

EMPOWERING RURAL EDUCATORS THROUGH AI LITERACY: CHATGPT TRAINING AT SD NEGERI 3 SIBETAN KARANGASEM BALI

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Abstract. The advancement of Artificial Intelligence (AI) has had a significant impact on various sectors, including education. However, the adoption of AI in Indonesia remains uneven, particularly in remote and rural areas. This study aims to assess the effectiveness of a training program on the use of ChatGPT as a teaching aid for elementary school teachers at SD Negeri 3 Sibetan, Karangasem, Bali. The training was designed to enhance teachers' understanding, practical skills, and perceptions of AI integration in education. Using a quantitative approach with a one-group pretest-posttest experimental design, data were collected through conceptual knowledge tests, practical skill observations, and perception questionnaires. The results revealed a significant increase in teachers' knowledge, with average posttest scores rising from 32.2 to 78.0. Additionally, practical skills improved notably, as indicated by a posttest average score of 73.0. Positive perception also increased, with 71% of participants expressing enthusiasm for using ChatGPT in the classroom. Despite limited infrastructure, the training successfully introduced AI-based tools to rural educators, demonstrating the transformative potential of AI in promoting equitable, innovative, and interactive education. This study contributes to the discourse on AI in education and underscores the importance of contextualised teacher training in rural settings.

Keywords: artificial intelligence, ChatGPT, digital literacy

Abstrak. Kemajuan teknologi kecerdasan buatan (AI) telah membuka peluang baru dalam dunia pendidikan, namun pemanfaatannya belum merata, terutama di daerah terpencil. Penelitian ini bertujuan untuk mengukur efektivitas pelatihan pemanfaatan ChatGPT sebagai media pembelajaran bagi guru-guru di SD Negeri 3 Sibetan, Kabupaten Karangasem, Bali. Metode yang digunakan adalah desain kuantitatif dengan pendekatan One-Group Pretest-Posttest, yang melibatkan 21 peserta pelatihan. Instrumen penelitian meliputi tes pengetahuan, observasi keterampilan praktis, dan angket persepsi. Hasil analisis data menggunakan paired sample t-test menunjukkan peningkatan signifikan dalam pemahaman konseptual (rata-rata pretest 32,2 menjadi posttest 78,0) dan keterampilan praktis guru dalam menyusun perangkat ajar berbasis ChatGPT (nilai observasi posttest 73,0). Selain itu, sebanyak 71% peserta menunjukkan persepsi positif terhadap penggunaan ChatGPT dalam pembelajaran. Temuan ini mengindikasikan bahwa pelatihan AI berbasis ChatGPT efektif dalam meningkatkan kompetensi guru di wilayah pelosok, sekaligus mendorong transformasi digital pendidikan dasar. Penelitian ini juga menyoroti pentingnya dukungan berkelanjutan dan infrastruktur memadai guna menjamin keberlanjutan integrasi teknologi di sekolah terpencil.

Kata Kunci: kecerdasan buatan, ChatGPT, literasi digital

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INTRODUCTION

The advancement of Artificial Intelligence (AI) technology has had a significant impact across various sectors, including education (Salas-Pilco, Xiao, & Hu, 2022). However, the adoption and utilisation of AI remain predominantly concentrated in urban areas, resulting in unequal access and technological literacy across regions of Indonesia (Samsiyah, Suharto, & Ulya, 2025). One such underrepresented area is Sibetan Village, located in Karangasem Regency, Bali Province. This community service initiative was designed to introduce fundamental AI concepts to educators at SD Negeri 3 Sibetan, thereby enabling them to understand the potential applications of AI in teaching and educational management.

