

Microsoft Office Training to Support Digital Learning Skills of MI Al-Islamiyah Students

1st Bambang ^(✉), 2nd Kamil Malik, 3rd Ahmad Supriadi
^{1,2,3} Universitas Nurul Jadid, Probolinggo, Indonesia
bambang210284@gmail.com

Abstract— *This community service program aimed to support and improve the digital learning skills of students at MI Al-Islamiyah through structured Microsoft Office training. The training focused on basic competencies in Microsoft Word, Microsoft Excel, and Microsoft PowerPoint to help students complete school assignments more effectively, organize simple data, and present learning outcomes in a clear and attractive format. The program was implemented through a combination of short lectures, guided demonstrations, hands-on practice, and individual mentoring. Training effectiveness was assessed using observation during practice sessions and a simple pre-test and post-test to measure changes in participants' understanding and skills. The results indicated an improvement in students' ability to create and format documents, use basic formulas and tables in spreadsheets, and design presentation slides. Students also showed increased confidence and motivation to use digital tools for learning activities. Overall, the program contributed positively to strengthening students' foundational digital literacy and can be replicated in similar elementary-level educational settings with adjustments to participants' initial skill levels and available facilities.*

Keywords— *Microsoft Office; digital literacy; digital learning skills; elementary students; community service*

1 Introduction

MI Al-Islamiyah is an elementary-level educational institution that plays an important role in building students' foundational knowledge, character, and learning skills. Along with the rapid development of information technology and the increasing demands of digital learning, the ability to use office productivity software has become an essential part of digital literacy that should be introduced from the primary school level. These skills not only support classroom learning but also help students become more independent and efficient in completing school assignments.

Microsoft Office is one of the most widely used software packages in educational and administrative activities. Applications such as Microsoft Word enable students to write assignments, create summaries, and organize documents neatly. Microsoft Excel is useful for simple data management, table creation, and basic calculations that support numeracy learning. Meanwhile, Microsoft PowerPoint helps students develop presentation skills, communicate ideas visually, and build confidence when presenting learning outcomes. Therefore, mastering

✉ Corresponding author

Microsoft Office can be considered a strategic approach to supporting students' digital learning skills.

In practice, however, MI Al-Islamiyah students still face several challenges in using Microsoft Office effectively. Many students have limited understanding of the basic features and functions of the applications, resulting in suboptimal use for learning purposes. In addition, limited access to computers or laptops and the lack of technical guidance also hinder the equal development of digital skills among students. Another common issue is difficulty in formatting documents properly (such as paragraph arrangement, numbering, tables, and inserting images) as well as designing structured and engaging presentation materials.

These limitations may lead to lower efficiency in completing assignments, less well-organized and less attractive documents and presentations, and decreased motivation and confidence in using technology for learning. Therefore, a structured and practical Microsoft Office training program is needed for MI Al-Islamiyah students. This training is expected to improve students' digital learning skills, strengthen basic digital literacy, and help them produce better-quality assignments and presentations as preparation for the next level of education.

2 Method

The Microsoft Office training for MI Al-Islamiyah students was conducted using a theory–practice approach. The learning process was delivered gradually through: (1) brief explanations of concepts and menu functions, (2) live demonstrations by the instructor, (3) guided hands-on practice (individually or in small groups), and (4) question-and-answer sessions to address participants' difficulties. The training emphasized practical skills that support digital learning, such as document processing, simple data management, and basic presentation design.

2.1 Venue and Schedule

This community service activity was implemented at MI Al-Islamiyah, utilizing the school's computer laboratory or a classroom supported by computers/laptops. The program was delivered in several sessions (e.g., 4–6 meetings), with duration adjusted to the school's conditions and timetable. To ensure effective guidance, participants could be organized into small groups (or separated by boys and girls if required) so that mentoring during practice could be more intensive.

