



## Enhancing Microsoft Office Competency through English-Based Terminology Mentoring for Students' Internship Preparation Program at SMK Negeri 1 Kotabaru

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### Abstract

This mentoring program aimed to enhance the competency of students at SMK Negeri 1 Kotabaru in operating Microsoft Office, specifically Microsoft Word and Excel, with an emphasis on understanding technical English terminology embedded in the software interface. The program was conducted across four training batch from December 2025 to March 2026, with eight participants per batch, totaling 32 students drawn from various vocational study programs. A participatory approach combined with hands-on training was employed, integrating practical skill development with contextual English language acquisition. Results indicated that all participants successfully completed assigned tasks, achieved practical evaluation scores above the minimum passing criterion (KKM = 75), and demonstrated measurable improvement in comprehension of Microsoft Office interface terminology in English. Attendance and participation rates exceeded 97% across all batches, with evaluation scores ranging from 81.0 to 88.5. Through the activities implemented in the program, enabling them to work more effectively with documents and spreadsheets. This competence is expected to support their readiness for workplace internship (Praktik Kerja Lapangan, PKL), particularly in tasks that require basic digital literacy and familiarity with English-based software interfaces.

Keywords: Digital literacy, english terminology, internship preparation, microsoft office, vocational students

### Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan meningkatkan kompetensi siswa SMK Negeri 1 Kotabaru dalam mengoperasikan Microsoft Office, khususnya Microsoft Word dan Excel, dengan menekankan pemahaman istilah teknis berbahasa Inggris yang terdapat dalam antarmuka perangkat lunak. Program dilaksanakan dalam empat gelombang pelatihan dari Desember 2025–Maret 2026, dengan delapan peserta per gelombang, sehingga total peserta berjumlah 32 siswa dari berbagai program keahlian. Pendekatan partisipatif yang dipadukan dengan pelatihan langsung digunakan untuk mengintegrasikan pengembangan keterampilan teknis dengan akuisisi bahasa Inggris secara kontekstual. Hasil menunjukkan bahwa seluruh peserta berhasil menyelesaikan tugas yang diberikan, memperoleh nilai evaluasi praktik di atas KKM (75), serta menunjukkan peningkatan pemahaman terhadap istilah antarmuka Microsoft Office dalam bahasa Inggris. Tingkat kehadiran dan partisipasi melebihi 97% di seluruh gelombang, dengan nilai evaluasi berkisar antara 81,0 hingga 88,5. Melalui rangkaian kegiatan yang dilaksanakan, siswa memperoleh pemahaman yang lebih baik mengenai istilah dan fungsi utama dalam Microsoft Word dan Microsoft Excel, sehingga mereka dapat bekerja lebih efektif dalam mengelola dokumen dan lembar kerja. Kompetensi ini diharapkan dapat mendukung kesiapan siswa dalam mengikuti kegiatan Praktik Kerja Lapangan, khususnya dalam melaksanakan tugas yang memerlukan literasi digital dasar serta pemahaman terhadap antarmuka perangkat lunak yang menggunakan bahasa Inggris.

**Kata Kunci:** Istilah Bahasa Inggris, Literasi Digital, Microsoft Office, Persiapan PKL, Siswa SMK

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## Introduction

The rapid advancement of digital technology has profoundly reshaped the landscape of modern workplaces, making digital competence one of the most essential skills demanded from the contemporary workforce (Berniak-Woźny et al., 2023). Among the various digital tools prevalent in professional environments, Microsoft Office remains the most widely adopted software suite across industries worldwide (Ngatmiyatun, 2021). Proficiency in applications such as Microsoft Word, Excel, and PowerPoint is consistently ranked among the top skills sought by employers (Bakhar et al., 2025). For vocational high school (*Sekolah Menengah Kejuruan/SMK*) students in Indonesia, who are specifically trained to enter the workforce directly upon graduation, this digital readiness is not merely desirable, it is a “must” (Marpaung, 2023). In many workplace environments, these applications operate predominantly using English-based interfaces and anicommands. Consequently, vocational students who lack familiarity with technical English terminology may experience difficulties in adapting to digital administrative tasks during workplace internships and future employment (Hamuddin & Ahmad, 2025; Pham et al., 2018).

