Introduction to Microsoft Word for Grade V and VI Students at SDN 4 Gondoharum

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Abstract: In today's digital era, computer-based information and communication technology has affected various aspects of life including education. This service activity aims to assist students at SDN Negeri 4 Gondoharum, especially in grades 5 and 6 of Kudus Regency in applying Microsoft Word because the lack of facilities for learning computer science at SDN is the main reason for the realization of the work program on Microsoft. The method used to achieve the planned target or goal is to introduce the features contained in Microsoft Word. Participants were divided into groups. Each group was accompanied by a mentor. To determine the success of the activity program that has been carried out, an evaluation is carried out to determine the level of understanding of students regarding the material and training that has been provided. This activity concludes that the service has succeeded in increasing the knowledge of students in the application of Microsoft Word.

Keywords: Microsoft office, Microsoft Word; Komputer, Era Digital

1. Introduction

Information and communication technology (ICT) is a necessity in facing the era of globalization. In today's digital era, students must be required to be able to operate computers such as laptops, CPU computers, cellphones, smartphones, and so on. Laptop is one of the widely used electronic media such as making it easier for humans to manage data, store information (data storage) practically and efficiently (Permana & Mahameruaji, 2019). In addition, skills in using a laptop or digital literacy also determine one's success in education. When viewed in terms of learning media, many learning media can be run through the use of computers by implementing certain applications (Astawa, 2019).

Knowledge of computer-based information and communication technology is currently needed by both adults and adolescents or children who are currently students. Especially for students, the role of ICT in various aspects of life including education is undeniable. The presence of ICT in learning provides no other choice but to participate in utilizing it (Widyastono, 2017). Especially in the current New Normal Era, children affected by the COVID-19 pandemic carry out Less Contact Community-based learning, aka more online, so there is no choice for teachers and students to utilize ICT in educational activities, both face-to-face activities and assignments McConnell, H. (2024).

One of the computer applications that are widely used for making assignments at school is Microsoft Word (Sari et al., 2020) and Microsoft PowerPoint (Maryatun, 2015). Microsoft Word or Microsoft Office Word is Microsoft's flagship word processor software. Microsoft Word is a word processing program on a computer that was first introduced in 1983 by technology giant Microsoft. Since its inception, this product has undergone development in various versions. Microsoft Word allows users to combine not only words, but also pictures and diagrams (Purnomo, 2011). Microsoft PowerPoint is a computer program for presentations developed by Microsoft in their office application package. This application is very widely used, especially by office and business people, educators, students, and trainers. PowerPoint is one of the application programs

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from Microsoft that can be used to make presentations, both for conducting a meeting and planning other activities including being used as learning media in schools (Mardi et al., 2007).

Microsoft Word and Microsoft PowerPoint applications make it easy for learners to complete assignments. Spreadsheet text in Microsoft Excel can be moved by pasting the spreadsheet into a table in Word. Microsoft Word can also be connected with other Microsoft applications such as PowerPoint, OneNote, Outlook (Benghalem, 2015).

The advantages possessed by Microsoft Word help shorten the time in doing tasks. Another advantage of Microsoft Word is that it helps improve writing on documents (Wijaya, 2020). With a relatively high level of ease, and balanced with maximum results, Microsoft PowerPoint greatly helps the presenter's task in conveying information. Another advantage of this application is that it provides visual effects, is easy to share, has many tools, and can be used for collaboration with teams/groups.

This service activity aims to provide assistance to students at SDN Negeri 4 Gondoharum, Kudus Regency in applying Microsoft Word and Microsoft PowerPoint. With this activity, it is hoped that it can make it easier for students to do word processing and make presentation media that is useful for facilitating the learning process.

From several articles in this study conducted intends to provide an understanding of 5th and 6th grade students of SDN Negeri 4 Gondoharum about technology, especially in the introduction of microsoft office word. towards microsoft learning, it is hoped that this can make it easier to provide understanding to students so that in the future it can improve students' abilities regarding technology, especially regarding microsoft applications Grant, D. M., Malloy, A. D., & Murphy, M. C. (2009). The aim of this research is to provide an understanding to students how to use and introduce Microsoft Office software in this digital era. So that students can know how important it is to have microsoft office soft skills for their future The benefit taken in this activity is to convey our knowledge of how to use microsoft to students in grades 5 and 6 of SDN 4 Gondoharum, to open their minds about the importance of digital technology.

## 2.	Methods

The stages of the method used in the implementation of the work program "introduction of microsoft office to improve knowledge at SDN 4 Gondoharum" the targeted subjects or targets are students in grades 5 and 6, a total of 44 people, this was carried out for 2 days, namely on August 30 for grade 5 and August 31 for grade 6. As below is a series of activity processes carried out in a planned manner which includes the following stages;

1. Teacher/principal consultation: Discussing with the principal about what we will discuss for this event, what permits we have to get to make this event, and how good quality material will be discussed at this event.
2. Observation: In order to find out what is needed at the target of this event, we made observations. This observation was carried out by directly visiting the target location and interviewing several students or teachers at that location.
3. Making a cover letter: Making this cover letter serves to identify that we have a clear identity of where we come from and is useful for establishing a partnership with SDN 4 Gondoharum Depok and explaining what the purpose and benefits of our activities are clearly.
4. Preparation of materials as teaching materials: The next thing we did was to organize the material as well as possible in accordance with the target conditions.
5. Preparation of Educational Activities Material: In order to run an activity, we are required to arrange the structure of the activity, such as how we explain the material as well as possible, and prepare prizes so that the target is interested in participating in this activity properly.
6. Activity Implementation: On the day when the implementation of the activity began, we carried out this activity in accordance with the schedule of events that we had made, one of which was handing over a plaque for our cooperation with SDN 4 Gondoharum, delivering material, giving gifts according to the questionnaire and question and answer, and closing with prayer.
7. Preparation of Final Report: In making this final report, it is useful to submit documentation about what we did in the activity on the specified day.

