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### Enhancing Digital Literacy Among Aisyiyah Kindergarten Teachers in Kartasura Through PowerPoint Training

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#### Abstract

There are 8 teachers at Aisyiyah Busthanul Athfal Kindergarten who are members of IGABA Kartasura. These teachers lack digital literacy skills regarding Microsoft Office PowerPoint. This community service was carried out to improve these digital literacy skills. The objectives of this community service include: (1) increasing teacher motivation in digital literacy or developing learning media using Microsoft PowerPoint and (2) increasing teacher skills in using Microsoft PowerPoint. This service was carried out through a series of licensing activities, needs analysis, workshops, evaluations, and follow-up assistance. This service was carried out in collaboration with IGABA Kartasura. The service was carried out for three months from March to June 2023 with assistance in using various Microsoft PowerPoint features. The results of the community service include, (1) Increasing teacher motivation in digital literacy or applying Microsoft PowerPoint including teachers' enthusiasm in using laptops, teachers' enthusiasm in creating Microsoft PowerPoint, and teachers' enthusiasm in browsing the internet. (2) Improving teachers' skills in using Microsoft PowerPoint, including selecting icons, opening applications, opening blank presentation sheets, writing sentences, editing fonts/letters, adding blank presentation sheets, adding images, designing sheets, saving files, and closing Microsoft PowerPoint. Based on the results of the community service, it can be concluded that there was a 100% increase, meaning that all teachers have gained experience in compiling or creating learning media with Microsoft PowerPoint.

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**Keywords:** ICT; digital literacy; aisyiyah; kindergarten

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**Abstrak**

*Guru Taman Kanak-Kanak Aisyiyah Busthanul Athfal yang tergabung dalam IGABA Kartasura ini berjumlah 8 guru. Guru tersebut kurang menguasai literasi digital perihal Microsoft Office PowerPoint. Pengabdian kepada masyarakat ini dilakukan guna meningkatkan kemampuan literasi digital tersebut. Tujuan pengabdian kepada masyarakat ini meliputi: (1) peningkatan motivasi guru dalam berliterasi digital atau menyusun media pembelajaran dengan menggunakan Microsoft PowerPoint dan (2) peningkatan kemampuan guru dalam menggunakan Microsoft PowerPoint. Pengabdian ini dilaksanakan melalui rangkaian kegiatan perizinan, analisis kebutuhan, workshop, evaluasi, dan pendampingan tindak lanjut. Pengabdian ini bekerja sama dengan IGABA Kartasura. Pengabdian dilaksanakan selama tiga bulan mulai Maret sampai dengan Juni 2023 dengan pendampingan dalam menggunakan berbagai fitur Microsoft PowerPoint. Hasil pengabdian masyarakat di antaranya, (1) Peningkatan motivasi guru dalam berliterasi digital atau mengaplikasikan Microsoft PowerPoint meliputi guru semangat memanfaatkan perangkat laptop, guru semangat untuk membuat Microsoft PowerPoint, dan guru semangat untuk menelusuri internet. (2) Peningkatan kemampuan guru dalam menggunakan Microsoft PowerPoint yakni memilih ikon, membuka aplikasi, membuka lembar presentasi kosong, menulis kalimat, mengedit font/huruf, menambah lembar presentasi kosong, menambah gambar, mendesain lembar, menyimpan fail, dan menutup Microsoft PowerPoint. Berdasarkan hasil pengabdian tersebut, dapat disimpulkan bahwa peningkatan terjadi 100% artinya semua guru telah mendapatkan pengalaman menyusun atau membuat media pembelajaran dengan Microsoft PowerPoint.*

**Kata kunci:** *ICT, literasi digital, aisyiyah, taman kanak-kanak*

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**Introduction**

The education sector is being urged to both comprehend and integrate technology into the instructional process. However, at present, many educators remain unskilled in applying laptops and the internet to complete their professional responsibilities. Numerous teachers still lack proficiency in technologies such as computers, laptops, the internet, LCD projectors, and email utilization. Siddiq & Salma (2020) assert that teachers can leverage communication media during teaching to enhance instructional effectiveness, which ultimately elevates student learning outcomes. To improve the quality of student achievement, one should implement appropriate teaching methods, strategies, and learning media. Such improvements are achievable through digital literacy embedded in creative and imaginative pedagogical practices. Similarly Ayupradani et al., (2021) emphasize that instructional content becomes more engaging when digital literacy is integrated into the material. Digital literacy will form a series of critical and creative thoughts (Sutrisna, 2020).