Teachers play a crucial role in fostering innovative learning environments. As creative and adaptable facilitators, teachers are expected to respond proactively to technological

developments by implementing innovation-oriented approaches. This aligns with the view of Vivekanantharasa (2024), who emphasises the importance of innovative educators in the effective integration of technology-based learning. Technologies such as AI provide considerable opportunities for teachers to enhance student learning experiences in both interactive and personalised ways (Barrett & Pack, 2023). Advancements in information and communication technologies have transformed how information is accessed, delivered, and managed (Nolan & Vang, 2023). In the context of education, such developments support a shift towards more student-centred, interactive, and creative learning environments (Wu, Burdina, & Gura, 2023). AI is among the rapidly evolving technologies that hold significant relevance in the field of education (Kasepalu, Prieto, Ley, & Chejara, 2022). It enables educators to tailor instruction to individual student needs, provide timely feedback, and improve the efficiency of content delivery. The integration of AI in education has manifested through various intelligent learning systems, including virtual mentors, digital classrooms, automated assessments, and personalised content delivery (Tan, Cheng, & Ling, 2024). Supported by collaborative learning systems and intelligent tutoring agents, AI further enriches students' educational experiences. Despite its potential, there remain substantial challenges in the implementation of AI in educational settings, particularly in rural and remote regions.

Research indicates that a key barrier to effective AI integration in schools is the lack of relevant training for educators, compounded by inadequate technological infrastructure. Teachers require practical training programs that are contextually relevant, such as those involving the use of ChatGPT for question generation or content explanation. Moreover, reliable access to hardware and stable internet connectivity remains a fundamental necessity (Tunjera & Chigona, 2023). Through this initiative, it is expected that teachers at SD Negeri 3 Sibetan will gain foundational knowledge and the motivation to integrate AI tools, specifically ChatGPT, into their instructional practices. This effort represents a step toward promoting equitable access to technological literacy and educational innovation in rural areas (Hieu & Thuy, 2024).

Several previous studies have explored the application of ChatGPT in both educational and community outreach settings. One such study, *ChatGPT Training as an AI-Based Learning Tool in the Classroom* (Maulana, 2023), emphasises the paradigm shift from teacher-centred to resource-rich learning environments driven by technological advancements. ChatGPT, as an AI-powered tool, has been shown to create engaging and interactive learning experiences, enhancing student enthusiasm and information acquisition. Another study, *Training for Instant Village Website Publication Using ChatGPT* (Damayanti & Hermanto, 2023), illustrates the application of ChatGPT beyond classroom learning, particularly in digital information dissemination. This training empowered community members to create instant websites with AI support, thereby promoting community engagement and improving information accessibility. The study titled *Training Teachers to Create Learning Materials Using ChatGPT* (Fauzi, Harli, & Hadi, 2025) further highlights the necessity of specialised training for educators in utilising AI tools. It demonstrated that ChatGPT-based training enhances teachers' abilities to develop creative, interactive, and student-centred instructional modules, ultimately fostering readiness to integrate AI in both teaching and administrative contexts.

Moreover, the study *Training in the Development of Learning Devices Using AI-Based ChatGPT to Strengthen Teacher Competence at SMA Negeri 1 Dolok* (Munthe et al., 2025). Pardamean reported that the use of ChatGPT as a pedagogical aid improved teacher creativity and had a positive impact on students' interest and learning outcomes. Similarly, the research titled *Empowering Teachers through AI Training to Improve Learning Quality in the Digital Era* (Munsarif, Sam'an, & Safuan, 2025), conducted at a Muhammadiyah school in Semarang using a Training-of-Trainers (ToT) model, found that AI training significantly enhanced digital literacy and teacher confidence in employing AI for interactive learning. Finally, the study *AI Technology Training for Enhancing the Productivity of Vocational School Teachers in Visual Communication Design at SMKN 1 Gorontalo* (Handayani et al., 2024) revealed that the integration of AI tools such as ChatGPT had a positive effect on teachers' preparedness to teach 21st-century skills and increase graduates' competitiveness in the labor market. Collectively, these six studies underscore the positive impact of ChatGPT in the educational sector,

demonstrating improvements in efficiency, creativity, and engagement among both educators and learners. These findings highlight the urgency of implementing AI training programs targeting educators in remote areas, such as those at SD Negeri 3 Sibetan, to prevent technological marginalisation in the face of ongoing educational transformation.