Vocational education in Indonesia operates under a dual system where classroom learning is complemented by the *Praktik Kerja Lapangan* (PKL), a mandatory workplace internship program. PKL serves as a critical bridge between educational preparation and professional practice, providing students with firsthand exposure to industry operations, work culture, and technical demands (Ditjen Vokasi, 2023). However, research and observational evidence suggest that a significant proportion of SMK students approach their PKL with inadequate preparation in key digital competencies, particularly in effectively using Microsoft Office applications whose interface and functionalities are predominantly presented in English (Zhahara et al., 2025) (Octaviani & Arumsari, 2022). Preliminary observations conducted prior to the implementation of the program revealed several practical problems faced by students in preparing for workplace internships (PKL). Many students were only familiar with basic Microsoft Office operations through memorized procedural steps without understanding the English terminology displayed in the software interface. According to the coordinator of PKL at SMKN 1 Kotabaru, students frequently experienced confusion when instructed to use features such as “Mail Merge,” “Alignment,” “Formula,” or “Page Layout.” This limitation reduced students’ confidence and efficiency in completing administrative and document-based tasks commonly encountered during PKL activities.

This language barrier within software interfaces compounds an existing challenge in digital literacy development (Coiro, 2021). As Jatmoko et al., (2023) demonstrated in a structural equation modeling study across eight vocational schools in East Java, student motivation and the quality of digital learning environments are the most significant predictors of digital literacy outcomes. Similarly, Xu et al., (2025) found that computer self-efficacy and teacher support are the strongest determinants of digital literacy among vocational students. Both studies underscore the importance of structured, motivating, and teacher-supported interventions, exactly the kind of program designed in this community service initiative.

English for Specific Purposes (ESP), particularly technical English embedded in professional software, has long been recognized as a vital dimension of vocational language education (Hyland, 2022). In the context of Microsoft Office, terms such as Mail Merge, Table of Contents, Conditional Formatting, and Page Layout are not merely vocabulary items, they

represent functional procedures that students must understand to perform professional tasks competently. Octaviani & Arumsari (2022) reported that 77.5% of SMK students could comprehend technical vocabulary in the Office 365 interface, and 97.5% noted an improvement in their English vocabulary understanding through contextual interaction with the software. Despite these documented benefits, systematic mentoring programs that deliberately integrate Microsoft Office training with English terminology instruction remain scarce, particularly in remote and underserved areas of Indonesia. SMK Negeri 1 Kotabaru, located in South Kalimantan, is one such institution where students face both limited access to structured digital training and challenges related to English language exposure. This community service activity was designed to address these dual gaps through a structured, participatory, and hands-on training program, with the objective of enhancing students' Microsoft Office competency and their comprehension of technical English terminology in preparation for PKL.

The novelty of this community service activity lies in the integration of Microsoft Office practical training with contextual English terminology mentoring specifically designed for vocational students preparing for workplace internships. Unlike conventional computer training programs that primarily emphasize procedural software operation, this program simultaneously introduced technical English vocabulary embedded within Microsoft Office features and functions. Through this approach, students were expected not only to improve their operational skills but also to develop familiarity with English-based digital workplace environments commonly encountered in professional settings.

This paper reports on the design, implementation, and outcomes of the mentoring program conducted from December 2025 to March 2026. Therefore, this community service activity aimed to: (1) improve students' competency in operating Microsoft Word and Excel; (2) enhance students' understanding of English terminology used in Microsoft Office applications; and (3) support students' readiness for workplace internship (PKL) through participatory hands-on mentoring activities. The findings contribute to the growing body of literature on community-based digital literacy interventions in Indonesian vocational education and offer a replicable model for similar programs.

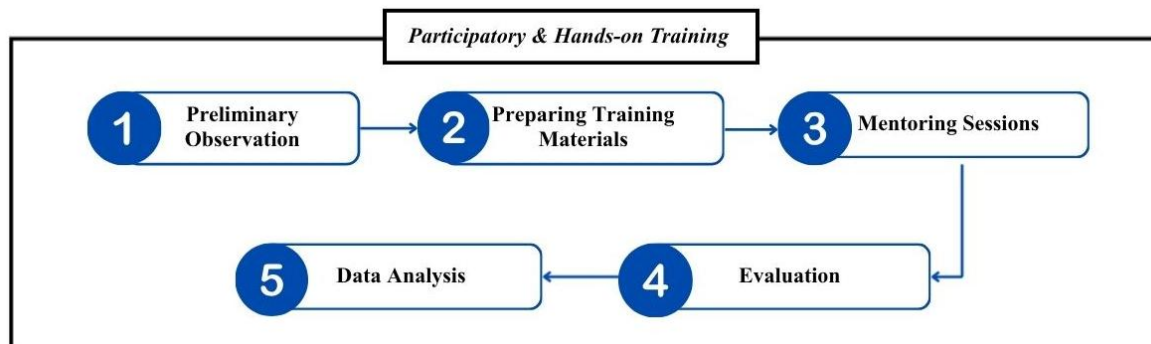
## Method

This community service program employed a participatory approach combined with hands-on training (Tinkler et al., 2014) designed to ensure active engagement of participants at every stage of the training process. The participatory approach is grounded in the principle that learners are not passive recipients of instruction but active agents in constructing their own competencies (Gleeson, 2010). This was operationalized through task-based learning activities (Nunan, 2004), where the participants were required to produce meaningful outputs such as formatted documents, data tables, and mail-merged letters rather than merely observe demonstrations.

