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Microsoft Teams-Based Interactive Learning Management Training To Improve Teacher Competence At Mts Nurus Syam, Bondowoso District

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Abstract : *This study aims to improve teacher competence through Microsoft Teams-based interactive learning management training at MTs Nurus Syam, Bondowoso District. The training focuses on enhancing teachers' skills in using digital technology to support effective and interactive learning. It covers virtual classroom management, material distribution, online discussions, assignments, and student assessment. This study uses a descriptive approach to examine the training implementation and its contribution to teachers' professional and digital competencies. Data may be collected through observations, interviews, questionnaires, and assessments before and after the training. The activities include presentations, demonstrations, guided practice, and collaborative learning. The expected outcomes are improved digital literacy, greater confidence in using Microsoft Teams, and more effective learning management. The training is also expected to encourage innovative teaching strategies and increase student participation. In conclusion, Microsoft Teams-based interactive learning management training has the potential to strengthen teacher competence and support digital transformation in education at MTs Nurus Syam, Bondowoso District.*

Keywords : *Microsoft Teams; Interactive Learning Management; Teacher Competence; Digital Literacy; Teacher Training.*

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INTRODUCTION

The rapid development of information and communication technology has transformed the implementation of education, including the way teachers manage learning activities, communicate with students, distribute learning materials, and conduct assessments (Chan et al., 2021; Flanagan et al., 2022; Sudrajat et al., 2024). Digital platforms provide opportunities for schools to develop more flexible, collaborative, and interactive learning environments (Callaghan, 2021). However, the availability of digital technology does not automatically guarantee its effective utilization. Teachers need adequate digital competence and practical experience to integrate technology into learning activities according to pedagogical needs. This condition is particularly relevant for schools that are still developing their capacity to adopt digital learning technologies.

One of the educational institutions facing this challenge is MTS Nurus Syam, Bondowoso Regency. Based on the initial identification of the partner's conditions, teachers at the school have considerable potential to develop technology-based learning but have not yet optimally utilized digital platforms to support learning management (Bradley, 2021). Learning activities remain predominantly dependent on conventional approaches, while the use of digital platforms for organizing classes, distributing materials, facilitating communication, managing assignments, and conducting assessments is still limited (Shurygin et al., 2021). This condition creates a gap between the increasing demand for technology-integrated learning and the digital competencies possessed by teachers.

The problem is not merely related to the availability of technology but also to teachers' understanding of how to utilize digital platforms pedagogically (Kerssens & Van Dijck, 2022; Sefton-Green, 2022). Teachers need practical knowledge regarding the management of virtual classes, organization of learning materials, communication and collaboration with students, assignment management, feedback provision, and technology-based assessment (Blundell, 2021). Limited opportunities for systematic training and mentoring have made it difficult for teachers to explore these functions independently. Consequently, digital technology has not yet been fully positioned as an integral component of learning management at MTS Nurus Syam.

Microsoft Teams offers potential as a platform for addressing these challenges because it integrates communication, collaboration, learning-material management, assignment distribution, and virtual classroom activities within a single digital environment (Capone et al., 2017; Fulton, 2020). Through its various features, teachers can organize learning activities more systematically, facilitate interaction with students, distribute and collect assignments, provide feedback, conduct virtual meetings, and support collaborative learning. Therefore, the utilization of Microsoft Teams is not only a matter of introducing a technological application but also of strengthening teachers' capacity to design and manage more interactive learning processes.

The condition of the partner indicates the need for a community service intervention that combines technology training with practical learning management skills. Accordingly,

the community service program is designed as Microsoft Teams-Based Interactive Learning Management Training for Teachers at MTS Nurus Syam, Bondowoso Regency. The program is directed at strengthening teachers' digital competence through a combination of conceptual explanation, demonstration, hands-on practice, and mentoring. The training emphasizes the direct application of Microsoft Teams to teachers' actual learning needs rather than merely introducing the technical functions of the platform.

The implementation of the program is organized progressively. The initial stage focuses on introducing the Microsoft Teams environment and preparing virtual classes, including account access, class creation, participant management, and organization of learning spaces (De Caro-Barek et al., 2023; Mustoip et al., 2023). The next stage emphasizes the practical use of essential features, including the distribution of learning materials, assignment management, discussion and communication, feedback, and online assessment (Singleton & Furber, 2024). The subsequent stage focuses on developing interactive learning activities by integrating collaborative tasks, virtual meetings, and other features that encourage student participation. Through this practice-oriented approach, teachers are expected to move from simply knowing the functions of Microsoft Teams to being able to apply them in real learning situations.