Artificial Intelligence (AI) has emerged as a transformative force in the field of education, offering innovative tools that enhance the effectiveness, efficiency, and adaptability of teaching and learning processes. AI applications in education include adaptive learning systems, educational chatbots, virtual assistants, and automated assessment platforms. One of the rapidly evolving AI tools is ChatGPT, a language model capable of understanding and generating contextually relevant text (Jamal, 2023). Previous studies (Popova, 2024) have demonstrated that AI-based training can significantly enhance teachers' competencies, both in terms of conceptual understanding and practical skills in utilising technology. These findings align with the present study, which focuses on building the capacity of primary school teachers to integrate ChatGPT as a pedagogical tool in classroom instruction.

One of the most pressing challenges in educational digitalisation across Indonesia is the digital divide, particularly in rural and remote regions. Limited access to hardware (e.g., computers and internet connectivity), low levels of digital literacy, and the lack of ongoing professional development programs are key barriers to technology adoption in rural schools (Tagne et al., 2025). Sibetan Village, the location of this study, is a semi-remote area in Karangasem Regency, Bali. Despite ongoing digital transformation efforts, the region still faces infrastructural and technological limitations. Therefore, the training program was not only intended to introduce ChatGPT as a technological tool but also to tailor its implementation to local realities and the participants' technical capacities.

Community engagement, particularly in the form of training and mentorship, plays a strategic role in facilitating the dissemination of advanced technologies to broader communities, including educators in underserved areas (Fazli, Phipps, Crighton, Sarwar, & Ashley-Martin, 2025). In the context of this study, community service functions as a bridge to transfer AI-based innovations, specifically ChatGPT, to teachers at SD Negeri 3 Sibetan, who previously had limited exposure to its potential applications in education. Community-based technology transfer offers several important benefits. It plays a critical role in enhancing local digital literacy and raising awareness about the relevance of technology in everyday life. By delivering contextually relevant skills that align with current technological demands, such initiatives ensure that participants are not only exposed to modern tools but are also equipped to apply them meaningfully within their environments. Additionally, such programs empower educators by increasing their confidence in adopting digital tools for instructional purposes, thereby supporting more innovative, engaging, and effective teaching practices. By employing a needs-based training approach, this initiative aimed not only to socialise the use of AI in education but also to serve as a concrete empowerment effort (Kong & Hu, 2023). The program included direct hands-on training, pre-test and post-test evaluations, and continuous mentorship through digital platforms such as WhatsApp Groups.

the paired sample test statistics, commonly implemented through the paired sample t-test, is a statistical method used to compare the means of two related groups. It is typically applied in pretest-posttest designs, where the same subjects are measured before and after a treatment or intervention (Grzegorzewski, 2023). This test evaluates whether the average difference between the paired observations is significantly different from zero, assuming that the data is normally distributed and the pairs are randomly and independently selected. The paired sample t-test is particularly useful for determining the effectiveness of educational, psychological, or medical interventions by identifying whether the observed changes are statistically significant, rather than due to random chance (Okoye & Hosseini, 2024).

This study seeks to address several critical questions concerning the effectiveness of training in utilising ChatGPT as a learning medium. First, it explores how the training enhances the knowledge and conceptual understanding of teachers at SD Negeri 3 Sibetan regarding the use of ChatGPT in educational settings. Second, it investigates whether the training significantly improves the participants' practical skills in applying ChatGPT for the development of

instructional materials. Finally, the study examines changes in teachers' perceptions of integrating ChatGPT into the teaching and learning process before and after their participation in the training program. Practically, the study offers multifaceted benefits for various stakeholders. For teachers, it provides hands-on competencies in using ChatGPT to design instructional materials, create formative and summative assessments, and implement AI-supported teaching strategies that align with 21st-century learning goals. For schools, especially those in rural areas, the training facilitates the advancement of educators' digital literacy, laying the groundwork for broader digital transformation in primary education. For researchers, the findings offer a foundation for the development of more specialised training modules and AI-driven educational innovations, such as adaptive learning systems and personalised instructional models tailored to individual student needs.

