MICROSOFT OFFICE BASIC TRAINING FOR KINDERGARTEN TEACHERS

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ABSTRAK

Abstrak: Microsoft Office merupakan program yang memberikan manfaat yang sangat besar bagi dunia teknologi yang terus berkembang, dalam hal pengolah kata digunakan untuk Pendidikan. Tujuan dari pengabdian ini diharapkan dapat memberikan pengetahuan keilmuan, dan keterampilan para guru dalam hal pengoperasian Microsoft Office dasar. Pelaksaan pengabdian dilakukan pada Guru-guru di TK Al Biruni yang berjumlah 10 orang. Metode pengabdian masyarakat yang digunakan dalam kegiatan adalah: (1) melakukan Assesment dengan berkoordinasi dan FGD (Focus Group Discussion) dengan Guru-guru; (2) Planning and Development yaitu membuat materi tentang pengoperasian Microsoft Office dasar; (3) Implementation dilaksanakan sosialisasi pengoperasian Microsoft Office dasar; (4) Evaluasi: mengecek pemahaman dan keterampilan Misrosoft Office. Berdasarkan hasil pelatihan guru-guru merasa mendapat ilmu dan skill yang aplikatif dan bermanfaat. Jika dibuat dalam prosentase peningkatan ilmu dan skil tentang Dasar Microsoft Office naik dari kemapuan awal 25% jumlah yang paham, setelah sosialisai jumlah yang paham menjadi lebih dari 75%. Kemampuan yang dilatihkan dan dimiliki peserta sangat berguna sekali bagi guru TK Al Biruni.

Kata Kunci: Pelatihan; Microsoft Office; Guru; Taman Kanak-Kanak.

Abstract: *Microsoft Office is a program that provides enormous benefits for the ever-developing world of technology in terms of word processing used for Education. This service aims to provide teachers with scientific knowledge and skills in terms of basic Microsoft Office operations. Ten teachers at Al Biruni Kindergarten carried out the dedication. The community service methods used in the activity are (1) conducting an Assessment in coordination and FGD (Focus Group Discussion) with teachers; (2) Planning and Development; (3) Implementation; and (4) Evaluation. Based on the results of the training, teachers have acquired knowledge and skills that are applicable and useful. If it is made in the percentage of increasing knowledge and skills about Basic Microsoft Office, it increases from the initial ability of 25% of those who understand. After socialization, the number of those who understand becomes more than 75%. The abilities the participants trained and possessed were beneficial for Al Biruni Kindergarten teachers.*

Keywords: *Training; Microsoft Office; Teachers; Kindergarten.*

A. INTRODUCTION

Microsoft Office is becoming a necessity in many fields. Recording, reporting, presenting ideas, calculating, creating data, and also included in the teaching and learning process, are now inseparable from Microsoft Office. It follows the opinion of Bakhri (2021) that Microsoft Word is a reliable word-processing program and is most widely used by computer users. Hence, the existence of Microsoft Word provides enormous benefits for the world of technology that continues to grow in terms of word processing used for productive activities, education and other things that require a reliable word-processing application.

All bookkeeping and filing activities are rarely done manually using traditional tools. Apart from being time efficient, its use also drains the work budget. Therefore, the Microsoft Office application functions to process digital data in the form of images, letters and numbers that are much liked by the public, especially teachers. It follows the opinion of Haq & Asmar (2022) that Microsoft Office applications are critical to use in digital documentation, whether in text, numbers and presentations.

Mastering Microsoft Office, which includes Word, Excel and PowerPoint, is one of the crucial skills that must be owned by everyone, especially teachers in schools in the digital era. Starting from teaching and learning activities have been dominated by these applications, especially in the world of work, which is also very dynamic. The ability to operate Microsoft Office is no longer a plus, but it can be called a necessity—an ability to know intelligently and wisely about digital matters. One way is to learn Microsoft Office. It is an essential skill to be able to adapt more quickly. If teachers do not master it, we can be sure they will find it difficult to enter the digital realm. It follows the opinion of Putri et al. (2020) that the teacher's ability in terms of mastering information technology is vital for improving the quality of service both in teaching and learning activities, as well as in carrying out administrative or school operational activities.

Basic Microsoft Office training, such as creating various text styles on Microsoft Word, calculating formulas in Microsoft Excel, and making a design view on Microsoft PowerPoint and so on are critical to implementation, so it is hoped that teachers can handle it themselves when the principal gives them assignments regarding daily learning and assessment. It follows the opinion of Munandar et al. (2022) that the results of the questionnaire filled out by the training participants at the end of the activity show that most participants strongly agree with implementing Basic Microsoft Office training.