The program also incorporates mentoring and evaluation to ensure that the competencies acquired during the training can be transferred into teachers' daily practice. Mentoring provides opportunities for teachers to receive assistance when implementing Microsoft Teams in their respective subjects, while evaluation is used to identify changes in teachers' understanding and practical ability (Faisol et al., 2024; Munawwaroh et al., 2024). This continuous approach is important because digital competency development cannot be achieved effectively through one-time training alone. Sustained support is needed to encourage teachers to become more confident, independent, and consistent in utilizing technology for learning management.

The community service program is therefore expected to contribute directly to strengthening the digital capacity of teachers at MTS Nurus Syam. At the institutional level, improved teacher competence can support the development of a more adaptive digital learning environment. At the learning level, the use of Microsoft Teams is expected to facilitate more structured communication, collaboration, assignment management, and assessment, both in face-to-face and distance learning contexts. More broadly, the program demonstrates an effort to strengthen the readiness of educational institutions to respond to the demands of digital transformation through capacity building that is relevant to the actual needs of the school community.

Based on these conditions, this community service program aims to (1) improve teachers' digital competence in utilizing Microsoft Teams for learning management; (2) strengthen teachers' practical skills in designing and implementing interactive, collaborative, and technology-supported learning activities; and (3) provide continuous

mentoring and evaluation to support the sustainable implementation of Microsoft Teams in learning at MTS Nurus Syam, Bondowoso Regency. The program is expected to produce not only increased knowledge of digital technology but also practical changes in teachers' ability to integrate Microsoft Teams into their instructional practices.

METHOD

The community service program was implemented at MTS Nurus Syam, Bondowoso Regency, as a partner institution experiencing challenges in optimizing digital technology for learning management. The program employed a participatory training and mentoring approach that positioned teachers as active participants throughout the process. The implementation was designed not only to introduce Microsoft Teams as a digital learning platform but also to develop teachers' practical capacity to integrate the platform into interactive and collaborative learning activities. The program consisted of three interconnected stages: planning, implementation, and monitoring and evaluation.

Planning Stage

The planning stage was conducted to ensure that the training content and implementation strategy corresponded to the actual conditions and needs of the partner institution. The community service team initially communicated with the school principal and teachers to identify the existing practices, level of digital competence, and difficulties encountered in utilizing technology for learning. This initial assessment focused particularly on teachers' familiarity with Microsoft Teams, their experience in managing digital learning environments, and their ability to use digital platforms for distributing learning materials, managing assignments, facilitating interaction, and conducting assessments.

The needs identification process served as the basis for designing the training materials and determining the level of assistance required by the participants. The training materials were subsequently organized according to the teachers' competency levels, beginning with basic Microsoft Teams navigation and progressing toward the application of its features for interactive learning management. The materials covered virtual classroom creation and management, learning-material distribution, assignment management, discussion and collaboration, feedback, online assessment, and the development of distance and blended learning activities.

In addition to preparing the training materials, the team prepared the technical resources required for the activity, including laptops or computers, internet connectivity, participant accounts, presentation materials, practical exercises, and training modules. The modules were developed as practical guides containing step-by-step instructions that teachers could continue to use after the training. This preparation was intended to create a training environment in which participants could immediately practice each competency rather than merely receive theoretical explanations.

Implementation Stage

The implementation stage constituted the core of the community service program and was conducted through a combination of explanation, demonstration, guided practice, simulation, and feedback. The training was organized progressively so that teachers could develop their competencies from basic platform operation toward the independent design of technology-supported learning activities.

The first session focused on introducing Microsoft Teams and its basic functions. Teachers were guided to access the platform, understand its interface, create and manage virtual classes, and recognize the functions relevant to learning activities. The community service team demonstrated the procedures while participants followed the steps directly on their respective devices. This approach enabled participants to become familiar with the platform before proceeding to more complex applications.

The second session focused on classroom management and the organization of digital learning materials. Teachers practiced uploading and organizing learning resources, distributing assignments, communicating instructions, providing feedback, and utilizing discussion and collaborative features. Participants were encouraged to apply these functions to subjects they actually teach so that the training products were directly relevant to their classroom context. At this stage, teachers also practiced developing simple technology-supported learning activities that incorporated interaction and student participation.

