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Transforming Arabic Academic Writing Competence through ADDIE-Based Instructional Design: A Developmental Study

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Abstract

Despite mastering foundational grammar, non-native Arabic learners in higher education frequently encounter severe cognitive and structural paralysis when attempting to produce peer-reviewed academic research articles. This study aims to develop, validate, and evaluate the empirical effectiveness of specialized ADDIE-based instructional materials tailored for Arabic academic writing. Employing a Research and Development (R&D) design, the study involved an exhaustive sample of 37 sixth-semester students at KH. Abdul Wahab Hasbullah University. The developmental phase produced a comprehensive seven-chapter module focusing on the anatomical structure of scientific papers, pre-writing operations, and academic metadiscourse. Instructional efficacy was measured using a one-group pretest-posttest experimental design. Inferential statistical analysis revealed a highly significant improvement in students' academic writing competencies ($p < 0.001$), with mean scores surging from a baseline of 37.84 to 86.43 following the intervention. Furthermore, the Normalized Gain (N-Gain) analysis yielded a score of 0.77 (76.99%), definitively classifying the module's pedagogical impact as "High." In conclusion, the systematic scaffolding provided by the ADDIE framework successfully dismantles students' writing apprehension, bridging the critical gap between mechanical language acquisition and rigorous academic knowledge production.

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INTRODUCTION

In the contemporary landscape of higher education, writing proficiency (*Mahārah al-Kitābah*) is universally recognized as a paramount academic competency. Particularly within Islamic universities, writing transcends its basic communicative function; it serves as a rigorous instrument for critical thinking, knowledge dissemination, and active contribution to global scholarly discourse. Academic writing, specifically the composition of research articles (*al-kitābah al-'ilmiyyah*), requires a sophisticated synthesis of linguistic precision and logical argumentation. Students are expected to articulate complex ideas systematically, ensuring strict adherence to academic conventions such as formulating robust introductions, defending methodological choices, and establishing cohesive theoretical frameworks (Awajan, 2022; Nuraini et al., 2022). Consequently, writing instruction in higher education must evolve from teaching mere technical accuracy to cultivating academic integrity and structured intellectual character.

Despite its critical importance, academic writing remains the most formidable challenge for non-native Arabic speakers (AFL learners). A prevailing pedagogical issue in Arabic language education is the disproportionate emphasis on mechanical linguistics—such as morphology (*sharaf*) and syntax (*nahwu*)—at the expense of discourse coherence and argument development. Recent studies highlight that while students may excel in constructing grammatically flawless standalone sentences, they frequently fail to connect these sentences into coherent, persuasive academic paragraphs (Rahmafillah & Fahmi, 2025; Setiyadi et al., 2025). This discrepancy leaves non-native learners structurally competent but academically paralyzed, rendering them incapable of navigating the complex rhetorical structures required for thesis writing or journal publication. The root of this paralysis often traces back to the absence of systematic, step-by-step instructional scaffolding tailored for high-level academic composition.

A critical review of the recent literature reveals a substantial pedagogical gap regarding the development of Arabic academic writing materials. Numerous previous studies have primarily focused on foundational or functional writing skills (*Insha'*). For instance, Chusna et al. (2025), Shodiq (2025), and Huda et al. (2025) successfully developed project-based materials for functional Arabic writing, but their scope was limited to general daily correspondence. Similarly, Husaini (2024) evaluated the Modern Written Arabic (MWA) method, focusing strictly on resolving basic phrasal errors (e.g., *idhafah* and *sifah*). Furthermore, Nasution et al. (2025) conducted an evaluation of university-level Arabic textbooks, discovering that current materials are still trapped in a structural approach with minimal communicative and academic exercises. Even advanced studies exploring Artificial Intelligence in *Mahārah al-Kitābah* (Arif et al., 2026) acknowledge the lack of standard pedagogical materials to guide students in organizing scientific papers. While these five instructional trajectories have significantly contributed to reducing grammatical errors at the beginner and intermediate levels, there is a glaring scarcity of instructional modules explicitly designed to guide advanced university students in composing structured, peer-review-standard academic research articles.