Literacy can be interpreted as the ability to read and write (Kurnia & Astuti, 2017), technical skills (Cho et al., 2024), and the outcome of formal education processes (Arenius & Lenz, 2024). Literacy is an intrinsic competence encompassing reading and writing skills, which are essential for acquiring knowledge and information crucial for students' development (Anjarwati et al., 2022; Astutik & Sufanti, 2022; Muhtar et al., 2021). Reading and writing abilities are vital in the educational realm. However, in schools, reading habits are still scarcely implemented (Rahmawati et al., 2022). In fact, literacy activities are among the essential initiatives to promote within schools (Ningrum et al., 2021).

Literally based on the meaning of the words "literacy" and "digital." Literacy is a language skill that includes reading and writing. Meanwhile, digital means the format of writing and reading found on a computer. Digital literacy is the knowledge to find, learn, and use various media and forms (Silvana & Darmawan, 2018). Digital literacy can be defined as the ability to read and write in operating a computer according to digital format (Irhandayaningsih, 2020). Digital literacy is

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the ability of every human being to interpret, apply, and play a role in supporting effective information facilities (Siregar et al., 2023). Digital literacy is the ability to read, write, and process information using a computer according to the format contained therein.

Digital literacy is not solely determined by skills, devices, and technological communication, but also involves the processes of reading and understanding the content presented through digital media, as well as generating new insights (Kurnianingsih et al., 2017). Therefore, digital literacy is essential for students (Wahyudi et al., 2023). One of the new forms of knowledge acquired through digital literacy is the internet. Although people may be proficient in using the internet, comprehensive digital literacy skills are not yet universally possessed. As stated by Pratiwi & Pritanova (2017) internet users in Indonesia have mastered basic reading and writing skills, but have not fully acquired digital literacy competencies. Digital literacy should be implemented at all levels of education, including early childhood education.

Every individual needs to possess digital literacy skills (Harjono, 2018). Digital literacy is essential in all aspects of life and is required across various fields. In order for individuals to contribute meaningfully to society, digital literacy is necessary. However, literacy alone is not sufficient to enable individuals to function fully within society (Kurnia & Astuti, 2017). Engaging in different areas of life requires critical, active, imaginative, and creative thinking. Digital literacy fosters a chain of critical and creative thought processes (Sutrisna, 2020). Therefore, digital literacy must be enhanced to support all aspects of daily life.

Creating literacy awareness can provide significant support in the field of education (Fatmawati & Sholikin, 2019). Such support can be applied to syllabi, teaching and learning processes, curricula, and other educational components. For educational institutions, digital literacy skills can be integrated into the learning curriculum (Akbar & Anggaraeni, 2017). In line with Sujana & Rachmatin (2019) the quality and process of learning can be enhanced through digital literacy by incorporating technology into education. The improvement in the quality and learning process can be implemented through teachers as educational facilitators.

Early Childhood Education (ECE) plays a crucial role in shaping children's character to achieve optimal development (Puteri, 2021). ECE teachers are among the key educational professionals responsible for nurturing an excellent generation during the golden age of development. The formation of children's character and potential depends greatly on teachers, who play a vital role in the process of educating and humanizing individuals (Wardhani et al., 2022). At this stage, children's brains develop rapidly (Lestari, Mudhawahroh, and Ratnawati 2020; Santrock in Ramdhani, Alfian, and Nurmawanti 2019). Early childhood is a critical period for escalation and development (Sulistyanto et al., 2023). Therefore, ECE teachers need to possess sufficient creativity to support children in growing and developing to their fullest potential.