METHODOLOGY

This study was conducted at SD Negeri 3 Sibetan, located in Sibetan Village, Bebandem District, Karangasem Regency, Bali Province. The implementation of the training program took place over a period of three days, from August 1 to August 3, 2024. A total of 21 teachers participated in the training program, all of whom were included as the study population.

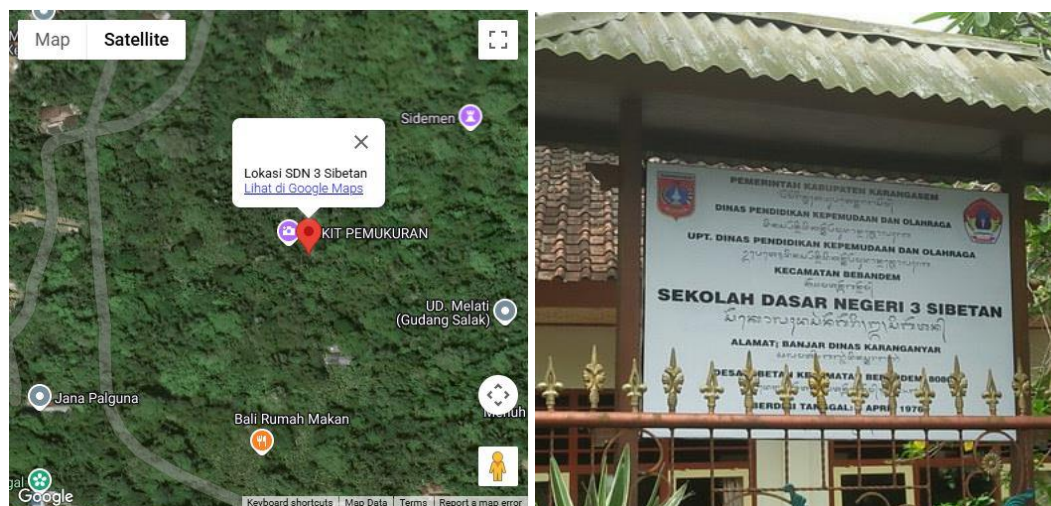


Figure 1. Administration map of the study area of SD Negeri 3 Sibetan

Figure 1 shows the administrative map of the study area at SD Negeri 3 Sibetan. The map illustrates that the school is situated in a rural environment, surrounded by forested areas, highlighting its remote and nature-embedded location. This study adopted a quantitative approach using a One-Group Pretest-Posttest Experimental Design. In this design, a single group of participants was subjected to a specific intervention—in this case, a structured training program focused on the use of ChatGPT as a pedagogical tool. To evaluate the effectiveness of the intervention, measurements were conducted both prior to and following the training. Three primary instruments were employed to collect comprehensive data. First, an essay-based cognitive test was used to assess participants' conceptual understanding of artificial intelligence, particularly the application of ChatGPT in educational contexts. This test was administered before and after the training to identify any cognitive gains. Second, a practical observation checklist was implemented to evaluate participants' skills in using ChatGPT to develop instructional materials, with observations conducted in both the pre- and post-training phases. Lastly, a perception questionnaire was utilized to examine participants' attitudes and perspectives regarding the integration of ChatGPT in teaching and learning processes. This instrument aimed to capture shifts in perception by comparing responses before and after the training program.