2.2 Implementation Stages

1. Preparation: coordination with the school, participant registration, checking devices and Microsoft Office installation, and preparing learning modules and practice materials.
2. Training sessions: delivery of core materials combined with structured practice, progressing from basic to intermediate tasks, with continuous assistance during hands-on activities.
3. Mentoring and reinforcement: support during exercises, feedback on common errors, and provision of sample files/templates that students can reuse.
4. Final assignment: participants complete a simple project based on the skills learned.

2.3 Evaluation

Program effectiveness was evaluated to measure participants' skill improvement through:

1. A simple pre-test and post-test (optional) to observe changes in basic understanding.
2. Performance-based assessment using a hands-on final project.

Assessment criteria included: ability to use menus and features appropriately, formatting neatness, accuracy in applying simple formulas (for Excel), readability and layout quality, completion time/task efficiency, and conformity of outputs to the given instructions..

3 Findings And Discussion

3.1 Finding

This section describes the training site and the environmental conditions observed during the implementation of the Community Service program. A detailed overview of the location and its facilities is shown in Figure 1.



Fig. 1. Coordination with the principal and teachers

Documentation of the Community Service activity is presented in Figures 2 and 4. These figures provide photographic evidence of the implementation process, including participants' engagement during the training sessions and the learning activities conducted. During the program, participants were divided into two groups (boys and girls). This arrangement was applied to maintain an effective learning environment and to follow the school's internal regulations and local norms.

Overall, the documentation plays an important role in demonstrating the real implementation of the community service program. It also serves as supporting evidence for reporting and publication purposes, and can be used to disseminate information to relevant stakeholders and the wider community.



Fig. 2. PKM Activities for Students



Fig. 3. Activity assistance

3.2 Discussion

Before the training was conducted, an interview process was carried out involving 55 students as respondents, consisting of both boys and girls. The interview results were then compiled, processed, and presented in Table 1.

Table 1. Pre-Training Assessment Results

| No. | Question | G | F | P |
|-----|---|----|----|----|
| 1 | Are students already familiar with Microsoft Excel and Microsoft Word? | 9 | 11 | 35 |
| 2 | Can students create and manage worksheets and workbooks in Microsoft Excel? | 11 | 15 | 29 |
| 3 | Can students create and use cells and ranges in Microsoft Excel? | 8 | 9 | 38 |
| 4 | Can students create and format tables in Microsoft Excel? | 5 | 8 | 42 |

| No. | Question | G | F | P |
|-----|---|---|----|----|
| 5 | Can students apply basic functions/formulas in Microsoft Excel? | 8 | 13 | 34 |
| 6 | Can students create simple objects and charts in Microsoft Excel? | 7 | 14 | 34 |
| 7 | Can students apply Mail Merge in Microsoft Word? | 3 | 7 | 45 |

Note: G = Good, F = Fair, P = Poor (n = 55 students)

Based on Table 1, the pre-training results show that only 13.25% of responses were classified as Good, 20% as Fair, and 66.75% as Poor. These findings indicate that, prior to the program, most MI Al-Islamiyah students had limited proficiency in using Microsoft Office features—particularly in formatting tables in Excel and applying Mail Merge in Word—highlighting the need for structured and hands-on training.

Table 2 summarizes the interview results after the training. The post-training interview involved the same respondents as in the pre-training stage (based on the totals in the table, n = 55 students). Overall, the proportion of responses classified as Good increased to 77.66%, Fair to 14.55%, and Poor decreased to 7.79%.

Table 2. Post-Training Assessment Results

| No. | Question | G | F | P |
|-----|---|----|----|---|
| 1 | Are students already familiar with Microsoft Excel and Microsoft Word? | 52 | 2 | 1 |
| 2 | Can students create and manage worksheets and workbooks in Microsoft Excel? | 47 | 5 | 3 |
| 3 | Can students create and use cells and ranges in Microsoft Excel? | 43 | 10 | 2 |
| 4 | Can students create and format tables in Microsoft Excel? | 42 | 8 | 5 |
| 5 | Can students apply basic functions/formulas in Microsoft Excel? | 41 | 7 | 7 |
| 6 | Can students create simple objects and charts in Microsoft Excel? | 39 | 8 | 8 |
| 7 | Can students apply Mail Merge in Microsoft Word? | 35 | 16 | 4 |

Note: G = Good, F = Fair, P = Poor (n = 55 students).

