

The Use of Three-Dimensional Media to Support Learning Indonesian For Arabic Speakers (BIPAR)

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Abstract (10pt)

Indonesian has been recognized as one of the 10 official languages of the assembly recognized by UNESCO. The rise of Indonesian as one of the official languages of the world organization certainly supports many foreign people who want to learn Indonesian. In language learning, of course, which is a manifestation of culture, suitable methods and media are needed in its delivery. 3-dimensional media is media that meets these criteria, by using 3-dimensional media, teachers can enter cultural institutions and meet learning objectives. Therefore, this study aims to analyze and describe how 3-dimensional media can support BIPAR learning. This research is a type of qualitative research with a literature review method that is descriptive analysis.

Keywords: learning, language, 3 dimensions

مستخلص البحث

تم الاعتراف باللغة الإندونيسية كواحدة من اللغات الرسمية العشر للجمعية التي اعترفت بها اليونسكو. إن بروز اللغة الإندونيسية كواحدة من اللغات الرسمية للمنظمة العالمية يدعم بالتأكيد العديد من الأجانب الذين يرغبون في تعلم اللغة الإندونيسية. في تعلم اللغة، وهو بالطبع تجسيد للثقافة، تحتاج عملية التعليم إلى طرق ووسائل مناسبة. تُعتبر الوسائط ثلاثية الأبعاد وسائط تلي هذه المعايير، حيث يمكن للمعلمين من خلالها إدخال المؤسسات الثقافية وتحقيق أهداف التعلم. لذلك، تهدف هذه الدراسة إلى تحليل ووصف كيفية دعم الوسائط ثلاثية الأبعاد لتعلم برنامج تعليم اللغة الإندونيسية لغير الناطقين بها (BIPAR). هذا البحث من نوع البحث النوعي باستخدام طريقة مراجعة الأدبيات بأسلوب تحليل وصفي.

الكلمات المفتاحية: تعليم، اللغة، ثلاث أبعاد

Introduction/ المقدمة

Indonesian is one of the most widely spoken languages in the world, with the number of speakers growing every year (Heryanto, 2006; n. & ation, n.d.; Abigail, 2014). Especially now that Indonesian has been designated as the 10th official language of the UNESCO session, which is subordinate to the UN council. The ability to communicate in Indonesian not only gives you a professional and academic edge, but also opens the door to a deeper understanding of Indonesian culture and society. Indonesian language learning for foreign speakers is mostly taken by foreigners who

want to learn Indonesian language for various purposes, such as learning or education, tourism, or political purposes (Limantoro, 2018; Saddhono, 2018).

The large amount of interest in the global community towards Indonesian learning is certainly an opening gate where Indonesian language and culture can be known internationally. Like foreign language learning in general, Indonesian language learning is also taught with various methods and approaches that have been adapted to the values and elements of Indonesian culture itself. From the various media and methods offered in learning BIPAR, 3-dimensional media is present as a learning medium that is able to give students more real experience in recognizing objects or cultures typical of Indonesia (Xuesong et al., n.d.; Akram & Chokri, 2019).

Three-dimensional media in learning can be in the form of direct objects or objects that really have dimensions of length, width, and height, or three-dimensional media that have been integrated with technology (Kathryn et al., 2013). Three-dimensional media offers an innovative approach to Indonesian learning for non-native speakers. With the help of three-dimensional media that has been packaged in digital form, learners can even directly feel the daily atmosphere of the community more real, for example, with three-dimensional films in which there are also animations that add real feelings to learning. Learning with 3D media can enrich the learning experience, especially in online-based learning, it is hoped that learning with 3D media can increase the interest and motivation of learners to learn Indonesian language and culture (Ansori, 2024; Muhammad et al., 2024).

According to research conducted by Nurhadi, Rahma, and Fadlilah from the Indonesian University of Education in Bandung, virtual reality technology can be implemented in Indonesian learning for foreign speakers using 3-dimensional based multimedia. This allows learners to be more involved in the learning process and understand the material more deeply. Another study also mentioned that the use of interactive multimedia based on 3-dimensional technology can help foreign speakers understand Indonesian better. This medium can provide a more visual learning experience and facilitate the understanding of language concepts that may be difficult to understand through conventional methods.

According to Widya (2009), the use of 3-dimensional media in Indonesian learning for foreign speakers provides a more interesting and interactive learning

experience. This can speed up the learning process and motivate students to learn better Indonesian. It is hoped that with this innovative approach, the learning process in Indonesia be more enjoyable and efficient for foreign students. Therefore, the author is interested in taking the title "Three-Dimensional Media as a Support for Indonesian Learning for Foreign Speakers (BIPA)" to describe how BIPAR learning can be supported by three-dimensional media in maximizing learning.

