IJOCORE
Indonesian Journal of Community Research & Engagement
Available online at https://serambi.org/index.php/ijocore/index

Strengthening Digital Literacy Through Microsoft Word Training for Students at MTs Miftahul Ulum Bantal

1st Helyatin Nisyak (✉)1, 2nd Nadzirotul Fithriyah 2, 3rd Ufil Hidayatul Laili3, 4th ahmad hamdani 4
1,2,3,4 Universitas Ibrahimy Sukorejo, Situbondo, Indonesia
helyatinnisa@gmail.com

Abstract— *This community service program aimed to strengthen students' digital literacy at MTs Miftahul Ulum Bantal through structured Microsoft Word training. The participants consisted of 25 students. The training focused on essential document-processing skills needed for academic activities, including typing and editing text, paragraph and page formatting, using styles, creating tables, inserting images, and producing well-structured documents. The program was delivered using a theory-and-practice approach through short explanations, live demonstrations, guided hands-on practice, and mentoring. Program outcomes were evaluated using a pre-training and post-training assessment design, in which students' competencies were measured through interviews and practical tasks, with results categorized into three levels: Good, Fair, and Poor. The findings (to be presented in the Results section) are expected to follow the pattern of previous similar programs, showing an increase in the proportion of students reaching the Good category and a decrease in the Poor category after training. Overall, the activity is expected to support students' academic performance by improving the quality, neatness, and efficiency of document preparation, and it can be replicated in other schools with adjustments to participants' initial skill levels and available facilities.*

Keywords—*Microsoft Word; digital literacy; document processing skills; student training; community service; junior high school students; MTs Miftahul Ulum Bantal*

1 Introduction

MTs Miftahul Ulum Bantal is a secondary-level educational institution that plays a key role in developing students' academic competencies, character, and learning habits. In today's technology-driven environment, learning activities increasingly require students to interact with digital tools. As a result, basic competence in office productivity software has become an important component of digital literacy and should be strengthened through school-based support and training. These skills are not only helpful for classroom tasks but also encourage students to work more independently and efficiently when completing assignments.

Among the available digital tools, Microsoft Office remains one of the most commonly used software suites in educational settings. In particular, Microsoft Word is essential for producing academic documents such as summaries, reports, worksheets, and formal assignments. Through Word, students can learn how to write and edit text, apply appropriate formatting, organize content systematically, and create cleaner and more professional-looking outputs. Such competencies directly support the quality of students' learning products and improve their readiness for more advanced academic requirements.

Despite its relevance, many students still experience difficulties in using Microsoft Word effectively. Common challenges include limited familiarity with key features, confusion in

✉ Corresponding author

P-ISSN: 2962-9268, E-ISSN: 2962-925X | DOI: http://doi.org/10.15408/ijocore.vxix.xxxx

organizing document structure, and weak formatting skills (e.g., paragraph alignment, spacing, numbering, tables, and inserting images). In addition, unequal access to devices outside school and limited guidance during practice sessions can slow down skill development. These issues often cause students to spend more time completing tasks, produce less organized work, and feel less confident when using digital tools for learning purposes.

Considering these conditions, a structured and hands-on Microsoft Word training program is necessary for students at MTs Miftahul Ulum Bantal. The program is expected to strengthen students' digital literacy, improve document-processing skills for academic purposes, and help them produce more organized and higher-quality assignments. Ultimately, the activity aims to support more effective learning and better preparation for subsequent educational levels.

2 Method

The Microsoft Word training program for students at MTs Miftahul Ulum Bantal was implemented using a theory–practice approach. The learning activities were delivered progressively through: (1) short explanations of key concepts and menu functions, (2) instructor-led demonstrations, (3) guided hands-on practice (individually and/or in small groups), and (4) question-and-answer sessions to address participants' difficulties. The training focused on practical document-processing skills that directly support academic tasks, such as typing and editing, formatting and layout arrangement, and producing structured documents.

2.1 Venue and Schedule

This community service activity was conducted at MTs Miftahul Ulum Bantal using available facilities such as a computer laboratory or a classroom supported by computers/laptops. The program was delivered across several sessions (e.g., 4–6 meetings), with duration adjusted to the school schedule and facility availability. To ensure effective supervision and equal learning opportunities, participants (25 students) were organized into small groups during practice sessions, allowing closer mentoring and faster problem-solving.

2.2 Implementation Stages

1. **Preparation**
   Coordination with the school, participant confirmation, checking devices and Microsoft Word installation, and preparation of training modules and practice worksheets.
2. **Training sessions**
   Delivery of core materials supported by structured practice tasks, moving from basic to more advanced document-formatting activities, with continuous assistance during exercises.
3. **Mentoring and reinforcement**
   Individualized support during practice, feedback on common mistakes, and provision of sample templates/files that students can reuse for school assignments.
4. **Final assignment**
   Students completed a simple document project that integrated the main skills learned during the training.