The program was conducted at SMK Negeri 1 Kotabaru, South Kalimantan, Indonesia, utilizing two computer laboratories: the Production Unit (UP) Laboratory and the Office Management Laboratory. The activity spanned four months (December 2025–March 2026), organized into 4 (four) training batch, each comprising eight participants and eight sessions held twice weekly. A total of 32 students from various vocational study programs including Accounting, Office Management, Marketing, Visual Communication Design, Computer

Networking, Software Engineering, Culinary Arts, and Fashion Design were selected through random sampling in rotation, ensuring program exposure across disciplines.

The implementation of the program was systematically organized into five stages. The stages of the activity are illustrated in Figure 1.



*Figure 1. Stages of participatory and hands-on training*

### 1. Preliminary Observation

The preliminary observation stage was conducted through interviews and informal discussions with the coordinator of PKL program and the coordinator of the school computer course program at SMK Negeri 1 Kotabaru. Based on information gathered during this stage, several students participating in workplace internships reported difficulties in operating certain Microsoft Word and Microsoft Excel features required in workplace settings because several materials had not been comprehensively covered in Information and Communication Technology (ICT) subjects at school. In addition, most computers used in workplace internship locations were configured using English language interfaces, while the majority of computers in the school laboratory utilized Indonesian language settings. As a result, many students experienced difficulties understanding English terminology embedded within Microsoft Office applications during their internship activities.

### 2. Preparing Training Materials

At this stage, the training materials and learning modules used during the mentoring sessions were prepared and adapted based on the results of the preliminary observation. The school had previously developed basic Microsoft Office learning modules; however, it was further developed and adjusted the modules by integrating bilingual explanations and English terminology frequently found in Microsoft Office interfaces. Additional practical worksheets and bilingual glossary materials were also prepared to support participants' understanding of both software functions and technical English vocabulary.

### 3. Mentoring Session

Each training session followed a structured format: (1) introduction of English terminology related to the session's topic, presented through a bilingual glossary module developed by the facilitator; (2) demonstration of the target features by the facilitator; (3) guided practice where students replicated the demonstrated procedures; and (4) independent task completion, where students produced a document or spreadsheet applying the session's content. Feedback was provided immediately and iteratively.

#### 4. Evaluation

Assessment was conducted across two dimensions: formative evaluation, based on task quality and participation in each session; and summative evaluation through the final practical examination in Session 8. The evaluation rubric covered six competency areas: File Management, Document Typing, Text Formatting, Tables and Shapes, Mail Merge, and Basic Excel Formulas. The success indicators of this mentoring program are compiled to measure the achievement of the goals of mentoring qualitatively and quantitatively. Success was reviewed from the aspects as follows:

*Table 1. Scoring indicators*

Measured aspects	Indicators
1. Participant Engagement	At least 90% of participants are fully present in 8 meetings in each batch and work on the practicum assignments given
2. Enhancement in Microsoft Word & Excel material	Participants can operate basic to intermediate features independently.
3. Understanding of English Terminology	Participants are able to explain the functions of at least 10 terms of the Microsoft Office interface.
4. Final evaluation score	The practical score means score is $\geq 75$ on final exams and formative assessments.

#### 5. Data Analysis

Data were collected through attendance records, observation notes, assignment submission folders, and individual evaluation score sheets obtained throughout the mentoring sessions. The collected data were analyzed descriptively to examine participants' attendance rates, participation levels, competency achievement in Microsoft Office applications, understanding of English terminology, and final evaluation outcomes across all four training batches. The results of the analysis were then used to evaluate the effectiveness of the community service activity in supporting students' readiness for workplace internship (PKL) activities.

These stages were designed to ensure that the mentoring program not only improved students' technical competency in operating Microsoft Office applications but also strengthened their familiarity with English terminology commonly encountered in digital workplace environments. Through the integration of participatory mentoring and contextual language exposure, the program aimed to support vocational students' preparedness for workplace internship activities more effectively.

