The Utilizing of Microsite through S.id Platform as a Digital School Administration Portal for SMPN 01 Duhiadaa

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Abstract

This study aims to identify the use of the S.id microsite platform as a digital portal for teachers and education personnel in school administration at SMPN 01 Duhiadaa. The method used is a mixed method with a sequential exploratory design, combining qualitative (observation, interview) and quantitative (satisfaction survey) approaches. The development of the training program refers to the ADDIE model which includes the Analysis, Design, Development, Implementation, and Evaluation stages. The results of the study show that before the training, most teachers were not familiar with S.id platform. After participating in the workshop, participants were able to create an account, shorten the URL, adjust the appearance of the microsite, and produce digital products such as *curriculum vitae*, learning tools, and administrative tools. The survey data showed that 100% of respondents rated the interface access and interface to be easy to use, more than 70% rated the speed and administrative features as needed, 73% were satisfied, and 27% were very satisfied, while 91% rated the technical support adequate. These findings confirm that the use of microsites S.id effectively support the transformation of school administration towards an efficient and user-friendly digital system. ADDIE-based training programs have proven to be relevant to improve educators' technology skills while encouraging the creation of modern and sustainable school information management.

Keywords: Microsite S.id, Digital Portal. School Administration,

Introduction

The development of information and communication technology has brought significant changes in the world of education. Digitalization in the dissemination of academic and administrative information is now increasingly necessary to improve the competence and effectiveness of communication in the school environment. Technology also allows access to a wider range of learning resources, such as e-books, learning videos, and websites. As an administrative staff in schools, skills are needed in managing information from teachers, students, and schools digitally.

However, the reality is that there are still many schools, especially in the regions, that still order school administration to manually input in folders without being digitally centralized that can be accessed by teachers at school, so that files are often scattered or lost plus a lack of understanding of teachers in utilizing digital platforms (Rahayu 2023) One of the digital platforms that can be a solution in overcoming access to digital information administratively is *the S.id* platform. *This platform* is an easy and complete free platform to manage *microsites* (Azzahra and Kartiwi 2024) This S.id platform offers a custom URL shortening solution that can speed up and easily access various educational resources (Febriyanti and Putri 2024) Without the optimal use of this s.id platform, schools still face obstacles in information distribution, affordability of learning resources, and the effectiveness of academic communication. Therefore, this research was carried out to ensure that the application *of S.id platform* technology can have a maximum impact in managing school digital portals.

Several studies have studied the use of digital technology based on school administration. For example, research conducted by Anisa and Yosi on the effectiveness of the

implementation of *the learning management system* (LMS) on learning administration services at MTs Nurul Falah Jabres (Nurchayati and Gunawan 2023) However, the satisfaction results of users are at 67.19% or still in the "Good" category because there are still many shortcomings in the implementation. In addition, there is also research conducted by Sylviana and Supriyanto on the implementation of the school administration information system through *google suite for education* at SD Al-Khairiyah 1 Surabaya which is still standard because it uses google drive, especially in data storage, so it has storage limitations and must be paid if you want the account to be premium (Fitri 2020)

Therefore, the researcher wants to conduct research on the use of *microsites* through S.id *platform* to become a digital portal as an effective and efficient solution in school administration. With this technology, it is able to replace the role of *the Learning Management System* which not only uploads teacher materials and student assignments but can create their curriculum vitae and portfolio with an attractive appearance and very easy access. In addition, it plays a role like *the google suite* that is able to store data, but the difference is that this platform has a lot of storage for teacher and student databases without worrying about data being damaged or lost, and even able to enjoy the features in it without paying or free.

Method

This research method uses *a Mixed Method* (Quantitative and Qualitative) through, interviews, observations, survey and descriptive instruments in an exploratory manner (Ivankova and Creswell 2009). The Research Approach used is the *Exploratory Sequential Design Approach. The Exploratory Sequential Design approach* is a type of design in the *mixed method method*, where the researcher starts with a qualitative approach first, then continues with a quantitative approach although the weight of the strategy in this approach is more likely to be qualitative (Lutfi and Afifudin 2024).

Data collection techniques through observation and in-depth interviews with education staff related to the use of digital administrative services. In addition, it tests user satisfaction or teachers through a simple survey related to the effectiveness of using S.id ceilings. The research that will be carried out is the latest innovation for schools so that this research is needed for the advancement of school

digitalization, especially in archiving school databases which have been carried out both classically or manually (Agusta 2003). The data analysis technique in this study was analyzed through 2 stages, namely qualitative and quantitative. First, qualitative data from interviews with teachers about the mechanism of microsite utilization through S.id platforms and observation results when operating S.id platform microsite were analyzed using the Miles and Huberman technique which included data reduction, data presentation, and conclusion drawn. Second, quantitative data was analyzed statistically descriptively through Microsoft Excel to determine user satisfaction perceptions of microsites through S.id platform. Furthermore, the results of qualitative and quantitative analysis are compared and interpreted integratively to obtain a comprehensive conclusion.

