

Enhancing Islamic Economics Students' Vocabulary Proficiency and Creative Thinking through Video Project

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Article Info

Article History:

Accepted:

16 August 2025

Revised:

25 September 2025

Approved:

2 October 2025

Kata Kunci:

Vocabulary
Proficiency, Creative
Thinking, Video
Project


Abstract. This classroom action research aims to portray the improvement on student' vocabulary proficiency and creative thinking through video project learning. The research was conducted to the first-semester students of the Islamic Economics Study Program of IAIN Curup. Observation and interview were used to collect the data. Observation on the video was on two purposes. First, to collect the data about English vocabulary used by the students to describe students' vocabulary proficiency. Second, to collect the data on the performance of the video as a whole to analyze students' creative thinking. The interview, in addition, was conducted to the students to gain a deeper understanding of the creative thinking process the students went through to complete the video project. The results of the study indicate that in terms of vocabulary, students' ability still needs improvement. Meanwhile, in terms of creative thinking in creating the video, students have demonstrated good creative thinking skills.

How to Cite:

Ariani, D., Jayanti, A. D., Hidayat, A., & Putri, R. E. (2025) Enhancing Islamic Economics Students' Vocabulary Proficiency and Creative Thinking through Video Project. *Jurnal Pendidikan Vokasi Raflesia*, 5(2), 81-88. <https://doi.org/10.53494/jpvr.v5i2.1095>

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INTRODUCTION

English language learning is a significant component of the Islamic Economics Study Program of IAIN Curup. Considered important for students entering the workforce after graduation, English then becomes compulsory subject which is taught in two semesters; I and III. Specifically at the first semester, English language instruction places a strong emphasis on speaking abilities, with students required to communicate English accurately and fluently. The students are expected to be able to communicate English by using various general vocabulary and specific vocabulary that is related to their major. Thus, to achieve this point, students are expected to have vocabulary proficiency and creative thinking.

Vocabulary encompasses all the words within a language, including the variety of terms known by a speaker or writer, the specialized words used in scientific fields, and organized word lists similar to dictionaries that provide concise and useful definitions (Tampubolon et al, 2022). Vocabulary is recognized as the key challenge for learners studying a foreign language. A restricted vocabulary acts as an obstacle that prevents language learners from progressing. While grammar allows for some communication, vocabulary is essential because without it, conveying meaning is almost impossible. Therefore, up till now, both teachers and students are still trying to find the best strategy for learning vocabulary.

Another aspects necessary to be occupied by students in the language learning is creative thinking. Creative thinking is considered important for students to have to



promote active and inventive learning (Nogerbek & Kh, 2022; Syafrial et al., 2022). Acquiring this skill helps students to develop effective problem-solving strategies and to generate innovative solutions to problems (Guyen et al, 2022; Tok (2022)). In addition, creativity enables individuals to express ideas or thoughts, offer original perspectives on common problems, generate ideas from their own viewpoint, and explain those ideas thoroughly and comprehensively (Setiani, R et al, 2025). In term of English learning, vocabulary proficiency and creative thinking shows an interrelation. One of the main factors determining student's success is their vocabulary proficiency, and this ability can be achieved by possessing a high level of creativity. Having a proficient vocabulary enables students to express their ideas more easily whether in spoken or written. However, before doing so, students need to think creatively to structure and arrange the vocabulary in appropriate manner to make it understandable.

One of learning models that can trigger vocabulary proficiency is learning through video. According to Hapsari and Adi (2023), videos should serve as a benchmark to advance students' proficiency and meet the lesson objectives in vocabulary acquisition. Using video in learning provides many positive outcomes. Students adopt multiple strategies, use vocabulary in proper grammatical structures, pronounce words distinctly, identify vocabulary in both spoken and written contexts, and spell words accurately. Not only does learning through video improve vocabulary skill, several studies have also proven that the use of videos in learning also has a positive influence on students' creative thinking. Previous researches have promoted video as learning media to improve creative thinking. Hendriyani et all (2022) stated that utilizing video can boost student participation, encourage creative learning, help deepen students' understanding, and promote clearer and more efficient communication. Rachmavita (2020), in addition, proposed that videos combine dynamic visuals with sound, making them a powerful tool for helping students understand material and boosting their motivation. As a result, students become more driven to learn, which supports the development of their creative thinking abilities.