### Results and Discussion

The results and discussion of this community service activity are presented based on the stages of program implementation, namely preliminary observation, preparation of training materials, mentoring sessions, evaluation, and analysis of program effectiveness explained as follows:

#### 1. Preliminary Observation

The preliminary observation identified several problems faced by students in preparing for PKL program. Based on interviews and informal discussions with the coordinator of the PKL

program and the coordinator of the school computer course program at SMK Negeri 1 Kotabaru, several students reported difficulties in operating Microsoft Word and Microsoft Excel features required in workplace settings because some materials had not been comprehensively covered in ICT subjects at school. In addition, most computers used in workplace internship locations were configured using English-language interfaces, while the majority of computers in the school laboratories used Indonesian language settings. As a result, many students experienced difficulties understanding English terminology embedded in Microsoft Office features, such as “Mail Merge,” “Alignment,” and “Formula.” These findings indicate the need for mentoring activities that integrate Microsoft Office competency training with contextual English terminology exposure to support students’ readiness for workplace internship activities.

## 2. Preparing The Materials

At the preparation stage, the community service team reviewed and adapted the Microsoft Office learning modules previously prepared by the school. The existing materials were further developed by integrating bilingual explanations and English terminology commonly found in Microsoft Office interfaces. In addition, practical worksheets and bilingual glossary materials were prepared to support students’ understanding of both software functions and technical English vocabulary relevant to workplace internship activities. The training materials were organized into seven instructional sessions followed by one practical examination session.

*Table 2. Training content*

Session	Topic	MS Office Features	English Terminology Introduced
1	MS Word Interface & Basic Typing	Home Tab, Font Group	Font, Bold, Italic, Underline, Font Size
2	Document Layout & Paragraph Formatting	Margins, Line Spacing, Alignment	Margin, Spacing, Alignment, Justify, Indent
3	Columns, Shapes & Objects	Columns, Shapes, Insert Tab	Column, Shape, SmartArt, Symbol, Object
4	Tables, Headers & Page Numbers	Table, Header & Footer, Page Number	Table, Header, Footer, Page Number, Insert
5	Heading Styles & Table of Contents	Styles, Heading 1/2/3, TOC	Heading, Style, References, Table of Contents
6	Mail Merge	Mailings Tab, Mail Merge Wizard	Mailings, Recipient, Merge Field, Preview
7	Excel Basics & Macros	Cells, Formulas, Functions, Macro	Formula, Function, SUM, IF, AVERAGE, Macro
8	Practical Examination	All features reviewed	All terminology reviewed

Tabel 1 shows that each session focused on specific Microsoft Office features and related English terminology gradually introduced to the participants. The training content

included Microsoft Word interface and formatting features, tables and page layouts, mail merge operations, as well as basic Microsoft Excel formulas and functions.

### 3. Mentoring Session

The mentoring sessions were conducted using a participatory and hands-on training approach. During the implementation stage, participants were actively involved in guided practice and independent task completion activities related to Microsoft Word and Microsoft Excel operations. Each session began with the introduction of English terminology related to the training topic, followed by feature demonstrations, guided exercises, and practical assignments. As presented in Table 1, the mentoring sessions covered various Microsoft Office competencies, including document formatting, tables and page numbering, heading styles and table of contents creation, mail merge operations, and basic Excel formulas and functions. English terminology embedded in the software interface was consistently introduced throughout the sessions to familiarize students with workplace-oriented digital environments.

Participant engagement during the mentoring activities was notably high. Most participants attended all training sessions and actively completed the assigned practical tasks individually. During the practice sessions, participants demonstrated increasing confidence in operating Microsoft Office features and identifying English terminology used within the software interface.



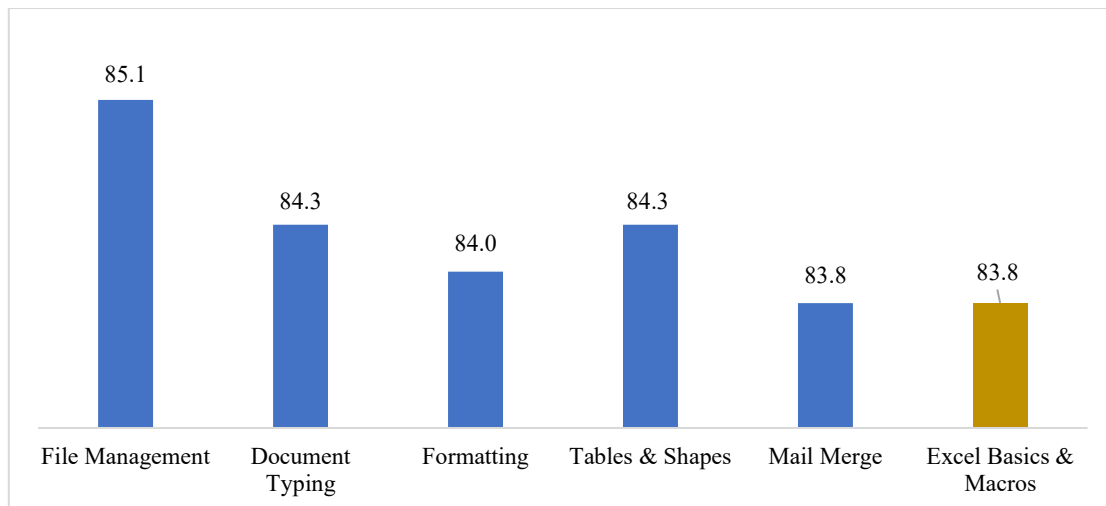
*Picture 1. Participants working on the given task*

