

Exploration and Practice of Ideological and Political Education in Indonesian Audio-Visual-Speaking Courses Against the Background of Educational Digital Intelligence

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Abstract: Comprehensively promoting ideological and political education in all courses is a key measure to fulfill the fundamental task of fostering virtue through education. Based on the OBE concept and BOPPPS teaching model, this study explores the integration path of ideological and political education in Indonesian audio-visual-speaking courses under the background of educational digital intelligence. With the Wisdom Tree platform and AI-assisted tools, and taking real materials of the Belt and Road Initiative, such as the Jakarta-Bandung High-Speed Railway, as carriers, a four-in-one teaching mode of “goal-resource-activity-evaluation” is constructed to realize the organic integration of language skill training and value guidance. Research shows that digital intelligence empowerment can effectively improve students’ learning interest and classroom participation, deepen their recognition of national strategies, enhance their sense of mission in external communication, and provide practical references for the ideological and political reform of foreign language courses.

Keywords: Educational digital intelligence; Ideological and political education in courses; Indonesian audio-visual-speaking

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1. Introduction

In recent years, the comprehensive strategic partnership between China and Indonesia has developed continuously. The cooperation between the two countries in infrastructure, production capacity, digital economy and other fields has deepened constantly. Building China’s international discourse system and improving China’s international communication ability has been placed in front of foreign language workers. The deepening cooperation between China and Indonesia has also put forward higher requirements for the comprehensive quality of Indonesian talents.

“Indonesian Audio-Visual-Speaking” is one of the core courses for Indonesian majors, aiming to cultivate high-quality Indonesian talents. In the teaching process, vocational and ideological-political elements are integrated

to promote employment-oriented education, improve the “Three-Casting” construction, tell Chinese stories well to the outside world, spread Chinese concepts, win understanding from the international community, build China’s international discourse system, and enhance China’s international communication ability.

Against the background of digital intelligence, the teaching scenarios, teaching modes and student management paradigms of Indonesian audio-visual-speaking courses have changed. How to realize the digital transformation of education from technology-centered to people-centered and improve the quality of ideological and political education in courses needs further practical research. This study aims to explore the teaching practice of ideological and political education in courses under the digital intelligence background from the perspective of “supplementation theory”. Based on the OBE teaching theory and combined with the specific situation of application-oriented undergraduate colleges, it focuses on the construction of the “Three-Casting” mode in Indonesian major courses, providing a more in-depth theoretical basis and practical reference for the current reform of ideological and political education in Chinese universities and the cultivation of Indonesian talents.

2. Orientation and practical strategies

The practical research on ideological and political education in university courses under the digital intelligence background is at a rising stage. Official monographs and relevant documents provide ideological guidance and establish the development direction of ideological and political education practice in university courses under the digital intelligence background. Personal research mainly starts from teaching practice to discuss the practical measures and achievements of ideological and political education in university courses under the digital intelligence background. The two complement each other and constantly promote the development of digital intelligence and ideological and political practice.

The Ministry of Education emphasized in “Opinions on Strengthening and Improving Ideological and Political Work in the New Era”^[1] and the 2024 Government Work Report, that it is necessary to promote the in-depth development of digital and intelligent education and help ideological and political education in universities enter the “strong artificial intelligence” era. “Guidelines for Undergraduate Foreign Language and Literature Majors in Regular Colleges and Universities”^[2] compiled by the Ministry of Education emphasizes that foreign language courses should deeply explore and refine the ideological value and spiritual connotation contained in the professional knowledge system, and integrate them organically with ideological and political education, aiming to cultivate students’ international vision, national feelings and awareness of mutual learning among civilizations, and then enhance their cultural confidence.

Since the proposal of the Belt and Road Initiative, the major task of building China’s international discourse system^[3] and improving China’s international communication ability has been placed in front of scholars and foreign language workers.

Personal research is mainly carried out in the form of academic papers. There are a large number of research results on digital intelligence and ideological and political education in university courses with rich research perspectives. Regarding the research on the construction of teachers, Kuang Ning and Xu Xiaoli proposed that university teachers should give full play to the advantages of digital intelligence when carrying out ideological and political education, timely transform the teaching thinking mode^[4], emphasize the improvement of students’ subjective status, and make full use of online ideological and political teaching resources. Chen Xi also pointed out that “teacher-led” should be combined with “student-centered” to fully stimulate students’ cognitive interest and learning initiative^[5]. Yin Xiujuan and Dong Yifan believed that teachers need to cultivate the meta-

discourse ability of ideological and political education in universities, improve the underlying logical ability, theoretical integration ability, data leadership and data screening ability ^[6].

