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Optimizing the Use of Microsoft Office to Support Student Performance and Productivity at SMKI 1 Sukorejo

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Abstract

In today's digital and globalized era, mastery of information and communication technology, particularly office applications like Microsoft Office, is crucial for both business and education. Today's students are expected to be able to manage information using Word, Excel, and PowerPoint, in addition to understanding course material. However, many students still lack the skills to fully master these applications, even though these skills are essential for completing schoolwork and meeting the demands of the workplace. Therefore, providing Microsoft Office training and mentoring in schools, particularly at SMK Negeri 1 Sukorejo, is an effective way to improve students' digital literacy and prepare them for the ever-innovating technological developments in the corporate sector.

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INTRODUCTION

Advances in information and communication technology (ICT) in the era of globalization are occurring rapidly and have had a significant impact on various aspects of life, including education and the workplace. These changes require society, especially the younger generation, to possess adequate digital skills to adapt to the needs of the times (Salsabila & Hidayat, 2021). In the educational context, cloud-based productivity software, such as Microsoft Office 365, is a crucial tool in supporting digital learning activities.

The learning process itself involves teachers as facilitators and students as learners who receive and develop learning messages across cognitive, affective, and psychomotor domains (Daniyati, 2023). Teachers are required to develop engaging and efficient learning materials utilizing digital technology (Fitriani, 2023; Rohmah, 2022). Applications such as Microsoft Word, Excel, and PowerPoint are widely used to compile teaching materials, exam questions, and presentation materials systematically and attractively (Saputra & Sari, 2022; Herlina, 2021; Putri & Handayani, 2021).

Microsoft Office 365 provides online services such as Word, Excel, PowerPoint, Teams, OneNote, and SharePoint that support collaborative learning (Prasongko et al. 2022). Studies have shown that Office 365-A1 is effective in teaching academic English because the integration of Teams and OneDrive supports collaborative student-lecturer interactions and digital literacy (Setiadi et al. 2023). They also added that in vocational high schools (SMK) settings, Office 365 improves teacher work efficiency and students' 21st-century skills, such as collaboration and critical thinking.

However, not all students have adequate skills in using this software. Microsoft Office has become the standard for document creation, data processing, and digital communication in the workplace (Mulyani & Prasetyo, 2023; Microsoft, 2013). Therefore, it is crucial for vocational educational institutions such as vocational high schools (SMK) to provide structured training to improve students' digital literacy (Renyaan et al., 2024; Lestari, 2022).

During the COVID-19 pandemic, Microsoft Teams has proven effective in replacing face-to-face learning. A study by Asropah et al. (2022) demonstrated the effectiveness of Teams in Indonesian language learning in secondary schools (EAI Conference 2020), stating that Office 365 is a relevant solution for distance learning thanks to its cloud and cross-device accessibility.

However, the use of Office 365 also presents challenges (Hasanah & Dewi 2022). They identified technical barriers, low digital literacy, and limited devices as the main obstacles. Solutions include self-paced training, teacher collaboration, and streamlining learning content.

Institutional support and user readiness also determine the success of Office 365 integration (Jatiluhur 2021). This study demonstrates how teacher training and infrastructure support implementation in elementary schools. Meanwhile, a blended learning approach based on OneNote and PowerPoint has proven effective in science lessons (Fitriyah et al., 2021). Teacher and student acceptance of Office 365 is influenced by its usefulness, ease of use, and support from school management (Rohayati et al., 2021). M(Utami et al. (2022) showed that long-term usage intentions are influenced by attitudes, subjective norms, and perceived control.

Microsoft Sway, part of Office 365, also contributes to improving students' digital literacy through interactive visual presentations (Rulviana et al., 2023). Furthermore, Riyadi and Ghofur (2021) added that Microsoft Word can be utilized as a project-based learning medium to create interactive modules. With these various benefits, Microsoft Office training in schools is a strategic step in preparing students to face the challenges of the digital workplace. These skills not only support academic activities but also provide an important foundation for facing the challenges of the digital economy and the future industrial world (Institution & Muro, 2017).

