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Integrating genre-based writing pedagogy and systematic instructional design to foster learner autonomy in Arabic academic writing: a mixed-methods study in Indonesian universities

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This study was conducted in accordance with the ethical principles of the Declaration of Helsinki. All participants were undergraduate students in Arabic Language Education programs at three universities (UHAMKA, Umsida, and Universitas Negeri Jakarta). Prior to data collection, participants were informed about the purpose, procedures, and voluntary nature of the study, and that they could withdraw at any time without consequences. Written informed consent was obtained from all participants. Their data were anonymized and used solely for research purposes.

All procedures involved in this study were conducted in accordance with the ethical standards set by the institution and, where applicable, with the 1964 Declaration of Helsinki and its later amendments.

Data Availability;
The datasets generated and analyzed for this study, including the anonymized pretest and posttest scores, the research instruments, and the writing assessment rubric, are available in the Supplementary Material. Further inquiries can be directed to the corresponding author.

Abstract

Academic writing is a gatekeeping skill for undergraduate students of Arabic Language Education, yet the habit of writing academically does not develop spontaneously; it requires internal drive together with a supportive, well-designed instructional environment. This study aimed to develop and validate an academic-writing learning model for Arabic as a foreign language, grounded in the principle of learning autonomy and focused on the paragraph-level competencies needed to compose an introduction, discussion, and conclusion. The study used a Research and Development (R&D) approach within a Convergent Parallel Mixed Methods Design, combining a survey, content analysis, and a quasi-experimental tryout. Data were collected through eight instruments covering needs analysis, situation analysis, initial-ability mapping, learning-style analysis, peer review, expert judgement, and an effectiveness test, and were analysed descriptively and, for the effectiveness test, with a paired-samples t-test. The development process, adapted from the Dick and Carey instructional design model and Wingate's genre-based approach to academic writing, produced four integrated products: a semester learning plan (RPS), a learning module, instructional videos, and a Learning Management System (LMS) built around a self-directed level of autonomy. Two independent experts rated the products as feasible for classroom use after minor revisions. The model was then trialled with 53 students across three universities (Universitas Muhammadiyah Prof. Dr. Hamka, Universitas Negeri Jakarta, and Universitas Muhammadiyah Sidoarjo). Pretest-posttest comparison showed a significant improvement in students' academic writing scores (M pretest = 72.58, M posttest = 82.64; $t(52) = -8.95$, $p < .001$), with gains observed at every site despite differing starting points. The findings indicate that an autonomy-based, technology-supported learning model can meaningfully improve Arabic academic writing performance and offer a transferable design for similar Arabic Language Education programmes, particularly within Indonesia's Merdeka Belajar Kampus Merdeka (Freedom to Learn) policy context.

Keywords: *learning model; academic writing; Arabic as a foreign language; learning autonomy; research and development*

1. Introduction

Academic writing is widely regarded as a gatekeeping competence: it determines whether students can be admitted to, progress through, and successfully complete higher education (Hyland, 2013). For students of Arabic Language Education (Pendidikan Bahasa Arab, PBA) at Universitas Muhammadiyah Prof. Dr. Hamka (UHAMKA), this competence is explicitly mandated by the Indonesian National Qualification Framework (KKNI), which positions undergraduate (level 6) graduates as expected to master theoretical concepts, knowledge, and skills in Arabic language education, including the capacity to translate ideas into scholarly papers, articles, and theses. Wallwork (2011) characterises academic writing through the components a scholarly text must satisfy: a title, an abstract, an introduction, citations, a methodology, results, a discussion, and a conclusion, requiring students to be

competent in selecting a title, designing an introduction, structuring a discussion, drawing conclusions, and compiling references, for instance through annotated bibliographies and reference-management software such as Mendeley.

In practice, however, academic writing has not become a habitual activity among undergraduate students, largely because the habit needs to be cultivated deliberately rather than assumed. Habibah (2016) argues that improving foreign-language skills requires an "artificial" learning environment engineered to provide sustained practice and feedback. Consistent with this view, prior research on Arabic academic writing (Arifa, 2019) identifies learner autonomy as one of the factors that strengthens successful academic writing performance, yet no development study had specifically examined how autonomy could be embedded into a complete instructional model for Arabic academic writing at the paragraph level. This gap is compounded by policy pressure: several Arabic Language Education programmes in Indonesia, in line with the Merdeka Belajar Kampus Merdeka (Freedom to Learn-Independent Campus, MBKM) policy, now allow students to complete their studies by publishing a scholarly article, which increases the urgency of a validated pedagogical model for academic writing.

Arabic academic writing places additional grammatical demands on learners beyond those found in general academic writing. Najjar (2001) identifies three indicators of grammatical competence in Arabic writing: the ability to construct well-formed sentences (al-jumlah al-mufidah), knowledge of Arabic sentence types, and correct use of diacritical marks (harakat). Because academic writing is also a skill that must be practised gradually and independently, an instructional model for this population needs to combine explicit grammatical scaffolding with opportunities for self-regulated practice - precisely the space that a learning-autonomy framework is designed to occupy.

Building on this rationale, the present study set out to design, validate, and test the effectiveness of a learning model for Arabic academic writing grounded in learning autonomy, focusing on the paragraph-level tasks of composing an introduction, a discussion, and a conclusion. Specifically, the study addressed five research questions: (1) What do PBA UHAMKA students need from a model for teaching academic writing skills? (2) What is the current condition of academic writing instruction in the PBA UHAMKA programme? (3) How should an autonomy-based learning design for Arabic academic writing be structured? (4) Is the developed model feasible according to expert judgement? and (5) Is the developed model effective in improving students' Arabic academic writing performance?

The study contributes in three ways. First, it responds to a policy-relevant and practically urgent problem by translating the abstract construct of learning autonomy into a concrete, classroom-ready instructional package. Second, it extends the literature on Arabic as a foreign language, in which empirically validated, technology-integrated writing models remain scarce compared with the substantial literature on English academic writing. Third, by trialling the same model across three universities with different institutional profiles, the study offers evidence regarding the model's transferability rather than relying on a single-site demonstration.