Regarding the research on using digital intelligence teaching technology to carry out ideological and political education practice and promote the construction of ideological and political discourse system in courses, Chen Xi proposed that diversified educational carriers and new online education platforms should be fully utilized to provide students with diversified ways to acquire knowledge, encourage students to become the “subject” of theoretical communication, and stimulate their innovative thinking. Zhang Lei emphasized that through powerful computing power and diversified algorithms, “raw materials” such as the Party’s theoretical knowledge, red culture and ideology can be transformed into new data resources with efficient educational productivity and wide communication power and accurately controlled ^[7].

Hou Qian pointed out that with the help of advanced technologies such as VR, AR, MR, XR, meta-universe and ChatGPT, the values of ideological and political courses can be integrated into the course content in a vivid, visualized and virtualized form, thus effectively improving the accuracy, digital intelligence level and pertinence of the teaching content of ideological and political courses in universities ^[8].

Digital education reform has been widely applied and promoted abroad. Many countries have formulated plans and measures for digital education reform. For example, the United States’ “National Education Technology Plan 2024” and the United Kingdom’s “Digital Transformation Framework for Higher Education” issued in 2024 advocate that digitalization becomes the mainstream of education. Priya Sharma proposed that the digital transformation of Education 4.0 will improve the integration of education and digitalization, promote educational innovation, and make future learning more personalized, intelligent and global ^[9]. Carlos Willatt and Liziane Maahs Flores also proposed that in terms of curriculum experience, technologies such as VR, XR, 5G and satellite Internet can be used to achieve a deeper physical immersion in the physical world experience of virtual reality ^[10]. Foreign scholars’ research mainly focuses on the application of digital intelligence technology in the field of education.

Therefore, combined with the teaching characteristics of Indonesian majors, the research process follows the action research path of “theoretical exploration-practical test-reflection and optimization”. Taking the course *Indonesian Audio-Visual-Speaking 2* as the practice platform, a semester-long teaching reform exploration was systematically carried out. The specific process and methods are as follows.

2.1. Research ideas and framework

Guided by the Outcome-Based Education (OBE) concept and combined with the BOPPPS effective teaching model, this study constructs a four-in-one digital intelligence ideological and political teaching research framework of “goal-resource-activity-evaluation”. Starting from a clear compound talent training goal (language skills + ideological and political literacy), digital intelligence means are used to screen and integrate teaching resources, online and offline mixed teaching activities are designed, and teaching effects are tested through diversified dynamic evaluations, finally forming a promotable practical path.

2.2. Main research methods

- (1) Action research method: Closely integrate teaching practice with research. In real teaching scenarios, teachers conduct spiral cycle research of “plan-action-observation-reflection” aiming at the core issue of “how to naturally integrate ideological and political elements by digital intelligence means”. After each round of teaching practice, the teaching design of the next stage is adjusted and optimized according to

students' feedback and teaching observation.

- (2) Case study method: Select a representative teaching unit — Lesson 11 “The Belt and Road Initiative and Indonesia’s ‘Global Maritime Fulcrum’ Alignment” as the core case for in-depth research. Through a comprehensive analysis of the complete teaching process, ideological and political integration points, application of digital intelligence means and students’ learning results of the case, a reproducible teaching model is extracted.
- (3) Questionnaire survey and interview method: Before and after the teaching reform, a questionnaire survey was conducted among students to understand the changes in their learning interest, acceptance of ideological and political education in courses, cross-cultural ability and professional cognition. At the same time, some students were selected for in-depth interviews to collect more specific qualitative feedback and provide a basis for teaching reflection.

2.3. Specific research process and implementation (Based on core cases)

2.3.1. Resource construction stage: Digital intelligence screening and integration of ideological and political materials

- (1) Application of digital intelligence means: Use AI-assisted tools and Internet searches to accurately screen video materials with moderate language difficulty, positive content and Chinese elements from massive resources of Indonesian mainstream media (such as KOMPAS TV).
- (2) Resource integration: Upload the video, relevant vocabulary lists and background reading materials (such as relevant news reports of the Belt and Road Initiative) to the Wisdom Tree teaching platform, and establish a special learning resource bank for students’ pre-class preview and after-class expansion.

