that users perceive the portal as accessible, relevant, and beneficial. The highest scores in information relevance and clarity suggest that stakeholders value accurate and well-organized content, while slightly lower scores in accessibility highlight the need for continuous optimization, particularly for users with limited internet connectivity or digital skills.

Comparatively, this study extends previous research by emphasizing the role of Google Sites not only as a learning medium but also as a strategic tool for school branding and public communication. The results suggest that integrating digital publication platforms into school

management practices can strengthen transparency, improve public perception, and support schools' adaptability to digital transformation.

Overall, the discussion confirms that the success of a school information portal depends not only on technical development but also on continuous evaluation, user feedback, and institutional commitment to maintaining up-to-date content. These findings underscore the importance of adopting sustainable and user-oriented digital solutions in elementary education contexts.

Scientific findings suggest that the integration of Google Sites not only meets technical requirements but also supports community involvement through features like multimedia, interactive menus, and ease of updates. The development process highlighted the need for user-centered design and continuous feedback, as suggested by the preference for accessible and intuitive navigation (Ratri Oktaviani, 2021). Comparison with other studies confirms Google Sites as a practical and effective platform for school information management (Yulianti & Sulistyowati, 2024; Dika et al., 2024).

Conclusion

The development of a school information portal using Google Sites has proven effective in enhancing the quality of school publication and promotion media. The portal addresses the needs for structured, accessible, and interactive communication, with high validation and user satisfaction. This approach is recommended for broader adoption in similar educational contexts.

Recommendation

Future research should expand the scope to include quantitative measures of communication effectiveness and academic outcomes. Further portal development may integrate features such as automated notifications, administrative system synchronization, and mobile optimization to increase usability and impact. Training for users unfamiliar with digital tools is advised.

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