The research design used uses the ADDIE model which consists of Analysis, Design, Development, Implementation, and Evaluation (Andi Rustandi and Rismayanti 2021). Stage 1 Analysis is to identify the school's needs in disseminating information and assess the extent to which s.id can be an effective solution. Stage 2 Design is to design a model of s.id implementation in the school information system including structures, links, and navigation systems. Stage 3 Development is to develop guidelines and systems for the use of s.id and integrate it into the school platform. Phase 4 Implementation is to conduct a trial of the use of the s.id platform in several schools to assess its effectiveness in improving access to information. Stage 5 Evaluation is to evaluate the results of implementation, identify obstacles, and provide recommendations for improvement to be more optimal (Rayanto 2020).

Findings

In today's all-technology era, teachers as teachers must upgrade themselves in every activity at school, especially technology. If it is not utilized, then don't be surprised if the students he teaches will be much smarter in the use of technology than his teachers. For example, in the use of websites, there are still many teachers who do not understand the components and functions in the website. One of them rarely uses the S.id Microsite and this is revealed by teachers and even the principal of SMPN 01 Duhiadaa who do not know and have never used this platform in school. Therefore, this platform is a novelty for them and the researcher wants to make use of this

S.id microsite to teachers and education staff in their work at school.

The goal is to introduce and familiarize teachers and education staff to continue to innovate in the use of digital in schools. In achieving measurable research results, the researcher uses the ADDIE model approach (*Analysis, Design, Development, Implementation, dan Evaluation*).

Analysis

Researchers conduct research in finding research problems raised through sources of literature review results from educational journals and even youtube platforms. Since the researcher's background is educational management, problems found in schools are sought but are more specific to the technological aspect. From various types of devices or applications, researchers are interested in the use of S.id microsite because this platform is still rarely used as a research object and so it is rarely used in schools. And this was proven when it was confirmed to the teachers at SMPN 01 Duhiadaa which is famous for the most technology update school with many computers in their laboratory room but is still taboo with the use of this S.id microsite platform.

Figure 1 : Laboratory Atmosphere of SMPN 01 Duhiadaa

Out of about 11 teachers, it turns out that there is only 1 person who has heard and seen about this platform but still does not know how to use it. And also the principal is very supportive if there is a session of sharing knowledge with their teachers, especially in the field of technology like this because the teachers are very enthusiastic if there is a new science and technology that can be applied in the

classes will be like previous research conducted on the use of mentimeter and kahoot in the same school (Samad et al. 2024). Therefore, researchers are interested in testing the use of S.id microsite at SMPN 01 Duhiadaa through workshop activities at the same school.

Design

Furthermore, the researcher designed preparations for the implementation of the workshop to be carried out. First, the researcher conducted *a focus group discussion* with the research members to exchange ideas regarding the workshop activities that will be held later. This is done as a typical form of implementation of qualitative research approaches (M 2013). Second, the researcher made an evaluation through the *survey heart application* to prove how satisfied and enthusiastic the participants were regarding the testing of the use of this S.id microsite. This form of evaluation is used as a form of quantitative approach to supplement the data of this research.

Figure 2 : Focus Group Discussion

Development

The researcher develops materials that will be given to the workshop participants. Find credible and accurate sources from websites, journals, and also youtube platforms and then combine them in the form of slides powerpoint. The material contained is ranging from the introduction of S.id microsite, functions, benefits, to tutorials on its use. In this workshop, *the output* of teachers and education staff can create their own accounts from their S.id microsite and can be useful when used in their respective classes. In addition, after the workshop activities ended, a next meeting was held to provide assistance to the classroom for teachers who were selected by the researcher based on the work of interesting microsite teachers.

Implementation

After the preparations are mature, the researcher is ready *for action* in the field.

Accompanied by research members, we also created a workshop on the use of S.id microsite at SMPN 01 Duhiadaa. There were around 10 people participating, 9 from the teacher element and 1 from the education personnel element. But unfortunately, the principal did not have time to attend because there were sudden activities outside the school even though he still provided the best service for us. I, as the head of the researcher, introduced my members, including my own students, and even the knowledge about this use has been shared with those who are students of the educational administration study program. Then enter into the introduction, functions, benefits, and also trials through tutorials on S.id microsite. When the participants were confused, the research members immediately guided them and even among their peers to help each other. As Mrs. Ernaningsih Basier said:

""At first I felt confused about where to start to operate it, but thank God I have peers who support each other to complete their tasks"

The results of the S.id microsite assignments from students are shown to make it easier for them to work on their respective microsites. As a test, they were assigned to make a Curriculum Vitae while for the actual task they made a teacher-specific learning tool and a special administrative tool for education personnel.