2.3.2. Teaching design stage: BOPPPS process supported by digital intelligence platform

Taking the lesson “The Belt and Road Initiative and Indonesia’s ‘Global Maritime Fulcrum’ Alignment” as an example, it shows in detail how to decompose ideological and political goals into each link of BOPPPS and improve the effect with digital intelligence tools.

2.3.3. Evaluation and reflection stage: Diversified dynamic evaluation empowered by digital intelligence

- (1) Diversified evaluation subjects: Introduce students’ self-evaluation and peer evaluation. Use the peer evaluation function of the Wisdom Tree platform to let students evaluate the performance of other group members after group discussions and role-plays, guiding students to self-cognize and learn from each other.
- (2) Process-oriented evaluation content: Increase the proportion of process evaluation to 60%, subdivided into four aspects: classroom performance (platform interaction data), daily homework (online quizzes), mid-term presentation (case analysis report), and final report (learning reflection report). Through the students’ learning track data recorded by the platform (such as video viewing duration, number of speeches in the discussion area, changes in quiz scores), dynamic evaluation of students is realized, focusing on the growth of their attitude, ability and values in the learning process, not just the final score.

3. Practical effects and case analysis

This study takes Lesson 11 “The Belt and Road Initiative and Indonesia’s ‘Global Maritime Fulcrum’ Alignment of Indonesian Audio-Visual-Speaking 2” as the core practice case. Through a semester of teaching

reform exploration, remarkable practical results have been achieved. The following will conduct an in-depth analysis from multiple dimensions, such as classroom observation, student feedback and data analysis, combined with the teaching practice of this case.

3.1. In-depth analysis of typical cases: Taking “The Belt and Road Initiative and Indonesia’s ‘Global Maritime Fulcrum’ Alignment” as an Example

Table 1. Teaching Design Sheet of “The Belt and Road Initiative and Indonesia’s ‘Global Maritime Fulcrum’ Alignment”

BOPPPS Link	Time	Teaching Content and Activities	Integration of Ideological and Political Elements	Digital Intelligence Support
Bridge-in	4 minutes	Play the Indonesian news video of the trial operation of the Jakarta-Bandung High-Speed Railway, and guide students to describe the video content in one sentence.	Intuitively show the international influence of China’s Belt and Road Initiative through real construction achievements, and stimulate students’ national pride and exploration interest.	Release the video as a pre-class preview task through the Wisdom Tree platform; play HD video directly in class, and create an immersive feeling with multimedia equipment.
Objective	1 minute	Clarify the three-dimensional goals of this lesson: knowledge (understanding the alignment of the Belt and Road Initiative and the “Global Maritime Fulcrum”), ability (discussing related topics in Indonesian), quality (enhancing national identity and sense of mission).	Connect personal learning goals with the overall national development, and guide students to establish lofty ideals.	Clearly display in the learning goal module of the Wisdom Tree platform for students to see at a glance.
Pre-assessment	3 minutes	Online quiz on students’ mastery of core vocabulary of this lesson (such as win-win cooperation, infrastructure, high-speed rail) through the Word Battle game.	When reviewing vocabulary, guide students to understand the Chinese diplomatic concepts and values behind words such as win-win cooperation and connectivity.	Use the online evaluation function of the Wisdom Tree platform (such as voting, quizzes) to generate test results in real time, helping teachers quickly understand students’ vocabulary foundation and adjust teaching focus in time.
Participatory Learning	30 minutes	1. Knowledge teaching: explain in detail the strategies of the Belt and Road Initiative and the “Global Maritime Fulcrum”, take the Jakarta-Bandung High-Speed Railway as a case to analyze the cooperation process and significance.2. Group discussion: discuss in groups what the construction of the Jakarta-Bandung High-Speed Railway means to Indonesia and what role Chinese enterprises play in it.3. Skill training/Role-play: simulate the Jakarta-Bandung High-Speed Railway project cooperation forum, students play the roles of Chinese and Indonesian government officials, enterprise representatives, media reporters, etc., and speak and debate in Indonesian.	1. Enhance students’ rational recognition of national strategies through explanation.2. Guide students to think about international cooperation from multiple perspectives, cultivate critical thinking and cross-cultural understanding ability.3. In role-playing, let students understand the responsibilities and values of different occupations in transnational projects, establish preliminary professional cognition, and realize the important role of foreign language talents in national strategies.	Use the group task function of the Wisdom Tree platform to release group discussion topics and guide students to share and exchange views in the platform discussion area. In the role-playing session, students can check the background materials of different roles on the platform in advance to fully prepare for classroom activities.