COMMUNITY SERVICE METHODS

Based on the introduction you provided, the most suitable and implied community service method is training or workshops. This is based on several key points within the text. Firstly, there's a strong emphasis on the need for society, especially the younger generation, to possess adequate digital skills to adapt to the era of globalization, where Microsoft Office 365 is recognized as a crucial tool for digital learning. Secondly, the text explicitly states that "not all students have adequate skills in using this software," identifying a competence gap that needs to be addressed. Thirdly, the urgency for training is further reinforced by the statement that "it is crucial for vocational educational institutions such as vocational high schools (SMK) to provide structured training to improve students' digital literacy." Lastly, Microsoft Office training in schools is seen as a "strategic step in preparing students to face the challenges of the digital workplace," as these skills not only support academic activities but also provide an important foundation for facing the challenges of the

digital economy and the future industrial world. Thus, organizing training or workshops will be an effective community service method to bridge the digital skills gap and equip students with relevant competencies.

RESULTS AND DISCUSSION

The Microsoft Office Basics training was conducted in one stage consisting of three sessions, and took place in the computer laboratory on May 17, 2025. This activity was attended by 40 students from SMK Negeri 1 Sukorejo. The main focus of the training was the introduction and basic use of Microsoft Office applications, especially Microsoft Word. The material presented covered various important features in Word that support learning activities, such as typing, paragraph arrangement, use of tables, and document layout. The following training resources were offered:

Table 1. Learning Resources

No	Session	Material
1	*Microsoft Word*	1. Microsoft Office Overview 2. Microsoft Word Advantages 3. Microsoft Word Features 4. Opening a New Microsoft Word Sheet 5. How to Edit, Save, and Delete Text 6. Paragraph Configuration 7. Page Numbering 8. Layout, Watermarks, and Borders 9. Microsoft Word Shortcuts and Other Uses 10. Practicing Using Microsoft Word
2	*Microsoft Excel*	1. Advantages of Microsoft Excel 2. Creating tables 3. Creating basic formulas (sum, average, count, if, max, min) 4. Adding charts 5. Shortcuts in Microsoft Excel and more 6. Practicing using Microsoft Excel
3	*Microsoft powerpoint*	1. Benefits of Microsoft PowerPoint 2. Microsoft PowerPoint Features Explained 3. Presenting Presentations with Engaging Visuals 4. Creating Visually Appealing Presentations 5. Adding Charts and Images 6. Slide Format, Size, and Design 7. Animations and Transitions 8. PowerPoint Useful for Microsoft
4	Evaluation	1. Participants' responses to the training activities 2. Benefits they gained 3. Participants' expectations for future activities

This training aims to improve students' skills in operating office applications, thereby supporting the digital and efficient teaching and learning process. Documentation of this training activity is shown in the following image:

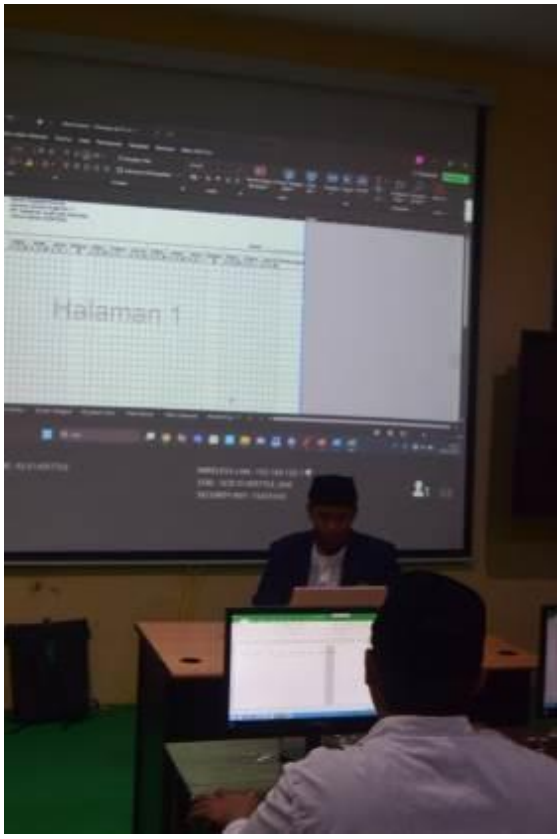


Figure 1. Participants are given practice questions by the presenter.