The explanation above follows the research and community service that has been done. There was an increase in participants' understanding before and after attending the training. Before attending the Microsoft Word training, the participants' understanding of the material was 57.50%, while after attending the training, the participants' understanding increased to

88.19%. The same thing happened with an understanding of social media. Before the training, the participants' understanding of social media was 57.43%, whereas after attending the training, the participants' understanding increased to 87.50% (Putri et al., 2020). Through training and simulations, training and simulations can improve the ability of SD Negeri 3 Belikurip teachers in the 2019/2020 academic year to use the Microsoft Office 365 program as learning media. From the initial conditions, there were no teachers whose abilities were excellent, and only two teachers (25.0%) had good qualifications with an average teacher competency score of only 59.5 (enough). It increased to 1 person (12.5%) whose ability was outstanding and three teachers (37.5%) whose knowledge was Good, with an average teacher competency score of 70.3 (Enough) in cycle I. It increased again in cycle II to 2 teachers (25.0%) whose abilities were outstanding and as many as six teachers (75.0%) whose powers were good, with an average teacher competency score of 81.1 (Good) (Ngatmiyatun, 2021).

The implementation of community service is carried out well. Students of the Sunggal Subsidized Budi Vocational School can take part in the training well so that the Sunggal Subsidized Budi Vocational School students can use Microsoft Office properly. In this activity, the team evaluated the questionnaire filling forms by students. The questionnaire results stated that the training implementation was perfect, with an average above 80% (Sinaga et al., 2023). 63% stated that the training results were excellent, and the remaining 37% said that the results were good. It proves that Microsoft Office training activities are helpful and can increase knowledge and skills in computer applications (Diana et al., 2019). The questionnaire contains questions about the level of satisfaction of the participants with the delivery of training materials which include: the visual aids used, the method of delivery of the material, understanding of the material, the material delivered according to needs, and the facilities provided. There are five satisfaction level scales on the questionnaire with a scale of (1) very dissatisfied; (2) dissatisfied; (3) sufficient; (4) satisfied; and (5) very satisfied. Of the 40 participants, around 80% felt very satisfied, 15% felt satisfied, and 5% felt sufficient (moderate) (Saptari & Trisna, 2022).

75% of the trainees are fluent in operating computers and have basic knowledge of Microsoft Office. From the results of the discussion and questions raised by the presenters, the participants were happy and felt the need for Microsoft Office training for this office. Vocational graduates who want to develop a career in offices and those who open a typing rental service business need to study functions related to office administration (Pawening et al., 2021). The success rate of implementing this work program is 75%, but there are still many areas for improvement in every implementation that is carried out. It is supported because several obstacles are encountered in implementing this work program. Time constraints in each performance of Microsoft Word training activities, both from our side and the staff of the Ulak

Kapal village, resulted in many deficiencies in the delivery of basic Microsoft Word training materials. The limited ability of Ulak Kapal village staff to use computers or laptops took much work to deliver training materials, and had to start from scratch. Ulak Kapal Village staff do not have personal laptops, so they cannot review the training materials that have just been presented. It was challenging to convey the training materials because we needed a projector to help us introduce them to the Ulak Kapal village staff (Kasymir et al., 2022).

About 45% of the participants who passed the certification exam obtained the MOS Certified certificate from Microsoft. Meanwhile, 32% of participants received a Certificate of Completion, and 23% received a Certificate of Attendance. So, the training provided improved students' ability to operate Microsoft Excel (Yusri et al., 2020). Implementation of Microsoft Office training for Sukadaya village officials, starting from the introduction of computers, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint can be used for village administrative purposes, including correspondence, making tables, and making presentation materials for village meeting events, then Microsoft office training can be efficient for Sukadaya village apparatus, Sukadaya village officials are now well acquainted with information technology, including in the world of computers and finally village officials can convey the knowledge they have acquired to their village residents so that they are ready to face technological competition in the globalisation era (Mugiarso et al., 2020).

Our partner is Al Biruni Kindergarten, located at Orphan Palace Street of Cinyosog No.99, RT.003/RW.001, Burangkeng, Setu, Bekasi, West Java 17320, has implemented learning well. However, based on the survey results, the teachers at Al Biruni Kindergarten are primarily elderly, so they do not understand essential Microsoft Office. They still like to recap activities manually in the book. Lack of knowledge and skills of teachers at TK Al Biruni, Bekasi, regarding basic Microsoft Office operations, so they sometimes experience problems with performance both in terms of ability and inputting data on their PC or laptop. It is probably due to their limited knowledge and the need for more training.

To increase the knowledge and skills of Kindergarten Teachers at Al Biruni Bekasi, we are therefore interested in providing training to teachers regarding Basic Microsoft Office Training. Therefore, community service today, with the theme Basic Microsoft Office Training for Teachers at Al Biruni Kindergarten, Bekasi. Through this activity, it is hoped to provide scientific knowledge and skills to teachers in terms of basic Microsoft Office operations.

