
Basic Introduction and Practical Use of Microsoft Word for 10th grade Students of Maros Vocational High School 1

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Abstract

Digital transformation in education requires early intervention, including at the junior high school level. The Microsoft Word training activity held on May 12, 2025 at Maros Vocational High School 1, with facilitators from the Department of Agricultural Technology, Pangkep State Polytechnic of Agriculture, aimed to equip grade 10 students with basic document processing skills. The training was designed comprehensively through a hands-on approach and step-by-step guidance ranging from interface introduction, typing, text formatting, to formal document organization. Evaluation results showed the success of the training with an increase in participants' understanding and skills reaching an average of 90%. This finding emphasizes the importance of early digital literacy integration through collaboration between education levels to form the foundation of 21st century competencies in learners.

Keywords: Digital Literacy, Higher Education Collaboration, ICT Skills, Microsoft Word Training, Vocational High School Students

Introduction

The development of information and communication technology has brought major changes in various aspects of life, including in the world of education. The use of word processing software such as Microsoft Word is a basic skill that is needed by students from an early age, considering its important function in supporting learning activities, such as compiling reports, making papers, and writing school assignments neatly and systematically. However, not all students at the junior secondary education level have access to or the basic ability to operate this software optimally. This is especially true in schools located in resource-constrained areas, such as Maros Vocational High School 1.

Maros Vocational High School 1 is one of the Vocational high schools located in an area with limited access to technology. Based on the initial observation, it was found that most of the 10th grade students did not have a basic

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understanding of using Microsoft Word, and some of them had never used the software before. This condition indicates a significant digital skills gap, which if not addressed immediately, can have an impact on students' low readiness to face educational challenges in the digital era.

As a form of social responsibility and a real contribution to community capacity building, students from the Department of Agricultural Technology, Pangkep State Polytechnic of Agriculture carried out community service activities in the form of training on the introduction and practice of using Microsoft Word. This activity not only aims to provide basic knowledge to students, but also encourages the improvement of practical skills that can be directly applied in daily learning activities. This training is designed in an interactive and applicable manner, so that students can easily understand the concepts and be able to operate Microsoft Word independently.

The main objective of this training is to improve the digital literacy of Maros Vocational High School 1 students, especially in terms of using word processing software, as an important provision in their future educational process. In addition, this training is also a forum for students to implement the knowledge gained in college into real life, while forming the character of social care, responsibility, and the ability to communicate with the community. With this activity, it is hoped that a positive synergy can be created between universities and the community in encouraging sustainable improvement in the quality of education.

Materials and methods

The training, which is part of the Community Service activities, was held on Monday, May 12, 2025, at the function room of Maros Vocational High School 1. All 10th grade students participated as participants in this activity, which was facilitated by four students from the Department of Agricultural Technology, Pangkep State Polytechnic of Agriculture. The training took place from 08.00 until 12.00 WIB, with the main focus on the introduction and use of Microsoft Word as word processing software. Materials included introduction to the application interface, basic typing, text formatting, file storage, and page numbering. The whole set of activities is designed in an applicative manner through hands-on practice, so that students can learn while trying independently. To strengthen understanding, interactive sessions in the form of open discussions and questions and answers are also inserted, allowing participants to convey the obstacles faced and get direct guidance. Through this training, students are expected to be able to build basic skills in using Microsoft Word that are useful to support learning activities at school.

This community service activity is carried out through three stages, namely the planning, implementation, and evaluation stages. Each stage is arranged systematically to support the smooth running of activities and achieve the goals that have been formulated.

1. Planning Stage

At the initial stage, the implementation team coordinated with the school to develop a schedule, determine the location of the activities, and establish a technical understanding of the training implementation. In addition, observations were made of the condition of the function room that would be used as a training venue, to ensure the readiness of supporting facilities and infrastructure, such as electricity, seating, and the availability of supporting devices such as LCD projectors.

2. Implementation Stage

This stage begins with preparing learning media including laptops, projectors, and presentation materials on the basics of using Microsoft Word. The training focused on grade 10 students and covered the introduction of Microsoft Word interface, basic typing techniques, text formatting, document saving, and page numbering. The method used was hands-on, where participants were given the opportunity to try out the features described themselves, with direct assistance from the facilitator.