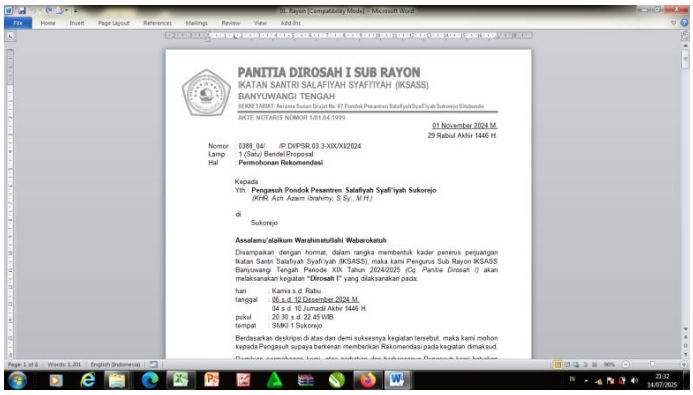
Figure 2. Presenter explains the functionality of Microsoft Word.

After prayer and a short break, the training continued at 4:00 PM WIB with a second session focusing on Microsoft Excel and PowerPoint. Participants learned how to create worksheets, use basic formulas, and create Excel tables and graphs. They also learned how to use PowerPoint to create engaging presentation slides with animations and transitions. Every participant was fully engaged in this interactive session. See the

image below:

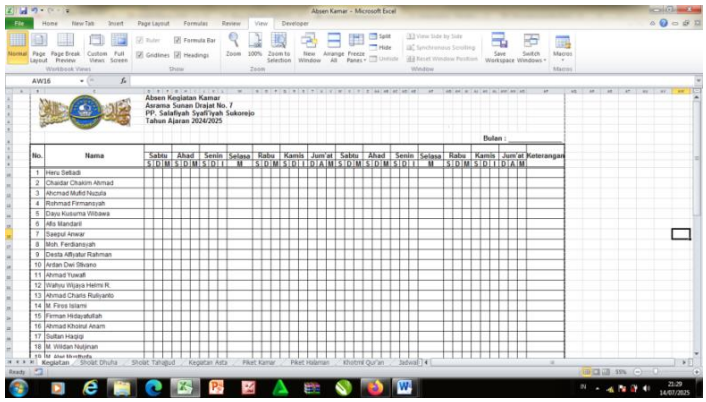
Figure 3: The instructor provides personal assistance to participants who are experiencing difficulties.

Participants applied the knowledge they gained in the third session by creating promotional materials and business profiles on social media. As evidence of the training's effectiveness and participant engagement, this activity was captured on camera and in photographs. The following images show the training documentation.



PANITIA DIROSAH I SUB RAYON
IKATAN SANTRI SALAFIYAH SYAFI'IYAH (IKSASS)
BANYUWANGI TENGAH

Figure 5. Results of official letter documents created by participants using Microsoft Word during the training session.



Absen Kegiatan Kamar
Asrama Sunan Drajat No. 7
PP. Salafiyah Syafi'iyah Sukorejo
Tahun Ajaran 2024/2025

Figure 6. Results of creating a student attendance table by participants using Microsoft Excel.