The training participants received a structured curriculum on the utilisation of ChatGPT as an instructional support tool. The material was delivered progressively, beginning with an introduction to the fundamental concepts of artificial intelligence, followed by an exploration of the main features of ChatGPT, and culminating in hands-on practice involving the creation of instructional materials and exercises using the platform. Each session was accompanied by direct practice activities to ensure the participants could develop applied skills effectively. Data collection was carried out using three primary instruments. Essay-based tests were administered to assess participants' knowledge and conceptual understanding of the subject matter. In addition, skills observation sheets were employed to evaluate the participants' practical abilities in applying ChatGPT to various educational tasks. Finally, perception questionnaires were used to explore participants' attitudes and perceptions regarding the integration of artificial intelligence, specifically ChatGPT, into the teaching and learning process. The test design can be seen in Table 1:

Table 1. *One group pre-test and post-test research design*

Group	Pre Test	Training	Post Test
1	θ_1	γ	θ_2

In the context of the data analysis, where θ_1 is Pre-Test Score, Training is, and θ_2 is Post Test Score. The data were analysed using the Paired Sample t-Test, a statistical method employed to determine the significance of differences between pretest and posttest scores. This analysis was conducted on two key categories of results: knowledge assessment scores and practical skills observation outcomes. The primary objective of applying this method was to evaluate the extent to which the training program contributed to the enhancement of teachers' competencies in utilising AI-based technologies within classroom settings, with a particular emphasis on the practical application of ChatGPT.

RESULTS AND DISCUSSION

The effectiveness of the training on the utilisation of ChatGPT as a learning medium was assessed through an analysis of field data. The evaluation focused on three key aspects: participants' level of knowledge and understanding of the concepts and practical uses of ChatGPT; their ability to apply ChatGPT effectively in instructional planning; and their perceptions regarding the integration of artificial intelligence technologies, particularly ChatGPT, into the teaching and learning process. The training program was conducted over three days, from August 1 to August 3, 2024, at SD Negeri 3 Sibetan, located in Karangasem Regency, Bali. The training involved 21 educators who participated actively and enthusiastically. The content was delivered through interactive sessions, using communicative language tailored to the local context and the educational needs of primary school teachers in the region. Shown in Figure 2, the front view of SD Negeri 3 Sibetan. The photo captures the main entrance and facade of the school building, reflecting its modest infrastructure typical of rural educational institutions. And the documentation is shown in Figure 2.



Figure 2. *Documentation of chatgpt training at SD Negeri 3 Sibetan*

The effectiveness of the training was measured through a comparative analysis of pretest and posttest scores in both theoretical knowledge and practical skills. Additionally, participants' perceptions were evaluated before and after the training through a structured questionnaire to assess changes in their attitudes toward the use of ChatGPT.

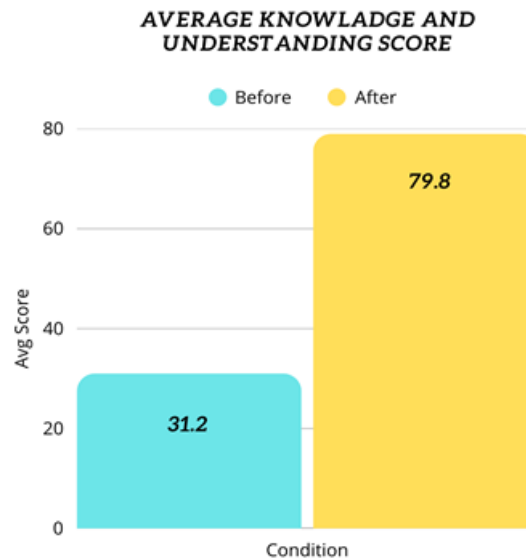


Figure 3. Average knowledge score

Figure 3 shows that, based on the results of the paired sample t-test conducted on the knowledge data, a statistically significant difference was found between pretest and posttest scores. The average knowledge score increased from 31.2 to 79.8, indicating a substantial improvement in conceptual understanding following the training. Participants with initially low scores demonstrated remarkable improvement, and several participants achieved high levels of mastery by the end of the program. These findings align with those study(Iqbal, Hashmi, Asghar, & Abid, 2025), which reported that AI-based training can improve participants' comprehension. Accordingly, it can be concluded that the training held at SD Negeri 3 Sibetan had a significant positive impact on enhancing teachers' knowledge regarding the use of ChatGPT as a learning tool. The results of the Paired Sample Test Statistics are able to be seen in Table 2 and Table 3.