The third session emphasized the implementation of distance and blended learning. Teachers were introduced to strategies for integrating Microsoft Teams into face-to-face learning as well as online activities. The participants developed learning scenarios that combined classroom interaction with digital activities, including the distribution of materials, online discussions, assignment submission, and virtual meetings. This session was intended to strengthen teachers' ability to use Microsoft Teams as an integrated learning-management platform rather than as a communication tool alone.

The final part of the implementation stage consisted of practical exercises and simulations. Teachers independently created virtual classes, organized learning materials, prepared assignments, established interactive activities, and simulated the process of evaluating student work. The community service team provided direct guidance and feedback during the exercises. Participants who encountered technical or procedural difficulties received individualized assistance until they were able to complete the assigned tasks. This practice-oriented approach enabled the team to observe teachers' actual competency in applying the training content.

Monitoring and Evaluation Stage

Monitoring and evaluation were conducted to determine the extent to which the training had improved teachers' ability to utilize Microsoft Teams and to identify difficulties that emerged during implementation. Monitoring focused on teachers' participation during

training, their ability to complete practical tasks, and their initial attempts to apply Microsoft Teams to learning activities. The monitoring process also provided information about aspects requiring further assistance.

Evaluation was conducted by examining participants' practical performance and collecting feedback regarding their experiences during the training. The evaluation considered several aspects, including teachers' understanding of Microsoft Teams functions, ability to manage digital classes, ability to distribute learning materials and assignments, ability to facilitate interaction and collaboration, and ability to conduct technology-supported assessment. Participant responses were also used to identify the usefulness of the training, difficulties encountered, and aspects of the platform requiring additional explanation.

The evaluation results were subsequently used as a basis for providing feedback and follow-up mentoring. Teachers who had not yet demonstrated sufficient mastery received additional guidance, particularly in relation to technical procedures and the integration of Microsoft Teams into learning activities. Thus, evaluation was not positioned merely as a measurement of training outcomes but also as a mechanism for ensuring the sustainability of the competencies developed through the program.

Table 1. Community Service Implementation Stages

Stage	Main Activity	Implementation Description
Planning	Needs identification	Discussions with the principal and teachers to identify existing digital-learning practices, teachers' competencies, and difficulties in using Microsoft Teams.
	Training material preparation	Development of materials covering basic Microsoft Teams operation, digital classroom management, interactive features, assignments, discussions, assessment, and blended learning.
	Resource preparation	Preparation of devices, internet connectivity, participant accounts, training modules, practical exercises, and supporting materials.
Implementation	Microsoft Teams introduction	Introduction to the platform interface, account access, virtual classroom creation, and basic learning-management functions.
	Digital classroom management	Practice in organizing learning materials, assignments, discussions, feedback, and collaborative activities.
	Distance and blended learning	Development of learning scenarios integrating face-to-face and online activities through Microsoft Teams.
	Practical simulation	Direct practice in creating virtual classes, organizing learning activities, assigning tasks, and simulating assessment.
Monitoring and Evaluation	Implementation monitoring	Observation of participant engagement, practical performance, and initial application of Microsoft Teams in learning activities.

	Competency evaluation	Assessment of teachers' ability to operate Microsoft Teams and apply its features to learning management.
	Feedback and follow-up mentoring	Provision of additional assistance based on identified difficulties and evaluation results.

Partner Participation

The success of the community service program was supported by the active participation of MTS Nurus Syam as the partner institution. Partner participation was established from the planning stage through the evaluation stage. The school principal supported the program by coordinating the participation of teachers, facilitating the training schedule, and providing the necessary institutional resources and learning environment. The principal also contributed information regarding the school's existing conditions and the digital-learning needs that should be addressed through the program.

Teachers served as the main participants and were actively involved in needs identification, training sessions, practical exercises, simulations, and evaluation. Their participation was particularly important because the training products were developed according to the subjects and learning activities they conducted. Teachers were not positioned merely as recipients of information but as active practitioners who directly tested, adapted, and applied the features of Microsoft Teams to their own instructional contexts.

The community service team was responsible for designing the intervention, developing training materials, delivering demonstrations and practical guidance, facilitating simulations, monitoring participant performance, and conducting evaluation and follow-up mentoring. The team also provided training modules and practical materials that could be used by teachers independently after the completion of the program.

