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APPLICATION OF FUN OF KNOWLEDGE APPROACH THROUGH GENAI APPLICATION TO INTRODUCE LOCAL WISDOM FOR PROSPECTIVE TEACHERS WITH LITERACY

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ABSTRACT This project aims to improve literacy and understanding of local wisdom among prospective teachers through a Fun of Knowledge learning approach using the Gen Ai App. By integrating technology in learning, it is expected that prospective teachers will not only gain in-depth knowledge of local wisdom, but also improve their literacy skills. The program includes training, use of interactive applications, and development of relevant teaching materials, thus creating an engaging and effective learning experience. Through these activities, prospective teachers are expected to be able to transfer cultural knowledge and values to their students, contribute to the preservation of local culture, and improve the overall quality of education.

KEYWORDS: *Fun of Knowledge; GenAI Application, Literacy, Local Wisdom*

1. INTRODUCTION

In the current era of globalization and digitalization, education focuses not only on the transfer of knowledge, but also on the preservation of local culture that is rich in values and wisdom. The importance of literacy among prospective teachers is becoming increasingly prominent, given their strategic role in shaping the character and knowledge of future generations. A fun and interactive Fun of Knowledge approach can be an innovative solution to increase interest and motivation to learn, while introducing local wisdom that is often overlooked in the formal curriculum (Sely, Murniati, & Hartono, 2020).

Through the use of the GenAi App, this service program aims to equip prospective teachers with better literacy skills and in-depth knowledge of local wisdom, so that they can teach cultural values to students in an interesting and effective way. Previous research shows that the use of technology in learning can increase students' interest and motivation to learn (Zuhria et al., 2022), as well as the important role of digital media in improving the literacy of the millennial generation (Purawinangun & Yusuf, 2020). The Impact of the Digital Era on Adolescent Reading Interest by Zuhria et al (2022). This research examines the impact of the use of digital technology on adolescent reading interest, highlighting the importance of approaches that are engaging and relevant to the millennial generation. The Effect of Media Digitalization Developments on the Kompas News Portal on Public Reading Interest by Setiowati, Cheril & Sary (2021). This research also examines the development of media digitalization in influencing people's reading interest, with a focus on Communication Science study program students. Thus, this approach not only contributes to the improvement of literacy, but also to the preservation of local culture, which is very important to maintain the identity and values of Indonesian society.

2. METHOD

This community service was carried out on December 9, 2024. The implementation time starts at 09.00 until 12.00 WIB. The place of implementation is SDN Pengkol 01 Sukoharjo. The training was attended by twenty-eight prospective teachers, fifteen teachers and one principal. The implementation method used was training on the use of GenAI in teaching Literacy with a fun of knowledge approach. The training method carried out, namely delivering material related to fun of knowledge and implementing the use of GenAi, namely Diffit to teach literacy related to local wisdom. The following are the steps that can be taken in this service:

1) Preparation and Planning

- a. Target Identification: determining the target group, in this case, PPG Pre-Service Teacher Candidates Wave 2 Year 2024.
- b. Preparing Teaching Materials: Teaching materials related to local wisdom, one of which is Punokawan Story.
- c. Developing Content: Develop interactive, applicable and innovative content by combining GenAI Diffit with local wisdom and fun of knowledge.

2) Teacher Candidate Training

- a. Application Usage Training: Train prospective teachers to use GenAI Diffit effectively so that learning becomes interesting.

- b. Introduction of Local Wisdom: Providing special sessions to introduce various aspects of local wisdom in Indonesia, especially those in Central Java, one of which is wayang.

3) Program Implementation

- a. Developing Schedule: Creating a schedule related to the GenAI application training by combining the fun of knowledge approach and local wisdom, especially in literacy.
- b. Applying the Fun of Knowledge Approach: Apply this Fun of Knowledge approach in daily teaching and learning activities.
- c. Interactive Activities; Add ice breaking by doing educational game activities, Kahoot, Quizizz based on local wisdom.

4) Monitoring and Evaluation

- a. Data collection: Collect data on the development of literacy and understanding of local wisdom that has been taught.
- b. Feedback: Collect feedback from participants on the effectiveness of the approaches and applications used.
- c. Evaluation and Mentoring: periodic evaluation and mentoring are carried out after this service program is implemented to see the success rate of this service program.

Publication: Publication of this service activity through seminars or sending service manuscripts to service journals.

3. RESULT AND DISCUSSION

A. Result

The application of the Fun of Knowledge Approach through the GenAi application runs according to the planned schedule, while the stages of implementing this PKM activity can be described as follows:

1) Provision of Material

The method used in providing material is the lecture method. This activity begins with the delivery of material about: a) understanding fun of knowledge; b) GenAi Diffit application; and c) material related to local wisdom. After all participants understood the concepts given, the service team entered the training session for using the GenAi application. The participants were given until they really understood the use of the fun of knowledge approach and the GenAi application.

2) Practice Using GenAi Media

The steps that the PKM team took were as follows: We use Diffit application; <https://app.diffit.me/>.