2. Literature Review

2.1 Academic Writing in Higher Education

Academic writing is commonly defined as writing that is formal, objective, and structured according to a set of disciplinary conventions (Wallwork, 2011). Lowe and Zemliansky (2012) describe academic writing as a task that requires writers to move systematically through the stages of a scholarly text, from framing a problem to presenting evidence and drawing conclusions. Hyland (2013) extends this view by framing academic writing as a gatekeeper that regulates students' access to credentials and academic recognition, a claim echoed by Bailey (2006), who specifies that competent academic writers must be able to manage idea development, textual organisation, word choice, sentence fluency, and citation conventions simultaneously.

Writing in Arabic as a foreign language carries additional characteristics. According to Najjar (2001), Arabic academic writing depends on three interconnected competencies: sentence-formation skill (an-nahw al-kitabi), knowledge of Arabic sentence categories, and accurate placement of harakat. Arabic academic texts produced by undergraduate students in Indonesia commonly take one of three genres - the thesis (skripsi), the final assignment (tugas akhir), and the scholarly article - with the article genre increasingly emphasised under the MBKM policy as an accepted route to graduation. Producing any of these genres also requires students to read source articles critically, summarise them accurately, and organise citation information systematically, for example through an annotated bibliography (Pięta, 2017), which helps students identify a research gap before starting their own writing.

2.2 Learning Autonomy

Holec (1979) defines autonomy as the ability to take charge of one's own learning, a definition later extended by Dickinson to describe a situation in which the learner is entirely responsible for the decisions concerning their learning and its implementation. Benson (2013) frames autonomy as the recognition of learners' rights within an educational system to exercise control over important aspects of the language-learning process, while Little (2017), building on Gardner and Miller, links autonomy to the establishment of self-access opportunities that translate learning theory into practice. Taken together, these definitions converge on the idea that autonomy is not the absence of guidance but a negotiated distribution of control between learner and instructor.

Nunan's model, as discussed in Chitashvili (2007b) and applied by Ariebowo (2021), operationalises autonomy along five progressive levels: awareness, in which learners recognise the goals and content of their learning; involvement, in which learners select among learning options offered to them; intervention, in which learners can modify and adjust learning goals and content; creation, in which learners initiate their own learning goals; and transcendence, in which learners move beyond the classroom to collaborate with researchers and the wider world. **shown by the table (see Table 1)**. This gradation is important because it allows an instructional

designer to calibrate exactly how much control to hand over to learners rather than treating autonomy as an all-or-nothing feature of a course.

The first level of learning autonomy, awareness, constitutes the foundational stage at which learners become conscious of the goals, content, and strategies that structure their learning. According to Nunan's framework (as cited in Chitashvili, 2007b), learners at this level do not yet make decisions about their learning; rather, they are made explicitly aware of what they are expected to learn and why. This awareness is pedagogically significant because autonomy cannot emerge in a context where learners perceive instruction as an opaque sequence of tasks imposed by the teacher. Holec (1981) conceptualised autonomy as the capacity to take charge of one's own learning, and such a capacity presupposes an understanding of the objectives and processes that learning entails. Awareness, therefore, serves as the cognitive entry point to the development of autonomous learning behaviour, because learners cannot monitor, evaluate, or regulate processes that remain invisible to them.

In the context of Arabic as a foreign language (AFL), awareness is particularly crucial because learners must navigate a language system characterised by diglossia, complex morphology, and distinctive rhetorical conventions. Without a clear understanding of the purposes of academic writing tasks, undergraduate students may regard writing merely as an exercise in grammatical accuracy rather than as a scholarly and communicative practice. Wingate's (2012) approach to academic writing instruction emphasises that students need explicit knowledge of the genre, purpose, and audience of the texts they are asked to produce. At the awareness level, instructors can therefore articulate learning outcomes, clarify assessment criteria, and demonstrate exemplar texts with their structural and linguistic features. Such practices enable students in Arabic education programmes to recognise what constitutes quality in academic writing and to understand how each instructional activity contributes to the attainment of that quality.

The second level, involvement, marks the transition from passive recognition to active participation in shaping the learning process. At this stage, learners are invited to select their learning goals from a range of options offered by the teacher or the curriculum (Nunan, as cited in Chitashvili, 2007b). Although the range of choices remains predetermined and the instructor retains considerable control, the learners' participation represents a meaningful shift in the distribution of responsibility. Choice has long been regarded as a central condition for motivation and ownership of learning. Within self-determination theory, the opportunity to exercise volition is considered essential to the satisfaction of the basic psychological need for autonomy (Deci & Ryan, 2000). Consequently, involvement is not merely a procedural step but a psychologically meaningful experience, through which learners begin to perceive the learning goals as personally relevant rather than externally imposed.

In Arabic academic writing instruction, involvement can be operationalised in several ways. Students may choose among research topics, text types such as argumentative essays, literature reviews, or reflective reports, or the particular writing skills they wish to prioritise, such as paragraph cohesion, argument development, or the appropriate use of academic vocabulary. Providing these options allows students to align writing tasks with their

disciplinary interests as prospective Arabic language teachers. This is consistent with Wingate's (2012) view that academic writing should be situated within meaningful disciplinary practices rather than taught as a generic set of skills. Moreover, when learners participate in selecting goals, they begin to develop the planning and decision-making skills that underpin autonomous writing, which prepares them for the more demanding responsibilities at subsequent levels.

The third level, intervention, extends learner agency beyond selecting from available options to modifying and adapting the goals and content of learning. Nunan (as cited in Chitashvili, 2007b) positions this level as one at which learners are invited to question, reshape, and adjust what has been prescribed. This represents a substantial increase in learner responsibility, because students are no longer consumers of a given curriculum but contributors to its refinement. Such a development aligns with Little's (1991) argument that autonomy involves the capacity for detachment, critical reflection, decision-making, and independent action. Intervention requires learners to evaluate the appropriateness of learning objectives in relation to their own needs, abilities, and aspirations, and to propose alternatives when existing arrangements prove insufficient. In this sense, intervention is where critical reflection becomes visible in practice.

For undergraduate students of Arabic education, intervention in academic writing may involve negotiating the focus of writing tasks, adapting rubrics to reflect the specific demands of their discipline, or proposing alternative formats for assignments. Students may also adjust the pace and sequence of activities in response to difficulties encountered during the drafting process. Instructors facilitate this level by creating opportunities for dialogue, such as conferencing, reflective journals, and peer feedback sessions, through which students can articulate their needs and justify proposed modifications. Within the Wingate-oriented approach, such negotiation is consistent with the notion that students should become active participants in academic communities who understand and, where appropriate, question disciplinary conventions. Intervention thereby fosters both linguistic competence and critical academic literacy, which are essential for producing high-quality scholarly texts in Arabic.