Table 2. Paired sample test statistic

		Mean	N	Std. Deviation	Std. Error
Pair 1	Pre-Test	31.28	21	5.007	1.092
	Post-Test	79.84	21	4.472	0.975

Table 3. Paired sample t-test

Table 87 Paired sample t test									
		Paired Difference		Std. Error	95% Confidence Interval of the Difference		t	df	Sig
		Mean	Std. Deviation		LB	UB			
Pair 1	Test	48.09	5.007	1.092	45.81	50.37	15.39	20	0.000

In the context of the data analysis, several statistical terms were employed. N refers to the total population involved in the study. LB and UB denote the lower and upper bounds of the confidence interval, respectively. The t-value represents the computed test statistic used to compare means, while df stands for degrees of freedom, which influences the shape of the t-distribution. Lastly, Sig refers to the significance level, or p-value, which indicates whether the observed differences are statistically meaningful. Based on the results of table 3, the t-test

analysis conducted on the data with a mean value of 48.09, a significance level (p-value) of 0.000 was obtained, which is less than the threshold of 0.05. Therefore, the null hypothesis (H_0) is rejected. Using a significance level of $\alpha = 0.05$, it can be concluded that there is a statistically significant difference between the initial pretest score (mean = 31.28) and the post-training score (mean $\approx$ 48.09). This finding indicates that the training on the utilisation of ChatGPT as a learning tool had a positive impact on improving educators' knowledge and understanding. It supports the assumption that the designed intervention successfully enhanced teachers' comprehension of AI technologies, particularly the application of ChatGPT, in the context of primary education. The 95% confidence interval obtained, ranging from 45.81 to 50.37, provides a reliable estimate of the participants' knowledge gain. Moreover, the t-value of 15.39 with 20 degrees of freedom (df) indicates a strong effect of the training on improving the participants' cognitive abilities.

Practical skills refer to the technical competencies that participants are able to apply directly in classroom contexts. Observational data from this study indicated a marked improvement in participants' abilities to develop learning materials using ChatGPT. The average posttest observation score rose to 75.61, in contrast to the significantly lower pretest score, can seen in Figure 4.

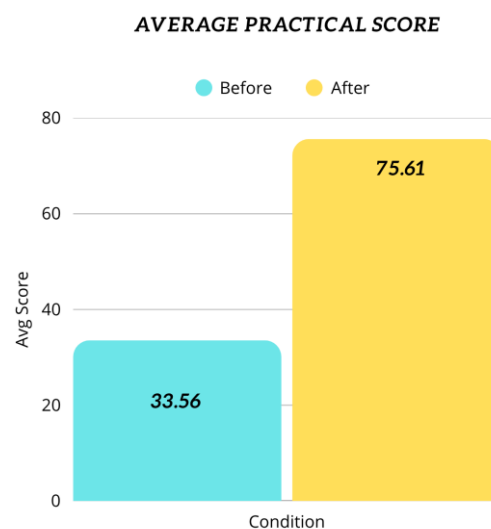


Figure 4. Average practical score

This improvement suggests that participants not only acquired conceptual knowledge but were also capable of implementing ChatGPT in real teaching scenarios. This finding affirms the effectiveness of the training in equipping teachers with hands-on, applicable experience. The results of the Paired Sample Test Statistics are able to be seen in Table 4 and Table 5.

Table 4. Paired sample test statistic

		Mean	N	Std. Deviation	Std. Error
Pair 1	Pre Test	33.56	21	5.007	1.092
	Post Test	75.61	21	4.472	0.975

Table 5. Paired sample t-test

		Paired Difference		Std. Error	95% Confidence Interval of the Difference		t	df	Sig
		Mean	Std. Deviation		LB	UB			
Pair 1	Test	42.05	4.84	1.27	41.03	44.99	34.15	20	0.000

Based on the results of table 5, the t-test results for the observational data revealed a significance value (p-value) of 0.00, which is less than 0.05, indicating a statistically significant difference in participants' practical skills before and after the training. These results are consistent with those study(Rachbauer, Graup, & Rutter, 2025), which found that technology-focused training programs can enhance teachers' competencies in integrating digital instructional media into their teaching practice. Participants' perceptions of ChatGPT as an educational tool were also analysed as part of this study.