Research Methods

This research is a form of qualitative research with literature study methods or literature studies with data collection from books, scientific articles, journals, or research results. The nature of this study is descriptive qualitative to describe how learning Indonesian for foreign speakers with the use of three-dimensional media. The results of this study are in the form of qualitative data from previous research along with discussions added by the author.

Results and Discussion

Learning Indonesian for non-native speakers is a process that requires an innovative approach in order to facilitate language understanding and mastery for learners. Learning Indonesian for foreign speakers is important in the process of cultural integration and communication across countries. The use of 3-dimensional media in Indonesian learning for foreign speakers (BIPAR) can enrich the learning experience and facilitate the understanding of the material. Because it is based on 3-dimensional media, learners are expected to experience firsthand language practice in the original environment as an initial provision before entering the language environment. Today's three-dimensional media is no longer only based on direct media but has also been integrated with technology. Here are some ways and benefits of using 3-dimensional media in Indonesian learning, according to Nurhadi (2019).

1. Presentation of Material is More Interesting

The use of 3-dimensional media in language learning can make the presentation of learning more interesting (Fitri et al., 2024; Ida & Iis, 2022). With digital media, the appearance of animations, graphics, and 3-dimensional models such as replicas can

make learners more interested in learning the material. In addition to increasing interest in learning, the presentation of material with 3-dimensional media is able to clarify elements or concepts of language that are abstract and foreign to learners, so that it is easier to understand by foreign speakers (Cheng-Chao, n.d.; Lanhui & Yan, 2019) .

2. Interactive Simulation

3D media can allow learners to experience direct interaction with diverse media. In practice, 3-dimensional media in real form can cause new learning experiences where, for example, replica forms can give a real impression to foreign learners about something. With the use of 3-dimensional media that has been implemented in digital form, learners can also feel directly how life situations are directly through virtual forms displayed, for example, by films or other 3D animated series. This allows for more interactive learning than learning with conventional methods or media.

3. Development of Speaking and Listening Skills

With digital-based 3-dimensional media, learners can also improve their speaking and listening skills (Muzaki, 2024; Sri et al., 2022). As we all know, language learning cannot be separated from four language skills, and learning media must certainly support the success of achieving these four language skills. The use of digital-based 3-dimensional media can support this because there are visualizations of conversations and interactions that can help students to better understand the culture in the interaction. Learners can listen to conversations and stories and can imitate conversations as an implementation of speaking skills using good and correct language.

One of the methods used in the implementation of 3-dimensional media in direct BIPAR learning is replicas, miniatures, or original objects that are still possible to be brought to class in learning activities. The rest for objects that are too large, too difficult, or not always present in learning can be replaced with 3-dimensional media in the form of replicas or miniatures. While digital media commonly used in the implementation of 3-dimensional media are Virtual Reality (VR) and augmented reality (AR) technologies that can help learners to be able to understand contexts and

situations related to language more real and interactive. The use of this medium can help visualize everyday situations such as interactions in the environment, buying and selling transactions in markets, tourism, or local community traditions.

The use of technology in BIPAR learning with 3-dimensional media, for example, is the development of learning media with the 3D animated series "Learning Indonesian Together Made", which is designed as a Indonesian learning medium for foreign speakers. This film is one of the innovations in language learning that can increase students' interest in understanding of Indonesian. This film is divided into series that are adapted to learning materials. For example, the theme of greetings and greetings and so on. With this film, learners can see and observe directly, how Made's life, how Made interacts and others. This animated film can support learning more creatively and efficiently. The use of animated film media is also an answer to the limited space that exists if learners are in different places or learning is carried out online.

CONCLUSION

Learning Indonesian for foreign speakers is one form of expansion of Indonesian culture to be better known in the international arena. The higher the interest of foreign students to study Indonesian, the more people will learn Indonesian culture. Because language is a form of culture and culture is conveyed through language. In language learning, of course, methods and media are needed as a means of delivery. 3-dimensional media can be one of the right choices in supporting Indonesian learning for foreign speakers, because with three-dimensional media learners can feel and observe directly and realistically in understanding language concepts. Concepts and language that feel abstract can become clearer and simpler with delivery using 3-dimensional media.

The 3-dimensional media that can be used in learning Indonesian for foreign speakers include miniature replicas and digital links that can visualize 3-dimensional elements such as VR and AR.

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