- a. Introduction: Begin by introducing students to the Punokawan stories and the concept of translanguaging. Use visual aids to show the characters and provide a brief overview of the stories. Discuss the importance of using multiple languages to understand and tell stories.
- b. Reading Comprehension Skill: Focus on improving reading comprehension through translanguaging. Read a Punokawan story in Indonesia and English then discuss it. Ask comprehension questions and encourage students to retell parts of the story in their native language.
- c. Creating Story Using Canva: Enhance creativity and digital literacy by having students create a digital story using Canva. They can draft the story in their native language and then translate it into English, or vice versa. Include illustrations and captions in both languages.
- d. Oral Presentation: Develop speaking skills and confidence by having students present their digital stories to the class. They should use both English and their native language during the presentation.
- e. Reflection and Discussion: Conduct a class discussion where students share their experiences and thoughts on using multiple languages. Reflect on how translanguaging helped their understanding and expression.
- f. Assessment (formative and Summative): use formative assessments such as vocabulary quizzes relates to Punokawan story, and answering the questions to comprehend the Punokawan story text. For summative assessment, evaluate the oral presentation (ask the student to retell the story of Punokawan) and ask the student to make a digital-stories based on Canva.

3) Questions and answers

After the delivery of the material and the application of the use of GenAi Diffit, all participants of this training were given the opportunity to ask about something that was not clear, both what had been conveyed in the presentation and other matters related to the use of the fun of knowledge approach and Diffit application. After the presentation of the material and the simulation of authentic assessment, questions and answers were asked. Based on the responses of the trainees during the question-and-answer session, it can be concluded that all trainees have understood the material presented. In addition, the trainees already knew how to use the GenAi application well.



Figure 1. Photo together with all participant from SDN Pengkol 01 Sukoharjo

B. Discussion

The results that can be obtained from this service include various positive aspects that can have an impact on prospective teachers, students, and the education community as a whole. Here are some of the expected results:

1) Increased Literacy of Prospective Teachers

- a. Improved reading, writing, and text comprehension skills among prospective teachers.
- b. Increased digital literacy through the use of the GenAi App in learning.

2) Better Understanding of Local Wisdom

- a. Prospective teachers gain in-depth knowledge about local wisdom and the importance of cultural preservation.
- b. The ability of prospective teachers to integrate local wisdom in the learning process.

3) Higher Motivation and Interest in Learning

- a. Increased motivation and interest in learning for prospective teachers through the Fun of Knowledge approach.
- b. More interactive and fun learning that increases student engagement.

4) Use of Technology in Learning

- a. Improved technology skills among prospective teachers, enabling them to use digital applications and tools in teaching.
- b. Introduction and utilization of GenAi App as an effective learning aid.

5) Preservation of Local Culture

- a. Dissemination of knowledge and appreciation of local wisdom among prospective teachers and students.

- b. Contribution to the preservation of local culture through innovative and contextualized education.

6) Curriculum Development and Learning Methods

- a. Curriculum development that integrates local wisdom and interactive learning methods.
- b. Adoption of Fun of Knowledge method in daily teaching practice by prospective teachers.

7) Feedback for Further Development

- a. Collect feedback from prospective teachers for future program evaluation and improvement.
- b. Data and findings that can be used as references for further research and development of educational programs.



Figure 2. Giving introduction and provision of material to all participants

With the results that have been described, it is hoped that this service program can have a significant positive impact on improving the quality of education and preserving local culture by increasing literacy as well.

4. CONCLUSION

In this community service, the application of the Fun of Knowledge Approach through the GenAi Application to Introduce Local Wisdom for Prospective Teachers has shown positive results

in increasing literacy and understanding of local wisdom. Some of the main points that can be concluded are:

- 1) Effectiveness of Fun of Knowledge Approach: The fun learning approach is proven to increase prospective teachers' interest and motivation to learn, which in turn increases their literacy level.
- 2) Technology Utilization: The use of the GenAi App as an interactive learning tool helps to introduce local wisdom in an interesting and easy-to-understand way to prospective teachers.
- 3) Improved Literacy and Local Wisdom: Teacher candidates involved in the program showed significant improvements in reading, writing and digital literacy, as well as a better understanding of local wisdom.
- 4) Cultural Preservation: Through the introduction of local wisdom, the program also contributes to the preservation of local culture, forming teacher candidates who are not only academically competent but also have an appreciation for their cultural heritage.

For the sustainability and improvement of this community service program, here are some suggestions that can be considered:

- a. Expansion of Scope: Expand the program to include more schools and communities, so that more prospective teachers and students can benefit.
- b. Continuous Training: Organize ongoing training for prospective teachers on the use of technology in learning and introduction to local wisdom.
- c. Teaching Material Development: Continuously update and develop interactive and engaging teaching materials, which can accommodate different literacy levels and cultural backgrounds.
- d. Collaboration with Other Parties: Build partnerships with educational institutions, cultural organizations and technology companies to support program development and implementation.
- e. Evaluation and Feedback: Conduct periodic evaluations and collect feedback from program participants to ensure the quality and effectiveness of the program, and make necessary improvements.
- f. Publication of Service Results: Document and publish the results of this community service so that it can be used as a reference for similar programs in the future and as a contribution to the scientific literature.

With these steps, it is hoped that this community service program can continue to grow and have a wider positive impact on improving literacy and preserving local wisdom.

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