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NABDA' BI NUQTAH: AN ADDIE-BASED ACADEMIC WRITING INCUBATION MODEL

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Abstract

This study aims to develop and evaluate the program's effectiveness in improving students' academic writing skills and publication productivity. This study employed a Research and Development (R&D) method using the ADDIE framework: analysis, design, development, implementation, and evaluation. It was conducted from July to August 2025 in the Graduate School of UIN SUSKA Riau. The participants were six active students from semesters I–III, selected through purposive sampling based on commitment to academic writing, absence of prior publications, and diverse academic backgrounds. Data were collected through observations, interviews, and document analysis, and analyzed using qualitative and quantitative approaches. The result is a structured scientific incubation program supported by mentoring modules, assessment tools, and publication guidelines. Limited implementation showed significant effectiveness in enhancing writing motivation, improving manuscript quality, and increasing publication output. This study recommends broader implementation to strengthen academic culture and postgraduate publication capacity.

Keywords

Academic writing; ADDIE model; writing incubation; research productivity; higher education.

INTRODUCTION

Low motivation among postgraduate students to write scientific papers constitutes a major barrier to academic processes and scholarly publication in higher education. This condition is also associated with weak linguistic competence, particularly in the mastery of Arabic grammar (nahwu and sharaf), which may lead to errors in sentence structure and the accurate conveyance of meaning in writing (Sa'datunnisa et al., 2025). On the other hand, the use of digital tools such as citation managers can facilitate reference management and automate citation formatting, thereby improving the efficiency of academic writing ((Basri & Arham, 2024). Other studies have shown that the use of reference management applications such as Mendeley can minimize errors in citations and bibliographic citations, thereby improving students' academic writing quality (Qodri et al., 2023). Based on internal observations and a review of Google Scholar, the majority of students in the Master's.

The program in Arabic Language Education at *UIN SUSKA Riau* has not yet produced scientific publications beyond their final thesis. In fact, the 2024 academic quality audit indicates that student publication contributions remain below 10% of the total active student population. This finding suggests that low writing motivation is not merely an individual issue but also a systemic problem that affects the quality of graduates and the academic competitiveness of the institution (Ningsih & Rustam, 2020; Syamsudin, 2022). Furthermore, learning interest and learner autonomy significantly contribute to writing proficiency; therefore, deficiencies in these aspects result in low levels of students' academic writing productivity (Liliswati, 2019).

In addition to motivational issues, the quality of students' scientific articles has not yet met the standards of academic publication. Many draft manuscripts exhibit weaknesses in argument structure, literature review, and writing methodology. This condition is consistent with findings indicating that the use of assessment rubrics in learning continues to pose various challenges, particularly in determining criteria and clearly describing assessment indicators (Andriani et al., 2021). An internal assessment of 10 student manuscripts in the odd semester of 2025 revealed an average score of 61.2 out of a total score of 100 based on a scientific assessment rubric. This level of quality is clearly inadequate when compared to the minimum standards required by accredited journals (Hendrawan, 2018; Yamin, 2021). The lack of systematic mentoring, insufficient modeling, and the low intensity of structured academic training influence these weaknesses.

The third issue that further exacerbates the situation is the extremely low quantity of students' scientific publications. As of the mid-point of the 2024/2025 academic year, no student publications from the Master's Program in Arabic Language Education at UIN SUSKA Riau have been published in reputable journals, either at the national or international level. In fact, according to the latest regulation of the Ministry of Education, Culture, Research, and Technology (Permendikbudristek No. 53 Tahun 2023), scientific publications constitute an integral component of the Tri Dharma Perguruan Tinggi and serve as a key indicator of institutional accreditation. The absence of student participation in scientific publishing poses a risk of lowering accreditation rankings and weakening the institution's academic presence at both national and global levels (Putri et al., 2023). Furthermore, studies on the ecosystem of scientific publication indicate that journal management, publication visibility, and scientific dissemination strategies are critical factors in strengthening scholarly communication and increasing academic publication productivity (Heriyanto & Al Fauzan, 2022). This is further supported by findings that strengthening student journal governance through participatory training can enhance scientific publication literacy and encourage greater student involvement in academic publishing activities within higher education institutions (Syaharuddin et al., 2025).

Given the urgency of these three interrelated problems, a systematic program model is required to effectively guide, direct, and mentor students throughout the academic writing process. One strategic approach is an academic incubation model based on intensive, collaborative mentoring, which has been shown to enhance academic writing competence while simultaneously promoting students' scientific publications (Susilo et al., 2025). Accordingly, the Nabda' bi Nuqtah Program was developed as an academic community space that integrates methodological guidance, manuscript development, and the publication process. Such an approach has been shown to be effective in increasing students' publication capacity (Al-Khatib, 2015; Febrianti & Susanti, 2021). In addition, studies indicate that scientific writing training accompanied by mentoring can improve students' understanding of article structure and their readiness to write and publish journal articles (Alunaza & Mentari, 2024). Scientific publication training has also been shown to enhance students' ability to prepare manuscripts in accordance with journal standards and to encourage the publication of scholarly work (Salam et al., 2017). Furthermore, mentoring within scientific writing training strengthens writing skills while simultaneously fostering publication readiness and students' awareness of academic ethics (Sari, 2025). Similarly, coaching clinic programs for journal

article writing have demonstrated comparable outcomes, namely improvements in students' academic writing skills and increases in the number of articles submitted to and published in academic journals (Nurbayan et al., 2022).