Teachers and students benefit significantly from the use of technology (Farchakh et al., 2020; Hafniati, Sari & Harahap, 2021; Ritonga et al., 2023). Therefore, training programs for teachers are essential to improve their digital competencies. There is a growing need for guidance and assistance for teachers in conducting online and technology-based learning (Espino-Díaz et al., 2020). Early childhood education (ECE) teachers are also expected to be able to utilize various internet features effectively. The ability to use the internet fosters creativity in teachers, which in turn makes the learning process more engaging. However, the lack of understanding and implementation of technology often results in ineffective learning processes. As stated by Asari et al., (2019), limited knowledge of technology can cause confusion when dealing with rapidly evolving information and communication technologies.

In addition to teachers, parents can also play a role in applying digital literacy. Both teachers and parents can guide students in utilizing digital literacy as a means to achieve learning

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goals (Hanik, 2020). Teachers must possess digital literacy skills as they serve as a primary source of information for students (Nahdi & Jatisunda, 2020). This primary information is crucial during the teaching and learning process to ensure it is conducted in a creative and engaging manner. A high level of digital literacy proficiency among teachers enables students to learn more effectively (Irhandayaningsih, 2020). The same applies to early childhood education, where digital literacy needs to be developed to create digital-based learning environments.

In Kartasura Subdistrict, Sukoharjo, Central Java, there are nineteen (19) Aisyiyah kindergartens. The teachers at these schools are members of the IGABA (Ikatan Guru Aisyiyah Busthanul Athfal) Kartasura organization, which comprises 125 members. Interviews with Aisyiyah Busthanul Athfal ECE teachers in Kartasura revealed that the teachers need encouragement to consistently utilize features in Microsoft Office. According to Winarti & Pramono (2022) the application of information and communication technology (ICT) can be used to manage attendance records, create learning media, and handle administrative tasks. However, interviews also indicated that the teachers' digital literacy skills remain low. Thus, they need to be motivated to improve their engagement with digital literacy.

At the initial stage, an introduction to Microsoft Office was provided to teachers at TK Ngadirejo III and TK Ngadirejo II in Kelurahan Ngadirejo. The interviews revealed that most teachers at these kindergartens were not yet able to use Microsoft PowerPoint. Only 14% of respondents indicated they had created a PowerPoint presentation before, while the remaining 86% had never used it at all. Therefore, the initial phase of this program will focus on mentoring teachers in creating Microsoft PowerPoint presentations.

Given this situation, it is necessary to provide guidance to enhance digital literacy skills, particularly in using Microsoft PowerPoint. The objectives of this community service program are: (1) to increase teachers' motivation in engaging with digital literacy and developing learning media using Microsoft PowerPoint, and (2) to improve teachers' skills in using Microsoft PowerPoint.

### **Method**

This community service program was conducted on March 21, 2023, at TK Aisyiyah Busthanul Athfal Ngadirejo III Kartasura. The school is located at Jl. A. Yani No.312, Banaran, Pabelan, Kartasura District, Sukoharjo Regency, Central Java 57163. The digital literacy mentoring focused on the use of Microsoft PowerPoint. The participants in this program consisted of eight (8) teachers from TK Aisyiyah Ngadirejo II, TK Aisyiyah Ngadirejo III, and TK Aisyiyah Pucangan II. The program was conducted offline through face-to-face sessions. Generally, this community service activity took the form of mentoring and training sessions using a participatory approach. The implementation consisted of several stages, including obtaining permission, needs analysis, workshop, evaluation, and follow-up assistance.

The permission stage was carried out prior to the implementation of the program. During this stage, the service team explained the program in a detailed and careful manner. After obtaining approval and agreement from the partner institution—namely, the Kartasura Branch Leadership of Aisyiyah, which oversees Aisyiyah kindergartens in the region—the mentoring activities commenced.

The digital literacy mentoring was carried out using lectures, Q&A sessions, and hands-on practice with Microsoft PowerPoint. Teachers were guided to create their personal and school identity slides using the ATM (Observe – Imitate – Modify) method, based on materials prepared in Microsoft PowerPoint. The community service team facilitated the process until each teacher was able to produce their own teacher and school identity slides.

