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Practical Training on Creating Table of Contents and Organizing Page Numbers in Microsoft Word for Students of Muhammadiyah Senior High School Palopo

Hasbi[1*], Andi Nurlinda Thamrin[2], Dasril[3]

[1,2]Faculty of Science and Technology, Universitas Muhammadiyah Palopo, Palopo, Indonesia;
[3]Department of Computer Science, Universitas Andi Djemma Palopo, Palopo, Indonesia.

*E-mail: hasbi@umpalopo.ac.id

Abstract
The ability to manage digital documents efficiently is an important basic skill for high school students in supporting their academic work. This community service activity aims to improve the understanding and skills of Muhammadiyah Senior High School Palopo students in using the "Table of Contents" and "Page Number" features in Microsoft Word. Based on an initial survey, it is known that most students are not familiar with the use of these features and tend to arrange them manually. The training was conducted directly in class using demonstration, independent practice, and intensive guidance. The evaluation results showed that 100% of the participants were able to create an automatic table of contents and set different page numbers appropriately. The students' response to the training was very positive, with 100% stating that the activity was relevant and helped to complete academic tasks more efficiently. The training also encouraged students to be more explorative in exploring other Microsoft Word features. The success of this training shows that a practical approach can improve students' digital literacy and is worth replicating in similar educational contexts.

Keywords: Automatic Table Of Contents, Digital Literacy, Microsoft Word, Page Numbers, Training

Introduction

Right in the middle of the rapid development of digital technology, mastering word processing software such as Microsoft Word is an important basic skill for high school students (Setiawan et al., 2019). For 10th grade students of Muhammadiyah Senior High School Palopo, this skill is needed to support the preparation of academic assignments such as practical reports and scientific papers. However, many students still experience difficulties in creating a table of contents and organizing page numbers automatically due to limited understanding of the advanced features available. As a result, the document

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preparation process is often done manually, which not only takes longer but also increases the risk of formatting errors.

This training is part of a community service program organized by Faculty of Science and Technology, Muhammadiyah University. The main objective of this activity is to improve students' technical skills in using Table of Contents and Page Numbering features in Microsoft Word, as well as building their confidence in managing academic documents efficiently and professionally. The approach used in this training is practical and participatory, by involving students directly in every stage of learning so that they not only understand the theory, but are also able to apply it independently (Febrian et al., 2024).

Mastery of the advanced features of Microsoft Word not only supports the efficient completion of academic assignments, but is also an important provision for students in facing the challenges of higher education and the world of work (Bakhri, 2022). Therefore, this training is expected to have a long-term impact in improving students' digital literacy competencies. In addition to improving individual skills, this activity also contributes to strengthening the quality of education at Muhammadiyah Senior High School Palopo, especially in encouraging the integration of information technology in the teaching and learning process.

Materials and methods

This training activity was held for one day on Saturday, February 22, 2025, at the ICT Lab of Muhammadiyah Senior High School Palopo. A total of 54 grade 10 students participated in the training facilitated by four University students from Faculty of Science and Technology, Muhammadiyah University. During the training, which lasted from 08.00 to 11.55 WIB, participants were guided through a hands-on approach, accompanied by discussion and question and answer sessions to ensure a thorough understanding of the material presented. This activity is carried out through several stages which are described as follows:

1. Preparation

The training preparation stage began with observing the training location at Muhammadiyah Senior High School Palopo to identify the conditions and supporting facilities available. Furthermore, the service team identified the needs of the participants through an initial survey to measure students' understanding of Microsoft Word features, especially in the use of Table of Contents and Page Number. Based on the survey results, training materials were prepared that were relevant to the needs of the participants. In addition, the main problems faced by students in document processing were determined, as well as the collection of

supporting data as material for the preparation of service proposals. The team also ensured that all training tools and facilities were ready to use, including obtaining official permission from the school as the location for the activity.

2. Material Presentation

The training was conducted face-to-face in a training room equipped with computer facilities. The material was delivered by the facilitator through an interactive presentation accompanied by a demonstration of the use of the Table of Contents and Page Number features in Microsoft Word. Each stage is explained systematically with applicable examples to support students' conceptual understanding.

Students follow the practice directly through their respective devices to gain an applicative learning experience. The facilitator provides a question and answer session and individual assistance for students who experience problems during the training. As supporting materials, students are given modules or handouts that can be used as independent references after the activity is complete.

