

INVIDEO AI FOR TEACHING DESCRIPTIVE TEXT AT ISLAMIC BOARDING SCHOOLS

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ABSTRACT

This study explores the innovative use of Invideo AI as an educational tool for teaching descriptive text, with a specific focus on enhancing the English learning experience among students at Amanatul Ummah Islamic Boarding School. As the demand for effective language instruction continues to rise, integrating technology into the classroom has emerged as a vital strategy for fostering student engagement and improving learning outcomes. Invideo AI is a cutting-edge platform designed for video creation, which offers unique features that enable students to visualize and articulate their descriptive ideas in dynamic and compelling ways. The primary aim of this research is to investigate the effectiveness of Invideo AI in supporting the teaching of descriptive text and to evaluate its impact on student engagement and overall learning outcomes. By incorporating multimedia resources, Invideo AI allows students to express their creativity, leading to a deeper understanding of descriptive writing techniques. This study employs a descriptive qualitative methodology, engaging students as active participants in the research process to obtain first-hand insights into their experiences. Data collection methods included direct observation, interviews, and documentation, allowing the researchers to gather comprehensive insights into the implementation of Invideo AI and the subsequent responses from students. The findings indicate that the use of Invideo AI significantly enhances students' comprehension of descriptive texts by providing them with a platform to creatively express their ideas. This tool not only stimulates students' imaginations but also fosters a more interactive and enjoyable learning environment, encouraging students to take ownership of their learning. Additionally, the study explores how Invideo AI can help students organize their thoughts, structure their writing, and present their descriptions visually. By engaging with this technology, students are better equipped to understand the nuances of descriptive language, thereby improving their writing skills. The findings also suggest that students are more motivated to participate in lessons when technology is involved, which is crucial for language acquisition. Moreover, this study highlights the importance of integrating technology into language instruction, demonstrating that tools like Invideo AI can bridge the gap between traditional teaching methods and modern educational practices. The implications of these findings are substantial, suggesting that the integration of multimedia tools can lead to improved student engagement, increased motivation, and better academic performance in language learning.

Keywords: Invideo AI, Descriptive Text, Islamic Boarding Schools

INTRODUCTION

In recent decades, technological advancements have significantly reshaped various aspects of life, including the education sector. With the rapid development of digital tools and multimedia platforms, traditional educational approaches are being transformed, paving the way for more interactive and engaging learning experiences. English language education is no exception, as educators worldwide increasingly integrate technology to support language acquisition and improve learning outcomes (Cunha, 2024; Hameed, 2024; Lestari R et al., 2024; Ran et al., 2024). However, while many educational institutions are adopting technology-enhanced teaching methods, Islamic boarding schools, or pesantren, often retain more conventional teaching methods emphasizing direct instruction and memorization. For these schools, the challenge lies in preserving core values while equipping students with 21st-century skills essential for global communication and understanding.

One of the more challenging components of English language instruction in these schools, and in general, is teaching descriptive texts. Descriptive writing requires students to capture vivid imagery, organize sensory details, and express nuanced descriptions (Nakkam & Khamoja, 2020). These skills are foundational for effective communication, yet they can be difficult for learners, particularly those who may not have daily exposure to English in their environments. Furthermore, traditional teaching approaches may fall short in fostering the creative engagement and visual thinking required for students to effectively convey descriptive ideas. Addressing these challenges calls for innovative teaching strategies that leverage digital tools to enhance students' comprehension, engagement, and motivation in learning descriptive writing.

In this context, Invideo AI offers a unique solution. Invideo AI is a sophisticated video creation platform that allows users to easily produce engaging, visually-driven content. For students learning descriptive text, this tool enables them to create multimedia representations of their descriptions, turning static ideas into vibrant, dynamic presentations. By allowing students to visualize their ideas, Invideo AI supports a more immersive approach to descriptive writing, helping students understand and enjoy the creative process of language production (Englis & Sudarsono, 2024; Hamad et al., 2024; Satrio & Susilawati, 2024). With Invideo AI, students can transform abstract descriptive elements into visual and auditory experiences, which enhances comprehension and encourages a deeper connection to the material.