The participatory learning activities enabled students not only to follow procedural demonstrations but also to apply the features independently through contextual tasks. Immediate feedback and iterative guidance provided during the sessions also helped participants improve both technical competency and familiarity with English-based Microsoft Office terminology.

### 4. Evaluation

The evaluation stage was conducted through formative and summative assessments to measure participants' competency in operating Microsoft Office applications and understanding English terminology introduced during the mentoring sessions. Formative evaluation was carried out during each meeting through observation of participants' attendance, participation, and completion of practical assignments. Meanwhile, summative evaluation was conducted through a practical examination in the eighth session, as presented in Table 1.

Furthermore, Figure 2 presents the average competency achievement of participants across six practical assessment aspects evaluated during the mentoring program. The results indicate that participants achieved consistently good performance in operating Microsoft Word and Microsoft Excel features. Participants demonstrated competency in file management, document typing, text formatting, table and shape creation, mail merge operations, and the application of basic Excel formulas.



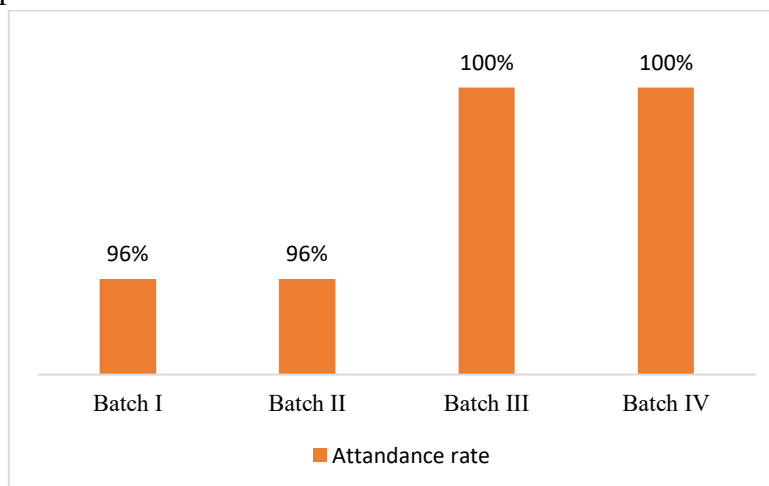
**Figure 2.** Average achievement in Microsoft Word and Excel tasks

The highest average score was identified in file management activities (85.1), followed by document typing and tables and shapes operations (84.3). Meanwhile, slightly lower average scores appeared in mail merge and basic Excel formula activities (83.8), indicating that several participants still required additional guidance in more procedural tasks. Nevertheless, all competency aspects achieved average scores above the minimum passing criterion (KKM = 75). These findings demonstrate that participants were able to operate Microsoft Word and Microsoft Excel features effectively during practical assignments and final evaluation activities.

## 5. Data Analysis

### *Participant Engagement*

All participants showed excellent attendance rates based on the following graph:



**Figure 3.** Attendance rate of the participants

Figure 3 shows that participants in Batch III and IV attended all eight sessions of the program. Meanwhile, in Batch 1 and Batch 2, only one participant in each batch was absent from one session, resulting in an attendance rate of approximately 96% for both batches. Overall, the average attendance rate of the 32 participants involved in the program reached more than 98%.

In addition to the high level of attendance, the level of student participation during the activities was also notably high. All participants were actively engaged in the practice sessions and discussions conducted throughout the mentoring program. Each assignment given during the sessions was systematically submitted and organized in individual folders under the name of each participant. This indicates that participants were actively involved in every stage of the learning process, both in terms of technical participation and administrative organization.