This approach is designed to ensure that students not only understand the material theoretically, but are also able to implement the acquired skills independently in an academic context. The interactive and practice-based training atmosphere is expected to increase learning effectiveness and provide meaningful experiences for participants.

3. Independent Practice

After the presentation of the material, students are given the opportunity to practice directly each step that has been explained. At this stage, students are asked to compile a simple document that contains a table of contents and page number settings according to the guidelines. During the practice session, the facilitator provides guidance and answers questions that arise. After the practice is complete, an evaluation of the students' work is carried out. The facilitator provides feedback in the form of input and suggestions for improvement, and re-explains the parts that are still not understood. In addition, students are invited to discuss to identify challenges faced during the training and discuss strategies for solving them.

4. Follow-up

As a follow-up to the training, students are provided with materials in the form of digital documents that can be accessed at any time as an independent learning resource. These materials are organized systematically to reinforce

understanding of the concepts taught and facilitate repetition of the material outside of the training sessions. The provision of digital documents aims to ensure that students continue to have access to the information needed to complete academic tasks related to document management using Microsoft Word.

Students were also invited to join an online discussion forum managed by the facilitator. The forum is designed as an interactive space that allows students to ask questions, discuss technical issues, and share experiences and solutions with peers. Through this approach, a collaborative and sustainable learning community is expected to be formed, so that the impact of the training is not limited to time and space, but continues to grow through interaction between participants.

Results

On February 22, 2025, practical training activities were carried out to create a table of contents and set page numbers in Ms. Word. This activity was attended by 54 participants of 10th grade students of Muhammadiyah Senior High School Palopo and 4 university students from Faculty of Science and Technology, Muhammadiyah University who were responsible for providing material and assistance during the training of presenters. The results of this training can be identified through several indicators as follows:

1. Improving Student Understanding

Prior to the training, the majority of students showed limited understanding of the use of the Table of Contents and Page Number features in Microsoft Word. Based on the initial survey, only about 35% of the participants had used these features, while most of the others still compiled the table of contents and page numbers manually. This condition shows the importance of improving basic digital literacy, especially in systematically managing academic documents. As part of the training, students were asked to compile a simple document that includes an introduction, body, and conclusion, by applying an automatic table of contents and page numbering according to the document structure.

After the material delivery and demonstration session, the activity continued with independent practice using their respective devices. Students try to apply various document settings, such as different page formats and adding subheadings to the table of contents. The facilitator provides technical assistance throughout the process. This training refers to a learning approach that emphasizes direct experience to strengthen understanding. Through this activity,

participants are expected to be able to optimize the use of Microsoft Word features in preparing documents in a more efficient and structured manner.

Practicum 1 (Table Of Content)

In preparing formal documents such as papers or reports, the presence of a table of contents is very important because it makes it easier for readers to go directly to a particular part of the document without having to browse the pages one by one. To help students understand how to create a table of contents in an efficient way, this training directs them to utilize the automatic Table of Contents feature available in Microsoft Word. The process of creating this automatic table of contents begins with ensuring that all important sections in the document such as chapter and subchapter headings have been formatted using the appropriate heading style. For example, main titles such as "CHAPTER I INTRODUCTION" are formatted with Heading 1, while subheadings such as "1.1 Background" are formatted with Heading 2, and so on. This heading format is important because Microsoft Word will recognize and pull those sections automatically into the table of contents.

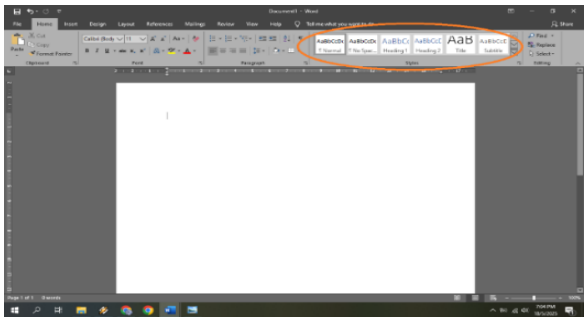

Figure 1. Heading Style

After the important parts of the document are formatted with headings, students are then directed to place the cursor on the part of the page where the table of contents will be inserted, generally after the title page or preface. Next, they are asked to click on the References (1) tab located on the top menu bar of Microsoft Word, then select the Table of Contents button located on the left side of the ribbon. Once clicked, several automatic table of contents (2) display options will appear. Students can choose one of the two options available, namely Automatic Table 1 or Automatic Table 2. Once one of the options is selected, Microsoft Word will automatically insert a table of contents based on the heading structure that has been applied previously.