The importance of this research is rooted in its potential to explore the benefits of incorporating multimedia resources into English language instruction at Islamic boarding schools. Through this study, educators can gain valuable insights into the role of technology in fostering language skills, specifically in the area of descriptive writing. For the students at Amanatul

Ummah Islamic Boarding School, the integration of Invideo AI into the classroom represents a significant departure from traditional methods, providing a fresh approach to language learning that is engaging, interactive, and reflective of real-world communication methods. This is especially crucial as global education trends emphasize digital literacy and multimedia communication skills, which are necessary for success in both academic and professional realms.

Additionally, this research addresses a pressing need within the broader educational community to find effective ways of engaging students in language learning, especially in environments where English is a foreign language. In Islamic boarding schools, where the curriculum often places a strong emphasis on religious studies, incorporating technology like Invideo AI could create a balanced approach that respects cultural and educational values while also preparing students for global communication (Hanifah Fardhany et al., 2024; Pi et al., 2024; Sholikhhi & Zuliansadewi, 2024; Sinar et al., 2024). Moreover, by engaging students in content creation, Invideo AI encourages them to take ownership of their learning, fostering a sense of agency that is often lacking in more passive, lecture-based instructional methods.

A further dimension of this study's importance lies in its focus on student motivation and engagement. Motivation is widely recognized as a critical factor in language acquisition. When students are genuinely interested and actively engaged in the learning process, they are more likely to retain information and apply their knowledge effectively. By introducing Invideo AI, the study aims to investigate whether this tool can increase student motivation, particularly by making lessons more interactive and enjoyable (Karanjakwut & Sripicharn, 2023; Ngara, 2022; Sholikhhi & Zuliansadewi, 2024). When students use multimedia tools like Invideo AI to create descriptive texts, they are provided with a platform to showcase their creativity and express their ideas in unique ways. This creative freedom not only strengthens their language skills but also builds confidence, as they see the results of their efforts in a tangible, visually appealing format.

Moreover, this study seeks to examine the impact of multimedia on students' ability to structure and organize their thoughts. Descriptive writing, unlike other forms of writing, demands a keen attention to detail and the ability to paint a picture with words. Invideo AI, with its array of customizable templates and multimedia elements, encourages students to think critically about how best to convey their ideas. For instance, by selecting images, animations, or sounds that correspond to their descriptions, students can explore the relationship between language and sensory perception. This process helps them develop a more comprehensive understanding of descriptive language, which can ultimately improve their overall writing abilities.

The implications of this research are substantial for Islamic boarding schools that aspire to incorporate modern teaching methodologies without compromising traditional values. This study provides a framework for how multimedia tools like Invideo AI can be adapted to align with the educational

goals of pesantren. By demonstrating that technology can enhance rather than detract from language learning, this research encourages educators to consider new ways of engaging students and enriching their educational experiences. Additionally, the findings from this study could serve as a valuable reference for educational policymakers, curriculum developers, and teachers who are exploring innovative approaches to English instruction in similar educational contexts.

The integration of digital media in education has increasingly been recognized as an effective approach to enhance student engagement and improve learning outcomes. Multimedia tools in language instruction can aid language acquisition by appealing to various learning styles and creating a more interactive classroom environment (Harahap & Kembaren, 2023; Maharaj & Kumar, 2023). In the area of English language teaching, video creation platforms have shown particular promise in supporting writing skill development, as they allow students to visually and creatively express language concepts. Video-based projects have been shown to improve students' understanding of descriptive language by adding visual and auditory layers to their learning experience. This suggests that platforms like Invideo AI, with its dynamic video creation capabilities, can be highly effective for teaching descriptive texts, providing students with an engaging way to articulate descriptive language.