Realizing the important of vocabulary proficiency and creative thinking described above, supported by current learning trends that require the use of technology, researcher conducted research on this topic. The research focused on implementing the learning using video to enhance both students' vocabulary proficiency and creative thinking. The videos referred to in this study were specifically student-generated videos.

METHODS

This classroom action research aims at portraying how far the project video beneficial to students' creative thinking and English vocabulary proficiency of the first semester students of the Islamic Economics Study Program. There were 25 students enrolled in ESY 1A class involved as participant of the research. Two instruments were used to collect the data; observation and interview. Precisely, there are 5 video projects observed since the students were distributed in 5 groups consisting of 5 students in each group. The observation was divided into two sections. The first observation was conducted to obtain an overview of students' English vocabulary proficiency shown in the video by referring to the scoring rubric and category below:

Table 1. Category of Vocabulary Proficiency

Vocabulary Score	Category
4	Very well
3	Well
2	Fair
1	Poor



Table 2. Scoring Rubric of Vocabulary

	Description	Score
Vocabulary	Using vocabulary like native speakers and rich in vocabulary	4
	The vocabulary is quite vary but sometimes is not appropriately used	3
	Having limited vocabulary and often use vocabulary incorrectly, so it is difficult to understand	2
	Vocabulary is very limited and is not used properly, so it is very difficult to understand	1

Adapted from Ariani, D., & Hidayat, A. (2023).

Meanwhile, the second observation was used to obtain comprehensive information about students' creative thinking reflected in the video. Students' creative thinking was observed by using the following scoring rubric:

Table 3. Scoring Rubric of Students' Creative Thinking Reflected in the Video

	4	3	2	1
Argument	The purpose of the video is clear. The students are able to provide appropriate and developed arguments and information on the topic.	The purpose of the video is clear. The arguments and information provided adequate, but not too many.	The video purpose is clear. However, there are some arguments and information deviate on the topic.	The purpose of the video is unclear. It is lack of argument and information. In addition, the argument and information is not well developed
Presentation	Video is visually interesting and approach is extremely creative. Additional music is used, and the music compliments the piece and does not overpower other audio.	Video is visually interesting and approach is fairly creative. Additional music is used, and the music somewhat compliments the piece and may overpower other audio at times.	Video is somewhat dull visually and not very creative. Additional music is used, but it does little to compliment the piece, and often overpowers other audio.	Video is visually uninteresting. Additional music is used, but it is irrelevant to the presentation and often overpowers other audio.
Content Accuracy	Content of video accurate. The information presented is extremely relevant to the topic.	Content of movie is accurate, however, the information presented is peripheral to the topic.	Content is less accurate. The information presented does not do a good job conveying the topic.	Content is inaccurate or incomplete. Information chosen is not relevant to the topic.
Length	Video is 4 to 6 minutes long as instructed.	Video is more than 6 minutes.	Video is in minimal length 4 minutes.	Video is too short and under the time limit.

Adapted from Rohayati, D. & Rachmawati, E. (2021).

The level of students' creative thinking then was determined by calculating the percentage of total score of four indicators (argument, presentation, content accuracy, and length) and referring to the table below:

Table 4. Interpretation of Students' Creative Thinking Levels

Creative Thinking Achievement	Category Levels
81 – 100	Very Good
61 – 80	Good
41- 60	Enough
21- 40	Less
0- 20	Very Poor

Adapted from Ridwan (in Maulidia, A., Sabtiawan, W.B., & Widodo, W. (2020).