B. METHODS OF IMPLEMENTATION

Our partner is Al Biruni Kindergarten, which is located at Cinyosog No. 99, RT. 003/RW. 001, Burangkeng, Setu, Bekasi, West Java 17320. The team provided material explanations and practice in Microsoft Word and Excel at the first meeting. This training activity was attended by 10 participants and was held on Friday, October 28, 2022, from 13.00 to 19.00 WIB at the Al Biruni Kindergarten Building. The material we provide explains the material and practice of Microsoft PowerPoint at the second meeting. This training activity was attended by 10 participants and was held on Saturday, October 29, 2022, from 10.00 to 12.00 WIB at the Al Biruni Kindergarten Building. The diagram below broadly shows the community service method used in community service activities, as shown in Figure 1.
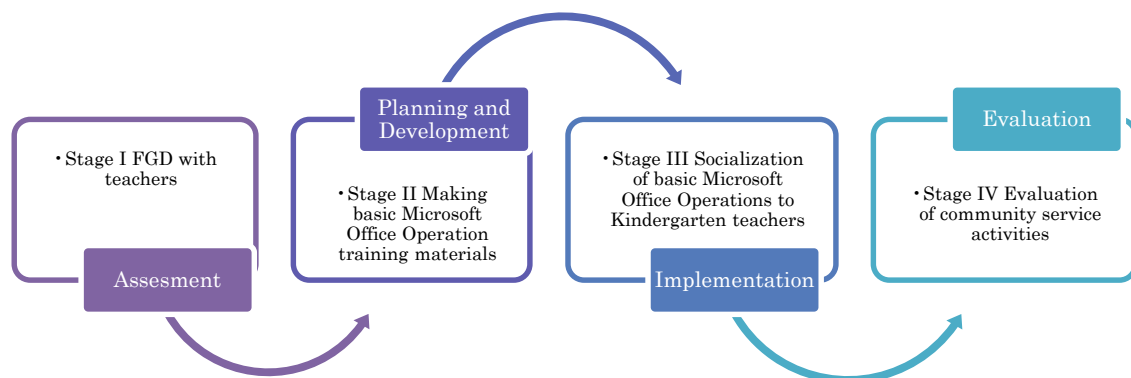

Figure 1. Methods of Community Service Activities

The implementation of community service is carried out through several stages. The first stage was carrying out an Assessment in coordination and FGD (Focus Group Discussion) with the teachers. FGD was carried out, and observation for Kindergarten Teachers related to understanding basic Microsoft Office operations. The second stage of Planning and Development is the community service team making materials about basic Microsoft Office operations. The third stage of implementation was the socialisation of basic Microsoft Office operations. The socialisation was done for kindergarten teachers with presentations explaining basic Microsoft Office operations. After the production was completed, a question-and-answer session was held to make teachers understand more about basic Microsoft Office operations, then performed basic Microsoft Office operations, namely Microsoft Office, Excel and PowerPoint. The last stage is Evaluation: checking understanding of internet use by giving several short questionnaires related to basic Microsoft Office operations with indicators of success if more than 75% get a questionnaire score of more than 70.

As for the skills of teachers in the process, namely Microsoft Word, Excel, and PowerPoint, the indicator point for success is if at least 50% of the

participants can operate and make papers in the form of Microsoft Word, Excel and PowerPoint. It follows the opinion of Renggo & Rewa (2022), who state that the indicator for measuring the success of this training is by looking at the results of the exercises given to teachers in MS. Office using MS. Office Word, MS. Office Excel, and MS. Office PowerPoint. The activities provided are oral, where the material giver asks about the benefits of the menus in MS. Office that were learned during the training, and the trainees answered by practising it while explaining its benefits. Based on these indicators, the success rate reached 75%, where almost all trainees could demonstrate and practice questions from the presenters.

C. RESULTS AND DISCUSSIONS

After obtaining permission from the school, the first stage was coordination and FGD (Focus Group Discussion) with 10 Kindergarten teachers to observe the basic operations of Microsoft Office. The results of the coordination and FGD found that almost all kindergarten teachers needed help to understand the use and processes of Microsoft Office. Only 25% understand basic Microsoft Office operations if percentages are made. The second stage of Planning and Development is the community service team making materials about the essential functions of Microsoft Office. Socialisation materials have been made in PPT format and are ready to be socialised.

The third implementation stage is the socialisation of the basic operations of Microsoft Office. Socialisation was done at two different times, as described in the activity below. The team gave explanatory and practical Microsoft Word and Excel materials at the first meeting. This training activity was attended by 10 participants and was held on Friday, October 28, 2022, from 13.00 to 19.00 WIB at the Al Biruni Kindergarten Building, as shown in Figure 2.