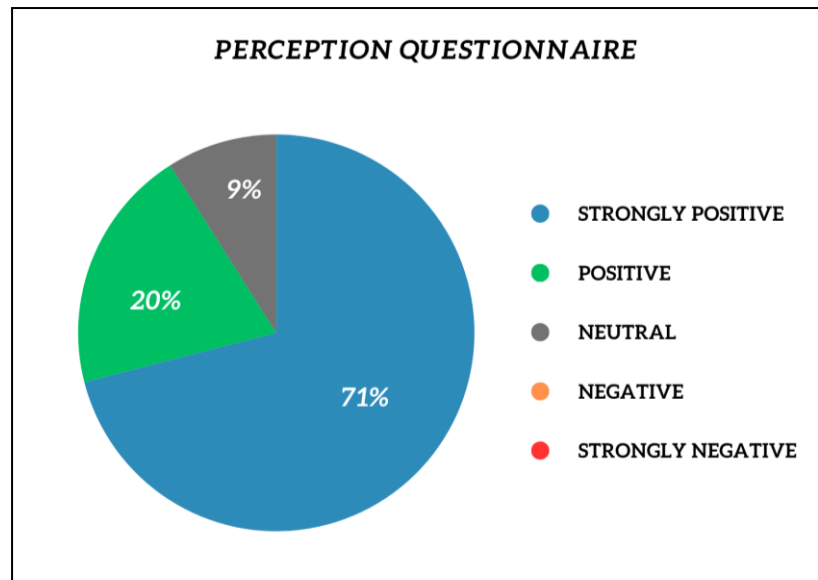


Figure 5. *Perception questionnaire*

As shown by Figure 5, survey results indicated that 71% of participants held a strongly positive perception, stating that the use of ChatGPT assisted them in developing more creative and interactive teaching materials. Approximately 20% of participants reported positive perceptions, potentially due to limited familiarity with the technology or the need for a longer adaptation period to fully experience its benefits. In such cases, extended support and ongoing guidance may be necessary to strengthen participants' confidence in applying AI tools effectively in their teaching practices. Meanwhile, 9% of participants expressed neutral or uncertainty regarding the effectiveness of ChatGPT as a learning aid. This finding highlights the importance of incorporating a more personalised approach in future training programs. Strategies such as providing concrete examples, case studies, or follow-up mentoring sessions may help address these concerns and improve participants' engagement. This analysis aligns with findings by this study(Lee, Davis, & Ryu, 2024), who reported that training in information and communication technology (ICT) enhances teachers' motivation and skills in using digital learning media. The findings also corroborate the results of this study(Sămărescu, et al., 2024), which concluded that integrating technology into the classroom leads to more efficient, interactive, and engaging learning experiences for students.

Throughout the implementation of the ChatGPT training program at SD Negeri 3 Sibetan, several technical and non-technical challenges were encountered. One of the main issues was the limited availability of computers or laptops within the school environment. This posed a significant obstacle, as the nature of the training was practical and required access to devices capable of supporting the ChatGPT platform effectively. The lack of sufficient devices meant that not all participants could engage in hands-on practice simultaneously using a computer. This limitation slowed the delivery of instructional material and hindered full comprehension of ChatGPT's features, which are best accessed via larger screens such as laptops or desktop computers. To address this issue, the implementation team adopted a Bring Your Own Device (BYOD) approach. Participants were encouraged to bring personal devices, such as laptops or

internet-enabled smartphones. For those without laptops, smartphones served as alternative tools, with necessary adjustments made to accommodate the mobile interface of ChatGPT. Furthermore, the training modules were designed to be adaptive and mobile-friendly. Practical sessions were supported with step-by-step visual guides, and facilitators provided intensive assistance to participants experiencing technical difficulties, including app navigation and internet connectivity issues. This solution proved to be effective in maintaining the continuity and inclusivity of the training without relying solely on school infrastructure. The BYOD strategy also enabled participants to continue exploring ChatGPT independently beyond the training period, as they were already familiar with using their devices, thus ensuring sustainability and continued learning.

