

## Original Article

**EVALUATION OF SCHOOL WEBSITE BASED ON USER DEMOGRAPHICS, SATISFACTION, AND COMMUNITY RELATION****Sri Sundari<sup>1)\*</sup>, Nor Azizah Ali<sup>2)</sup>**<sup>1)</sup> Faculty of Teacher Training and Education, University of Gresik, Indonesia<sup>2)</sup> Faculty of Engineering, Universiti Teknologi Malaysia, Malaysia\*Corresponding Author, E-mail: [srisundari8610@gmail.com](mailto:srisundari8610@gmail.com)

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**ABSTRACT**

**Background.** School website utilization is an important issue in the context of education in the digital era.

**Research Purpose.** The purpose of this study is to analyze the school website as a digital tool for school and community relations based on the UTAUT (Unified Theory of Acceptance and Use of Technology) theory.

**Research Method.** This type of research was a quantitative approach with a descriptive survey design. The research variables consist of UTAUT independent variables, namely performance expectancy, effort expectancy, social influence, & facilitating conditions. At the same time, the dependent variable is user demographics and satisfaction with the school website. Research January-May 2024 in several schools in Gresik by involving school employees and citizens who use the school websites of school students in Gresik. The number of respondents was 100 people, with a multiple logistic regression analysis.

**Findings.** The UTAUT model has a significant influence on school website utilization. Performance expectancy and facilitating conditions proved to be strong predictors of school website utilization. Effort expectancy and social influence did not show a significant influence on school website utilization in this model. Demographic variables such as age and experience also showed no significant influence on school website utilization. However, gender showed a significant influence, with female respondents tending to utilize school websites more frequently than male respondents.

**Conclusion.** Expected performance and facilitating conditions are key factors that influence school website utilization. Schools still need to consider effort and social influence aspects in their website development strategy.

**Keywords:** Community Relations, School Website, Unified Theory of Acceptance and Use of Technology, User Demographics.

**BACKGROUND**

The presence of the current digital era certainly has an influence on the educational environment. The digital era is a life situation that is supported in its actions by technological sophistication to facilitate[1]. In today's digital era, the success of education is easier to achieve. Every nation must strive to succeed in education, including Indonesia. If Indonesian education is successful, it will give birth to human resources (HR) with strong character that can build the nation's civilization in the future. If we want to assess the success of education, it is not enough if we only look at aspects of the school environment[2]. The success of an education is not only determined by the school education process and the availability of

facilities and infrastructure, but also by the family and community environment. The success of an education in the formation of the next generation of a good nation is not only determined by school education activities, such as the availability of qualified teachers, facilities, infrastructure, caring stakeholders, but also by the surrounding environment, namely the family and community environment[3].

In this digital era, school websites have become an important instrument in supporting the learning process and communication between schools, students, teachers, parents, and communities. An effective school website can increase transparency, facilitate access to information, and support teaching and learning activities.[4]. However, the utilization of school websites is often not optimal due to various factors, including a lack of understanding of user needs and low levels of technology adoption. This study aims to analyze the factors that influence school website utilization based on the UTAUT model. UTAUT is a comprehensive model for understanding technology acceptance and use, considering factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions. Multiple logistic regression analysis was used to identify significant variables in predicting school website utilization.

The previous research showed that the importance of the use of information technology is widely recognized by many organizations, particularly in nowadays era that is characterized by globalization, in which companies should be able to compete successfully and increase their competitive edge. Yet we must bear in mind that building an information system requires time and money. Although information systems represent a good opportunity, there are organizations that fail in their use.[5]. Currently, almost all schools in Gresik, on average, already have a school website, which aims to optimize the use of the school website to publish school activities. Other objectives are to build a reciprocal relationship between the school and the community, improve the image of the school, get community support for school programs, and get input from the community to determine alternatives for improving education.

There are a number of sources, internal and external, which could contribute to information systems failure in companies. Although the decision to implement a new information system is clearly a management issue, the effectiveness and efficiency of use of this technology hinges largely on whether individual users accept it and actually become engaged with it. The technology acceptance model-user-related effects. The technology acceptance paradigm offers a perspective that can be used to assess the impact of system use on users. Technology acceptance is the extent to which a particular technology is adopted by users. There are several models to assess technology acceptance, but this paper will concentrate on the particular one that considers UTAUT (Unified Theory of Acceptance and Use of Technology). But until now, the analysis of school and community relations based on school information technology through the Unified Theory of Acceptance and Use of Technology has not been explained.