The fourth level, creation, represents a considerable advance in autonomy, since learners take the initiative to formulate their own learning goals and to design the pathways for achieving them (Nunan, as cited in Chitashvili, 2007b). At this level, the instructor's role changes from director to consultant or facilitator, while learners assume primary responsibility for planning, implementing, and evaluating their learning. This conception corresponds closely to Holec's (1981) definition of autonomy, which includes determining objectives, defining content and progression, selecting methods and techniques, monitoring the learning process, and evaluating what has been acquired. Creation therefore demands a high degree of metacognitive awareness and self-regulation. Learners must be able to diagnose their own weaknesses, set realistic and measurable targets, identify appropriate resources, and judge the extent to which their efforts have produced the desired outcomes.

When applied to Arabic academic writing, creation is evident when students independently identify areas for improvement, such as argument structure, source integration, or the accurate use of Arabic academic registers, and design personalised learning plans

accordingly. They may initiate writing projects connected to their own research interests, select models and reference materials, and establish writing schedules that promote consistent productivity. Self-assessment and reflective practices become integral to this process, enabling learners to monitor progress and revise strategies when necessary. Such self-directed engagement is likely to enhance both the quantity and the quality of written output, because students sustain writing as an ongoing, purposeful activity rather than a response to isolated assignments. Instructional models that aim to foster autonomy must therefore provide structured scaffolding that gradually releases responsibility until learners can function independently at this level.

The fifth and highest level, transcendence, describes a condition in which learners move beyond the boundaries of the classroom and engage with researchers and the wider world (Nunan, as cited in Chitashvili, 2007b). At this level, learning is no longer confined to institutional objectives and settings; instead, learners apply and extend their knowledge in authentic contexts and become contributors to broader communities of practice. Transcendence reflects the ultimate aim of education, namely the development of individuals who can continue learning throughout their lives without depending on formal instruction. It also resonates with sociocultural perspectives, which hold that learning is fundamentally social and that autonomy develops through interaction, collaboration, and participation in meaningful activity (Benson, 2011). Consequently, transcendence integrates autonomy with social responsibility and knowledge creation.

In relation to Arabic academic writing, transcendence is manifested when students use their writing competence for genuine scholarly purposes. Examples include submitting manuscripts to student or academic journals, presenting papers at conferences, collaborating with lecturers on research projects, and engaging with Arabic-speaking academic communities through digital platforms. Such experiences position students as legitimate members of the academic community rather than as novices who write exclusively for assessment. This orientation is consistent with the academic literacies perspective advanced by Wingate (2012), which stresses the socially situated nature of academic writing and the importance of participation in disciplinary discourse. Although few undergraduate learners may fully reach this level within a single course, instructional models can nevertheless create conditions that encourage movement toward it by incorporating authentic writing tasks, public dissemination of student work, and collaboration with expert writers and researchers.

Table 1. *Levels of Learning Autonomy (adapted from Nunan, as cited in Chitashvili, 2007b)*

Level	Description
1. Awareness	Learners recognise the goals of their learning and the content they are learning.
2. Involvement	Learners take part in selecting their goals from a range of options offered.
3. Intervention	Beyond selecting from options, learners are invited to modify and adjust learning goals and content.
4. Creation	Learners take the initiative to create their own learning goals.

Level	Description
5. Transcendence	Learners move beyond the classroom to collaborate with researchers and the wider world.

The present study situates its instructional design at Nunan's involvement-to-intervention band, corresponding to a "self-directed" orientation: students are given a bounded set of options - regarding material sequencing, practice items, and pacing - rather than complete freedom, consistent with the view that unstructured autonomy can overwhelm novice academic writers (Cotterall & Crabbe, 1999).

2.3 Instructional Design Models for Writing

Two instructional design traditions informed the development of the model reported here. The first is the systematic instructional design model of Dick, Carey, and Carey (2015), which treats instruction as an integrated system in which analysis, design, development, and evaluation are interdependent. The model proceeds through ten interlinked steps: identifying instructional goals, conducting an instructional analysis, analysing learners and contexts, writing performance objectives, developing assessment instruments, developing an instructional strategy, developing and selecting instructional materials, designing and conducting a formative evaluation, revising instruction, and designing and conducting a summative evaluation. Its comprehensiveness, spanning needs analysis through summative evaluation, made it well suited to a study that needed to move from a diagnosis of student needs to a validated, classroom-tested product.

The choice of the Dick and Carey model also reflects a methodological consideration. Development research requires that a product be built through transparent, documented, and iterative procedures so that its design decisions can be examined and replicated (Richey & Klein, 2007). Compared with more generic frameworks such as ADDIE (Branch, 2009), the Dick and Carey model specifies the alignment among performance objectives, assessment instruments, and instructional strategies, and it embeds formative evaluation as a formal stage in which data from experts, individual learners, and small groups inform revision before field testing (Dick et al., 2015; Morrison et al., 2019). This alignment was particularly valuable in the present study, in which the target construct, academic writing in Arabic as a foreign language, comprises multiple interdependent competencies that must be reflected consistently in objectives, tasks, and assessment.

The second tradition is Wingate's (2012) genre-based approach to academic-writing instruction, which is grounded in constructivist learning theory and positions students as active constructors of writing criteria and conventions rather than passive recipients of rules. This orientation draws on the broader view that learning is mediated by interaction and by engagement with socially meaningful activity (Vygotsky, 1978). It also belongs to the wider field of genre pedagogy, which holds that learners acquire academic writing most effectively when they are given explicit access to the purposes, structures, and linguistic features of the texts valued in their disciplinary communities (Hyland, 2003, 2007; Swales, 1990). Wingate's

contribution is to connect this genre-based instruction with the Academic Literacies perspective, which emphasises the social and situated nature of academic writing (Wingate & Tribble, 2012; Wingate, 2015, 2018).