Moreover, integrating technology into language instruction is frequently linked to increased motivation and active participation among students. Students tend to engage more enthusiastically with digital tools, as these tools create a more interactive and enjoyable learning experience. Research has shown that students who utilize multimedia resources for learning descriptive text not only participate more actively in lessons but also feel more confident in expressing themselves (Isaee & Barjesteh, 2023; Mitra & Banerjee, 2023; Moorhouse, 2023; Sutiyono et al., 2023). The creative freedom provided by video-based learning can foster greater motivation, making students more willing to engage in classroom activities and take ownership of their learning. This indicates that Invideo AI could be a valuable tool for increasing student motivation and engagement in the learning process by allowing students to creatively express their ideas through multimedia.

While there has been substantial research on the advantages of multimedia tools in language education, few studies have explored their use specifically within the unique context of Islamic boarding schools, or pesantren (Mukhtar et al., 2022; Saputra et al., 2021). These schools often prioritize traditional teaching methods, which creates a need for research on how modern technology can be effectively introduced without disrupting established educational values. This gap suggests an opportunity to examine how a multimedia tool like Invideo AI might enhance student engagement and language development within the distinctive educational culture of pesantren. Additionally, research has primarily focused on general language learning benefits, with limited focus on how multimedia

tools can specifically support descriptive writing—a fundamental but often challenging skill for English learners in these settings.

Given the limited research on multimedia tools in Islamic boarding schools and the specific challenges of teaching descriptive text, this study aims to investigate the potential of Invideo AI to enhance students' comprehension and engagement in descriptive writing tasks. While existing studies highlight the general advantages of multimedia in language learning, this research will contribute new insights into its application within Islamic boarding schools, addressing both the potential benefits and challenges. The study also seeks to explore how Invideo AI can serve as a bridge between traditional and modern instructional methods, promoting a balanced approach that aligns with the educational principles of Islamic boarding schools. To address these issues, the study poses the following research questions:

1. How effective is Invideo AI in improving students' comprehension of descriptive texts in an Islamic boarding school context?
2. In what ways does the use of Invideo AI influence student engagement and motivation in learning descriptive text?

The purpose of this research is to investigate the effectiveness of Invideo AI as a tool for teaching descriptive text within the unique context of an Islamic boarding school. Specifically, the study aims to explore how Invideo AI can enhance students' comprehension of descriptive language by enabling them to visualize and creatively express descriptive ideas. Additionally, the research seeks to examine the influence of Invideo AI on student engagement and motivation, as increased motivation is a critical factor for language acquisition and active participation. By addressing these objectives, the study intends to provide valuable insights into the integration of technology in language instruction at Islamic boarding schools, contributing to a more dynamic, engaging, and supportive learning environment for descriptive writing skills.

METHOD

This study employs a qualitative research method to gain an in-depth understanding of how Invideo AI can support the teaching of descriptive text in an Islamic boarding school context. The qualitative approach was chosen because it allows for rich, detailed data on student experiences, perceptions, and engagement, which are central to evaluating the impact of a multimedia tool like Invideo AI on language learning. Additionally, a qualitative design is well-suited to capture the nuanced ways in which students interact with the tool, as well as the social and educational dynamics within the Islamic boarding school environment (Baxter & Jack, 2015; Lambert & Lambert, 2013; Nassaji, 2015; Sutton & Austin, 2015).

The research follows a descriptive design, focusing on observing and documenting the use of Invideo AI in real classroom settings without manipulating the environment. This approach allows the researchers to explore naturally occurring behaviors and responses, providing authentic

insights into how students respond to multimedia-based learning for descriptive text (Lambert & Lambert, 2013). A descriptive approach is ideal for studies that aim to describe phenomena in detail, making it a suitable choice for this research, which seeks to capture the specific effects of Invideo AI on comprehension and motivation.