The method used in training using the exercise method or drill is a method that can be used to convey subject matter or information through exercises. The drill method serves to train students' physical and mental skills. One of its purposes is to train each student's mentality to get used to certain things. Meanwhile, training is a technique of educating students to have and develop skills.

3.   Results

The results obtained from the introduction of Microsoft Word for 5th and 6th grade students of SDN 4 Gondoharum are about basic descriptions of various basic menú in Microsoft Word which are useful for helping in school assignments or other work in the future. The menus are as follows:

1. Home menu, an important place when you want to edit and format your writing. Here you can change fonts, set paragraphs, create number lists, insert elements such as images, use special text styles and perform actions such as deleting and copying text.
2. Insert menu, where you can insert various additional elements into the document. These elements can be table images, shapes, and more. So if you want to add something more than just text, such as images or tables, the Insert menu is the place to go.
3. The Layout menu, organizes the layout of your document where you can set the margins, set the page layout such as orientation and set how other objects or text are arranged in the document. So, if you want to manage how the documentation looks as a whole, the Layout Menu is the right choice.

The points above are the materials taught to grade 5 and 6 students of SDN Gondoharum, totaling 16 each from grade 5 and 28 each from grade 6, who have different responses to the material from each individual grade 5 and 6 of SDN Gondoharum (Table 1).

Tabel. 1 Descriptive statistics kelas 5 dan 6 SDN Gondoharum Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.Deviation
Class 5	16	31.4	76.8	55.084	12.540
Class 6	28	15.8	51.12	22.708	33.538

The first point output from table 3 above shows the value of N or the number of grade 5 SDN Gondoharum students totaling 16 samples. Responsive students in receiving material understanding with a mean or average value of 55.084 which means that the average responsiveness of grade 5 SDN Gondoharum is 55.08% with a maximum value of 76.8% when providing material on August 30. The minimum value is 31.4% of grade 5 SDN Gondoharum with a standard deviation of 12.540 which means that the maximum responsiveness of the average variable is +12.540, while the maximum decrease from the average variable is -12.540 or it can be said that the average storage value of the responsive variable of grade 5 students at SDN Gondoharum in receiving material is 12.54%.

The second point output from table 3 above shows the value of N or the number of grade 6 students of SDN Gondoharum totaling 28 samples. Responsive students in receiving material understanding with a mean or average value of 22.708 which means that the average responsiveness of grade 6 SDN Gondoharum is 22.7% with a maximum value of 51.12% when providing material on August 31. The minimum value is 15.8% of grade 6 SDN Gondoharum with an estándar deviation of 33.538 which means that the maximum responsiveness of the average variable is +33.538, while the maximum decrease from the average variable is -33.538 or it can be said that the average storage value of the responsive variable of grade 6 SDN Gondoharum students in receiving material is 33.53%.

4.   Discussion

In this section, we will have an in-depth discussion about the results of the community service that focuses on learning basic Microsoft Word to grade 5 and 6 students of SDN Gondoharum. This discussion will include an analysis of the results, implications, and relevance to theoretical perspectives and supporting research.The results of this program showed significant improvement in students' competency in using basic Microsoft Word. The students were able to create and edit simple documents, as well as understand the basic concepts in using this software. Evaluation was conducted in the form of practical knowledge tests and assessment of student work by teachers. These results reflect the success of the approach taken in the training. The active participation of resource persons, including the school principal, ICT teachers, Grade 5 and 6 students, and KKN students, in providing materials and guidance to the students contributed greatly to the data presented here.

This community service program has important implications in the context of education at SDN Gondoharum and may also be applicable in other schools, some of the implications that can be highlighted are:

- Digital Literacy Enhancement
  Improving basic Microsoft Word competencies helps students in improving their digital literacy. Digital literacy is an essential skill in an increasingly digitized world Dobson, T., & Willinsky, J. (2009). With this ability, students can be better prepared to face the demands of information technology in the future.
- KKN Student Contribution
  The involvement of KKN students in this community service is a valuable experience that can help them develop pedagogical skills and understanding of basic education needs. This is in line with the concept of learning through community service (Eyler & Giles, 1999).
- Theoretical Relevance
  The theoretical perspectives that support this community service are digital literacy, constructivistic approach to learning, and shopping transfer. Digital literacy theory, as proposed by Suyanto (2017). Provides a theoretical basis for the importance of developing skills in the use of information technology in basic education. The constructivistic approach, as outlined by Wilson, B. G. (1996) supports active and experiential training design, which is in line with the approach taken in this program. Learning transfer theory, as defined by Royer, J. M. (1979) It can also be seen in the improvement of students' competencies after the training. The knowledge gained in this training can be applied in real situations.

5.   Conclusion

The community service focused on learning basic Microsoft Word to grade 5 and 6 students at SDN Gondoharum has successfully improved students' basic understanding and digital literacy and their competence in using Microsoft Word. These results support the concept of digital literacy in education and make a positive contribution in developing students' skills in facing an increasingly digitized World.

Acknowledgements

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