Of the instructional sequences Wingate proposes, this study adopted the genre-based sequence in which students read a source article's introduction, summarise its content while formatting citations through reference-management software, combine sentences into a coherent paragraph, and evaluate peers' writing through structured peer review. The sequence moves learners from analysing an authentic exemplar, through guided production, to evaluative judgement, which is consistent with the principle that scaffolding should be gradually withdrawn as learners gain competence. Reading a published introduction draws attention to rhetorical moves and stance, while summarising and citation formatting develop source-use skills that are widely recognised as difficult for novice academic writers, particularly those writing in a foreign language (Hyland, 2019).

The peer-review component of the sequence is especially relevant to a study concerned with learner autonomy. Structured peer assessment requires students to apply explicit criteria, justify their judgements, and reflect on their own texts in the light of those of others, thereby supporting the self-monitoring and evaluative capacities that underpin autonomous learning (Topping, 2009). Research in second language writing further indicates that trained peer review can influence the types of revisions students make and the quality of their writing (Min, 2006), and that feedback is most productive when it is embedded in a clear pedagogical framework (Hyland & Hyland, 2006). In the present model, these activities were therefore positioned not as isolated tasks but as mechanisms through which students progressively assumed responsibility for evaluating and improving their own writing, in line with established conceptions of learner autonomy (Benson, 2011; Little, 1991; Nunan, 1997).

Combining Dick and Carey's systematic design cycle with Wingate's genre-based writing sequence yielded a model that is both procedurally rigorous, at the level of instructional design, and pedagogically responsive to the specific demands of academic genre acquisition. The former ensured that the model was derived from an analysis of learners' needs, aligned with measurable objectives, and refined through formative evaluation, while the latter supplied a theoretically grounded sequence of learning activities appropriate to the Arabic-language context, in which learners must also contend with the distinctive features of the language and its academic conventions (Ryding, 2013). The integration of these two traditions thus provided the conceptual basis for a product that could be developed systematically, implemented in authentic classrooms, and evaluated for its effects on students' writing productivity and quality through the convergent mixed-methods design described in the following section (Creswell & Plano Clark, 2018).

3. Method

3.1 Research Design

This study used a Research and Development (R&D) approach, following the general definition of R&D as a method aimed at producing and validating educational products through iterative field testing and revision (Gall, Gall, & Borg, 2003). Data collection followed a Convergent Parallel Mixed Methods Design (CPMMD), in which qualitative and quantitative data were collected concurrently - through survey, content analysis, and a quasi-experimental tryout - and then integrated during interpretation, with any contradictory findings explored further rather than discarded.

3.2 Participants and Setting

The model was developed in the Arabic Language Education programme, Faculty of Islamic Studies, UHAMKA, between February 2023 and September 2024. Development-phase participants were 94 students enrolled in the Al-Kitabah Al-Akadimiyyah (Arabic Academic Writing) course. The effectiveness test was subsequently conducted with a combined sample of 53 students across three institutions: 23 students from UHAMKA, 23 from Universitas Negeri Jakarta (UNJ), and 7 from Universitas Muhammadiyah Sidoarjo (UMSIDA), selected to examine whether the model performed consistently across one state and two private universities with differing curricular contexts.

3.3 Procedure

Development followed an adaptation of the Dick and Carey cycle combined with Wingate's genre-based sequence, comprising: (1) a needs analysis; (2) a situation analysis of the host programme; (3) mapping of students' initial academic writing ability and learning styles; (4) drafting of performance objectives and the model's design; (5) peer review by a course-teaching colleague; (6) expert judgement of the draft products; (7) revision; (8) a small-scale tryout; and (9) a large-scale effectiveness tryout across the three participating universities, using a one-group pretest-posttest design with fourteen instructional sessions delivered through blended learning (four synchronous sessions via video conferencing and ten asynchronous sessions on the university's Learning Management System).

3.4 Instruments

Eight instruments were developed and used across the two development phases. The first phase comprised: (a) a needs-analysis questionnaire, (b) a situation-analysis instrument, (c) an initial-ability mapping instrument, and (d) a learning-style instrument. The second phase, used to validate and test the model itself, comprised: (e) a peer-review instrument, (f) an expert-judgement instrument for feasibility, (g) small- and large-scale tryout instruments, and (h) an effectiveness-test instrument based on pretest-posttest writing scores.

3.5 Data Analysis

Qualitative data - interview transcripts, observation notes, and document analysis - were analysed descriptively to characterise students' needs, the programme's situation, and expert feedback. Quantitative data from the needs, situation, and learning-style analyses were

summarised using descriptive percentages. The effectiveness test used a paired-samples t-test on pretest and posttest writing scores, computed in SPSS, with a significance threshold of $p < .05$ taken as evidence of a meaningful difference between the two measurement points.

3.6 Trustworthiness of the Data

Data trustworthiness was addressed through four criteria commonly used in mixed-methods and qualitative research: credibility, established through prolonged engagement with qualitative data, cross-checking of respondents across the three institutions, and focus-group discussion with the course lecturer; transferability, achieved by describing the research procedure in sufficient detail to allow the findings to serve as a reference for related studies; dependability, ensured by maintaining verifiable documentation of research permissions and analysed materials; and confirmability, maintained by ensuring that no data were manipulated during analysis.

4. Results

4.1 Needs, Situation, Initial-Ability, and Learning-Style Analysis

The needs analysis indicated that, in terms of learning objectives, students needed to be able to construct grammatically accurate sentences in both Indonesian and Arabic, to use translation tools such as Google Translate appropriately, and to understand academic-writing theory. Regarding learning materials, students needed self-accessible materials hosted on a dedicated platform, together with clear writing guidelines and peer-review protocols. Regarding the learning process, students needed feedback from lecturers and peers, access to varied digital sources, and an authentic learning environment. Regarding assessment, students needed assessment that was relevant to the material studied, that evaluated sentence count together with paragraph cohesion and coherence, and that was guided by a clear assessment rubric.

The situation analysis, gathered from the programme coordinator (Kaprodi), students, and the course lecturer, confirmed that the relatively young Arabic Language Education programme was still refining its curriculum and instructional formats, particularly for language-production skills such as academic writing, reinforcing the case for a dedicated instructional model. The initial-ability analysis showed that students' foundational competence in Arabic sentence formation required focused practice as the basis for subsequent paragraph construction, both in Indonesian and Arabic.