The participants in this study are students from the Amanatul Ummah Islamic Boarding School, who are learning English as a foreign language. These students were selected due to their relevance to the study's focus on enhancing descriptive writing skills within an Islamic boarding school setting (Campbell et al., 2020; Etikan, 2016). Their participation provides a relevant perspective on the effectiveness of Invideo AI in a context that values traditional educational methods. Additionally, the students' varied backgrounds in English proficiency offer insights into how multimedia tools like Invideo AI may impact learners with different skill levels.

The instruments used in this research include observation checklists, interview guides, and documentation analysis. Observations were conducted to gather direct insights into students' engagement and behavior during lessons involving Invideo AI. The interview guide was used to facilitate semi-structured interviews, allowing students to express their opinions and describe their experiences with the tool (Mannan, 2019; Rahman, 2019). Documentation, such as student-created videos and written descriptive texts, provided concrete evidence of students' progress and creativity. These instruments were chosen to provide a comprehensive understanding of both observable and subjective responses to Invideo AI, capturing a broad range of data on student engagement, comprehension, and motivation.

Data collection involved three main techniques: direct observation, interviews, and documentation analysis. Direct observation allowed the researchers to capture real-time student interactions with Invideo AI, offering valuable insights into student engagement and the learning atmosphere during lessons. Interviews were conducted to gather personal reflections from students, allowing them to share their thoughts on using multimedia for descriptive writing tasks. Finally, documentation analysis allowed the researchers to examine the actual products of student work, providing tangible evidence of learning outcomes. These techniques were selected to provide both a holistic and detailed perspective on the impact of Invideo AI, combining observational data with personal feedback and concrete examples of student work.

The data analysis process involved thematic analysis to identify recurring patterns and themes in students' responses and behaviors. Observational data and interview transcripts were coded for key themes related to student comprehension, engagement, and motivation. This method was chosen because thematic analysis is effective for interpreting qualitative data, especially when exploring new or complex phenomena such as the integration of multimedia tools in a specific cultural and educational context (Miles et al., 2014; Sutton & Austin, 2015). By

analyzing patterns in student engagement and creative expression, the researchers could draw meaningful conclusions about how Invideo AI supports the learning of descriptive text in an Islamic boarding school setting.

RESULTS AND DISCUSSION

Findings

The findings of this study reveal that Invideo AI had a significant positive impact on students' comprehension, engagement, and motivation in learning descriptive text at Amanatul Ummah Islamic Boarding School. Observational data, interview responses, and documentation analysis indicate that students were able to use the tool effectively to enhance their understanding of descriptive language, express themselves creatively, and stay more engaged in the learning process.

Increased Comprehension of Descriptive Text

One of the most prominent findings was that Invideo AI facilitated a better understanding of descriptive text structures and language use. By using visual and audio components, students were able to connect descriptive language with images, which helped them articulate ideas more effectively. A recurring theme in the students' feedback was that the visual nature of the platform allowed them to see the concepts they were learning.

For example, one student mentioned, *"When I create a video, I have to think about what I want to describe in a very clear way so others can see it. This helps me understand what descriptive language really means"*. This reflects how Invideo AI's multimedia features guided students in identifying and emphasizing sensory details, an essential aspect of descriptive writing. Another student stated, *"It's easier for me to describe things because I can match the words with images and sounds. I feel like I'm really describing something real, not just words on paper."* Such responses indicate that the tool helped bridge the gap between theoretical knowledge and practical application by enabling students to see their descriptions come to life.

The observational data corroborated these interview insights, as students were observed making connections between the descriptive texts they were writing and the videos they were creating. During class discussions, they were more likely to use sensory words and imagery, suggesting a stronger grasp of descriptive language. In addition, documentation analysis of students' descriptive texts showed an increased use of sensory vocabulary and descriptive details compared to pre-implementation writing samples.