The involvement of parents and the community is a strong supporter of the success of an education, so the relationship between the community and the school should be well-established. Good and directed community relations management will assist schools in gaining community trust or confidence to help improve the quality of the school[6]. Community involvement and good communication are very important for the progress of schools, which are part of a community as well. So it is necessary to have a medium that can be used as a place to interact between schools and the community; the medium that can be used is a website. A website is an information page provided via the internet that can be accessed anywhere as long as the place can be connected to the internet[7]. The definition of a website is a multi-page site containing information in the form of digital data in the form

of text, sound, video, images, and animations via the Internet and viewed with a browser such as Mozilla, Firefox, Google Chrome, or others[8].

The school website comes with many benefits for the school and the community. A school website can also be called an official website[9]. The term official website refers to a website operated by an institution that provides official information. Every school should have a website with different advantages.[10]. School websites have many advantages, including: as a means of online learning, advertising for each school itself, presentation of school achievements, and, of course, as an information center that can be accessed by anyone and anywhere. The existence of a website facilitates the school's relationship with the community, where the school provides various information about the school that can be accessed easily by the community. The community can also get all information about the school easily without having to wait for direct socialization from the school, because the website can be accessed without space or time restrictions. The development of a school website is a good tool for the development of school administration, information, and data channels, as well as a means of communication with the wider community, because its existence is a mandatory requirement[11]. Therefore, the purpose of this study is to analyze the school website as a digital tool for school and community relations based on UTAUT theory. The results of this study are useful that the school website becomes one of the it is an alternative for schools to build relationships with the community and can improve interactions between schools and communities that have been constrained.

## **RESEARCH METHOD**

This type of research is descriptive survey research, which is research that seeks to describe and interpret something, for example, existing conditions or relationships, developing opinions, ongoing processes, consequences, or effects that occur, or are ongoing. Survey research is research that takes samples from a population and uses questionnaires as the main data collection tool. This research uses a quantitative approach because it requires systematic calculation of the relationship between variables using certain statistical formulas. The data connected in the form of respondents' answers is basically qualitative data, and to be analyzed by quantitative methods, the data must be manipulated by scoring using a Likert scale. The data used must be measurable and will produce generalizable conclusions.

The research variables consist of UTAUT independent variables, namely performance expectancy, effort expectancy, social influence, & facilitating conditions. The dependent variable is the user demographic and satisfaction with school website services. This research was conducted in January- May 2024 in several schools in Gresik by involving school employees and citizens who use the school websites of school students in Gresik. The number of respondents involved was 100 people, with a purposive sampling technique. This research is generally an effort to obtain facts, develop and test the truth by collecting and recording, and analyzing data obtained from the use of school websites.

This research data collection was carried out with several types of data, including: 1. Primary data, namely data collected and processed by the organization that publishes or utilizes it. In the following ways: a. Questionnaire/survey/questionnaire, namely a list containing a series of questions about a problem under study, the method used is a Likert scale; b. Interview by asking structured questions to school employees and community members who use the school website, which is used in interviews by researchers, namely directly to respondents; c. Documents, namely data collection by looking at, studying, and

quoting notes or documents from school reports related to the data needed to support the research conducted by researchers, by recording the data needed.

This study used a quantitative approach with a survey method. Data was collected through questionnaires distributed to various stakeholders in the school, including students, teachers, and parents. The questionnaire was designed to measure respondents' perceptions of variables in the UTAUT model and the level of school website utilization. Data analysis was conducted using multiple logistic regression techniques. Logistic regression was chosen because the dependent variable (school website utilization) is dichotomous, i.e., using or not using. Independent variables include expected performance, expected effort, social influence, and facilitating conditions, as well as demographic variables such as age, gender, and experience. The logistic regression model used is as follows:  $\log(p/(1-p)) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n$  where  $p$  is the probability of utilizing the school website,

$\beta_0$  is a constant,  $\beta_1, \beta_2, \dots, \beta_n$  are regression coefficients, and  $X_1, X_2, \dots, X_n$  are independent variables.

## FINDINGS

Table 1. Characteristic of school website users (n=100)

| Characteristics   | n      | %               |
|---|--------|-----------------|
| <b>Age (years)</b>  |        |                 |
| 10-25   | 28     | 28 %            |
| 26-35   | 13     | 13 %            |
| 36-45   | 22     | 22 %            |
| 46-55   | 21     | 21 %            |
| 55-65   | 16     | 16 %            |
| <b>Gender</b>   |        |                 |
| Female  | 58     | 58 %            |
| Male  | 42     | 42 %            |
| <b>Website</b>  |        |                 |
| Elementary school   | 25     | 25 %            |
| Junior high school  | 31     | 31 %            |
| Senior high school  | 34     | 34 %            |
| Higher Education  | 10     | 10 %            |
| <b>Unified Theory of Acceptance and Use of Technology</b> |        | <b>Category</b> |
| Performance expectancy                                    | 88.7 % | Positive        |
| Effort expectancy   | 72.3 % | Less Positive   |
| Social influence  | 71.0 % | Less Positive   |
| Facilitating conditions                                   | 84.2 % | Positive        |

Based on Table 1, the users of the school website from 100 respondents, most women (58%). The age of school website users varies from 10 years to 65 years; most of them 28% are aged 10-25 years and using the school website of a senior high school (34%). Based on the survey, the Unified Theory of Acceptance and Use of Technology subdomain performance expectancy and facilitating conditions are the most dominant factors in the positive category.