This theoretical void strongly resonates with the empirical realities observed at KH. Abdul Wahab Hasbullah University, Jombang. Preliminary observations of sixth-semester students—a critical phase serving as the threshold to final thesis writing—indicate that their academic writing skills fall alarmingly below university expectations. Many students remain fixated on sentence-level formatting while completely neglecting macro-level coherence and academic conventions. Consequently, essential manuscript components, particularly research introductions and methodological explanations, are often poorly developed, illogical, and lack theoretical grounding. This deficiency is exacerbated by the unavailability of specialized instructional materials; existing resources tend to emphasize repetitive grammar drills, offering zero guidance on how to organize ideas, conduct literature reviews, or construct meaningful academic texts in Arabic.

To bridge this critical gap, there is an urgent need to engineer specialized instructional materials utilizing a robust developmental framework. This study employs the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) because of its proven reliability in systematically aligning learners' needs with complex instructional goals, particularly in

higher education language contexts (Abuhassna et al., 2024; Senadheera et al., 2024). The iterative nature of ADDIE ensures that the developed materials do not merely feed linguistic rules but actively construct students' academic writing behaviors step-by-step. Therefore, this study aims to develop, validate, and evaluate ADDIE-based instructional materials specifically designed for Arabic academic article writing, with the ultimate goal of equipping sixth-semester students at KH. Abdul Wahab Hasbullah University with the rigorous competencies required for thesis completion and scholarly publication.

RESEARCH METHOD

This study employed a Research and Development (R&D) design integrated with a mixed-methods approach to systematically engineer, validate, and evaluate instructional materials for Arabic academic article writing (Creswell & Clark, 2017; Mariani et al., 2026). The developmental progression was strictly governed by the ADDIE instructional design framework, encompassing five iterative phases: Analysis, Design, Development, Implementation, and Evaluation. This model was selected due to its high systematicity and flexibility, which effectively accommodate the complex cognitive demands of academic writing instruction and allow for continuous formative revisions throughout the production phase (Awajan, 2022; Branch, 2009).

The empirical implementation phase was conducted at the Arabic Language Education Department of KH. Abdul Wahab Hasbullah University, Jombang. The population comprised all sixth-semester students preparing for their final thesis writing. Utilizing a total sampling technique, the entire population of 37 students was selected as the research sample to ensure comprehensive data saturation and robust efficacy testing.

Data acquisition was conducted utilizing both qualitative and quantitative instruments. Qualitative data, aimed at exploring students' initial writing difficulties and gathering formative feedback on the product design, were collected through semi-structured interviews and expert validation notes. Conversely, quantitative data were obtained to measure the pedagogical validity and empirical effectiveness of the developed materials. This involved the distribution of Likert-scale validation checklists to subject-matter and media experts, as well as the administration of standardized academic writing tests (pre-test and post-test) to the 37 participating students (Wulandari, 2025).

The qualitative datasets were analyzed using the interactive data condensation model proposed by Miles et al. (2014) to extract distinct pedagogical patterns and refinement needs. Meanwhile, the quantitative data derived from the expert validation were analyzed using descriptive percentage statistics to determine the feasibility index of the instructional materials. To evaluate the instructional efficacy of the product, the pre-test and post-test writing scores were subjected to inferential statistical analysis (paired samples t-test) to rigorously ascertain the significance of the improvement in students' academic writing competencies, a standard evaluative measure in ADDIE-based linguistic R&D (Nur et al., 2024).

RESULTS AND DISCUSSION

Product Development (Analysis, Design, and Development)

The formulation of the academic writing instructional materials followed a rigorous and systematic progression through the ADDIE framework. The Analysis phase, initiated in July 2024, utilized structured observations and diagnostic interviews to assess the baseline capabilities of the students. The data unequivocally revealed critical deficiencies among sixth-semester students, particularly their inability to organize scientific ideas, adhere to the rigid anatomical structures of academic manuscripts, and formulate cohesive methodological frameworks.

Addressing these empirical needs, the Design and Development phases were executed to construct a targeted, comprehensive textbook tailored specifically for advanced university learners. The resulting instructional product was systematically structured into seven progressive chapters designed to guide students from conceptualization to final drafting: (1) Introduction to Scientific Writing, establishing the philosophical and practical foundations of academic research; (2) Pre-writing Operations, focusing on topic selection and outlining; (3) Anatomical Structure of Academic Papers, detailing the IMRaD (Introduction, Method, Results, and Discussion) format; (4) Advanced Writing Techniques; (5 and 6) Navigating Writing Challenges and Practical Application, which provided hands-on troubleshooting for common writing blocks; and (7) Academic Vocabulary and Stylistic Support, equipping students with essential Arabic academic metadiscourse.