At this stage, the result of the mentoring was a draft of the teacher and school identity slide;

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however, the teachers had not yet mastered the use of Microsoft PowerPoint on their laptops. Therefore, the team provided both offline and online follow-up support through a WhatsApp group. This assistance involved motivating and guiding each teacher to complete their Microsoft PowerPoint product. The mentoring process aimed to produce a PowerPoint product and required evaluation. This evaluation was intended to assess the success of the digital literacy mentoring program by analyzing two core competencies: digital literacy skills and the ability to use Microsoft PowerPoint to produce a finished product.

After the mentoring sessions, a post-intervention observation was conducted to assess the effectiveness of the mentoring program. Since follow-up is essential, the community service team committed to continuing their support, both in terms of quality and quantity. The UMS community service team will continue to provide mentoring until the teachers are able to successfully complete their Microsoft PowerPoint projects. This mentoring is expected to serve as a motivation for teachers to continue developing their digital literacy. If participation was limited during the initial phase, further mentoring will be extended to other teachers to ensure that all teachers improve their competencies.

### **Result and Discussion**

The implementation of this community service program was conducted offline through face-to-face sessions. The service team provided hands-on training directly to kindergarten teachers using a set of media tools such as Microsoft PowerPoint and a WhatsApp group. Microsoft PowerPoint was utilized for practical activities, while the WhatsApp group was used for discussions and sharing the files produced during the program. The implementation of this activity proceeded smoothly. The outcomes of this community service program are presented as follows:

#### **1. Increased Teacher Motivation in Digital Literacy and the Use of Microsoft PowerPoint**

One of the key implications of this community service activity was the increased motivation among teachers to use Microsoft PowerPoint. The teachers demonstrated a strong sense of curiosity, especially since each teacher was guided by a member of the service team. This one-on-one assistance contributed to a heightened interest in learning. During the practical sessions, the teachers showed enthusiasm in using various media tools such as laptops, creating presentations with Microsoft PowerPoint, and accessing the internet.

##### **a. Teachers' Enthusiasm in Using Laptops**

The primary device used by the teachers was a laptop equipped with Microsoft PowerPoint. Teachers showed great enthusiasm in operating Microsoft PowerPoint, as evidenced by their frequent inquiries about how to use its features. Their engagement included typing sentences, selecting fonts, adjusting font size and color, inserting images sourced from the internet or WhatsApp Web, designing slides, and creating text animations.

##### **b. Teachers' Enthusiasm in Creating Microsoft PowerPoint Presentations**

Teachers exhibited a strong motivation to create Microsoft PowerPoint presentations. Their enthusiasm stemmed from a desire to enhance their skills in utilizing various features within Microsoft PowerPoint. As a result, the teachers were able to produce engaging presentations that could be used in front of students or during educational activities.

##### **c. Teachers' Enthusiasm in Exploring the Internet**

Teachers also demonstrated eagerness and curiosity in browsing the internet,

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searching for and downloading images from websites and WhatsApp Web to be incorporated into their PowerPoint slides. They frequently asked how to download images from WhatsApp Web and how to insert those images—whether sourced from websites or WhatsApp—into their slides.

Motivation plays a vital role in enhancing teachers' abilities to use Microsoft PowerPoint. It is a key component in the learning process (Filgona, Sakiyo, Gwany, & Okoronka, 2020), and can be constructed both consciously and unconsciously (Darvin R, 2023). Motivation refers to a series of efforts to create specific conditions that consistently foster positive behavior. It can be stimulated both externally and internally. The presence of motivation in teachers encourages a strong willingness to learn and apply Microsoft PowerPoint effectively.

### 2. Improvement of Teachers' Skills in Using Microsoft PowerPoint

A total of 86% of the teachers reported that they had never created a Microsoft PowerPoint presentation before, while only 14% had used it, albeit not optimally. This indicates a general lack of understanding among teachers regarding technological literacy. Technological literacy provides knowledge about the operation and utilization of machines and technology (Mufit, Asrizal, Hanum, & Fadhilah, 2020). In line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud RI, 2016) on the Standard Process for Primary and Secondary Education, ICT should be systematically implemented in accordance with field conditions. Therefore, through this training activity, teachers were guided to utilize various features available in Microsoft PowerPoint to enhance their understanding and application of technological literacy.