3. Evaluation Stage

Evaluation was conducted to assess the extent to which the training materials were understood by the participants. Indicators of success include students' increased understanding of the basic functions of Microsoft Word and their ability to operate it independently. In addition, the active involvement of students during the training, such as the courage to ask questions, answer questions, and participation in practice, is also a measure of the success of this activity.

Results

The Microsoft Word training was held on Monday, May 12, 2025, in the function room of Maros Vocational High School 1, with facilitators from the Department of Agricultural Technology, Pangkep State Polytechnic of Agriculture and participants from all 10th grade students. The activity began at 08.00 A.M with a briefing on the purpose of the training, which was to equip

students with basic document processing skills. Based on the evaluation, this training succeeded in increasing the knowledge, understanding, and practical skills of the participants to an average of 90%, supported by the high enthusiasm of the students in actively participating in each session.



Figure 1. Microsoft Word

After the briefing, each student was asked to turn on the computer/laptop and make sure the Microsoft Word application was available. The facilitator then guides students to open the application, starting from pressing the "Start" button, looking for the Microsoft Word icon in the program list, then double-clicking it until the initial appearance of the application appears. On the screen that opens, students are introduced to the main parts of Microsoft Word, such as the menu bar at the top, the ribbon containing command buttons, the quick access toolbar, and the document work area.

After getting to know the initial look, students are asked to create a new document and start typing. At this stage, the facilitator gives examples of short sentences that students should type, such as "I am learning Microsoft Word." The goal is to get students used to using the keyboard. The goal is for students to get used to using the keyboard, knowing the functions of the space bar, enter, shift (for uppercase letters), backspace (deleting from the back), and delete (deleting from the front). The explanation is done with hands-on practice so that students understand the difference between each key.

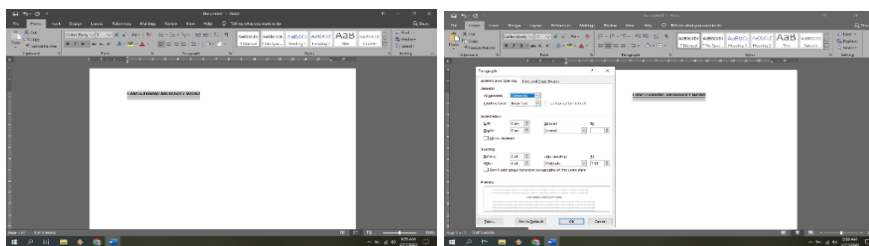


Figure 1. Skill Practice 1

After the students got used to typing, the training continued with text formatting. The facilitator shows how to block the text that has been typed, then change the font, font size, and give bold, italic, and underline effects through the Home menu. Students are also taught how to align text: left, center, right, and left-right alignment (justify), as well as how to give color to letters. Everything was done with direct guidance and followed by all participants in stages.

Next, students were taught to set the spacing between lines and the distance between paragraphs. The facilitator explains how to use the Line and Paragraph Spacing buttons on the ribbon, then demonstrates how to add 1.5 or 2 line spacing to make the writing easier to read. Then, it also shows how to add indentation or paragraph spacing using the ruler or Paragraph menu.

After the text settings are complete, students are introduced to additional elements in the document. The facilitator explains how to insert an image by opening the Insert tab, selecting "Pictures", then searching for an image file from the computer folder. Once the image is in the document, students are taught how to shrink, enlarge, and move the image, as well as position the text to surround the image using the "Wrap Text" feature.

Then, students learn how to create a table. Still from the Insert tab, they select the Table menu, then determine the number of columns and rows as needed. The facilitator showed them how to type in the table cells, set the column size, add new rows, and delete unnecessary parts of the table.

Next, the training moves on to page organization. Through the Layout tab, the facilitator teaches how to set document margins, change page orientation from portrait to landscape, and choose a commonly used paper size such as A4. This explanation is important so that students get used to preparing formal documents according to writing standards.

Towards the end of the training, students are guided to provide page numbers. The facilitator shows the steps through the Insert tab, then selects Page Number and determines the position of the page number, for example at the bottom center. Students are also introduced to the difference between headers and footers, and how to edit both.