According to the theory of needs-based program development, a program is considered relevant and feasible when it addresses the actual gap between ideal and real conditions for learners (Witkin & Altschuld, 1995). In this context, various problems in Arabic language learning—particularly the complexity of grammatical content and its often unsystematic presentation—frequently pose obstacles to learners' understanding and effective use of language structures (Abdalla et al., 2024). Therefore, the three issues previously identified represent actual gaps that require solutions through a strategic program based on the ADDIE approach. The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) enables program development to be conducted in a structured, systematic, and needs-based manner, thereby supporting the effectiveness of the learning process and enhancing learners' understanding Field(Bhakti et al., 2017). By adopting this approach, the Nabda' bi Nuogram is expected to serve as a solution that is not only temporary but also sustainable. Based on this formulation, the preliminary hypothesis of this study is: "*The Nabda' bi Nuqtah* Program has the potential to significantly improve the motivation, quality, and quantity of scientific publications among students of the Master's Program in Arabic Language Education at *UIN SUSKA Riau*".

To achieve these objectives, the program is implemented through an incubative method, namely an intensive, gradual, and adaptive mentoring approach tailored to participants' development. Students involved in this program undergo a series of stages, beginning with the identification of research interests, alignment of perspectives, draft preparation, iterative revision, and culminating in the publication process. This process is carried out through a consistent and guided system of mentoring and peer review. Through this approach, students are not only expected to produce academic articles but also to experience an academic transformation that fosters scientific attitudes and sustainable writing habits (Rohim, 2020; Fink, 2003). This strategy has been proven effective in various higher education studies as a means of promoting both productivity and academic maturity among students.

METHOD

Research Approach and Model

This study employs a Research and Development (R&D) approach using the ADDIE instructional design model: Analysis, Design, Development, Implementation, and Evaluation. This model was selected for its capacity to design educational interventions systematically and needs-based, while enabling continuous evaluation and improvement at each stage of development (Branch, 2009; Reiser & Dempsey, 2017). Conceptually, the ADDIE model provides a structured framework that begins with needs analysis, followed by the design of instructional strategies, product development, program implementation, and evaluation of effectiveness. This comprehensive process enhances the quality of instructional design and ensures alignment between the program and learners' needs (Zamsiswaya et al., 2024). Through this approach, the Nabda' bi Nuqtah Program was systematically developed to address low writing motivation, the limited quality of scientific work, and the limited number of publications among postgraduate students in the Arabic Language Education Program at *UIN Suska Riau*.

Research Subjects and Site

This study was conducted in the Master's Program (S2) in Arabic Language Education, Graduate School of *UIN Suska Riau*, during the period of July–August 2025. The research subjects consisted of six active students from semesters I–III, selected through purposive sampling based on the following criteria: (1) commitment to academic writing, (2) no prior scientific publications, and (3) diverse academic backgrounds.