Empirical Implementation and Evaluation

To evaluate the pedagogical efficacy and empirical impact of the developed materials, the Implementation phase was conducted from April 22 to May 6, 2025. This phase utilized a one-group pretest-posttest experimental design involving the entire population of 37 sixth-semester students. The intervention commenced with an initial pre-test to gauge baseline academic writing competence, followed by three intensive instructional sessions utilizing the newly developed seven-chapter module, and concluded with a post-test to measure cognitive and skill acquisition.

The quantitative evaluation yielded highly significant and transformative results. As presented in Table 1, the descriptive statistics and paired samples test illustrate a dramatic acceleration in the students' academic writing competencies following the instructional intervention.

Table 1. Paired Samples Test of Academic Writing Competence

Assessment	N	Mean	Std. Deviation	t-value	df	Sig. (2-tailed)
Pre-test	37	37.84	22.87	-12.351	36	0.000
Post-test	37	86.43	13.17			

Based on Table 1, the pre-test scores revealed a severe baseline deficiency, with the student average standing at only 37.84, accompanied by a high standard deviation (22.87), indicating widespread struggles with academic composition. However, following the structured intervention, the post-test average surged remarkably to 86.43, while the standard deviation narrowed to 13.17, showing a more consistent and uniformly high level of mastery among the cohort. The inferential analysis via the Paired Samples t-test confirmed that this

absolute mean difference of 48.59 points was statistically highly significant ($t = -12.351$, $df = 36$, $p < 0.001$).

To further quantify the exact magnitude and practical significance of this instructional effectiveness, a Normalized Gain (N-Gain) analysis was conducted. The detailed outcomes of this evaluation are presented in Table 2.

Table 2. N-Gain Score Analysis

Variable	N	Minimum	Maximum	Mean Score	Percentage (%)	Effectiveness Category
N-Gain Score	37	0.08	1.00	0.77	76.99	**High**

According to the data detailed in Table 2, the N-Gain analysis yielded a mean score of 0.77 (equivalent to 76.99%). According to standard educational evaluation metrics (where an N-Gain ≥ 0.70 is considered high), this score falls decisively into the "High" effectiveness category. This robust statistical metric empirically proves that the implementation of the ADDIE-based instructional materials possesses a highly profound and positive pedagogical impact, successfully transforming the students' foundational Arabic skills into advanced academic article writing competencies.

The empirical data synthesized in this study unequivocally demonstrate a monumental shift in the students' academic writing capabilities. As indicated by the dramatic mean score elevation from 37.84 to 86.43 (Table 1) and a categorically "High" N-Gain index of 0.77 (Table 2), the developed instructional materials successfully dismantled the pedagogical stagnation that previously hindered sixth-semester students. This substantial quantitative leap confirms that the core issue plaguing the students was not an inherent lack of fundamental linguistic capacity or vocabulary, but rather the severe absence of structured, high-level pedagogical scaffolding. The extremely low pre-test score accurately reflects the initial diagnostic observations: students were cognitively paralyzed when tasked with transitioning from basic, sentence-level grammar exercises to macro-level academic discourse. However, the systematic intervention through the ADDIE-based module effectively bridged this cognitive divide, transforming learners from structural mechanics into capable academic authors.

The profound efficacy of the developed materials is deeply rooted in their progressive, anatomical approach to writing. Historically, Arabic language instruction for non-native speakers (AFL) in Indonesian higher education has been heavily skewed towards structuralism—perpetually recycling morphology (*sharaf*) and syntax (*nahwu*) drills while neglecting rhetorical organization (Ritonga et al., 2025; Hady S et al., 2026; Setiyadi et al., 2025). This module radically departs from that tradition by treating writing as a rigorous scientific operation. By explicitly teaching the "Anatomical Structure of Academic Papers" (Chapter 3) and providing targeted "Academic Vocabulary and Stylistic Support" (Chapter 7), the materials directly addressed the macro-level coherence that students previously lacked. This paradigm shift aligns seamlessly with the findings of Wolfe et al. (2011) and Cao and Hu (2014), who argue that advanced Arabic learners require explicit, deconstructed instruction in the IMRaD (Introduction, Method, Results, and Discussion) format and academic metadiscourse to produce peer-review-standard manuscripts.