Enhanced Engagement and Motivation

The use of Invideo AI also greatly enhanced student engagement. Many students expressed that the video creation process was both enjoyable and motivating, leading them to participate more actively in the lessons. One student explained, *"Usually, writing feels boring, but making a video is fun. I feel like I'm doing something creative, not just studying"*. This

shift in perception appeared to make a significant difference in their level of engagement. The enjoyment of the video-making process encouraged students to participate actively, leading to higher motivation and a willingness to explore descriptive language more deeply.

The data collected from classroom observations further supported these claims, as students were visibly enthusiastic during Invideo AI activities. They were seen collaborating with peers, sharing ideas, and experimenting with different ways to describe their chosen topics. Unlike traditional descriptive writing tasks, which often produced only moderate engagement, the Invideo AI lessons generated a highly interactive learning environment. Students frequently offered suggestions to each other on how to improve their videos, demonstrating a collaborative spirit that was less evident in regular writing exercises.

In interviews, many students also discussed how the multimedia format of Invideo AI motivated them to invest more effort in their work. *“When I know my work will be seen by my friends and teachers, I want to make it really good”*, one student shared. This desire to produce quality work led students to refine their descriptive language, revisit their ideas, and think critically about how they could present their concepts visually and effectively.

Improved Creative Expression and Confidence

The study also found that Invideo AI enabled students to express themselves creatively, which fostered greater confidence in their writing abilities. As they gained familiarity with the platform, students began to experiment with more complex descriptions, adding depth to their writing. One student remarked, *“I feel like I can really express myself. When I describe something, I can add music or pictures, and it feels like my own work”*. This sense of ownership appeared to empower students, as they became more confident in their ability to create and share their work.

Through video projects, students explored different ways to describe ideas, settings, and characters, often using language that extended beyond their typical writing. Another student noted, *“I used to be nervous about writing, but now I feel more confident because I can use my imagination. It’s like I’m telling a story through the video”*. This demonstrates how the tool allowed students to channel their creativity into their assignments, enabling them to overcome apprehension about language limitations or self-expression.

Documentation analysis revealed that the final projects produced by the students were rich in descriptive elements, including sensory language, similes, and metaphors. Compared to initial descriptive text assignments, these video projects demonstrated a marked improvement in expressive quality, suggesting that students were able to apply the descriptive techniques they had learned in a way that resonated with them personally.

Bridging the Gap between Traditional and Modern Learning Approaches

Finally, this study found that Invideo AI played an important role in bridging the gap between traditional and modern teaching methods, particularly in the context of the Islamic boarding school. Students commented on how the interactive lessons allowed them to see language learning in a new light, without compromising the structured, disciplined approach they were accustomed to in their education. *“Usually, our lessons are more focused on books, but this feels different. It makes me feel like I am learning in a way that is both modern and respectful of our school’s values”*, shared one student.

Teachers also observed this balance, as the tool was integrated seamlessly into the curriculum without disrupting the established norms of the boarding school environment. By combining multimedia with traditional language exercises, Invideo AI allowed for a blended approach that students found refreshing and adaptable to their learning needs. This hybrid method fostered a classroom culture that welcomed both creative freedom and discipline, underscoring the potential of multimedia tools to harmonize with the values upheld in Islamic boarding schools.

Challenges and Considerations

Although the findings highlighted many benefits, some students faced challenges in using the platform, particularly due to limited familiarity with video editing tools. A few students expressed frustration with the technical aspects, such as selecting and synchronizing images and music with their descriptions. One student admitted, *“Sometimes it’s hard to get everything to match. I get frustrated when it doesn’t look the way I want it to”*. However, most students reported overcoming these challenges as they gained more experience with the platform, and the teachers provided support to ease the learning curve.

Overall, the findings suggest that while there were initial obstacles, the positive impact on students’ language skills and engagement outweighed these minor technical difficulties. The study underscores the importance of providing adequate guidance and support to ensure that students can use multimedia tools effectively, particularly in settings where traditional teaching methods are more common.