2.3 Evaluation

Program effectiveness was assessed to measure students' competency improvement through:

1. A pre-training and post-training assessment (interviews and/or short practical tasks) to observe changes in knowledge and ability.
2. A performance-based evaluation using the final project.

Assessment criteria included: correct use of Microsoft Word menus and features, formatting accuracy (e.g., paragraph settings, spacing, alignment, numbering), document structure and readability, layout neatness, task completion efficiency, and the extent to which outputs matched the provided instructions.

3 Findings And Discussion

3.1 Finding

This section describes the training venue and the environmental conditions observed during the implementation of the Community Service program. A brief overview of the location, coordination activities, and supporting facilities is presented in Figure 1.

Fig. 1. Coordination with the principal and teachers

Documentation of the Community Service activity is presented in Figures 2. The photographs are intended to provide a clear visual record of how the program was organized and implemented, starting from the initial preparation until the completion of the training sessions. In addition to capturing the atmosphere of the venue, the documentation highlights key moments such as the opening of the activity, the delivery of instructions, and the interactions between the facilitators and students during hands-on practice.

Fig. 2. PKM Activities for Students

It also shows practical details that are often difficult to describe in text alone, such as the seating arrangement, the position of the projector or whiteboard, and how training modules and worksheets

were distributed to participants. By presenting these visuals, the report is able to show that the activity was conducted in a structured manner and that the participants were actively involved throughout the process. The figures help readers understand the setting in which the training took place, including the availability of devices, internet connectivity (if used), and the overall readiness of the learning environment.

Figures 2 also illustrate participant engagement during the training sessions and the learning activities carried out. The documentation shows students following step-by-step demonstrations, practicing on their own files, and receiving direct feedback when they encountered difficulties. In a Microsoft Word training program for 25 students, for example, the photos may reflect participants practicing typing and editing, formatting paragraphs, creating headings, inserting tables or images, and saving documents using appropriate file names and folders. Some images may capture the use of templates or sample documents prepared by the facilitators, which supports consistent practice and helps students learn through concrete examples. Such evidence strengthens the narrative that the training emphasized practical competencies rather than passive listening. The pictures can also reflect collaborative learning, where students discuss tasks with peers, compare outputs, and help each other troubleshoot minor issues under facilitator supervision. The photos further capture checkpoints such as attendance recording, task submission, and brief facilitator reflections, which support transparency and demonstrate continuous monitoring of students' learning progress. These moments are important because they demonstrate that the activity created an interactive learning environment and encouraged students to participate confidently.

For organizational and contextual reasons, participants were divided into two groups (boys and girls). This arrangement was applied to maintain an effective learning process and to comply with the school's internal regulations and local norms. Grouping also allowed facilitators to manage the class more efficiently by reducing overcrowding, improving visibility during demonstrations, and ensuring that every student had sufficient access to a computer or laptop. In practice, a smaller group size makes it easier to provide individualized mentoring, particularly for students who are still unfamiliar with basic menu navigation, keyboard shortcuts, or document formatting tools. In addition, separating sessions can help maintain classroom discipline and enable facilitators to adjust the pace of instruction based on each group's learning needs. The documentation can therefore be interpreted not only as a record of participation, but also as evidence that the program considered classroom management, inclusivity, and learning comfort. Where relevant, the documentation should be prepared with attention to privacy and ethics, for instance by obtaining permission for photography and avoiding unnecessary exposure of personal student information.

Fig. 3. Activity assistance

Overall, the documentation serves as tangible evidence of the community service implementation and strengthens the credibility of the reported outcomes. Photographs complement quantitative and qualitative results by showing that the activities described in the Methods and Results sections were actually carried out, and that participants were present and engaged. Beyond

internal reporting, the documentation is useful for publication and dissemination purposes, allowing stakeholders—such as school leaders, teachers, community partners, and future program organizers—to quickly grasp the scope and format of the training. The images can also support reflective evaluation by helping facilitators identify what worked well (e.g., seating layout, pacing, mentoring patterns) and what could be improved in future activities (e.g., device availability, screen visibility, time allocation). In addition, a well-organized photo archive can be used to support accountability, partnership reporting, and future proposals for similar training programs. In this way, Figures 3 function not merely as illustrations, but as part of the evidence base for sharing best practices and scaling digital literacy initiatives to other educational settings.

3.2 Discussion

Before the training program was implemented, a baseline interview-based assessment was conducted with 25 students (boys and girls). The responses were compiled and categorized into three performance levels—Good (G), Fair (F), and Poor (P)—as presented in Table 1. The pre-training results indicate that students' initial competency in Microsoft Word was generally low: only 13.14% of the total responses fell into the Good category, 20.00% were Fair, and 66.86% were Poor. This distribution suggests that most participants had not yet developed sufficient skills to use Microsoft Word for academic tasks.