Furthermore, the high N-Gain score (76.99%) robustly validates the selection of the ADDIE model as the developmental framework. The systematic nature of ADDIE ensures that instructional design is not based on pedagogical guesswork, but on targeted empirical needs identified during the Analysis phase. By aligning the instructional intervention directly with the students' specific deficits—such as formulating research introductions and methodological frameworks—the materials optimized cognitive absorption. This

phenomenon mirrors recent language R&D studies by Handayani and Tamiyati (2025), Awajan (2022), and Miswar et al. (2026), which assert that the iterative formative evaluation embedded within the ADDIE process is the most critical variable in producing highly effective, learner-centric foreign language curricula. The materials provided a "Zone of Proximal Development" (ZPD), effectively scaffolding the students' learning process so that complex academic tasks became manageable sequences of actions (Mufidah, 2025; Nuraini, 2022).

Beyond cognitive and structural mastery, the implementation of these specialized materials yielded significant psychological and affective benefits. Academic writing in a foreign language is universally recognized as a high-anxiety endeavor, often inducing cognitive overload due to the dual burden of linguistic translation and logical argumentation. The structured challenges and troubleshooting guides provided in Chapters 5 and 6 of the module functioned as a cognitive relief mechanism. By breaking down the daunting monolithic task of "writing an article" into pre-writing operations, drafting, and revising, the module significantly lowered the affective filter and reduced writing apprehension. This finding corroborates recent investigations by Wahyuni (2022) and Zubaidi et al. (2025), who highlight that explicit, step-by-step instructional frameworks effectively mitigate foreign language writing anxiety and boost learner autonomy.

Finally, the successful integration of these materials carries profound implications for the broader context of Islamic higher education. Preparing sixth-semester students for thesis writing is not merely a technical linguistic exercise; it is an endeavor in cultivating intellectual rigor, scholarly identity, and academic integrity. The pedagogical transition fostered by this module—from passive grammar translation to active, coherent academic composition—resonates deeply with the contemporary strategic demands of Islamic universities. Institutions like KH. Abdul Wahab Hasbullah University expect their graduates to actively contribute to global scientific and religious discourse (*da'wah* and academia) through scholarly publication (Munif et al., 2026; Rahmafillah & Fahmi, 2025; Wuryan et al., 2025). Ultimately, this study establishes that providing context-specific, academically rigorous, and systematically developed instructional materials is the most decisive intervention for unlocking the scholarly potential of non-native Arabic learners in the 21st century.

CONCLUSION

This developmental research successfully culminated in the design, implementation, and empirical validation of ADDIE-based instructional materials tailored specifically for Arabic academic article writing. The findings definitively establish that the developed seven-chapter module is highly effective in resolving the pedagogical crisis faced by advanced non-native Arabic learners. Quantitative evaluations demonstrated a highly significant escalation in students' academic writing competencies, with the cohort's mean score surging from a deficient baseline of 37.84 to an advanced proficiency level of 86.43 ($p < 0.001$). Furthermore, the Normalized Gain (N-Gain) index of 0.77 solidifies the instructional intervention within the "High" effectiveness category. By explicitly deconstructing the anatomical structure of academic papers and providing targeted stylistic scaffolding, the materials successfully transformed sixth-semester students at KH. Abdul Wahab Hasbullah University from passive structural mechanics into capable, confident academic authors.

Despite these highly significant empirical gains, this study acknowledges inherent limitations. The experimental implementation was confined to a single institutional cohort

of 37 students utilizing a pre-experimental design, which constrains the broader generalizability of the findings. Consequently, future research is strongly recommended to conduct longitudinal, quasi-experimental studies across diverse Islamic higher education institutions. Additionally, future developmental iterations could significantly benefit from integrating digital reference management training (e.g., Mendeley/Zotero) or AI-assisted academic writing tools directly into the module, thereby pushing the boundaries of autonomous Arabic scholarly publication in the digital era.

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