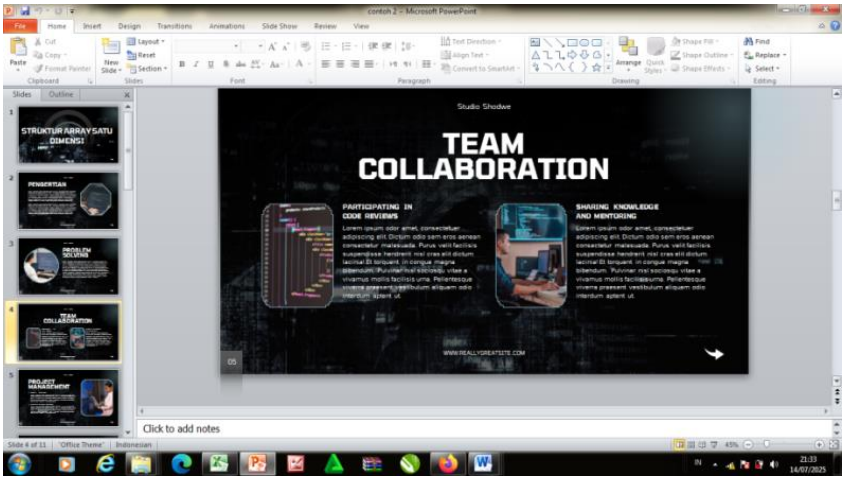


Figure 7. Results of the activity report presentation slide design created by participants during the Microsoft PowerPoint training.

The documentation session marked the end of the fourth session. Group photos and practical session photos were taken by both the organizers and participants. These recordings serve as evidence of active participation and valuable archives. The atmosphere was enthusiastic, relaxed, and well-organized. Documentation of this training activity is shown in the following image:

Figure 8. Group photo of participants and resource persons at the end of the activity.

A survey measuring student satisfaction with the training was used to conclude the final session. The purpose of the questionnaire was to determine participants' opinions about the training content, delivery style, and benefits. Students participated enthusiastically, and the event ran smoothly and was well-organized. Based on the questionnaire results, most participants were satisfied and found the training useful. The following table displays the findings from the student satisfaction survey:

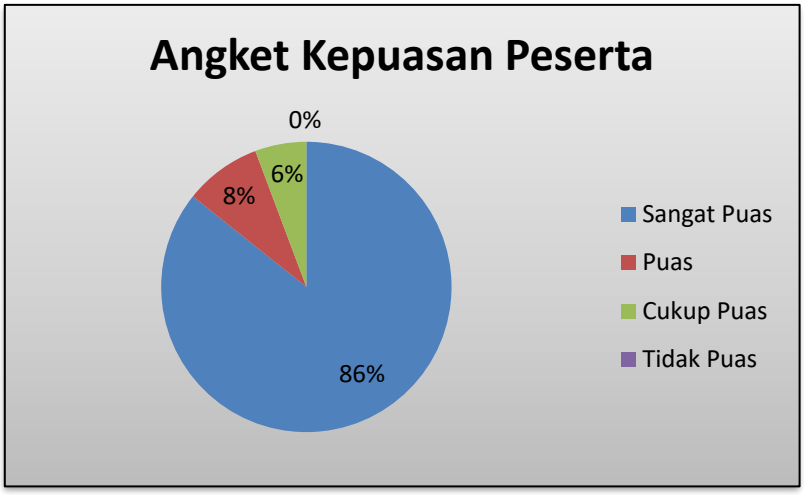


Figure 9. Graph 1 Results of Student Satisfaction Questionnaire After Training

CONCLUSIONS AND SUGGESTIONS

The Microsoft Office basics training at SMKI 1 Sukorejo was a success and enthusiastically attended by 40 students. The training was divided into three sessions, covering an introduction to and practical use of Microsoft Word, Excel, and PowerPoint. In the Word session, participants learned how to format documents neatly, insert tables, and organize page layouts. In the Excel session, students created simple worksheets, used basic formulas like SUM and AVERAGE, and presented data in graphs. The PowerPoint session taught them how to create engaging presentations with visual design, animation, and transitions.

The success of this training demonstrates the importance of continuing similar activities regularly to improve students' digital literacy. Support in the form of practical learning modules and evaluation of training outcomes is highly recommended to deepen participants' understanding. With this knowledge, students not only understand the basics of using office applications but are also better prepared to face the challenges of the technology-based workplace and education.

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