From the data processing carried out by researchers, the results of Table 2 are multiple regression analysis tables. Based on the calculation above, if X1 changes by one unit, then Y will change by 0.679 units, assuming X2, X3, and X4 are constant, meaning that the better the performance expectancy, the more user satisfaction will increase, and assuming other variables remain / constant. If X2 changes by one unit, then Y will change by 0.443 units, assuming X1, X3, and X4 are constant, meaning that the better the effort expectancy, the more user satisfaction will increase, and assuming other variables remain / constant. If X3 changes by one unit, then Y will change by 0.419 units, assuming X1, X2, and X4 are constant, meaning that the better the social influence, the more user satisfaction will increase, and assuming other variables remain / constant. If X4 changes by one unit, then Y will change by 0.686 units, assuming X1, X2, and X3 are constant, meaning that the better the facilitating conditions, the more user satisfaction will increase, and assuming other variables remain / constant. Overall, the results of the above calculations can be interpreted as follows:

**Table 2. Results of Multiple Linear Regression Analysis**

| Model |                              | Coefficients <sup>a</sup>   |            |                           |       | Sig. |
|-------|------------------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                              | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
|       |                              | B                           | Std. Error | Beta                      | T     |      |
| 1     | (Constant)                   | .145                        | .278       |                           | .715  | .044 |
|       | Performance expectancy (X1)  | .679                        | .075       | .340                      | 3.451 | .015 |
|       | Effort expectancy (X2)       | .443                        | .077       | .303                      | 3.013 | .006 |
|       | Social influence (X3)        | .419                        | .069       | .318                      | 4.019 | .040 |
|       | Facilitating conditions (X4) | .686                        | .085       | .348                      | 3.445 | .010 |

**Table 3. Results of the F-Test**

| Model |            | ANOVA          |     |             |        | Sig.  |
|-------|------------|----------------|-----|-------------|--------|-------|
|       |            | Sum of Squares | df  | Mean Square | F      |       |
| 1     | Regression | 18.110         | 3   | 5.480       | 62.137 | .001* |
|       | Residuals  | 3.391          | 97  | 10.048      |        |       |
|       | Total      | 21.501         | 100 |             |        |       |

To prove the research hypothesis is true or false, it is tested with the F test. From the data processing carried out, the researcher obtained the F test results as follows: From the data obtained =62.235, upper DF = 3, lower DF = 97, obtained Ftable = 10.048,  $\alpha = 0.05$ . If F count < F table, then Ho is accepted. If F count > F table, then Ho is rejected. Because F count > F table, namely 62.137 > 10.048, Ho is rejected and H1 is accepted, meaning that the independent variables performance expectancy (X1), effort expectancy (X2), social influence (X3), and facilitating conditions simultaneously have a real influence on the dependent variable of user satisfaction of website school, thus the research hypothesis is proven can be seen in Table 3.

The results of multiple logistic regression analysis show that several variables in the UTAUT model have a significant influence on school website utilization. Performance expectancy and facilitating conditions proved to be strong predictors of school website

utilization. This suggests that respondents are likely to use the school website if they believe that the website is beneficial to them and if they have access to the necessary resources and support. Effort expectancy and social influence did not show a significant influence on school website utilization in this model. This may be due to other factors not measured in this study, such as intrinsic motivation levels and individual preferences. Demographic variables such as age and experience also showed no significant influence on school website utilization. However, gender shows that female respondents tend to utilize school websites more often than male respondents.

## **DISCUSSIONS**

The findings of this study confirm the importance of expected performance and facilitating conditions in promoting school website utilization. Schools need to ensure that their websites provide relevant and useful information to users, and are easy to access and use. Training and technical support also need to be provided to users to increase their confidence in using school websites. The insignificance of social influence and expected effort suggests that these factors may be less relevant in the context of school website utilization. However, schools still need to consider these aspects in their website development strategy. For example, schools can promote their website through various communication channels and incentivize users to use the school website. The differences in school website utilization by gender suggest that schools need to consider the different needs and preferences between male and female respondents. For example, schools can provide more relevant content for male respondents and increase the interactivity of the website to attract their interest.

Websites, as an online presentation media for companies or individuals, can also be used as an online information media[12]. A can be defined as a collection of pages used to display information, text, static or moving images, animation, sound, or a combination of all of these, both static and dynamic, forming a series of interconnected buildings. When everyone is connected to a network of websites (hyperlinks), information systems can be referred to as data processing activities, which begin with the collection, processing, analysis, storage, and dissemination of information for the progress or benefit of the organization.