FINDINGS AND DISCUSSION

Findings

Students' Vocabulary Proficiency and Creative Thinking in Cycle 1

Cycle 1 was conducted in three meetings. At the first week of learning, the researcher provided an explanation of the basic sentence patterns used to construct English sentences. The learning activity then continued with exercise in which the students were instructed to construct several English sentences using the sentence patterns they had learned. At the second meeting, the students were divided into 5 groups consisting of 5 members and assigned to create video under the certain topic given. During the meeting in the classroom, the students were given opportunity to discuss about the project with the members of the group on the scenario planning and also the script writing. At this stage, students' creativity was highly demanded to create good and interesting videos which were in accordance with the material that has been studied. Students were also directed to rely on their own ability in creating the script without taking benefit entirely on online translation tools. The video making then was continued outside of the classroom where the students got 1 week to accomplish the project. The project was performed at the third meeting using projector and portable loud speaker.

The result of students' creative thinking and vocabulary proficiency as reflected in the video was as follow:

1. Student's Vocabulary Proficiency

Observation was conducted to each student involved in five videos to determine the vocabulary proficiency. The student was assessed based on the scoring rubric of vocabulary in table 1. Based on the score, only 3 students achieved "very well" category, meanwhile 8 students got "well category", 9 students were in "fair" category, and 5 students included into "poor" category. From this data, it could be concluded that students' vocabulary ability was not yet satisfactory. Interview done to the students at the "fair" and "poor" levels revealed that they were not yet accustomed to speaking English, especially using specialized vocabulary related to their major. Therefore, it was quite difficult for them to arrange the sentences to be uttered although they have got about the explanation material on the English Sentence Pattern. The students were also admitted that they were still memorizing the English vocabulary used in the video script they wrote without paying much attention to its meaning. As a result, some of the vocabularies were appropriately arranged in the sentence and clearly understood, while others were not.

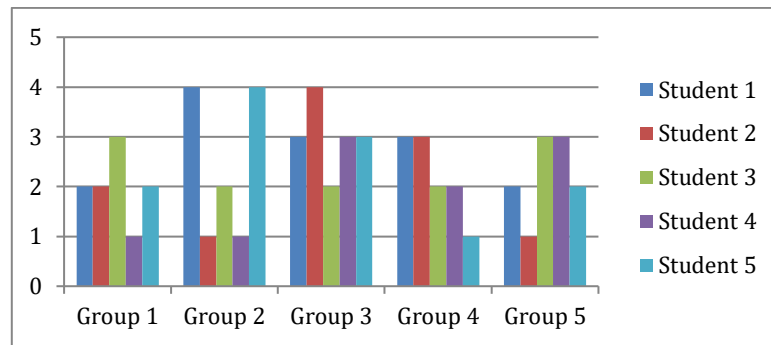


Figure 1. Students' Vocabulary Proficiency

2. Students' Creative Thinking

To see the students' creative thinking, observations were conducted on 5 videos based on 4 indicators; argument, presentation, content accuracy, and length. The score of creative thinking achievement were 43.75 (group 1 and 5), 56.25 (group 2), 81.25 (group 3), and 68.75 (group 4). It means that 1 group is already in "very good" level, 1 group are in "good" level, and 3 groups in "enough" level of creative thinking. From the observation on video and interview, there were some problems that the students encountered. Students' lack of vocabulary insisted them to provide only few arguments which resulted in the short duration of the video. Besides that, the video recording process took a relatively long time, leaving little time for the students to edit the video. As a result, the video editing was less than optimal, especially when it came to the use of background music.