During the workshop, all teachers were directly guided to create PowerPoint presentations based on their individual interests. The improvement in teachers' skills in utilizing Microsoft PowerPoint features included the ability to:

- a. Select the Microsoft PowerPoint icon
- b. Open the Microsoft PowerPoint application
- c. Open a blank presentation slide
- d. Type sentences
- e. Edit fonts (font type, size, and color)
- f. Add new slides
- g. Insert images
- h. Design PowerPoint slides
- i. Save the PowerPoint file
- j. Close Microsoft PowerPoint

At the end of the mentoring session, an assessment was conducted based on observations made by the community service team. The observation took place after the practical session using Microsoft PowerPoint. The results showed that there was an improvement in teachers' skills by 86%, increasing from the initial 14%. This represents a 100% increase, meaning that all participating teachers had gained experience in developing or creating instructional media using Microsoft PowerPoint. The outcomes of the program indicate that teachers are now capable of using Microsoft PowerPoint.

Table 1. Format Guidelines for Table

Rated aspect	Percentage of Ability to Make
Selecting the Microsoft PowerPoint icon	100%

Rated aspect	Percentage of Ability to Make
Open the Microsoft PowerPoint application	96,8%
Open a blank presentation sheet	96,8%
Writing sentences	90,6%
Editing fonts (typeface, size and color)	93,7%
Add a blank presentation sheet	96,8%
Adding images	84,3%
Designing Microsoft PowerPoint sheets	71,8%
Save Microsoft PowerPoint files	87,5%
Closing Microsoft PowerPoint	96,8%

Based on Table 1, there was a significant improvement in teachers' abilities, with only 14% initially stating they had prior experience using Microsoft PowerPoint. After the training, in the first aspect—identifying the Microsoft PowerPoint icon—100% of the teachers successfully recognized and selected the application, indicating that all teachers had become familiar with Microsoft PowerPoint.

In the second aspect, which involved opening the Microsoft PowerPoint application, 96.8% of the teachers were able to do so independently, demonstrating that most teachers had acquired the ability to launch the application. Regarding the third aspect—opening a blank presentation slide—98.6% of the teachers were able to complete this task on their own, without assistance from the mentoring team.

The fourth aspect, typing sentences in PowerPoint, showed a success rate of 90.6%. In the fifth aspect—editing fonts (including font type, size, and color)—teacher proficiency increased to 93.7%. During this activity, teachers displayed high levels of enthusiasm and creativity in editing their text.

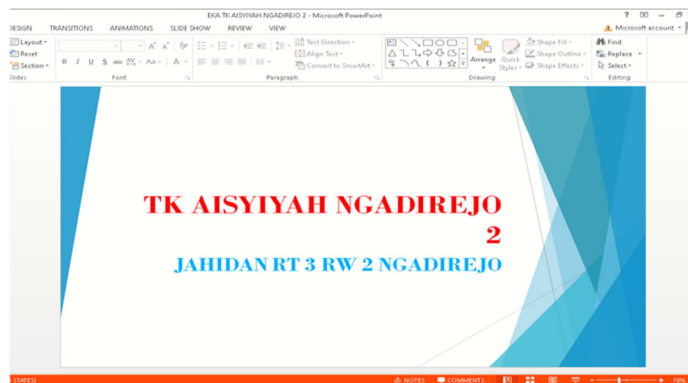


Figure 1. Font/Letter Editing Results (Font Type, Size, and Color)

In the sixth aspect, adding blank presentation sheets, 96.8% of teachers chose presentation sheets tailored to their needs. For example, the 'Title and Content' presentation sheet adds a title and image.