### *Enhancement of Microsoft Office Competency*

All 32 participants successfully completed the seven content sessions and the final practical examination. Based on facilitator observation and assessment of submitted task folders, students demonstrated the ability to independently perform basic-to-intermediate Microsoft Word and Excel operations by the end of the program. In Microsoft Word, competencies developed included document formatting (margins, line spacing, alignment), insertion and formatting of tables, application of heading styles, generation of an automatic table of contents via the References tab, and execution of a Mail Merge workflow using the Mailings tab. In Microsoft Excel, students demonstrated proficiency in cell referencing, basic formula construction (SUM, AVERAGE, IF), and introductory macro recording. These findings (Figure 2) indicate that the participatory and hands-on mentoring approach provided students with opportunities to directly apply Microsoft Office features in contextual tasks similar to those commonly encountered during workplace internship (PKL) activities. Rather than merely following procedural demonstrations, participants were encouraged to complete authentic document and spreadsheet tasks independently, which contributed to stronger operational understanding and skill retention. The gradual introduction of tasks from basic formatting activities to more procedural features such as mail merge and Excel formulas also helped students adapt progressively to increasingly complex software functions.

The relatively lower achievement in mail merge and Excel formula activities compared to file management and document typing suggests that students required more time and repeated practice when dealing with procedural and function-based operations. This condition reflects the findings from the preliminary observation stage, where several students reported limited prior exposure to intermediate Microsoft Office features during regular ICT learning at school. Nevertheless, the overall competency achievement above the minimum passing criterion demonstrates that the mentoring activities were effective in supporting students' practical digital competency development.

This progression aligns with findings by Bakhar et al. (2025), who documented measurable improvements in office application competencies among vocational students following structured training interventions. The task-based approach employed in this program, which required students to produce authentic documents and spreadsheets rather than merely replicate isolated procedures, proved effective in consolidating skill development, consistent

with Nunan's (2004) task-based language teaching framework applied to technical skills contexts.

### *Comprehension of English Terminology*

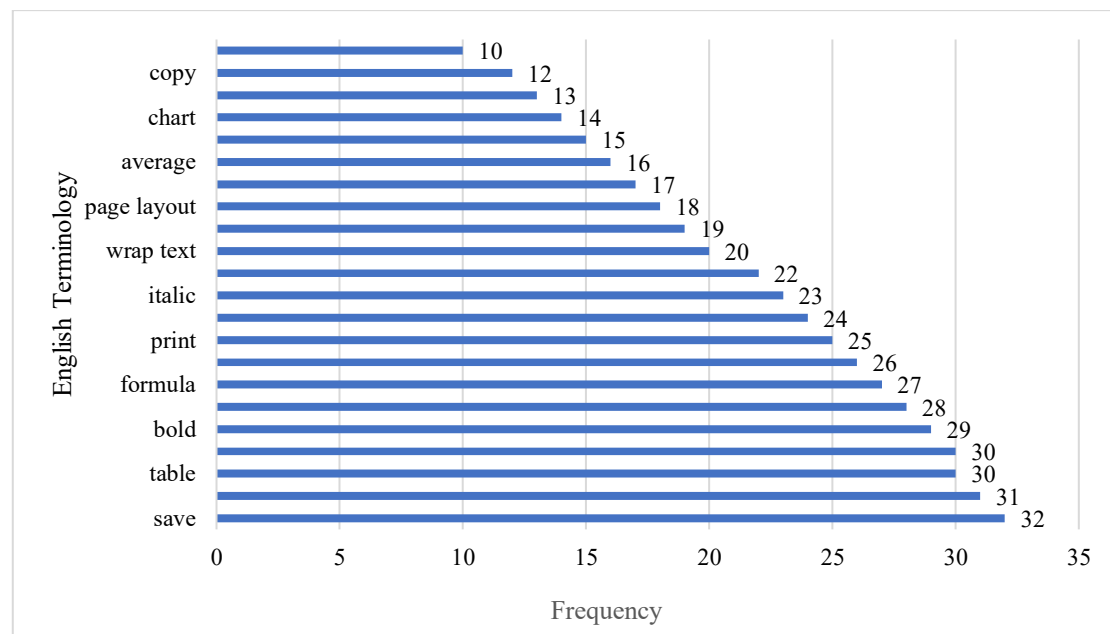
A key pedagogical objective of this program was to build students' comprehension of the English terminology embedded in the Microsoft Office interface. Each session was opened with a bilingual glossary review, and students were consistently prompted to use English feature names during practice. By Session 7, participants could correctly identify and explain the function of over ten core interface terms without referring to the glossary, including terms such as Mailings, References, Table of Contents, Alignment, Macro, and Developer Tab. The number of terms mentioned by each participant is presented in Table 3, while the aggregated frequency of each term is summarized in Figure 4.