Table 2. *Distribution of Students' Learning Styles (N = 94)*

Learning Style	n	Percentage
Auditory	38	40.4%
Visual	32	34.0%
Kinesthetic	24	25.6%

As shown by the analysis results in (see Table 2) The learning-style found that 40.4% of students were predominantly auditory learners, 34.0% visual, and 25.6% kinesthetic. This distribution directly shaped the model's design: instructional videos were produced so that auditory learners could listen repeatedly to explanations, while an integrated, visually structured learning module was provided for visual learners.

4.2 The Developed Learning Model

Grounded in the needs, situation, initial-ability, and learning-style findings, the study produced an autonomy-based Arabic academic writing learning model comprising four integrated products: (1) a Semester Learning Plan (Rencana Pembelajaran Semester, RPS) that operationalises the programme's learning outcomes (Capaian Pembelajaran Lulusan, CPL) and course learning outcomes (Capaian Pembelajaran Mata Kuliah, CPMK) for the Arabic Academic Writing course; (2) a learning module that details the operational content underlying the RPS, focused on sentence-to-paragraph development for introductions, discussions, and conclusions; (3) instructional videos accommodating auditory and visual learning styles; and (4) a Learning Management System (LMS), built on the institution's Moodle-based platform integrated with Indonesia's national online learning system (Sistem Pembelajaran Daring Indonesia, SPADA), through which the other three products are delivered. These products were not conceived as independent materials. They were derived from a single chain of analysis, in keeping with the principle of the Dick and Carey model that goals, analysis, objectives, assessment, strategy, and materials must be aligned (Dick et al., 2015). Development research likewise requires that a product emerge from documented and transparent procedures, so that its design decisions can be examined and replicated (Richey & Klein, 2007; Morrison et al., 2019). In this sense, the four products form a coherent instructional system whose components reinforce one another.

The Indonesian context gives this system particular significance. Students in Arabic Language Education programmes typically learn Arabic as a foreign language within a multilingual environment, in which Indonesian is the national language and regional languages are widely spoken. They must also contend with the features of Arabic that make academic writing demanding, including diglossia, a rich morphological system, and distinctive rhetorical conventions (Ferguson, 1959; Ryding, 2013). Many of them are prospective teachers who will later be expected to model written Arabic for their own students. Academic writing is also a gateway skill, since undergraduate students must produce final-year theses and, increasingly, journal articles. For these reasons, a model that develops writing competence and independent learning capacity at the same time is pedagogically justified. The following sections explain how each product contributes to that aim.

The Semester Learning Plan (RPS)

The first product, the RPS, functions as the curricular backbone of the model. In Indonesian higher education, the RPS is a mandatory instructional document that lecturers must prepare for every course. It is situated within a national framework that links graduate competencies to the Indonesian Qualifications Framework (KKNI) and to the National Standards of Higher Education (Perpres No. 8/2012; Permendikbud No. 3/2020). Programme-level learning outcomes (CPL) are broken down into course-level outcomes (CPMK), which are then translated into weekly learning objectives, learning activities, assessment methods, and indicators. The RPS in this model performs that function, but it was designed with an additional purpose: to make the learning process transparent to students. This transparency is directly relevant to autonomy. Nunan (1997) identifies awareness as the first level of learner autonomy, at which learners recognise the goals and content of their learning. A course plan that states outcomes, weekly activities, and assessment criteria in an accessible form therefore helps students understand what they are expected to achieve and why.

The RPS also operationalises the bounded autonomy that characterises the model. Autonomy is not an all-or-nothing attribute but a capacity that develops gradually according to learners' readiness (Benson, 2011; Cotterall, 1995). Cotterall (2000) argues that autonomy-oriented courses should align learner goals with tasks, provide language and learning strategies, and encourage reflection, rather than simply withdrawing teacher direction. Accordingly, the RPS specifies where students may make choices, such as selecting which module sections or video segments to revisit, and where instruction remains teacher-guided. This design responds to the caution that excessive freedom can disorient novice writers who have not yet internalised genre conventions (Cotterall & Crabbe, 1999). It is also consistent with evidence that novices benefit from substantial guidance (Kirschner et al., 2006). Finally, the RPS embeds the formative and summative assessment points that the Dick and Carey model requires, so that evidence of learning is collected consistently throughout the semester (Dick et al., 2015).

The Learning Module

The second product, the learning module, provides the operational content that the RPS only outlines. Whereas the RPS states what is to be learned and assessed, the module specifies how students engage with the material in sequence. Its focus on sentence-to-paragraph development for introductions, discussions, and conclusions reflects the findings of the needs and initial-ability analyses, which, as the study design implies, identified paragraph-level construction as a priority for the learners. The focus is also consistent with the demands of scholarly writing, in which these three sections carry distinct rhetorical functions: introductions establish the topic and rationale, discussions interpret findings in relation to existing knowledge, and conclusions synthesise the contribution of the work. Genre pedagogy holds that learners write more effectively when they have explicit access to the purposes, structures, and linguistic features of the texts valued in their disciplinary communities (Hyland, 2007; Swales, 1990).

The module's internal sequence follows Wingate's (2012) genre-based approach. Students begin by analysing an authentic exemplar, move to guided summarising and paragraph construction, and finish with peer evaluation. This progression embodies the logic of scaffolding, in which support is provided at the outset and gradually withdrawn as competence grows (Wood et al., 1976; van de Pol et al., 2010). It is also compatible with the sociocultural view that learning is mediated by interaction and by engagement with socially meaningful activity (Vygotsky, 1978). The writing of sentences that are then combined into coherent paragraphs reduces the load on novices, since complex tasks are decomposed into manageable steps (Sweller et al., 1998). In addition, the module includes self-check and reflection activities that develop the self-regulatory skills of goal setting, monitoring, and evaluation (Zimmerman, 2002; Reinders, 2010). These activities prepare students to take greater responsibility for their writing, moving them from awareness towards involvement and intervention in Nunan's (1997) framework.

The Instructional Videos

The third product comprises instructional videos designed to accommodate auditory and visual learning styles, as identified in the learning-style analysis. In the Indonesian context, video has a practical advantage. Writing instruction is time-intensive, class sizes can be large, and individualised explanation is difficult to provide during limited face-to-face sessions. Videos allow core explanations and demonstrations to be recorded once and accessed repeatedly, so that class time can be devoted to practice and feedback. The videos present modelling of paragraph construction, explanation of rhetorical moves, and demonstration of Arabic academic conventions, using both spoken explanation and visual display of text. Multimedia learning research suggests that learners benefit when explanations combine words and pictures in well-designed, segmented formats that they can control and revisit (Mayer, 2009).