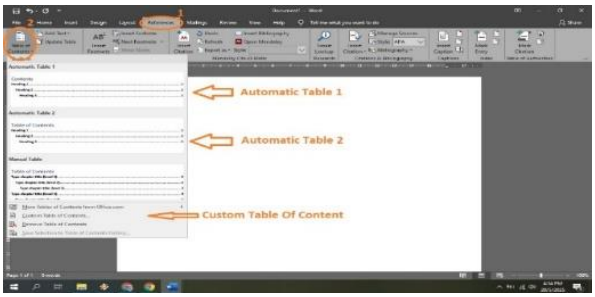

Figure 2. Heading Style

This training also emphasizes the importance of updating the table of contents. When the document changes, such as adding a new chapter or changing the page position, students are guided to update the table of contents by clicking on the existing table of contents and selecting the Update Table command. There are two options available, namely updating only the page numbers or updating the entire table of contents. Thus, trainees not only understand the technical steps of creating a table of contents, but are also able to manage and update it according to document changes. Through this approach, students are trained to produce well-structured and professional documents in accordance with academic standards.

Practicum 2 (Page Number Settings)

The page number setting training aims to equip participants with the ability to insert page numbers automatically in Microsoft Word documents so that the appearance of the document becomes more neat and in accordance with academic writing standards. The procedure begins by placing the cursor on the first page of the document, generally after the title or cover page. The next step is to open the Insert tab(1) on the main menu and select the Page Number option(2), where participants can determine the position of the page number, such as at the top (header), bottom (footer), or side of the page as needed. After determining the position, participants are directed to set the page number format(3), including changing the number type from Arabic numerals (1, 2, 3...) to Roman numerals (i, ii, iii...) which are commonly used in introductory sections, such as the preface and table of contents. This training covers the use of the Format Page Numbers menu to select a number format and assign initial numbers to specific pages.

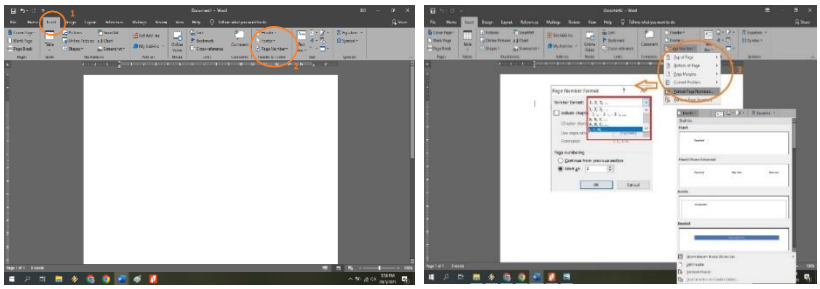

Figure 3. Page Number Settings

Furthermore, participants are trained to separate the page numbering between the introduction and the main body of the document by utilizing the Section Break feature. The addition of section breaks allows the use of different page number formats in each section, such as Roman numerals in the introduction and Arabic numerals starting from the main body. In addition, it was also shown how to remove page numbers on certain pages, such as the title page, through the Different First Page option. After all the settings have been made, participants are directed to check the consistency of page numbering in accordance with academic document standards. Through this practice, participants are expected to not only be able to insert page numbers automatically, but also understand the management of various page number formats and positions in one document, so that the resulting document has a more systematic and professional appearance.