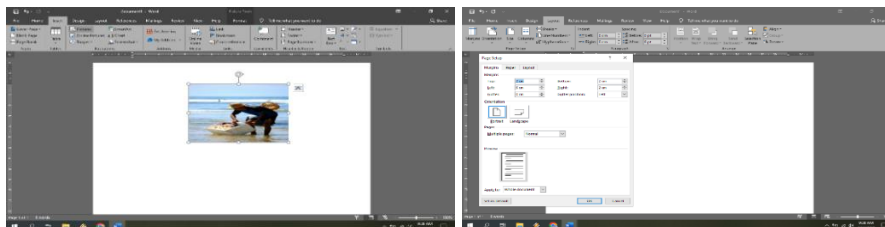


Figure 2. Skill Practice 2

After all the material is explained, students are given the task of creating one complete document independently. The document should contain a paragraph with formatted text, one image, one table, and page numbers. This task aims to test students' understanding of all that has been learned and gives them the opportunity to try combining all the features first-hand. The facilitator stayed with the students and assisted them if they encountered any technical difficulties.

The training was closed with a question and answer session and a brief reflection. Students were given the opportunity to share their experiences during the training, ask questions, or share things they liked and were still confused about. From the students' responses, it can be seen that they feel happy, more confident, and want to continue learning to use computers to support their daily learning.

Table 1. Evaluation

Knowledge & Skills Practiced	Results	
	Before(%)	After(%)
- The extent of understanding of the basic functions of Microsoft Word	20	90
- Have used Microsoft Word before	10	90
- Typed and saved a document using Microsoft Word	10	95
- Setting text formatting such as font, size, and color	10	95
- How to add page numbers in a Microsoft Word document	10	90

Discussion

The Microsoft Word training conducted at Maros Vocational High School 1 showed success in improving the basic digital literacy of Grade 10 students. The average achievement of 90% reflects that the hands-on method applied is very effective in helping participants understand and operate word processing applications independently (Ana et al., 2022; Farooq, 2015).

The participants' ability to use basic features such as typing text, setting formats, inserting images and tables, and providing page numbers shows that the training successfully transferred technical skills relevant to students' academic needs. This success is also inseparable from the role of the facilitator who uses a gradual and communicative approach in delivering the material (Yeap et al., 2021).

Although the results were positive, the training had limitations, including the limited number of devices available so students had to share computers, as

well as the relatively short duration of the training, which did not cover advanced materials (Fatmawati et al., 2023). These factors may affect the depth of participants' exploration of Microsoft Word features (Shah & Cheng, 2019).

For future development, the training needs to continue with more complex topics such as automatic table of contents creation, document template usage, and official letter formatting so that students have more comprehensive skills. In addition, a longer training time and adequate facility support will help optimize learning outcomes (KURNIAWAN et al., 2021).

Partnerships between schools and universities such as this one make an important contribution to the equitable distribution of digital literacy, especially in areas that do not have adequate access to technology (Green et al., 2020). In addition to providing direct benefits for students, this activity is also a contextual learning experience for students as facilitators involved in the community service process.

Conclusions

The Microsoft Word training organized for grade 10 students of Maros Vocational High School 1 on May 12, 2025 showed high effectiveness in building basic digital literacy competencies. The activity, which involved facilitators from the Department of Agricultural Technology, Pangkep State Polytechnic of Agriculture, successfully transferred technical document processing skills systematically to novice learners at the junior secondary level.

Significant improvements in the mastery of basic Microsoft Word features, such as text formatting, visual element insertion and document structuring, reflected that the hands-on approach was able to address the need for skills-based learning. Evaluation results showed that the average competency achievement of participants reached 90%, indicating that this training method is not only effective, but also adaptive to the junior high school learning context.

The implications of this success show the importance of digital technology integration in the basic education curriculum, especially in preparing students to face the challenges of 21st century learning. In addition, the involvement of students as facilitators also indicates the potential for collaborative models between educational levels in supporting community service programs based on academic expertise.

Taking into account the time constraints and the level of readiness of the participants, this training illustrates that digital literacy development does not have to be complex, but simply through a systematic, applicable and age-appropriate approach. Therefore, similar trainings are recommended to be replicated with further content adjustments to support the sustainability of technology literacy programs at the primary and secondary school levels.

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