The videos also serve the autonomy objective of the model. Because they are segmented, students can decide which parts to replay according to their own difficulties, whether argument structure, cohesion, or source integration. This learner control corresponds to the involvement and intervention levels of Nunan's (1997) framework, in which learners choose among options and begin to adjust the content of their learning. The act of deciding what to revisit requires students to diagnose their own weaknesses, an exercise in metacognitive monitoring that is central to self-regulated learning (Zimmerman, 2002). Videos are particularly useful for explicit modelling in Arabic writing, where the cognitive demands of the language may make clear demonstrations especially valuable (Ryding, 2013).

A note of caution is appropriate regarding learning styles. Although the study used learning-style findings to inform the design, the evidence that matching instruction to a preferred style improves learning outcomes is weak (Pashler et al., 2008). The rationale for the videos is therefore better framed as one of multimodal presentation and learner control than as style matching. Offering auditory and visual channels benefits learners by presenting content in more than one way and by allowing them to select how they engage with it, which is consistent with multimedia principles (Mayer, 2009).

The Learning Management System

The fourth product, the LMS, integrates the other three. It was built on the institution's Moodle-based platform and linked to SPADA, the national online learning system, through which Indonesian universities can share and deliver online courses. The decision to use existing institutional infrastructure rather than a bespoke platform was both practical and strategic. Students and lecturers are already familiar with the platform, no new technical burden is imposed, and the model can be adopted by other institutions with similar systems. This is relevant to the multi-institution field testing that the study conducted, since a product that depends on specialised technology would be harder to implement across different settings. The Dick and Carey model also emphasises that instruction must be designed with a realistic understanding of the learning context and its constraints (Dick et al., 2015).

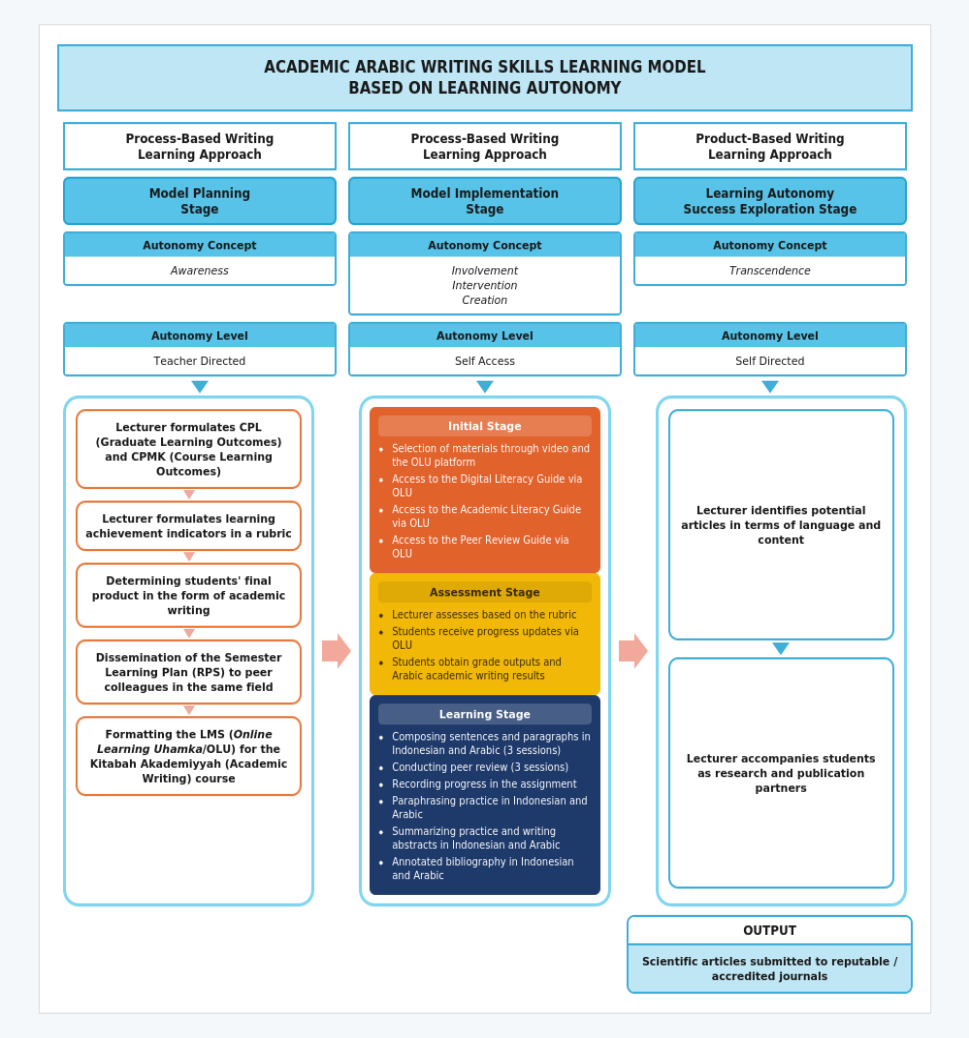
Within the LMS, the RPS, module, and videos are organised into a navigable structure in which students can access materials, complete tasks, submit drafts, and take part in peer review. This arrangement supports the self-paced, learner-directed engagement that autonomy requires. It also makes the learning process visible to the instructor, who can monitor participation and provide feedback in a timely manner. Feedback is most productive when it is embedded in a clear pedagogical framework (Hattie & Timperley, 2007; Hyland & Hyland, 2006). Structured peer assessment, enabled through the LMS, requires students to apply explicit criteria, justify their judgements, and reflect on their own texts in light of others' work, which builds the evaluative capacities that underpin autonomous learning (Topping, 2009; Min, 2006). Autonomy supported in this way may also encourage motivation and persistence, since opportunities for volitional choice satisfy the basic psychological need for autonomy (Deci & Ryan, 2000; Ryan & Deci, 2000).