Figure 2. Material and practice in Microsoft Word and Excel

Kindergarten teachers are socialised in this activity about Microsoft Word and Excel. The socialisation given from the start was Microsoft Word and Excel. The teachers were enthusiastic about participating in the socialisation from start to finish. Implementation of Community Service runs smoothly. It

was proven that in a relatively short time, the participants could understand Microsoft Office and Excel Operation materials which were expected to facilitate the implementation of school activities. Computer training using Microsoft Office applications for teachers can simplify the process of teaching and learning activities and increase teacher professionalism (Fadli et al., 2021). The materials we provided explained Microsoft PowerPoint materials and practices at the second meeting. This training activity was attended by 10 participants and was held on Saturday, October 29, 2022, from 10.00 to 12.00 WIB at the Al Biruni Kindergarten Building, as shown in Figure 3.

Figure 3. Material and practice in Microsoft PowerPoint

In this activity, the teachers were given socialization about Microsoft PowerPoint. The socialization from the start was in the form of Microsoft PowerPoint material and practice. The teachers were enthusiastic about participating in the socialization from start to finish. Implementation of community service runs smoothly. It was proven that the participants could understand and practice Microsoft PowerPoint relatively quickly. After the socialization activities were completed, the evaluation continued to determine whether the teacher could practice Microsoft PowerPoint well. The final stage is evaluation: checking the understanding of the essential use of Microsoft Office by giving several short questionnaires regarding the basic operations of Microsoft Office. Kindergarten teachers have a good understanding of the basics of Microsoft Office. It is evidenced by the questionnaire results to get the score obtained, as shown in Figure 4.
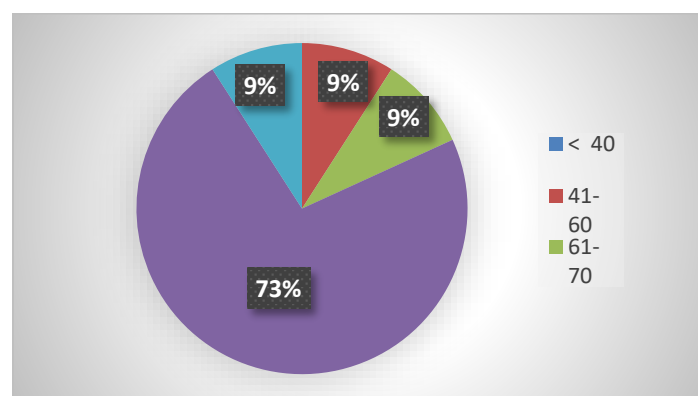

Figure 4. Questionnaire Results

From the picture above, 73% of ten people score between 70-90. The teacher's understanding of basic knowledge of Microsoft Office is good. It is crucial because by disseminating knowledge of the basics of Microsoft Office, teachers can find out the basics of using Microsoft Office so that it will be easy for them to use Microsoft Office in carrying out their obligations at school. Socialisation activities produce an understanding of the basic techniques of Microsoft Word, Microsoft Excel, and Microsoft PowerPoint so that participants can easily apply them in everyday life (Sitepu et al., 2022). Evaluation of kindergarten teacher skills in operating and making papers in Microsoft Word, Excel and PowerPoint has been well mastered. It is evidenced by the calculation of teachers who can operate and who are not, as shown in Table 1.

Table 1. Microsoft Office Operating Ability Percentages

Number	Participants Ability	Percentages
1	Very Good	80%
2	Good Enough	20%

From the table above, 80% of 10 people can master the operation of Microsoft Office. It can be concluded that the teacher has learned how to operate Microsoft Office because, in everyday learning, a teacher will always be able to use Microsoft Office to create materials, prepare reports and make reports. After three trainings, participants could improve their understanding and skills in operating Microsoft Office Word, Excel and PowerPoint applications to support work in the office (Agustino et al., 2020).

D. CONCLUSIONS AND SUGGESTIONS

Based on the feedback results, information was obtained that this activity was very relevant to the needs of the participants. They feel that they have acquired knowledge and skills that are applicable and useful. If it is made in the percentage of increasing knowledge and skills about Basic Microsoft Office, it rises from the initial ability of 30% of those who understand. After socialisation, the number of those who understand becomes more than 75%. In addition, they also feel happy with the training techniques and methods applied during the training. The abilities the participants trained and possessed were beneficial for Al Biruni Kindergarten teachers. Given the wide range of materials, the time provided feels less. Therefore, it is suggested that the parties are responsible for improving the quality of human resources on specific topics for a relatively longer duration. It is hoped that participants will gain more comprehensive insight and experience.

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