2. Practical Skill

The evaluation results showed that 100% of the participants were able to create a document with an automatic table of contents and appropriate page number settings. Students were able to set different page number formats between the beginning and the body of the document, as well as compile a table of contents that was automatically linked to the headings in the document. This ability reflects mastery of the basic features of modern word processing software that are needed in the preparation of scientific papers. Adjusting the page number format, such as using Roman numerals in the introduction and Arabic numerals in the main body of the document, is one of the standards in academic writing. The improvement of these skills shows that the training has a positive impact on students' digital literacy in the context of professional document management. The following table presents the results of the evaluation of participants' abilities:

Table 1. Results Evaluation of participants' skills

Category Trained	*Result Indicators*	
	Before (%)	***After (%)***
Have Used & Understood the "Table of Contents" Feature	35	100
Page Number Setting	15	100
Practical Ability	15	100

3. Participants' Response

The participants' response to the training showed very positive results. Based on the questionnaire distributed after the activity, 100% of participants stated that this training was relevant to their needs, especially in supporting the completion of academic tasks more efficiently. In addition, participants appreciated the interactive delivery method and the guidance provided by the facilitators during the training process. This reflects that the training approach applied was able to create a meaningful learning experience that was appropriate to the level of participants' needs.

4. Long-term Impact

This training not only provides direct benefits in the form of improved technical skills in using the Table of Contents and Page Number features, but also encourages changes in students' habits in organizing documents more efficiently. Through demonstrations, independent practice, and evaluation sessions, students became more accustomed to utilizing the automatic features in Microsoft Word. The enthusiasm that emerged in the discussions and active involvement in the exercises indicated an urge to explore other features available in the software. With the understanding gained during the training, students are expected to no longer compile the table of contents manually, and be able to apply different page number settings in one document. This impact reflects that the training has successfully established applicable and sustainable skills in supporting students' academic work.

Discussion

The results of the training showed a significant improvement in students' technical skills in using the Table of Contents and Page Number features in Microsoft Word. Before the training, most students were not accustomed to using these features automatically, and even tended to use manual methods in preparing documents.

This finding is in line with previous research showing that the lack of basic digital literacy is still a challenge in the secondary education environment (Argelagós & Pifarré, 2016). After the training, most participants showed a good understanding and were able to apply the features in practical tasks.

The implementation of the training, which includes hands-on demonstrations, independent practice, evaluation of work results, and joint discussions, is proven to provide a comprehensive learning experience (Trevisan, 2004). This practice-based training strategy is in line with the active learning approach, which is believed to increase participant engagement and strengthen concept understanding through hands-on experience (Pamungkas et al., 2019). In addition, the application of this method also takes into account the principles of constructivistic learning, where understanding is built gradually based on experiences that are relevant to the participants' context (Fossey et al., 2002).

Time constraints in the training were a significant challenge, especially for students who were not accustomed to using computers. Different backgrounds in technology experience affected the learning speed of each participant. In this case, the Zone of Proximal Development (ZPD) theory proposed by Vygotsky is an important reference to adjust the assistance method to the students' level of understanding (Harland, 2003). Facilitators need to provide temporary and adaptive assistance so that students can achieve independence in using the software.

The positive responses from participants indicated that the training was not only relevant to their academic needs, but also provided encouragement for further exploration of the features in Microsoft Word. Active participation in discussions, hands-on practice, and successful completion of evaluation tasks were indicators that the training had an impact not only on immediate outcomes, but also on increasing students' motivation to learn in a digital context (Saputa et al., 2024).

The long-term impact of this training can be seen from the change in students' habits in drafting documents. They have become more confident in using automated features and no longer rely on manual methods. The ability to set different page numbers in one document shows that students not only understand technical concepts, but are also able to apply them in accordance with

academic writing standards. This reinforces the importance of basic applicable technology training in supporting the learning process at the secondary education level (Puspitarini, 2022).

Conclusions

The "Practical Training on Creating Table of Contents and Setting Page Numbers in Microsoft Word" is part of a community service program that aims to improve basic document processing skills in students. This activity responds to the low understanding of the Table of Contents and Page Number features, as seen from the initial survey which shows only 35% of participants have used them.

The training was conducted using interactive demonstration methods and independent practice in a classroom with computer facilities. Participants followed the steps of creating an automatic table of contents and setting page numbers, accompanied by facilitators and provided with written guidelines.

Evaluation results showed that 100% of participants successfully applied the training materials, and 100% responded positively because the materials met their needs. Despite differences in participants' experience levels, the individualized approach helped optimize learning outcomes, in line with constructivist theory.

The training had a long-term impact by encouraging participants to be more explorative in using Microsoft Word features, leaving behind manual methods, and increasing efficiency and professionalism in document preparation. These successes suggest the training is worth replicating in similar educational contexts.

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