The collaboration between the community service team and MTS Nurus Syam was therefore designed as a participatory partnership. The school provided contextual knowledge, participant engagement, and institutional support, while the community service team contributed technical and pedagogical expertise. This collaborative arrangement was intended to ensure that the training was responsive to the partner's actual needs and could be sustained beyond the formal training sessions.

RESULT AND DISCUSSION

1. Planning

The planning phase is a crucial step in preparing effective and efficient training to improve teachers' competency at MTS Nurus Syam in Bondowoso Regency in using Microsoft Teams as an interactive learning platform. At this stage, the community service team will design every detail of the training, from identifying needs and developing

training materials to preparing the necessary resources. Each element of this planning is crucial to ensuring that the training provided aligns with real-world needs and can be easily implemented by the teachers.

a. Identify Training Needs

The first step in training planning is to conductidentification of training needs. To start this stage, the community service team will holdinitial discussion with the school, including the principal and teachers, to understand the extent to which technology, particularly Microsoft Teams, has been implemented in the learning process at MTS Nurus Syam. This discussion aims to gather information aboutlevel of teacher understanding of the use of technology, as well as the challenges they face in technology-based teaching. Questions raised in this discussion will cover topics such as whether teachers are familiar with Microsoft Teams, whether they have used it for distance learning, and which features they find difficult to utilize.

Besides that,survey of teacherswill be conducted to get a clearer picture of their level of understanding ofMicrosoft Teams and technology-based learning**.**The survey will also ask about specific challenges, such as managing virtual classrooms, using interactive features (e.g., online quizzes and assignments), or creating digital learning materials. The results of these discussions and the survey will help the community service team identify the most pressing and relevant topics to include in the training. For example, if many teachers are unfamiliar with creating digital learning materials using Microsoft Teams, a training session focused on creating and managing digital materials will be prioritized.

At this stage, it is also important to ensure thattraining objectivesaligned with identified needs, so that the materials developed can meet the practical needs of teachers and support the achievement of optimal results. By understanding the challenges faced by teachers in the field, the community service team can develop more focused and relevant training strategies.

b. Preparation of Training Material Plan

Once the training needs are identified, the next stage ispreparation of training materials tailored to the results of previous identification. Training materials should cover topics relevant to teachers' needs and aim to improve their competency in using Microsoft Teams to manage interactive learning. Microsoft Teams As a digital platform, it offers a variety of features that can enhance learning quality, from virtual classrooms and assignment management to collaboration and communication features. Therefore, training materials should be divided into several sessions covering a variety of key topics.

Some of the main topics that will be included in the training materials include:

1. Introduction to Microsoft Teams: Teachers will be introduced to the basics of using Microsoft Teams, from creating an account, setting up classes, to interacting with students virtually.

2. Virtual Classroom Management: This material will teach you how to manage a virtual class by creating classrooms, setting meeting schedules, and sharing learning materials with students.
3. Interactive Features in Microsoft Teams: Teachers will be taught how to use interactive features such as online assignments, quizzes, and class discussions, which can increase student participation in learning.
4. Blended Learning and Distance Learning: Considering the importance of distance learning, this material will provide guidance on how to combine face-to-face learning with online learning (blended learning) using Microsoft Teams.
5. Creating Digital Learning Materials: Teachers will be trained to create engaging learning materials, such as presentations, videos, and interactive documents that can be uploaded to Microsoft Teams for students to access.

Each topic will be designed to suitteachers' level of technological understandingwhich varies, so that the training materials must be arranged witheasy-to-understand languageand clear steps. The preparation of this material also involves the creation oftraining moduleswhich includes step-by-step tutorials, as well asvideo tutorialwhich clarifies each concept taught. This module allows teachers to refer back to the training after completion and practice what they've learned more independently.

In addition, the community service team will compile evaluation plan to measure the success of the training. Evaluations will be conducted after each session to determine the extent of teachers' understanding of the material taught and to ensure that the training went well and met the established objectives.

c. Resource Preparation

At the planning stage, it is also important to ensure that resource preparation must be carefully prepared to ensure the training runs smoothly and effectively. One important aspect of this preparation is procuring the tools and equipment needed by the training participants. Computer or laptop Adequate is the main device that will be used to attend training, especially for using Microsoft Teams. In addition, stable internet connection is also an important factor in ensuring smooth access to the Microsoft Teams platform and the training materials to be used.