Integration and Contribution

Taken together, the four products translate a theoretical combination, systematic instructional design and genre-based writing pedagogy, into a deliverable classroom system. The RPS provides curricular alignment and transparency, the module provides structured and scaffolded content, the videos provide flexible and repeatable explanation, and the LMS provides the environment in which autonomy can be exercised and monitored. Each product contributes to a different level of the autonomy continuum, but none grants unrestricted freedom. The model deliberately calibrates control, offering students choice within a structure that remains guided (Little et al., 2017; Reinders, 2010). This calibration is its central pedagogical characteristic and, we argue, an important reason for its suitability to novice academic writers in Arabic as a foreign language.

The model also responds to a specific need in Indonesian Arabic language education, where academic writing is often taught through teacher-directed, product-oriented instruction that leaves limited room for learner decision-making. By aligning national curricular requirements with autonomy principles and genre-based pedagogy, the study offers a practical route to reconcile institutional accountability, represented by the RPS, CPL, and CPMK, with learner-centred practice. Its use of widely available infrastructure also increases the likelihood of adoption beyond the sites of the present study. The effectiveness of the model was examined through the convergent mixed-methods design described in the following section (Creswell & Plano Clark, 2018), and the products described here constitute the instructional intervention whose effects on writing productivity and quality were evaluated.Within the model, students are positioned at a self-directed level of autonomy, corresponding to the involvement-to-intervention band of Nunan's framework: they freely choose which materials to study in depth and which practice exercises to complete within the module and videos before undertaking the final, more independent writing task at the creation level. This graduated design reflects the intervention level advocated by autonomy theorists, in which learners participate meaningfully in shaping their learning path without being left entirely unsupported. **This model is illustrated from upstream to downstream, as shown in Figure 1.**

Figure 1. *Flow and Chart Learning Model Developed*



4.3 Expert Validation

Two experts evaluated the model's feasibility. The RPS and learning module were reviewed by a specialist in Arabic academic writing instruction; the video materials and LMS were reviewed by a second expert. The RPS was rated as conforming to the KKNI format, containing the required components, accommodating learner autonomy, and stating attainable learning outcomes. The module and LMS were rated as good to very good overall, with minor revisions requested: foreign terms in the module were italicised for consistency, the journal reference list was updated to the latest editions, and course learning outcomes were re-expressed to align with the sub-CPMK terminology used in Arabic. For the instructional videos, the expert rated visual and audio quality, content clarity, and thematic coherence as good, while recommending that explicit learning objectives be added to each video's introduction. For the LMS, the expert recommended adding a header and brief usage instructions to each session to orient students unfamiliar with the platform. All recommended revisions were implemented prior to the effectiveness tryout.

4.4 Effectiveness Test

The effectiveness test combined pretest and posttest data from all 53 participating students across UHAMKA, UNJ, and UMSIDA. **As shown by the analysis results in (see Table 3)** The pretest scores ranged from 50 to 85 (M = 72.58), and the posttest scores ranged from 58 to 96 (M = 82.64). A paired-samples t-test comparing the two measurement points yielded a mean difference of -10.06 (SD = 8.18), $t(52) = -8.95$, $p < .001$, indicating a statistically significant improvement in students' Arabic academic writing performance following instruction with the developed model.

Table 3. *Mean Pretest-Posttest Scores and Gains by Institution*

Institution	Mean Pretest	Mean Posttest	Mean Gain
UHAMKA	68.47	83.34	+13.87
UNJ	76.74	83.09	+6.35
UMSIDA	72.43	82.14	+9.70

Disaggregating the results by institution showed consistent improvement at every site, although the magnitude of gain varied. UHAMKA students, who began with the lowest pretest mean (68.47), showed the largest gain (+13.87, posttest 83.34). UMSIDA students improved from 72.43 to 82.14 (+9.70). UNJ students, who entered with the highest pretest mean (76.74), showed the smallest absolute gain (+6.35, posttest 83.09), consistent with a ceiling effect associated with a higher starting point rather than a weaker instructional effect.

5. Discussion

The The significant pretest-posttest improvement observed in this study supports the proposition that embedding a calibrated level of learning autonomy into an academic-writing model can produce measurable gains in Arabic academic writing performance. This finding aligns with autonomy theory's core claim that learners who are given a bounded degree of control over their learning are better positioned to regulate their own progress than learners working under a fully teacher-directed regime (Holec, 1979; Little et al., 2017). In the present model, this control took the form of choice over which module sections and video segments to revisit, which corresponds to the involvement and intervention levels in Nunan's (1997) framework. Because the model stopped short of granting unrestricted autonomy, it also avoids the risk, noted by Cotterall and Crabbe (1999), that excessive freedom can disorient novice academic writers who have not yet internalised genre conventions.

The decision to target intermediate rather than maximal autonomy is consistent with the view that autonomy is not an all-or-nothing attribute but a capacity that develops gradually and varies according to learners' readiness and the demands of the task (Benson, 2011; Cotterall, 1995). Nunan (1997) proposed that autonomy can be fostered through successive levels, from awareness through to transcendence, in which responsibility is progressively transferred from teacher to learner. Cotterall (2000) similarly argued that courses designed to

promote autonomy should align learner goals with tasks, provide language and learning strategies, and encourage reflection, rather than simply withdrawing teacher direction. Reinders (2010) likewise framed independent learning as a set of identifiable skills, such as identifying needs, planning, selecting resources, monitoring, and evaluating, which can be taught within a classroom pedagogy. Seen in this light, the gains reported here may reflect not autonomy alone, but the structured opportunities the model provided for students to practise these skills in a controlled setting.

One plausible mechanism underlying these gains is self-regulated learning. Zimmerman (2002) describes self-regulated learners as those who set goals, select strategies, monitor their performance, and adjust their approach in response to feedback. When students decide which sections or video segments to revisit, they must implicitly diagnose their own weaknesses, such as argument structure, source integration, or cohesion, and act on that diagnosis. This process engages the metacognitive monitoring that is central to academic writing, in which writers continually compare their emerging text with an internal representation of the genre. Motivational factors may also have contributed. Self-determination theory holds that opportunities for volitional choice support the basic psychological need for autonomy, which in turn promotes sustained engagement and persistence (Deci & Ryan, 2000; Ryan & Deci, 2000). Greater persistence is a plausible explanation for improvements in writing productivity, since students who experience their learning as self-directed may be more willing to invest time in drafting and revising.