Discussion

This study contributes novel insights into the use of Invideo AI as a teaching tool for descriptive text in an Islamic boarding school setting, highlighting how the platform not only enhances students' comprehension of descriptive language but also fosters creative expression. While previous research has explored multimedia tools in language instruction, few studies have examined their integration within a traditional Islamic educational environment (Fitria, 2023; Sutanto et al., 2021). The use of Invideo AI represents a distinctive approach by merging modern educational technology with the established cultural and pedagogical values at Amanatul Ummah Islamic Boarding School. This integration demonstrates that multimedia learning tools can be effectively adapted to settings that

emphasize structure and discipline, offering a bridge between conventional and contemporary teaching methods. By allowing students to visualize descriptive concepts and connect language to images, Invideo AI provides a refreshing departure from standard writing exercises, making it a significant innovation in the context of language education within religious-based institutions.

The theoretical implications of this study lie in its demonstration of how multimedia learning platforms like Invideo AI can deepen students' understanding of complex language structures, such as descriptive text, by encouraging active engagement and multimodal learning. The platform's capacity to involve students in a dynamic, interactive way supports cognitive theories of learning, which emphasize the value of linking visual and verbal stimuli to reinforce understanding (Rahayu et al., 2023; Wisniewska, 2013). This finding aligns with cognitive load theory, suggesting that when students can visualize language, their processing of linguistic information is enhanced. Moreover, the study contributes to constructivist theory by emphasizing the importance of students as active participants who construct knowledge through interaction with multimedia resources. This approach, as evidenced in the study, can cultivate deeper engagement with language concepts, a critical factor for students in religiously structured environments who may find traditional language exercises less motivating. The findings thus offer theoretical contributions that reinforce the importance of integrating multimedia into language learning to support both engagement and cognitive comprehension.

From a practical standpoint, this research underscores the potential of multimedia tools to modernize language teaching in educational environments that are deeply rooted in tradition. Invideo AI's application in this setting presents a model for other religious or culturally conservative educational institutions seeking to introduce technology without compromising their core values. Practically, this study suggests that multimedia platforms can serve as versatile tools for language instruction, enhancing creativity, motivation, and student-centered learning, while respecting the unique cultural context of Islamic boarding schools. By demonstrating that students can achieve increased language competence and confidence, this research validates the potential of multimedia tools to make learning more engaging and effective. Teachers and educators can take inspiration from these findings to incorporate similar tools in language programs, thus contributing to a broader adoption of technology in language education and supporting students' holistic development in both linguistic and cultural dimensions.

CONCLUSION

This research has explored students' responses to the implementation of ElevenLabs AI for English-speaking practice at Amanatul Ummah Islamic Boarding School, revealing valuable insights into the role and potential of AI in language learning within a dual-curriculum educational context. The research demonstrates that integrating AI into

English language instruction can offer significant benefits, particularly in enhancing pronunciation, fluency, and student engagement. By providing students with an interactive, non-judgmental platform for practicing their speaking skills, ElevenLabs AI fostered increased confidence and autonomy, allowing students to correct their mistakes in real time and practice at their own pace. These findings underline the capacity of AI technology to support language learning in environments with limited exposure to native English speakers and highlight its adaptability to a variety of educational settings, including religious-based schools.

Despite the promising results, the research also identified certain challenges related to accessibility, such as limited internet connectivity and device availability, and a need for initial orientation to help students maximize the AI tool's benefits. Addressing these issues can further enhance the effectiveness of AI integration in similar educational contexts. Overall, this research contributes both theoretically and practically by showing how AI can complement traditional teaching in boarding school settings, thus enriching the broader field of language education research. The findings emphasize the importance of supporting students and educators with the necessary resources and training to fully harness AI's potential in educational contexts. As AI continues to evolve, future research should explore its applications across a wider range of language skills and school environments to broaden our understanding of its impact on learning outcomes.

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