Development and evaluation activities signal the final stage of the implementation phase. And most ADDIE approaches use the implementation stage to transition to formative or summative evaluation activities (Hidayat and Muhamad 2021).
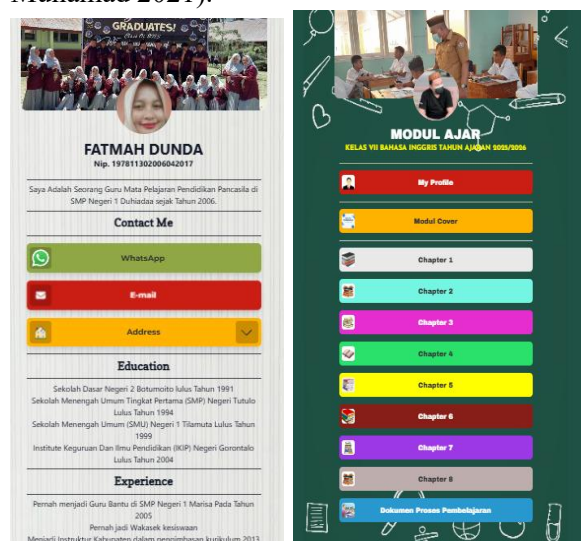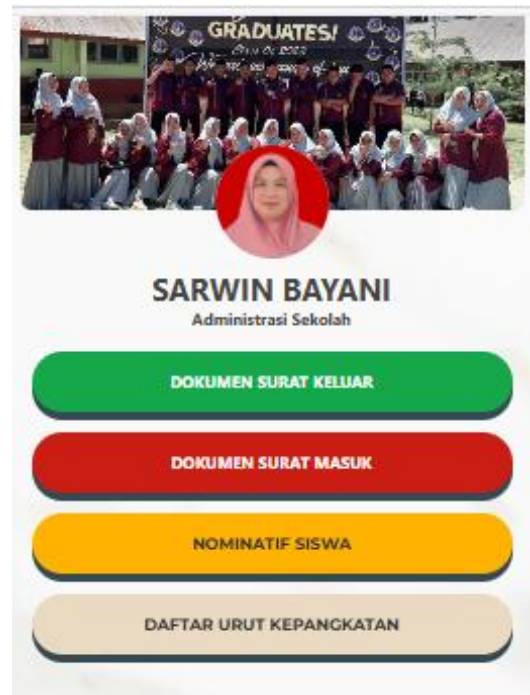
Figure 3 & 4 : Curriculum Vitae & Teaching Module

Figure 5 : Administrative Device

Evaluation

Then the last step is to evaluate the activity. These results are through 3 ways, namely interviews, observations, and surveys. This workshop activity ran smoothly and according to the expectations of the participants. As expressed ibu Fatmawati:

"With this workshop, the teachers are very grateful for getting useful technological knowledge, especially since SMPN 01 Duhiadaa is a well-known school for its IT. And also the new thing that was discovered during the activity was being able to learn directly with friends at school at this moment it is rarely done and the most important thing is the knowledge about the use of microsites S.id this is a new knowledge for me personally, even though I am old, I don't want to lose to other young teachers"

In addition, this workshop activity is very helpful for the productivity of teachers in schools because they can upgrade their knowledge and technology in accordance with the achievement of the school's vision. Mr. Abdul Haris as the principal said:

"I am very grateful for the many times our school has been selected to carry out productive and innovative activities for my teachers here, because I am very supportive and the door is wide open if Pohuwato University conducts research in the field of technology because it is in accordance with our school's vision to become a

leading technology-based school. The proof is that most of the young teachers I instructed to carry out this activity until it is completed. I hope that this collaborative step will continue to be established for the sake of the quality of education, especially in our schools".

"This is evidence that education and training cannot be separated, as both aim to improve knowledge, skills, and attitudes in order to achieve better teacher performance, in line with the school's objective of enhancing teacher effectiveness and creativity while maintaining performance stability (Rapareni 2013). The Principal of SMPN 01 Duhiadaa envisions a forward-looking school that continually progresses, therefore he considers education and training essential for meeting current demands and responsibilities, especially to address the challenges of the future.