Websites are classified into 3 categories[13]. The first is a static website, a website with pages that do not change. You can manually edit the code that structures the website when you want to change the page. Additionally, there are dynamic websites where information can be updated using web applications. The third is an interactive website where users can interact and discuss their opinions. The website is developed in various interesting angles, so that the appearance of the website has its own uniqueness among schools. However, there are also websites that are built using the appearance of a particular platform, so the original layout follows the layout of the platform. Websites contain a variety of information. The information and content of the website are adjusted to the needs and purpose of the website. The site is divided into admin pages and user pages. The admin page has a login page, data entry form, and dashboard. From this page, the admin can also access all the website menus. Before moving to the data edit page, there will be a login page containing a username and a password. The user page has several menus, including the profile home page, school facilities, external program gallery, announcements, online PPBD, and contact information. The development of the website as an information medium is not limited to the wider needs of technology, but can replace manual information media, which are still very limited in being more flexible, organized, and communicative.

In addition, using a website can provide wider information not only to the surrounding community but also to the wider community anywhere. The development of the website as a means of communication was carried out through an experiment that looked at school members, consisting of the principal, Administrative staff, students, and the community (parents or guardians of students). The reasons for website improvement and development are known through the testing process. In addition, the experiment can be a benchmark for the success of the website. After the experiment, the website was evaluated with a questionnaire given to school members and the community. The questionnaire consists of several questions using Google Forms to evaluate the performance of the website. The research results from the research articles that have been written previously are that the website is a very effective means of increasing the digital dissemination of information to school residents (teachers, students, administrators, and school leaders) and the surrounding community, especially parents or guardians of students. The utilization of the website as an information medium between the community and the school also has an impact on the success of school promotion. This is reflected in the layout of the website, which is cleaner and more organized than other media, starting from the main page to more detailed pages made as attractive as possible. The research results from the articles above show that the responses of school members and the community are very positive towards the existence of the website as a digital information medium that connects the community with the school.

The school website is one of the digital media that can provide various information about schools that can be accessed easily without being bound by time and space. The existence of a school website provides solutions to the school and the community. The results of the literature study show that school websites are easier to use to provide information about schools. To further maintain the interaction between the school and the community, it is necessary to utilize technological advances in the digital era. The school must be able to develop the school website as attractively as possible and make it more complete so that it can be useful for school website managers and users.

The practical implications of this study include improving content quality, improving ease of use, improving accessibility, and improving technical support. Schools need to ensure that their websites provide relevant, accurate, and up-to-date content. The content should be presented in a format that is easy to read and understand, and optimized for various devices and platforms. Schools need to ensure that their websites are easy to navigate and use for all users. Website design should be intuitive and responsive, taking into account the principles of user-centered design. Schools need to ensure that their websites are accessible to all users, including those with disabilities. Websites should meet web accessibility standards (WCAG) and provide features such as alternative text for images and transcripts for videos. Schools need to provide adequate technical support for website users. Technical support can be provided through various channels, such as email, phone, or online forums.

This study has some limitations that need to be considered. First, this study was only conducted in a few specific schools, so the results may not be generalizable to all schools. Second, this study used a survey method, which is prone to respondent bias. Third, this study only considers some of the variables in the UTAUT model, so there may be other factors that influence the utilization of school websites that are not measured in this study. Nonetheless, this study makes a valuable contribution to the understanding of school website utilization. The results of this study can be used as a basis for developing more effective strategies in promoting school website utilization.

## CONCLUSION

School website utilization is an important issue in the context of education in the digital era. This research shows that expected performance and facilitating conditions are key factors that influence school website utilization. Schools need to pay attention to these aspects in developing and promoting their websites. Although expected effort and social influence did not show significant influence in this study, schools still need to consider these aspects in their website development strategy. Differences in school website utilization based on gender also need to be considered. By paying attention to the recommendations provided in this study, schools can improve the effectiveness of their websites as a means of communication and a source of relevant information for all stakeholders.

For future research, it is recommended to conduct research in various schools with different characteristics. Research can also be conducted using mixed methods, which combine quantitative and qualitative methods. Qualitative research methods can be used to dig deeper into the experiences and perceptions of school website users. Future research can also consider other factors that influence school website utilization, such as the level of intrinsic motivation, individual preferences, and school culture. Research can also be conducted to evaluate the effectiveness of various strategies used to promote school website utilization. By conducting further research, we can gain a more comprehensive understanding of school website utilization and develop more effective strategies to improve the effectiveness of school websites.

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### Conflict of Interest Statement

The author declares there is no conflict of interest during research and publication of this article.

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