To support the training, the community service team will also prepareMicrosoft Teams devices Microsoft Teams is installed on each participant's device. This is to ensure there are no technical issues when the training begins. The community service team will provide a guide to installing and initial configuring

Microsoft Teams on participants' devices before the training begins. This way, participants can focus on their learning and avoid technical issues.

In addition, the community service team will prepare training modules that participants will use after the training is completed. This module will cover practical steps for using Microsoft Teams in classroom management, creating learning materials, and managing assignments and quizzes. This module will also include video tutorial which explains how to use Microsoft Teams more visually, so that participants can easily follow along and repeat the material as needed.

All of these resource preparations are aimed at ensuring the training runs smoothly and has the maximum impact on teachers (Woodcock & Woolfson, 2019). With adequate equipment, appropriate materials, and adequate technical support, this training is expected to improve teachers' competency in managing technology-based learning.



Figure 1.
Early Identification in the Classroom



Figure 2.
Preparation of training plans with the teachers' council and educational staff

2. Implementation Stage

The training is a core step in this community service program, which aims to improve the competency of teachers at MTS Nurus Syam in managing Microsoft Teams-based learning. This implementation phase will be carried out systematically through several structured sessions, combining theory and practice. Each session is designed to provide an in-depth understanding of Microsoft Teams' various features and their application in interactive learning management, both online and in blended learning models.

a. Microsoft Teams Introductory Session

The first session in the training will focus onMicrosoft Teams introductionand its user interface. This session aims to ensure that all participants have a basic understanding of the platform and are able to comfortably operate its various features. In this session, teachers will be provided with knowledge on how

tocreate a Microsoft Teams account,join a virtual class, and access the basic features. In addition, training participants will be guided to understand howset up a virtual class, including how to add students, set class schedules, and manage digital classrooms.

Teachers will also be introduced to basic features that are very important in Microsoft Teams-based learning management, such astask management, where teachers will be taught how to create and assign assignments to students online. In addition, this session will also include an explanation of the featuresdiscussion room Andproviding feedbackto students, which allows for further interaction between teachers and students, even outside of class hours. Teachers will be given live examples of howusing chat, discussion forums, and other communication channels to support interactive learning. The main goal of this session is for teachers to feel comfortable using this platform and gain the confidence to begin implementing it into their learning process.

b. Class Management Session and Learning Materials

After getting to know the basic interface of Microsoft Teams, in the next session, teachers will be taught in more depth aboutvirtual classroom managementAndlearning materialsTeachers will be given training on how to create structured virtual classes, as well as uploadlearning materialslikefile,link, Andvideothat students can access online. This session will introduce various ways to organize materials more efficiently, including how to share documents in accessible formats that can be tailored to students' needs.

In addition, teachers will be taught howassign online tasks, starting from providing clear instructions to how to monitor students' progress in completing assigned tasks. They will also learn how to createinteractive quizUsing Microsoft Teams, students can actively participate in learning and receive real-time feedback. These quizzes not only assess student understanding but also help increase their engagement in learning.

In this session, teachers will also be guided tousing discussion features and collaborative spaceswhich is in Microsoft Teams.

This feature allows students to collaborate on group assignments, share ideas, and discuss learning materials effectively. Through the use of this collaborative space, teachers are expected to increase student interaction, create a more dynamic learning environment, and support the development of students' social skills, which are essential for their future.

c. Distance Learning and Blended Learning Implementation Session

The third session of the training will focus on the implementationdistance learning(online learning) andblended learning(blended learning) using Microsoft Teams. Teachers will be given an understanding of the basic concepts of these two types of learning, as well as how to combine themface-to-face learning with online learningto create a flexible and more effective learning experience. In today's digital age, the use of platforms like Microsoft Teams is crucial to support learning models that combine both methods, for both traditional and virtual classes.

This training aims to provide teachers with an understanding of howintegrating online learning with face-to-face activities, such as hosting live sessions using video conferencing, and providing opportunities for students to engage in independent learning by accessing learning materials on the Microsoft Teams platform. Teachers will be given examples of howmanage learning time and schedulewhich combines direct classroom learning with online sessions. In addition, teachers will also be taught how toutilizing virtual spacein organizing and managing the material to be delivered online, as well as holding digital quizzes or evaluations to determine students' understanding of distance learning.