CONCLUSION

Based on the findings from the implementation of the training program at SD Negeri 3 Sibetan, it can be concluded that the utilisation of ChatGPT as a learning tool has produced a significant positive impact on the participants' knowledge, conceptual understanding, and practical teaching skills. The results of both descriptive analysis and statistical testing using SPSS indicated consistent and substantial improvements following the training intervention. Specifically, the average pretest scores in the domains of knowledge and comprehension increased significantly in the posttest, reflecting the effectiveness of the training in enhancing participants' understanding of the concepts and applications of ChatGPT within educational contexts. In addition, the participants' practical abilities also showed a marked improvement, particularly in accessing, designing, and adapting ChatGPT prompts to support teaching and learning processes. Beyond the quantitative gains, the survey data revealed generally positive perceptions among educators regarding the integration of ChatGPT into their instructional practices. The majority of participants acknowledged that the technology facilitated the development of instructional materials, supported the design of more interactive learning activities, and enabled the adaptation of teaching strategies to better meet students' needs. Overall, the training successfully enhanced the professional competence of educators in leveraging artificial intelligence technology, specifically ChatGPT, in an effective and applicable manner. These findings affirm the relevance and utility of AI-assisted teaching tools in addressing the evolving demands of education in the digital era.

Based on the findings of this study, which demonstrate a significant improvement in teachers' knowledge, practical skills, and positive perceptions regarding the use of ChatGPT in the teaching process, several recommendations can be proposed for future research and development initiatives. First, it is recommended that the scope of research be expanded to include other educational levels, such as junior high schools (SMP) and senior high schools (SMA). This would allow for an examination of ChatGPT training effectiveness across diverse contexts and varying levels of instructional complexity. Second, future studies should include a more in-depth analysis of digital competency. Incorporating a more comprehensive set of indicators to evaluate teachers' digital literacy and skills will provide greater insight into the relationship between technological mastery and the quality of teaching, as well as professional readiness in the digital era.

Third, upcoming research efforts must consider the integration of student learning outcomes as part of the evaluation framework. While the current study focuses primarily on teacher competence, it is equally important to explore the indirect impact of AI tools such as ChatGPT on students' academic performance and engagement. Measuring these outcomes would provide a more holistic understanding of AI's influence in the classroom. Lastly, it is recommended that instructional materials and training modules be developed to align with the principles of the Kurikulum Merdeka (Freedom to Learn Curriculum). This alignment will ensure that the integration of ChatGPT and other AI technologies is consistent with current national education policies, thus promoting more relevant and sustainable implementation across educational institutions.

To ensure the long-term impact of the ChatGPT training program and to broaden its reach among educators, a number of sustainability strategies have been established. A

dedicated WhatsApp mentoring group has been created to facilitate ongoing communication between the facilitators and training participants. This platform serves as a collaborative space where participants can share experiences, seek guidance, troubleshoot technical issues, and receive continuous updates on developments in AI for education. It functions as a supportive community that extends the benefits of the training beyond its initial implementation phase. In addition, a series of needs-based follow-up training sessions is being planned to address the evolving requirements of the participants. These advanced modules will focus on topics such as the application of AI in designing learning assessments, the development of rubrics and evaluation tools with ChatGPT, and an introduction to adaptive learning platforms that provide personalised instructional experiences. Through these efforts, the program aims to foster long-term capacity building among educators and ensure the sustained integration of AI tools in pedagogical practice.

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