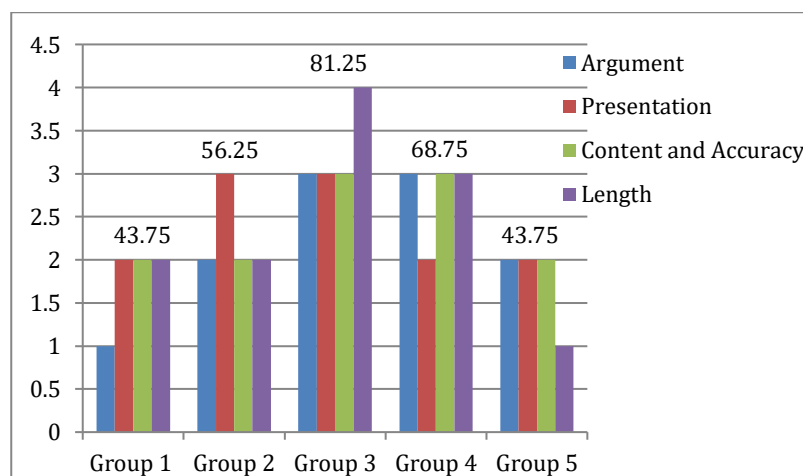


Figure 2. Student's Creative Thinking

Students' Vocabulary Proficiency and Creative Thinking in Cycle 2

In cycle 1, students' creative thinking and vocabulary proficiency was not yet achieved satisfying result. Therefore, some additional actions were provided into the learning in cycle 2. At the first week, researcher recalled students' understanding on the patterns used to construct English sentences. Before moving on to sentence-building exercises, the researchers conducted vocabulary-building activities in the form of multiple-choice exercises and matching items. The vocabulary selected was once again related to the students' fields of study. At the second meeting, students were divided into five groups of five members. However, the group composition in cycle 2 was the same as

that of cycle 1. It was done in purpose to make it easier to see the changes in vocabulary proficiency of each student. The students then assigned to create video that should be finished in upcoming meeting. To help the students in writing the script, they were suggested to use the vocabulary learned in the second meeting and are allowed to use translation tools. The video was shown in the classroom at the third meeting, and the results were as follow:

1. Students' Vocabulary Proficiency

After doing several revision on the learning, the vocabulary proficiency of the students reflected in the video project 2 showed an increasing. Students achieved "very well" category was improved to 6 students, 8 Students were in "well" category, and 10 students were in "fair" category. Meanwhile, the "poor" level was granted to 1 student only. The interview on the students supported this resut. The students admitted that the exercises on the spesific vocabulary done in the second meeting did help them to speak and perform in the video better.

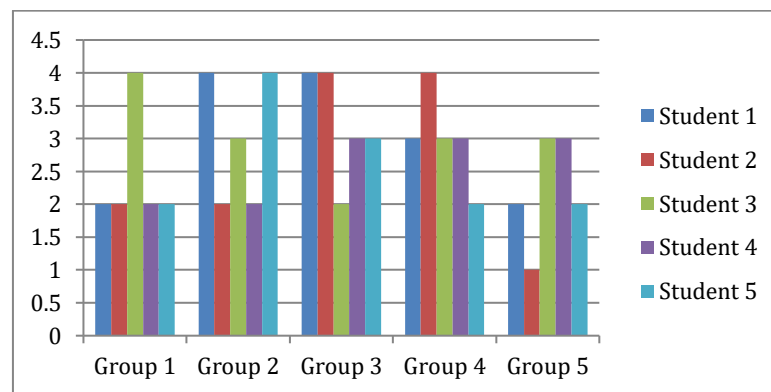


Figure 3. Students' Vocabulary Proficiency

2. Students' Creative Thinking

Overall, the students' creative thinking reflected in video project 2 experienced an improvement. All groups achieved better score compared to the previous score in cycle 1. The diagram showed that the best score obtained by two groups, namely group 3 and 4 with a total of 87.5 and 81.25. Meanwhile, the score of groups 1,2,,5 increased to 62.5, 75, and 68.75. It can be concluded then that 2 groups were already in "very good" level, and 3 other groups were in "good" level of creative thinking. The higher improvement were seen in the creative thinking indicators of argument and length. This condition somehow was influenced by the increase in vocabulary skills obtained by students. In this case, better vocabulary skill affected students' abilty in giving more arguments that resulted in the length of the video. By giving more arguments, each student were having more oppurtunities to speak in the video. Therefore, the video could achieved the appropriate length instructed.