In this session, teachers will be given the opportunity to designlearning scenarios that integrate face-to-face and online learningEach teacher will be guided to create a lesson plan that can be implemented in their classroom, involving direct interaction and the use of the Microsoft Teams platform to support their learning activities. Through this approach, it is hoped that teachers will better understand effective ways to integrate technology into their daily learning.

d. Practical and Simulation Sessions

The final session in this training will focus onhands-on practice and simulationUsing Microsoft Teams in a learning context. After going through the theory and understanding of using various Microsoft Teams features, now is the time for teachers topracticewhat they have learned in the form of real simulations. Teachers will be asked tocreate their own virtual classroom, uploading learning materials, giving assignments to students, and conducting interactive quizzes. This session aims to ensure that teachers fully understand how to use Microsoft Teams in their daily teaching.

During this session, the community service team will providedirect feedbackThis simulation session will provide teachers with opportunities to improve their understanding and skills in using the platform. The team will monitor every teacher activity, provide suggestions and solutions if any obstacles are encountered, and discuss ways to improve the implementation of Microsoft Teams in learning (Alkhatib & Alainati, 2024). This simulation session also provides an

opportunity for teachers to share experiences and tips with colleagues, fostering mutual support and collaboration among teachers in implementing technology in their teaching.

In addition, this session will also introduce severalcase studyor examples of real-life problems teachers might encounter when using Microsoft Teams. By analyzing these cases and finding solutions together, teachers can broaden their understanding of the various challenges that may arise in managing a virtual classroom and learn how to address them more effectively.



Figure 3.
Introduction to Microsoft Teams for teachers and educational staff



Figure 4.
Teacher training using Microsoft Teams devices

3. Monitoring and Evaluation Stage

Stagemonitoring and evaluationis a crucial step in ensuring that the training has a positive impact and meets its intended objectives. In the context of community service at MTS Nurus Syam in Bondowoso Regency, monitoring and evaluation aims to ensure that teachers who have participated in the training are able to implement Microsoft Teams effectively in their daily learning. This step also aims to identify any issues or obstacles that may arise during implementation and provide constructive feedback for further improvement. Operationally, this step is divided into three sub-steps: monitoring learning implementation, evaluating training outcomes, and providing feedback and improvements.

a. Monitoring Learning Implementation

The first stage in monitoring ismonitor the implementation of Microsoft Teams in daily learning activitiesat MTS Nurus Syam. After the training is complete, the community service team will continue to monitor how teachers use Microsoft Teams to manage classes, assign assignments, and interact with students. This monitoring aims to determine the extent to which teachers can apply what they have learned during the training in real-world contexts. This monitoring process is not

limited to passive observation but also involves collecting direct data on Microsoft Teams usage.

The community service team will conduct regular visits to MTS Nurus Syam, both in person and virtually, to observe how teachers manage virtual classes using Microsoft Teams. Teachers will be asked to demonstrate how they create and manage assignments, conduct class discussions, and provide feedback to students. Additionally, the community service team will examine whether the features introduced during the training, such as quizzes and collaborative space settings, are being optimally utilized by teachers in the learning process. This monitoring aims to assesseffectiveness of using Microsoft Teamsin improving the quality of interactive learning in schools and to identify technical problems or obstacles that may arise during implementation.

In addition to routine visits, the community service team can also carry outdirect observation through recordings of learning sessionsor reports on teacher activities (Opateye & Ewim, 2021). For example, by asking teachers to submit recordings of virtual classes conducted using Microsoft Teams, the community service team can analyze how teacher-student interactions occur and how the use of technology increases student engagement in learning (Tai et al., 2019; Wanga et al., 2020). If any barriers to technology implementation are identified, the community service team can immediately provide solutions or additional support.

b. Evaluation of Training Results

After monitoring the implementation, the next stage isevaluation of training resultsThis evaluation aims to assess the extent to which the training has successfully improved teachers' competency in using Microsoft Teams and implementing it in their learning. The evaluation was conducted using various methods, includinginterview,questionnaire,orsurvey This study was aimed at teachers who had participated in the training. This method was used to determine the extent to which the training had impacted their skills and understanding in using the Microsoft Teams platform as a learning management tool.

Interviews with teachers will reveal their experiences during the training and how they benefited from using Microsoft Teams in their daily learning. Teachers will also be asked to provide feedback on the training.training materials,teaching methods, as well assupport provided by the community service teamIn this way, the evaluation can provide a clear picture of how the training was received by participants and how effective it was in improving teachers' technological competencies.