BOPPPS Link	Time	Teaching Content and Activities	Integration of Ideological and Political Elements	Digital Intelligence Support
Post-assessment	5 minutes	Ask students to write a short learning reflection report with the theme: If I were an Indonesian translator participating in the Jakarta-Bandung High-speed Railway project, what qualities and abilities do I need to have?	Focus ideological and political education on students' professional cognition and personal development, guide students to combine national mission with personal career planning, and think about how to become a responsible foreign language talent.	Students submit reflection reports through the Wisdom Tree platform, which is convenient for teachers to review and file.
Summary	2 minutes	The teacher summarizes the language knowledge points and core viewpoints discussed in this lesson, and re-emphasizes the spirit of peace, cooperation, openness, inclusiveness, mutual learning and mutual benefit of the Belt and Road Initiative.	Sublimate the theme, strengthen students' understanding of the concept of building a community with a shared future for mankind, and encourage them to actively participate in promoting Sino-foreign exchanges in future study and work.	The teacher publishes a course summary post on the Wisdom Tree platform, with links to expanded learning materials.

This case is a typical representative of curriculum content reconstruction, with the following characteristics:

- (1) Precise selection of teaching resources: select the news report of the Jakarta-Bandung High-Speed Railway trial operation from Indonesia's mainstream media KOMPAS TV as the core listening material. The video is of appropriate duration (4 minutes and 32 seconds) and moderate speed, which not only meets the language level of sophomore students, but also naturally contains rich ideological and political elements — intuitively showing the landmark achievement of China's Belt and Road Initiative in Indonesia.
- (2) Scientific design of teaching process: based on the OBE concept and BOPPPS model, the ideological and political goals (enhancing national identity, establishing professional cognition) are organically decomposed into each teaching link, and supported by digital intelligence means (Wisdom Tree platform, AI-assisted tools), realizing the deep integration of skill training and value guidance.
- (3) Innovative organization of teaching activities: through participatory activities such as group discussions and role-plays (simulating the Jakarta-Bandung High-Speed Railway project cooperation forum), students naturally think about the role of Chinese enterprises in international cooperation and the responsibilities and missions of foreign language talents in the simulated real Indonesian communication, thus closely connecting national strategies with personal development.

3.2. Analysis of students' learning effects: based on questionnaire and interview data

To objectively evaluate the teaching effect, a questionnaire survey and in-depth interviews were conducted on the students participating in this course after class. The results are as follows.

3.2.1. Learning interest and classroom participation significantly improved

Classroom observation found that when watching the video of the Jakarta-Bandung High-Speed Railway opening and conducting role-plays, students were highly focused, the classroom atmosphere was active, and they spoke actively. In the after-class interview, Student A mentioned: "I think this kind of class form is very good, connected with real life, and the video is also very realistic, making me feel immersive." This shows that real materials and immersive teaching activities have greatly stimulated students' interest in learning and

enthusiasm for participation, effectively addressing the problem of traditional audio-visual-speaking courses being boring and divorced from reality.

3.2.2. Language skill goals effectively achieved

For the questionnaire item “Through this lesson, you have mastered Indonesian expressions related to the Jakarta-Bandung High-Speed Railway”, 60% of the students chose “agree” and “strongly agree” (35% agree + 25% strongly agree), and another 20% chose “average”. This shows that most students have made progress in professional terms and expression ability through this lesson.

Student B also confirmed this in the interview: “I learned a lot of Indonesian expressions of professional terms related to railways.” This shows that placing language learning in a real, meaningful thematic context (such as the Jakarta-Bandung High-Speed Railway) is more effective than simply memorizing vocabulary lists.