**Table 3.** *Number of microsoft word and excel terminology identified by each participant*

<b>Participant</b>	<b>Number of Terms</b>	<b>Identified English Terminology</b>
P1	12	save, insert, tabel, font, bold, alignment, formula, sort, print, filter, copy, pase
P2	14	save, save as, insert, table, page layout, font, bold, italic, alignment, formula, sort, filter, print, wrap text
P3	15	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, print, replace
P4	11	save, insert, table, font, bold, alignment, formula, sort, print, copy, paste
P5	13	save, save as, insert, table, font, bold, italic, alignment, formula, sort, filter, wrap text, print
P6	10	save, insert, table, font, bold, alignment, formula, sort, copy, paste
P7	16	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, wrap text, replace, shapes
P8	12	save, save as, insert, table, font, bold, italic, alignment, formula, sort, print, average
P9	14	save, save as, insert, table, page layout, font, bold, italic, alignment, formula, sort, filter, chart, print
P10	15	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, replace, print
P11	10	save, insert, table, font, bold, alignment, formula, sort, copy, paste
P12	13	save, save as, insert, table, font, bold, italic, alignment, formula, sort, filter, average, print
P13	16	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, chart, replace, wrap text
P14	11	save, insert, table, font, bold, alignment, formula, sort, print, copy, paste
P15	14	save, save as, insert, table, page layout, font, bold, italic, alignment, formula, sort, filter, chart, print
P16	15	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, wrap text, replace
P17	10	save, insert, table, font, bold, alignment, formula, sort, copy, paste
P18	12	save, save as, insert, table, font, bold, italic, alignment, formula, sort, filter, print

<b>Participant</b>	<b>Number of Terms</b>	<b>Identified English Terminology</b>
P19	13	save, save as, insert, table, page layout, font, bold, italic, alignment, formula, sort, filter, print
P20	16	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, chart, replace, wrap text
P21	11	save, insert, table, font, bold, alignment, formula, sort, print, copy, paste
P22	12	save, save as, insert, table, font, bold, italic, alignment, formula, sort, print, average
P23	15	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, chart, print
P24	14	save, save as, insert, table, page layout, font, bold, italic, alignment, formula, sort, filter, wrap text, replace
P25	10	save, insert, table, font, bold, alignment, formula, sort, copy, paste
P26	16	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, chart, wrap text, replace
P27	13	save, save as, insert, table, font, bold, italic, alignment, formula, sort, filter, chart, print
P28	11	save, insert, table, font, bold, alignment, formula, sort, print, copy, paste
P29	15	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, chart, replace
P30	12	save, save as, insert, table, font, bold, italic, alignment, formula, sort, print, wrap text
P31	14	save, save as, insert, table, page layout, font, bold, italic, alignment, formula, sort, filter, chart, average
P32	16	save, save as, insert, table, page layout, font, bold, italic, underline, alignment, formula, sort, filter, chart, wrap text, replace

Table 3 shows that all participants were able to identify at least ten English terms related to Microsoft Office features. The number of terms mentioned ranged from 10 to 16 items per participant. Several participants demonstrated broader recognition of software terminology, with six participants identifying up to sixteen terms. This variation indicates differences in prior familiarity with Microsoft Office applications, although the overall distribution suggests that most participants possessed a basic level of exposure to English based software interfaces.



**Figure 4.** Frequency of terminology identified by participants

The aggregated frequency analysis in Figure 4 further reveals that basic operational terms such as save, insert, table, and font were recognized by almost all participants. Meanwhile, several intermediate and advanced features including wrap text, replace, average, chart, and mail merge appeared with lower frequencies, suggesting that these functions were less familiar to the participants. These results indicate that the training program primarily strengthened participants' understanding of fundamental terminology while gradually introducing more advanced features of Microsoft Office applications. This outcome mirrors the findings of Octaviani & Arumsari (2022), who reported that contextual interaction with English-language software interfaces significantly enhanced vocational students' technical vocabulary comprehension. Their study found that 97.5% of participants reported improved understanding of English terms following Office 365 usage, a figure consistent with the near-universal positive outcomes observed in the present program.

The integration of terminological learning within functional task completion rather than as a standalone vocabulary exercise, reflects principles from ESP pedagogy (Bhatia et al., 2011), which emphasizes language learning as embedded in purposeful, domain-specific activity.

