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MICROSOFT WORD SKILLS TRAINING FOR STUDENTS OF ISLAMIC HIGH SCHOOL WERU LOR, WEST JAVA, INDONESIA

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Abstract

Introduction. In the digital age, proficiency in digital technology, particularly Microsoft Word, is a crucial skill for students to enhance their academic and professional competence. To meet this need, a Microsoft Word training programme was implemented at SMA Islamiyah Weru Lor.

Aims. This study aims to evaluate the effectiveness of the training in improving students' skills in utilizing Microsoft Word features, including mail merge.

Method. The training was conducted through three main stages: preparation, implementation, and evaluation. During the preparation stage, training needs were identified, and relevant materials were developed. The implementation stage employed a blended learning approach, combining theoretical explanations with hands-on practice to ensure students could effectively apply their knowledge. The evaluation stage was conducted through a post-training questionnaire to measure skill improvement.

Results. The results showed a significant improvement in students' abilities, with an average score of 3.77 out of 5, categorised as 'good'. The discussion highlighted that practical training methods contributed to a deeper understanding and more effective application of Microsoft Word tools. Additionally, the mail merge feature, which was previously unfamiliar to most participants, was successfully mastered by the majority.



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Conclusion. In conclusion, this training effectively improved students' digital literacy in the use of Microsoft Word. Future programs should include more advanced features and longer training sessions to achieve a higher level of competence.

Implementation. The success of this initiative highlights the importance of structured digital skills training in educational institutions.

Keywords: Digital Literacy; Microsoft Word Training; Student Skill Development; Educational Evaluation; Software Proficiency

INTRODUCTION

In the era of globalization and rapid development of information technology, mastery of word processing software such as Microsoft Word has become an essential skill for students (Sholehuddin & Nurbaiti, 2023). Today's teenagers are mostly limited to using technology for social media applications and games on their devices (Ade, Dela, & Risa, 2024). These skills not only support more efficient completion of academic assignments but also serve as essential tools for students facing the challenges of an increasingly digital workplace. Information and communication technology (ICT) skills have become a key competency that students must master to increase their competitiveness in the future (Azmi & Rahman, 2020).

Furthermore, research (Sugiharto & Wibowo, 2018) suggests that enhancing ICT skills, including proficiency in Microsoft Word, can positively impact students' academic performance and prepare them for global challenges. Microsoft Word, as one of the most commonly used word processing software, plays a crucial role in increasing the efficiency and effectiveness of completing academic assignments, including creating reports, papers, and presentations. This is also recognized by (Maharani, Helmiah, & Rahamadani, 2021), who stated that mastery of technology, especially software like Microsoft Word, is crucial in this digital age.

In a journal titled "The Importance of Microsoft Word in Supporting Learning" by Imam Sholehuddin and Nurbaiti, research highlights the importance of Microsoft Word in supporting learning. Microsoft Word assists in editing teaching materials and prepares students for the demands of the future workforce (Sholehuddin & Nurbaiti, 2023). Therefore, this intensive training program is proposed as a solution to improve Microsoft Word skills among students at SMA Islamiyah Weru Lor.

By mastering advanced features such as Mail Merge, it is hoped that students will be able to further optimize the use of Microsoft Word in their daily academic activities. Research by Ashley et al. (2022) shows that structured, practice-focused training can significantly improve technical understanding and skills.

METHOD

To improve the skills of using Microsoft Word for students of SMA Islamiyah Weru Lor on Thursday, August 8, 2024, from 08.00 to 11.00. This program is implemented through a structured training method and focuses on practical and theoretical aspects. The implementation of this activity is divided into three main stages, namely (1) Preparation. The preparation stage is an essential initial step to ensure the success of the training. (2) Implementation. The implementation stage is the core of this program, where training is given directly to students in several sessions designed to cover all the material that has been prepared. (3) Evaluation, Evaluation is carried out to measure the effectiveness of the training and the extent to which students have mastered the skills taught. This training method is designed to ensure that students not only understand the basic concepts of using Microsoft Word but also apply these skills in their daily academic tasks.

RESULTS AND DISCUSSION

This community service activity, conducted at SMA ISLAMİYAH WERU, aims to improve students' skills in Microsoft Word. This discussion outlines the results achieved at each stage of implementation. Broadly speaking, the implementation stages involved the following steps:

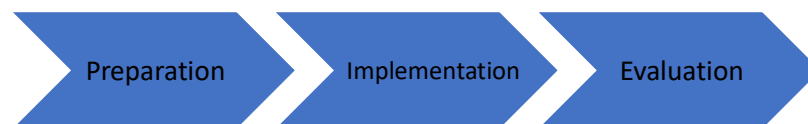


Figure 1. Implementation Flow

The stages involved include:

a. Preparation

The preparation stage began with identifying training needs, during which the author conducted a survey and initial interviews with the school principal. This was done to

identify the specific needs of students in Microsoft Word training. The results of this identification served as the basis for developing training materials that covered the basics of Microsoft Word usage, including document formatting and the mail merge feature.

The author also identified all necessary equipment, such as laptops, projectors, and stationery, to be used when the training begins. This planned preparation is essential to ensure the smooth running of the training.

b. Implementation

The activity began with a teacher coordination meeting to ensure preparation for the meeting on Thursday, August 8, 2024, at 8:00 a.m. The training session took place from approximately 9:00 a.m. to 11:00 a.m., held offline in a classroom at SMA Islamiyah Weru.

Table 1. Schedule of events

Waktu	Materi	PIC
08.00	Preparation of materials and tools	Panitia
09.00	Opening	Panitia
09.15	Material 1: Introduction to Ethics in Social Media	Ade Johar Maturidi, Lilis Suharti
09.45	Material 2: Basic Training in Ms. Word (Mail Merge)	M. Setiawan, M. Taufik Irpan
10.30	Quiz and Questionnaire Filling	Panitia
11.00	Closing	Panitia

Activities at this stage include:

1. Presentation of Material 1 "Introduction to Ethics in Social Media"
2. Presentation of Material 2 "Basic Training in MS Word (Mail Merge)"

The training began with a theoretical explanation of certain features in Microsoft Word, such as mail merge, followed by practical exercises. This enabled students not only to understand the theoretical concepts but also to apply them directly.

3. Mentoring and Guidance: During the training session, the instructor provided assistance and guidance to students who encountered difficulties. This aimed to ensure that each student could successfully participate in the training and achieve the learning objectives.

c. Evaluation

The evaluation phase was conducted by administering a questionnaire to students after the training concluded. This questionnaire was distributed via Google Forms and aimed to measure the extent of student development after the training. From the evaluation results of the questionnaire, which included basic technical questions about operating Microsoft Word, an average value of 75.41 was obtained, corresponding to a maximum value of 100, or an average of 3.77 on a scale of 5. Based on a Likert scale with categories of 4.5–5.0 as Very Good, 3.5–4.49 as Good, 2.5–3.49 as Sufficient, 1.5–2.49 as Less, and 0–1.49 as Very Less, this value indicates that the abilities of SMA Islamiyah Weru Lor students are at the "Good" level.

CONCLUSION

The training at SMA Islamiyah Weru went well and according to plan. Combining practical and theoretical learning methods, the training enabled students to understand and use Microsoft Word, particularly key features such as mail merge. Evaluation results showed that the average student received a "Good" score, indicating that the training was effective in improving student competency. Despite some time and scheduling constraints, the training was designed to be flexible and provide maximum benefits for students in facing the challenges of the digital era.

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