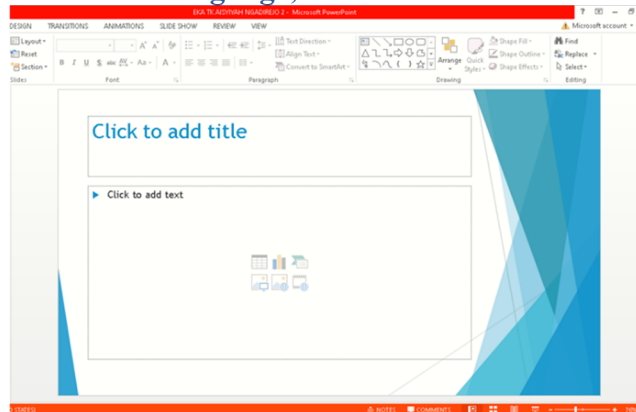


Figure 2. Results of Adding Blank Presentation Sheets

The seventh aspect—adding images—showed a success rate of 84.3%. Teachers practiced inserting images stored on their laptops as well as downloading images from WhatsApp Web. However, several teachers still experienced difficulties in transferring images from WhatsApp Web into Microsoft PowerPoint, thus requiring assistance from the community service team.

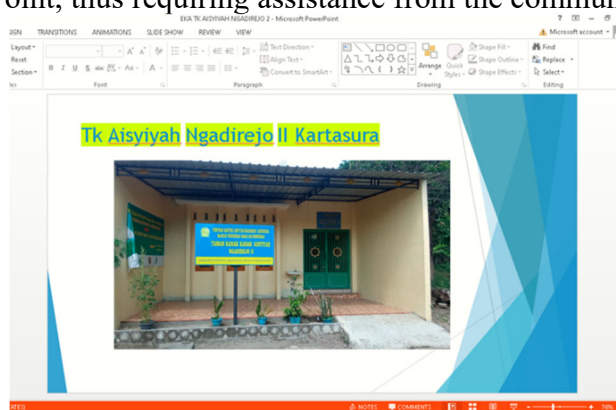


Figure 3. Image Addition Results

The eighth aspect designing PowerPoint slides showed a success rate of 71.8%. This aspect was relatively challenging for teachers because it required more creativity, particularly in selecting attractive designs, coordinating appropriate images, and harmonizing colors and fonts to engage students effectively.

The ninth aspect saving the PowerPoint file indicated a success rate of 87.5%. This shows that almost all teachers were able to save their files; however, 12.5% still faced difficulties in choosing a save location that could be easily retrieved later.

The final aspect closing the Microsoft PowerPoint application recorded a success rate of 96.8%. This reflects a significant improvement in teachers' overall proficiency in using Microsoft PowerPoint.

Despite the progress made, this community service activity still requires further implementation. The participating teachers had only one training session, and many were not yet fluent in using Microsoft PowerPoint independently. The current phase of the training focused only on basic operations such as opening and closing the application, typing and editing text, inserting and copying images, adding and designing slides, and saving files.

Some challenges were encountered during the mentoring process, such as the limited availability of laptops or computers. Additionally, the training was affected by scheduling conflicts since many teachers had other responsibilities. The training venue was also limited, as the team had to borrow a mosque to conduct the sessions.

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Kindergarten teachers still require further development in digital and information technology literacy, such as designing event flyers, creating twibbons, producing book illustrations, and more. Therefore, it is necessary to continue this digital literacy community service initiative to ensure sustainable and progressive development.

### Conclusion

Based on the results and discussion, it can be concluded that there has been a significant increase in teachers' motivation toward digital literacy, particularly in applying Microsoft PowerPoint. This motivation includes enthusiasm in using laptops, creating PowerPoint presentations, and exploring the internet. Furthermore, teachers have shown improved competencies in using Microsoft PowerPoint, including selecting the application icon, launching the program, opening a blank presentation, typing text, editing fonts (type, size, and color), adding new slides, inserting images, designing slides, saving files, and closing the application. The results showed a 100% improvement in certain aspects, indicating that all teachers had gained experience in creating or developing instructional media using Microsoft PowerPoint. However, this community service initiative still requires follow-up activities to further enhance teachers' proficiency in Microsoft Office and other information technologies. Moving forward, it is necessary to provide ongoing mentoring focused on the utilization of additional Microsoft Office features. Moreover, similar training and mentoring should be extended to other groups of educators to strengthen their digital literacy skills.

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