Proficiency in technical English within workplace software is increasingly recognized as a component of digital literacy rather than a separate language skill (Gleeson, 2010; Tinkler et al., 2014). This perspective informed the program's design; wherein English terminology was treated not as an auxiliary topic but as integral to competent software operation. Students who initially struggled with terms such as "Merge Field" or "Conditional Formatting" demonstrated improved confidence in navigating these features once the English terminology was contextualized through guided practice.

#### *Final evaluation score*

Table 4 presents the final evaluation score summary across the four training batches. All 32 participants passed the practical examination, with scores ranging from 81.0 to 88.5. Batch I recorded the highest average score (86.2), likely to reflect the concentration of students from Accounting and Office Management programs with stronger prior exposure to office software.

A progressive trend of improved evaluation preparation and delivery efficiency was also observed, as the facilitator refined instructional pacing across successive batches.

*Table 4. Summary of final evaluation score*

Batch	n	Min Score	Max Score	Mean
Batch I	8	84.2	88.5	86.2
Batch II	8	81.7	88.3	84.7
Batch III	8	81.3	88.5	83.6
Batch IV	8	81.0	83.0	81.7
Total	32	81.0	88.5	84.1

The achievement of a 100% pass rate with no participant falling below the KKM of 75 is a notable outcome, particularly given the diverse academic backgrounds of participants. This result is consistent with the broader literature on structured hands-on training in vocational education contexts. Jacobsen et al. (2013) noted that technology-enhanced learning environments that emphasize active skill application significantly outperform passive instruction models in terms of knowledge retention and competency transfer. The present program's design, emphasizing applied task completion over lecture-based delivery, appears to have contributed substantially to this outcome.

Several contextual factors also supported program effectiveness. First, the institutional support of SMK Negeri 1 Kotabaru, including provision of laboratory facilities, computers, and partial funding created a stable learning environment. Second, the use of bilingual instructional modules developed specifically for this program allowed students to negotiate between Indonesian contextual understanding and English functional vocabulary simultaneously. Third, the small group size (eight participants per batch) enabled individualized feedback and responsive facilitation, addressing variations in prior competency levels among participants.

Challenges encountered included variability in students' initial technical competency, with some participants requiring additional support in basic computer navigation skills before engaging with Office-specific content. Time constraints within each session also limit the depth of coverage for certain advanced features, such as Excel macro programming and pivot table construction. These limitations point to the value of extended program iterations and more advanced module development for future cycles. From a broader community service perspective, this program exemplifies the tridarma (three pillars) framework of Indonesian higher education which are teaching, research, and community service through a direct and impactful contribution to vocational student development (Ditjen Vokasi, 2023). Collaborative programs between higher education institutions and vocational schools have been shown to meaningfully reduce the competency gap between educational output and industry expectations (Grehenson, 2024; Zia, 2024). The present program demonstrates that even resource-constrained interventions can yield significant outcomes when anchored in sound pedagogical principles and responsive to community needs.

## Conclusion

This program successfully addressed its three primary objectives through the implementation of a participatory and hands-on mentoring approach. First, the program

contributed to enhancing students' competency in operating Microsoft Word and Microsoft Excel. By the end of the training sessions, all participants were able to independently perform a range of basic to intermediate functions, including document formatting, table creation, mail merge operations, and the use of fundamental Excel formulas such as SUM, IF, and AVERAGE. The final evaluation results further confirmed this improvement, with all participants achieving scores above the minimum passing criterion. Second, the program improved students' comprehension of English terminology embedded within the Microsoft Office interface. Participants were able to recognize and explain more than ten English terms related to software features, with several students demonstrating familiarity with up to sixteen terms. The frequency analysis indicated that basic operational terms such as saving, insert, table, and font were widely recognized, while several more advanced terms such as wrap text, replace, average, and mail merge appeared with lower frequencies. These results indicate that the program effectively strengthened students' understanding of essential technical vocabulary while gradually introducing more specialized software terminology.

Third, the participatory hands-on training approach proved effective in facilitating meaningful learning outcomes. High attendance rates exceeding 98%, consistent completion of practice tasks, and positive evaluation results demonstrate strong participant engagement throughout the program. The integration of bilingual terminology explanations with practical software tasks enabled students to simultaneously develop technical skills and contextual understanding of English based software interfaces.

To sum up, the program contributed to enhancing the participants' digital literacy and readiness for workplace internship program (PKL). Familiarity with Microsoft Office functions and their associated English terminology is an important competency in contemporary workplace environments where digital documentation and data processing are routine tasks. Future programs may extend this initiative by introducing more advanced features of Microsoft Office, such as data analysis tools and automated document processing, as well as expanding the training model to other vocational schools facing similar digital literacy challenges.

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