Percentages (77.66%, 14.55%, 7.79%) are calculated from the total responses across all items (55 students × 7 questions = 385 responses).

4 Conclusion

The results of this community service program indicate a positive impact, along with several points that can be improved. The proportion of participants in the Good category increased by 64.42%, demonstrating that the Microsoft Office training successfully enhanced students' knowledge and practical skills. In addition, the proportion of Fair responses decreased by 5.45% and the Poor category decreased by 58.96%, showing that many participants moved from lower proficiency levels to higher ones after the training.

Despite these encouraging outcomes, the findings suggest that future training should be adjusted to better accommodate students with different initial levels of understanding. Further improvement can be achieved by applying more varied learning methods, providing more personalized assistance for students who still fall into the Fair and Poor categories, and integrating more interactive learning media. Overall, the program effectively supported the development of MI Al-Islamiyah students' digital learning skills, and with refinement, similar training can deliver more evenly distributed benefits and more optimal results for all participants..

5 References

- [1] Sudriyanto, S., Faid, M., Sukron, M., & Supriadi, A. (2023). Pelatihan Penggunaan Microsoft Office Bagi Siswa MA Nurul Jadid Paiton Probolinggo. *Jurnal Informasi Pengabdian Masyarakat*, 1(2), 161-168.
- [2] Kelen, Y. P., Rema, Y. O., Kolloh, R. Y., Naat, V., Benolon, E. M., & Nule, S. Y. (2020). Pelatihan Penggunaan Microsoft Office Bagi Siswa SMPS St. Yosef Maubesi. *JATI EMAS (Jurnal Aplikasi Teknik Dan Pengabdian Masyarakat)*, 4(2), 85-90.
- [3] Ardhana, V. Y. P., & Mulyodiputro, M. D. (2022). Pelatihan Pengenalan Internet Dan Microsoft Office Bagi Siswa SMP Al Mutmainnah. *Bakti Sekawan: Jurnal Pengabdian Masyarakat*, 2(1), 71-74.
- [4] Gupta, P., & Sharma, R. (2018). Digital Attendance Systems in Education: A Comparative Study. *Journal of Educational Technology*, 15(4), 78-92.
- [5] Kurniawan, A.B. (2022). *CodeIgniter Framework for School Management Applications*. Yogyakarta: Penerbit Andi.
- [6] Parwita, W. G. S., Sandika, I. K. B., Wiguna, I. K. A. G., Ariantini, M. S., & Putra, D. M. D. U. (2023). Pelatihan Pemanfaatan Aplikasi Microsoft Office Bagi Siswa SMP N 5 Sukawati. *Journal of Social Work and Empowerment*, 2(3), 131-136.
- [7] Mustafa, B., & Amin, R. (2019). Challenges in Implementing Digital Attendance in Rural Schools. *International Journal of Information Technology in Education*, 7(1), 23-35.
- [8] Wahyuniar, W., Sari, D. K., & Uspayanti, R. (2021). Pelatihan Komputer Dasar Berbasis Aplikasi Microsoft Office bagi Siswa SMK Negeri 3 Merauke Provinsi Papua. *Jurnal Pengabdian UNDIKMA*, 2(2), 195-202.
- [9] Santoso, H., & Wijaya, A. (2022). *Teknologi Tepat Guna untuk Pendidikan di Daerah Terpencil*. Jakarta: Erlangga.
- [10] Asiah, N., & Desky, H. (2024). Pemberdayaan Dalam Pemanfaatan Microsoft Office Bagi Siswa SMKN 2 Bandar Lampung. *Jurnal Gembira: Pengabdian Kepada Masyarakat*, 2(02), 546-552.