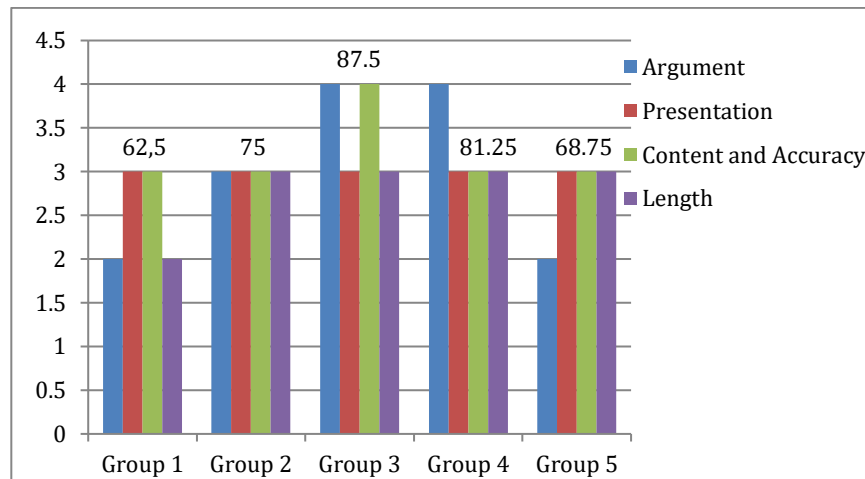


Figure 4. Students' Vocabulary Proficiency

DISCUSSION

The video project learning in this research was conducted in two cycles. The learning was designed purposively to enhance Islamic Economics students' vocabulary proficiency and creative thinking. Both learning cycle 1 and 2 consisted of three meetings. The first meeting focused on explaining the material that students needed to understand. The second meeting focused on assignment, planning, and creating video project, while the third meeting was the video performing and assessment.

Based on the result finding, students' vocabulary proficiency in cycle 1 and 2 experiences improvement. Students get the benefit on the video project to enhance their vocabulary skills in which they are able to use quite various vocabularies related to their major appropriately. This finding is in supported by Meinawati et al (2020) stated that students, especially those who learn English, can utilize technological tools as a valuable means to enhance their English learning, with a particular focus on expanding their vocabulary.

Not only improving vocabulary proficiency, using video project in the learning is also proved to improve students' creative thinking. The improvement is obviously seen from the increasing score of four indicators of creative thinking in creating videos in which two of the indicators show greater increases than the others. This finding is in line to the finding research of Anggreini et al (2023). Creative thinking according to Anggreini proved to increase 4 indicators of creative thinking which she introduced in the terms of fluency, flexibility, originality, and elaboration. In general idea, students positively embraced the use of learning videos as a tool to enhance their creative thinking abilities and support their understanding of the subject matter (Hendriyani et al., 2022). Videos combine motion and sound, making them a powerful tool for illustrating learning material in a way that boosts student motivation. This heightened motivation encourages students to engage more deeply with their studies and develop creative thinking skills (Rachmavita, 2020).

CONCLUSION

Based on the analysis finding and discussion, it can be concluded that implementing a video project in language learning does impact students' vocabulary proficiency and creative thinking. Through video project, students are able to improve their vocabulary skill; using various vocabularies appropriate to the context. In addition, video project also promotes students' creative thinking in which they are able to think creatively in using diverse vocabulary to provide arguments and information, in the editing process to make the video interesting which involves the use of supporting aspects such as background sound, and in maximizing the video duration as instructed.

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