Table 1. Pre-Training Assessment Results

No.	Question	G	F	P
1	Are students already familiar with Microsoft Word?	4	5	16
2	Can students use menu bar in Microsoft Word?	5	7	13
3	Can students create and inserting images in Microsoft Word?	4	4	17
4	Can students create tables in Microsoft Word?	2	4	19
5	Can students apply Mail Merge in Microsoft Word?	4	6	15

Note: G = Good, F = Fair, P = Poor (n = 25 students)

Before the training was conducted, a baseline interview-based assessment was carried out involving 25 students as respondents (boys and girls). The responses were categorized into three levels—Good (G), Fair (F), and Poor (P)—and are presented in Table 1.

Overall, the pre-training results indicate that students' initial proficiency in Microsoft Word was still limited. When aggregated across all assessment items (25 students × 5 questions = 125 responses), 15.20% of responses were classified as Good, 20.80% as Fair, and 64.00% as Poor. This distribution shows that most students had not yet mastered the essential Microsoft Word skills needed to support academic work.

At the item level, the weakest competency before training was creating tables in Microsoft Word (Question 4), where only 2 students (8%) were categorized as Good and 19 students (76%) were categorized as Poor. Another major difficulty was inserting images into documents (Question 3), with 68% of students still in the Poor category. These findings suggest that students were not only unfamiliar with advanced features, but also faced challenges in basic document formatting and layout—skills that directly influence the quality and neatness of school assignments.

Table 2. Post-Training Assessment Results

No.	Question	G	F	P
1	Are students already familiar with Microsoft Word?	19	5	1
2	Can students use menu bar in Microsoft Word?	21	2	2
3	Can students create and inserting images in Microsoft Word?	24	1	0
4	Can students create tables in Microsoft Word?	23	2	0

No.	Question	G	F	P
5	Can students apply Mail Merge in Microsoft Word?	15	2	8

Based on Table 2, students' competencies improved substantially after the training. When aggregated across all items (25 students × 5 questions = 125 responses), 81.60% of responses were categorized as Good, 9.60% as Fair, and 8.80% as Poor.

Compared with the pre-training results (Table 1: Good 15.20%, Fair 20.80%, Poor 64.00%), this indicates a clear positive shift:

1. Good increased by 66.40 percentage points (15.20% → 81.60%)
2. Fair decreased by 11.20 percentage points (20.80% → 9.60%)
3. Poor decreased by 55.20 percentage points (64.00% → 8.80%)

At the item level, the strongest post-training outcomes were observed in inserting images (Question 3: 24 Good, 0 Poor) and creating tables (Question 4: 23 Good, 0 Poor), suggesting that hands-on practice was effective for document layout tasks. However, Mail Merge (Question 5) remained the most challenging topic, with 8 students (32%) still categorized as Poor. This implies that Mail Merge may require additional time, more step-by-step worksheets, and repeated practice to ensure more consistent mastery across participants.

4 Conclusion

This community service program demonstrated that Microsoft Word training can significantly strengthen students' digital literacy and document-processing skills at MTs Miftahul Ulum Bantal. The pre-training assessment showed that most students still had limited ability in basic and intermediate Microsoft Word functions, particularly in document structuring and formatting. After the training, students' competency increased markedly across all assessed indicators. Overall, the proportion of responses classified as Good rose from 15.20% (pre-training) to 81.60% (post-training), while the Poor category decreased from 64.00% to 8.80%. These results indicate that the training approach—combining brief explanations, demonstrations, guided practice, and mentoring—was effective in improving students' skills and supporting their academic work through better-quality and more efficiently produced documents. Nevertheless, the Mail Merge topic remained comparatively challenging, as some students still required further support and repetition to achieve mastery.

Future implementations are recommended to include follow-up sessions or refresher practice, particularly for advanced features such as Mail Merge, so that students can achieve more consistent competency improvements. It is also advisable to integrate Microsoft Word–based tasks into regular school assignments, allowing students to repeatedly apply essential skills such as formatting, table creation, and image insertion in authentic learning activities. In addition, training materials should be delivered through step-by-step modules and worksheets with gradually increasing difficulty to support students with lower initial skills and build confidence over time. Mentoring during practice sessions should be strengthened by using smaller group arrangements and involving additional facilitators or peer tutors to assist students who require more guidance. Finally, adequate facilities and access—such as sufficient computers/laptops and stable supporting infrastructure—should be ensured to maximize hands-on practice time and reduce delays caused by limited resources.

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] Gupta, P., & Sharma, R. (2018). Digital Attendance Systems in Education: A Comparative Study. Journal of Educational Technology, 15(4), 78-92.

[3] Kurniawan, A.B. (2022). CodeIgniter Framework for School Management Applications. Yogyakarta: Penerbit Andi.

[4] 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), 131-125.

[5] Mustafa, B., & Amin, R. (2019). Challenges in Implementing Digital Attendance in Rural Schools. International Journal of Information Technology in Education, 7(1), 23-35.

[6] 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.

[7] Santoso, H., & Wijaya, A. (2022). Teknologi Tepat Guna untuk Pendidikan di Daerah Terpencil. Jakarta: Erlangga.

[8] 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.

[9] 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.

[10] 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.