3.2.3. Ideological and political literacy goals internalized

The questionnaire survey shows that the effect is particularly significant in the improvement of ideological and political literacy:

- (1) Improved understanding of strategies: for “Through this lesson, you have a better understanding of the Belt and Road Initiative, especially the Jakarta-Bandung High-Speed Railway”, 59% of the students chose “agree” and “strongly agree” (40% agree + 19% strongly agree), and 30% chose “average”. It shows that students’ cognition of national strategies has been deepened.
- (2) Enhanced national identity and value identity: for “Through this lesson, you think that China’s Belt and Road Initiative, as a major-country diplomacy strategy, is of great value to improving China’s international image”, as many as 86% of the students chose “agree” and “strongly agree” (40% agree + 46% strongly agree), only 10% chose “average”, and only 4% chose “disagree”. This data strongly proves that through this lesson, the vast majority of students have a high degree of recognition of the value of China’s Belt and Road Initiative and its role in improving the international image, and their sense of national honor and pride has been significantly enhanced.

The feedback in the interview more vividly reflects this internalization process:

Student C mentioned: “Seeing senior sisters working in the Jakarta-Bandung High-Speed Railway project, I think it is very meaningful, and I want to participate in it too.” This shows that the course not only transmits knowledge, but also stimulates students’ professional yearning and sense of mission, closely connecting personal development with national strategies, which is exactly the effect of internalization and action pursued by ideological and political education in courses.

In summary, compared with previous ordinary audio-visual-speaking courses, students generally reported that they were more focused and interested in this lesson. This positive learning state directly promoted the learning of language skills (mastery of expressions related to the Jakarta-Bandung High-Speed Railway) and the improvement of ideological and political literacy (in-depth understanding of the Belt and Road Initiative and enhancement of national identity). This shows that the digital intelligence-enabled ideological and political teaching mode with real cases as carriers can realize the resonance of language learning and value guidance, and achieve better educational effects.

3.3. Teaching reflection and future outlook

This teaching practice has achieved initial success, but there are also points worthy of reflection. For example, some students in the questionnaire still chose “average” or “disagree” in mastering Indonesian expressions and understanding the Jakarta-Bandung High-Speed Railway, indicating that teaching needs to further pay attention to individual differences of students and strengthen the guidance of students with weak foundations. The performance of some students in role-plays was not mentioned in the interviews, and more supportive guidance can be added in the future.

Overall, this case can show that under the digital intelligence background, by carefully selecting real materials rich in Chinese elements, scientifically designing teaching processes integrated with ideological and political goals, and innovatively organizing participatory classroom activities, Indonesian audio-visual-speaking courses can completely become an effective carrier for cultivating students’ national feelings, international vision and professional abilities. In the future, we will continue to optimize this teaching mode, develop more similar excellent cases, and try to promote it to other languages and courses, contributing to the cultivation of high-quality foreign language talents who master languages, understand countries and specialize in fields.

4. Conclusion

Based on the teaching practice of “Indonesian Audio-Visual-Speaking” courses, this study systematically carried out the teaching reform exploration of digital intelligence-enabled ideological and political education in courses with the support of the OBE concept and the BOPPPS teaching model. The main research results include:

First, a four-in-one digital intelligence ideological and political teaching mode of “goal-resource-activity-evaluation” has been constructed. Starting from the goal of compound talent training, this mode uses digital intelligence means to screen and integrate teaching resources, designs online and offline mixed teaching activities, tests teaching effects through multiple dynamic evaluations, and forms an operable practical path.

Second, the supporting role of digital intelligence in ideological and political education in courses has been verified. The application of the Wisdom Tree teaching platform and AI-assisted tools has realized the precise screening of teaching resources, dynamic tracking of the learning process and diversified transformation of evaluation methods, making the integration of ideological and political elements more natural.

Third, the carrier value of real materials and participatory activities in the integration of ideological and political education has been confirmed. Taking the Indonesian news reports of the Jakarta-Bandung High-Speed Railway, a landmark project of the Belt and Road Initiative, as the core material, combined with activities such as group discussions and role-plays, the organic unity of language skill training and ideological and political literacy cultivation has been realized.

Fourth, remarkable teaching results have been achieved. Teaching practice shows that students’ learning interest and classroom participation have been significantly improved, professional language ability has been effectively trained, their understanding of the Belt and Road Initiative has been deepened, and their national identity and professional mission have been enhanced simultaneously.

At the same time, limited by the research cycle and sample size, this study has the following shortcomings: first, the research objects are only limited to Indonesian majors in our university, and the universality of the conclusion needs to be further verified; second, the application of AI-assisted tools is still in the initial stage, and its potential in personalized learning support and intelligent academic analysis has not

been fully explored; third, the long-term tracking of the effect of ideological and political education in courses is insufficient, and the actual impact on students' professional development and social contribution needs follow-up research.

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