Besides interviews, surveys or questionnaires can also be used to collect quantitative data regardingtechnological skills enhancement, student interaction, involvement in learning, And effectiveness of providing feedbackThis survey will include questions assessing how frequently teachers use specific features in Microsoft Teams, such as creating assignments, hosting virtual meetings, or taking quizzes (Ismail, 2021). Using this survey, the community service team can obtain more systematic and measurable data on the impact of the training.

This evaluation will also include an assessment ofimproving the quality of learning, with a focus on two main aspects: first,interaction between teachers and students, which includes how often teachers interact with students on Microsoft Teams, as well as how effective these interactions are in improving students' understanding of the material being taught; second,student involvement in learning, which refers to how active students are in participating in assignments, quizzes, and discussions given by the teacher.

c. Feedback and Improvement

After evaluating the training results, the next stage is to providefeedback and improvementBased on the evaluation results obtained from interviews, questionnaires, and observations, the community service team will compile a report that includes findings regarding the success of the training and areas for improvement. This feedback will be delivered directly to the teachers, either in person or through online discussion sessions.

If the evaluation finds that some teachers have not fully mastered the use of Microsoft Teams, or if there are technical difficulties that still hinder the implementation of learning, the community service team will offeradditional assistance (Biegel, Farkas & Wadsworth, 2021). This mentoring can take the form of follow-up sessions, either online or in-person, to provide further guidance in addressing any issues encountered (Guyatt et al., 2023). For example, if teachers are having difficulty organizing virtual classes or creating interactive quizzes, the community service team will provide specialized training to address these issues.

In addition, the community service team will also provideimprovement recommendationsregarding ways to further optimize the use of Microsoft Teams in learning. If needed, additional training materials or resources, such as video tutorials or user manuals, will be provided to help teachers improve their skills (Kim et al., 2019; Solheim, Ertesvåg & Dalhaug Berg, 2018). These recommendations will be based on evaluation results that indicate areas that need the most attention.

Feedback will also include an evaluation oftechnical difficulties that may arise during training or implementation. For example, if there are issues related to internet connection, devices used, or other problems that hinder the use of Microsoft Teams, the community service team will work with the school to find practical solutions to overcome these obstacles.



Figure 5.
Forum for discussion of results and evaluation



Figure 6.
Submission of evaluation and monitoring results to the principal

CONCLUSION

The Microsoft Teams-based interactive learning management training at MTS Nurus Syam, Bondowoso Regency, contributed to strengthening teachers' digital competence in managing technology-supported learning. The training enabled teachers to move beyond basic familiarity with Microsoft Teams toward practical utilization of its features for organizing virtual classes, distributing learning materials, managing assignments, facilitating discussions and collaboration, and supporting interactive learning activities. The results of the training evaluation indicated that most participants demonstrated improved confidence and practical skills in using Microsoft Teams for their instructional activities.

The implementation of the program also showed that strengthening teachers' digital competence requires more than one-time technical training. Practical exercises, simulations, direct feedback, and follow-up mentoring were important in helping teachers understand and apply the platform according to their classroom needs (Munawwaroh & Baharun, 2022). At the same time, limitations in technological infrastructure and differences in teachers' readiness to adopt digital technology remained challenges that could affect the consistency of implementation. These findings indicate that the sustainability of digital learning innovation depends on the interaction between teacher competence, institutional support, and the availability of adequate technological infrastructure.

Overall, the community service program provided a relevant and practical intervention for supporting the digital transformation of learning at MTS Nurus Syam. Continued assistance and institutional support are needed to ensure that the competencies

developed during the program are maintained and translated into sustainable learning practices. Strengthening digital infrastructure, providing continuous mentoring, and developing accessible self-learning materials are therefore important steps for optimizing the long-term utilization of Microsoft Teams at the partner school.

To sustain the outcomes of the program, MTS Nurus Syam is encouraged to strengthen internet connectivity and provide adequate technological facilities to support the consistent implementation of digital learning. Continuous mentoring should also be provided through periodic consultation sessions, teacher discussion groups, or peer learning activities so that teachers can exchange experiences and resolve technical or pedagogical difficulties collectively. In addition, the availability of practical video tutorials and digital training modules would allow teachers to review the material independently according to their individual needs. These efforts can support the gradual development of a more sustainable digital learning culture at MTS Nurus Syam.

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