Based on the observations, of approximately 25 teachers, about 9 teachers participated in this activity along with 2 representatives from the administrative staff, all of whom were categorized as young teachers intended to become competent future educators (Adri et al. 2020). Meanwhile, the senior teachers continued to fulfill their teaching obligations in the classroom and even covered the teaching hours left vacant by those who took part in the workshop (Mevlut 2016). Nevertheless, the knowledge gained will still be shared with all the teachers at the school through small follow-up meetings. This workshop was held on July 29, 2025, from 9:00 a.m. to 2:00 p.m., and all participating teachers attended until completion.

Throughout the activity, the teachers actively trained themselves to operate the Microsite S.id platform, including creating an account, shortening URLs, customizing the microsite, and generating their own microsite links. According to the survey results, the participants considered the knowledge gained from this workshop to be highly necessary.

Figure 6 : Microsite Accessibility

Figure 7 : Microsite View

Based on the data above (Figures 6 & 7), all respondents assessed that in terms of accessibility of the microsite S.id it is easy and even very easy to use. Likewise, in terms of appearance, it is considered very easy to understand and use.
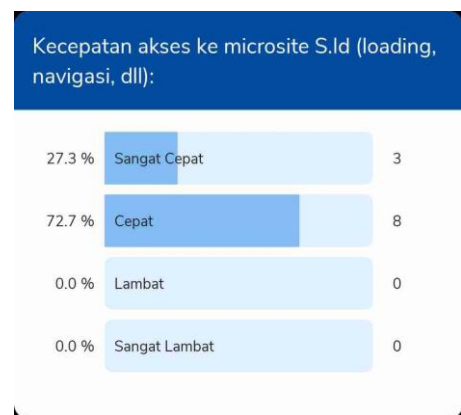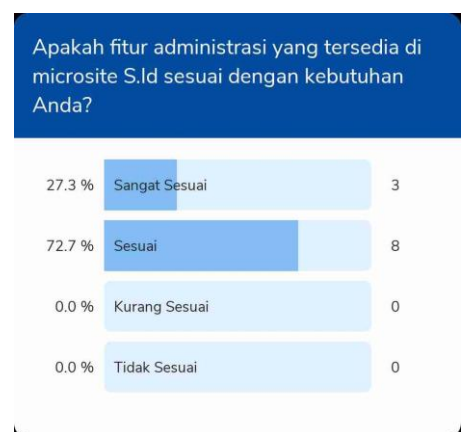
Figure 8 : Microsite Speed

Figure 9 : Microsite Features

Based on the data above (Figures 8 & 9), all respondents said that more than 70% of respondents assessed that in terms of speed or performance, the microsite was fairly fast and

also in terms of the administrative features available were as needed.

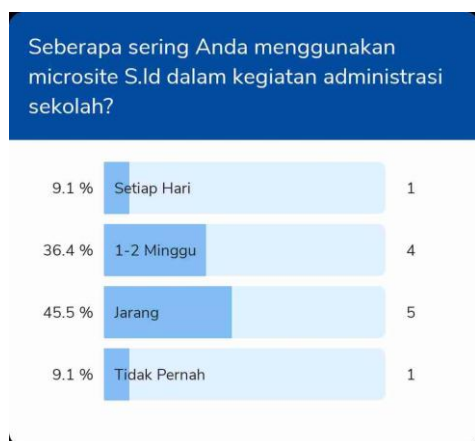Figure 10 : Multifunctional Uses

Figure 11 : Usage Time

Based on the data above (Figures 10 & 11), the majority of respondents rarely use microsites in school administration activities. And they know that the functions in administrative activities in schools using microsites will run smoothly.
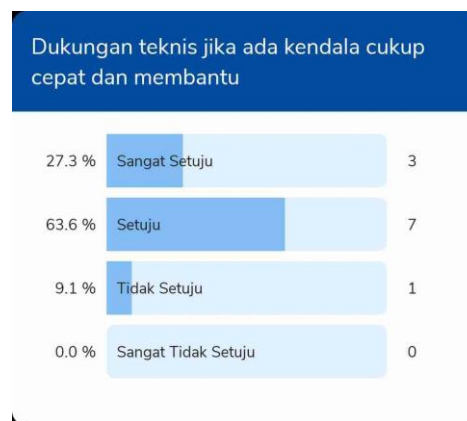

Figure 12 : User Satisfaction

Figure 13 : Technical Support

Based on the data above (Figures 12 & 13), it is concluded that around 73% are satisfied and 27% are very satisfied with the use of S.id microsite. And in terms of technical support, about 91% felt that technical support was adequate, although there was still 1 respondent who disagreed about it.