At the same time, the effectiveness of the model should not be attributed to autonomy alone, because it was combined with substantial instructional guidance. Research on instruction has long cautioned that minimally guided approaches are often less effective for novices than approaches that provide explicit support (Kirschner et al., 2006), and the concept of scaffolding emphasises that such support should be gradually withdrawn as competence grows (Wood et al., 1976; van de Pol et al., 2010). Wingate's (2012) genre-based sequence provided this scaffolding by moving students from analysing an authentic exemplar, through guided summarising and paragraph construction, to peer evaluation. Genre pedagogy holds that explicit access to the purposes, structures, and language of valued texts enables learners to write more effectively within their disciplinary communities (Hyland, 2007). The present findings therefore suggest that autonomy and explicit instruction are complementary rather than competing principles, and that the model's contribution lies in their deliberate combination. Sweller et al. (1998) also suggest that guidance reduces the cognitive load imposed on novices, which may help explain why bounded choice, rather than open-ended freedom, proved productive.

The Arabic-language context adds further considerations. Learners of Arabic as a foreign language must contend with diglossia, the coexistence of a formal written variety and spoken dialects (Ferguson, 1959), as well as with a rich morphological system and distinctive rhetorical conventions (Ryding, 2013). These features can increase the cognitive demands of academic writing and may make explicit modelling particularly valuable. The use of video segments in the model may be relevant here. Multimedia principles suggest that learners benefit when instructional explanations are presented in well-designed, segmented formats that they

can control and revisit (Mayer, 2009). Allowing students to replay particular segments may therefore have served a dual purpose, supporting autonomy by giving learners control over pacing and content, and supporting comprehension by letting them process complex material at their own speed.

The peer-review component of the model may also have contributed to the observed improvement. Structured peer assessment requires students to apply explicit criteria, justify their judgements, and reflect on their own texts in light of others' work, thereby developing the evaluative capacities that underpin autonomous learning (Topping, 2009). Studies of second language writing indicate that trained peer review can shape the types of revisions students make and the quality of their texts (Min, 2006), and that feedback is most productive when it is embedded in a clear pedagogical framework (Hattie & Timperley, 2007; Hyland & Hyland, 2006). Several limitations nevertheless warrant caution. Pretest-posttest designs cannot fully exclude threats to internal validity, such as maturation, testing effects, or concurrent instruction (Shadish et al., 2002), and gains cannot be attributed to any single component of the model. Future research could therefore use comparison groups, isolate the contribution of individual components, and examine whether learners progress toward higher levels of autonomy over longer periods. Despite these caveats, the findings offer encouraging evidence that a carefully calibrated, genre-informed approach to autonomy can improve academic writing in Arabic as a foreign language.

The cross-institutional trial adds an important layer of evidence beyond a single-site demonstration. Testing a developed model across several institutions is recommended precisely because it allows the model's reliability to be examined under differing institutional conditions (Rahayu et al., 2021), a practice paralleled in effectiveness studies of foreign-language pedagogy in other national contexts, such as Arabic instruction in Nigeria (Sirajudeen & Adebisi, 2012) and academic-writing instruction in Turkey (Altınmakas & Bayyurt, 2019). The variation in gain scores across UHAMKA, UNJ, and UMSIDA in the present study is consistent with Eliastuti et al.'s (2020) observation that state and private universities in Indonesia differ in their instructional materials and infrastructure, which can shape both students' starting points and, correspondingly, the room available for measurable improvement. UNJ's smaller gain, given its higher starting mean, therefore reads as a ceiling effect rather than evidence that the model is less effective at that site.

The expert validation results further suggest that the four integrated products - RPS, module, video, and LMS - function coherently as a single instructional system rather than as loosely connected materials, echoing Joyce, Weil, and Calhoun's (2015) view that a learning model constitutes a structured set of syntax, social system, principles of reaction, support system, and instructional and nurturant effects, rather than a single teaching technique. Framing the four products in this way also clarifies why the model's contribution is not merely a set of teaching materials but an instructional design in the fuller sense used by Dick, Carey, and Carey (2015).

At a policy level, the model's compatibility with the MBKM (Merdeka Belajar Kampus Merdeka) initiative is notable. Because the model's materials are hosted on a Moodle-based

LMS already integrated with Indonesia's national SPADA platform, the same design can, in principle, support inter-university student exchange programmes under MBKM without requiring institutions to build separate infrastructure, extending the model's practical relevance beyond the three universities in which it was tested.

6. Conclusion

This study developed and validated an academic-writing learning model for Arabic as a foreign language grounded in learning autonomy, targeting the paragraph-level competencies of composing an introduction, discussion, and conclusion. Needs, situation, initial-ability, and learning-style analyses identified a clear demand for a self-accessible, well-scaffolded instructional design; in response, the study produced four integrated products - a semester learning plan, a learning module, instructional videos, and a Learning Management System - positioned at a self-directed level of autonomy. Two independent experts judged the products feasible for classroom use after minor revisions, and a cross-institutional effectiveness trial with 53 students at three universities demonstrated a statistically significant improvement in academic writing performance from pretest to posttest, with consistent gains observed regardless of institutional starting point.

These findings carry two main implications. Pedagogically, the model offers Arabic Language Education programmes a ready-to-adapt instructional package that can be integrated into existing Moodle-based or SPADA-linked platforms, lowering the barrier to adoption for institutions seeking to strengthen academic writing outcomes. Programmatically, because the model was designed from an explicit needs analysis rather than imported wholesale from general academic-writing pedagogy, it offers a template that other programmes can replicate by conducting their own local needs analysis before adapting the model's syntax and materials.

The study has limitations that should temper generalisation. The model was developed primarily around one host institution's curriculum before being trialled elsewhere, the combined effectiveness-test sample (N = 53) was modest and unevenly distributed across the three sites, and the instructional focus was confined to paragraph development for introductions, discussions, and conclusions rather than the full range of academic-writing genres. Future research should extend the effectiveness trial to larger and more evenly distributed samples, incorporate a control group to strengthen causal claims beyond a one-group pretest-posttest design, examine the model's applicability to other academic-writing genres and to other Arabic language-skill courses, and track students' writing performance longitudinally to establish whether the observed gains are sustained over time.

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