Discussion

The results of the study showed that the workshop on the use of Microsite S.id at SMPN 01 Duhiadaa ran effectively and in accordance with the research objectives, namely to identify the use of S.id in the creation of a digital portal for school administration for teachers and education personnel. The following discussion relates the field findings to the theory and goals that have been set.

With the ADDIE model approach, it is very proven to be optimal in testing S.id microsite as a very useful platform in the activities of teachers and education personnel in schools. Moreover, the ADDIE model approach is conceptualized for training or workshops because of the realization of an effective learning experience that was not previously known by the participants (Benny A. Pribadi 2014).

The following is a summary of the evaluation of workshop activities to the participants through a heart survey platform which concluded that almost 100% of the participants were very enthusiastic about learning about the S.id microsite, because this digital knowledge is very much needed both for school accreditation achievements, the comfort of students learning, and the quality of the teacher's own digital skills which will improve.

Question	Answer	Sum	Percentage
Microsite Accessibility	Easy/Very Easy	11	100%
Microsite View	Agree/Strongly Agree	11	100%
Performa Microsite	Fast/Very Fast	11	100%
Feature Availability	Suitable/Highly Suitable	11	100%
Multifunctional usability	Agree/Strongly Agree	11	100%
Kepuasan User	Satisfied/Very Satisfied	11	100%
Technical Support	Agree/Strongly Agree	10	91%
Time of Use	Rarely/1-2 Weekly	9	82%

Table 1 : Evaluation results from the Heart Survei

1. Effectively Improving Literacy and Technology Skills

Before the activity, most teachers did not even know about S.id Microsite. Through the Analysis, Design, Development, Implementation, Evaluation (ADDIE) stage, this research succeeded in introducing new platforms and growing participants' digital skills. The survey results reinforce these findings: 100% of respondents rated the interface access and display as easy, and more than 70% rated the speed and administrative features as needed. These findings are in line with the concept of ICT (Information and Communication Technology) literacy which emphasizes the importance of teachers' digital skills as a support for 21st century learning (Rahayuningsih and Muhtar 2022) which also all humans have lived in the industrial era 4.0 and the society era 5.0 (Nugraeni and Suyatno 2023).

2. Participant Response and Engagement

The participation of 11 people (10 teachers, 1 education staff) showed high enthusiasm, although not all teachers could attend due to teaching schedules. Field observations noted that participants actively tried to create accounts, manage links, and produce personal microsites such as Curriculum Vitae and learning tools. This activity indicates the occurrence of *hands-on learning* that strengthens the transfer of knowledge and practical skills (Aini and Nugroho 2025).

3. Impact on School Productivity

The principal's testimony confirmed that the workshop supports the vision of a technology-based school. Teachers feel more confident in using digital applications for administration and learning. Survey data showed that 73% were satisfied and 27% were very satisfied with the activity, while 91% stated that the technical support was adequate. This signifies that similar training has the potential to improve administrative efficiency and teaching innovation in the classroom. Mr. Sugianto, as a teacher, further added:

"The impact of this workshop will make it easier for education supervisors to carry out monitoring, because it no longer needs to be presented manually; it is sufficient to simply provide the microsite file link digitally".

This kind of mindset forms the foundation for successful teachers, as it reflects their willingness to meet the challenges of the 21st century and their ability to seize opportunities presented by the widespread use of technology in the country (Dhesita et al. 2024).

4. Challenges and Limitations

Despite the positive results, there is still a low frequency of microsite use in daily administration (the majority "rarely" use). Possible contributing factors include teachers' limited time due to heavy teaching loads, which prevents them from maximizing their teaching or learning new skills through training (Izhar Hasan, Maya Sri Rahayu, Ahmad Arif 2024), as well as administrative habits that have not yet transitioned to digital systems and still adhere to conventional or manual practices. In addition, the uneven participation dominated by younger teachers serves as a note for planning further mentoring efforts.

5. Administrative Research Implication

This research proves that the ADDIE model-based workshop approach is effective in improving teachers' technological skill competencies, especially in managing teaching activities or administrative devices digitally. In the future, schools can adopt ongoing training, provide internal technical support, and integrate microsites into the school's administration system to make use more routine and systematic (Meduri, Riswandi, and Nurwahidin 2022).

Conclusion

Based on the results found, it can be concluded that the use of S.id microsite in the administration digital portal by teachers and education staff supports the transformation of school administration towards an efficient and effective user-friendly digital system at SMPN 01 Duhiadaa. With this research, it is hoped that teachers and education staff will continue to innovate and work, especially in terms of technology for the quality of education in Indonesia, which is technologically literate so that it does not become a country that is lagging .

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