Research Stages and Procedures

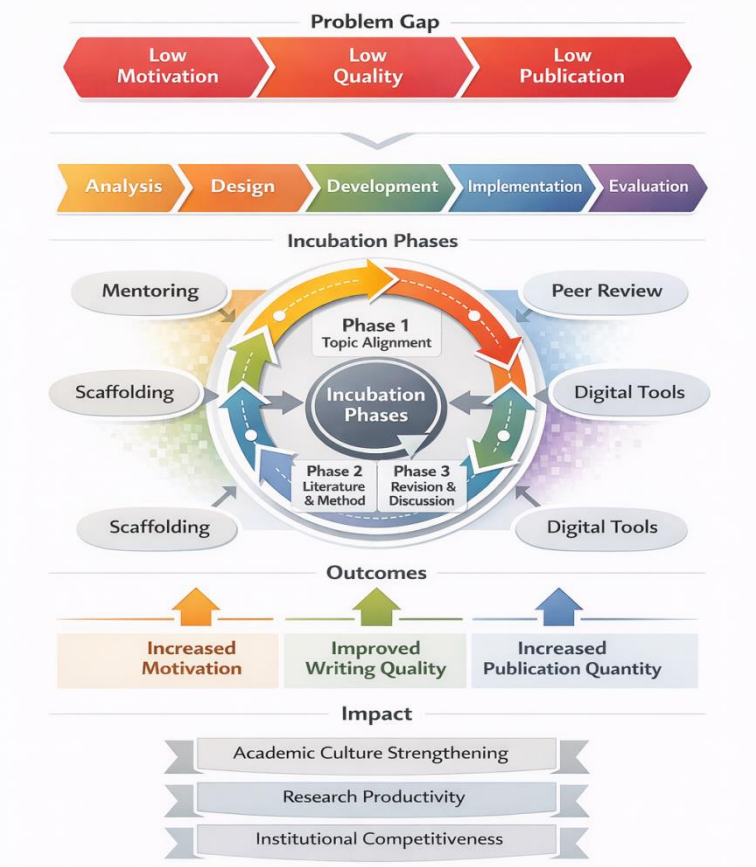
1. **Needs Analysis**

   This stage was conducted through observation, informal interviews, and document analysis. The findings revealed that students' motivation to write was very low, there was no active mentoring system, and no internal journal or scientific community was available.

2. **Program Design**

   The program was designed as a four-week academic incubation model comprising three mentoring phases and one publication phase.

Figure 1. The ADDIE Based Academic Writing Incubation Model of "*Nabda' bi Nuqtah*"



As illustrated in Figure 1, the Nabda' bi Nuqtah model integrates the ADDIE framework with an academic writing incubation approach to address gaps in motivation, writing quality, and publication productivity. The model encompasses problem identification, a structured incubation process across four phases, and the resulting academic outcomes. Supported by mentoring, peer review, scaffolding, and digital tools, the model facilitates students' transition toward active scientific publication. The conceptual structure of the model is summarized in the table below.

Table 1. Design of the ADDIE-Based Academic Incubation Program "*Nabda' bi Nuqtah*"

Phase	Core Activities	Target Outputs
1	Alignment of perspectives and topic identification	Draft of background and problem formulation
2	Mentoring on literature review and methodology	Complete draft of the methodology and literature review sections
3	Revision and development of results and discussion	Final article ready for submission
4	anslation, formatting based on journal template, and submission	Proof of submission to a reputable journal

3. Development of Modules and Instruments

The development of modules and instruments was systematically designed to integrate mentoring and evaluation processes. The modules were structured around the stages of academic incubation and complemented by digital worksheets that served as both guidance tools and reflective instruments in the development of scientific manuscripts. Meanwhile, the evaluation instruments, comprising an article quality assessment rubric and a motivation questionnaire, were developed to assess both cognitive and affective aspects. This integration establishes a structureddesign, measurable learning system oriented to enhance the quality and productivity of scientific writing.

4. Implementation

The program was implemented in a hybrid format, combining face-to-face and online sessions, using platforms such as Zoom, Google Docs, and WhatsApp to support collaboration and communication among participants. This approach enables both flexibility and continuity in the mentoring process. Monitoring was carried out continuously through daily and weekly evaluations to ensure writing progress and provide timely, targeted feedback.

5. Evaluation

The evaluation was conducted using both formative and summative approaches based on three main indicators:

a. Writing Motivation Indicator

The writing motivation indicator in this study was developed with reference to Self-Determination Theory(Deci & Ryan, 1985), which emphasizes the importance of intrinsic motivation, goal orientation, and self-regulation in learning. This theoretical framework was further adapted by referring to the writing motivation measurement scale developed by Widiastuti & Mustofa (2021) . Accordingly, the indicators encompass internal dimensions such as learning drive and self-efficacy in writing, as well as affective aspects such as enjoyment and persistence in the writing process. Thus, the constructed indicators are grounded in a strong theoretical foundation and are contextually relevant for measuring the dynamics of students' writing motivation.

Table 2. Writing Motivation Indicators Based on Self-Determination Theory

Indicator	Description
Intrinsic Motivation	Internal drive to develop knowledge
Goal Orientation	Means of achieving academic goals
Writing Competence	Self-belief in one's writing ability
Writing Enjoyment	Sense of enjoyment in the writing process
Persistence	Perseverance in completing writing tasks

Interpretation: 4.0–5.0 (high), 3.0–3.9 (moderate), <3.0 (low)

b. Scientific Writing Quality Indicators

The indicators of scientific writing quality in this study were developed with reference to the principles of cognitive evaluation in the revised taxonomy by Field, Anderson, & Krathwohl (2001), which emphasizes analysis, evaluation, and creation as the foundation for assessing academic competence. This framework was subsequently adapted to align with the evaluation standards of articles in reputable journals. Accordingly, the indicators encompass structural dimensions, novelty, the strength of argumentation, linguistic accuracy, and the quality and relevance of references. Thus, the indicators employed are not only theoretically grounded but also contextual and applicable in assessing the quality of scientific work suitable for publication.

Table 3. Indicators of Scientific Writing Quality Based on Academic Evaluation Rubrics

Aspect	Indicator
Structure	Organization of the scientific article
Novelty	Originality of ideas and issues
rgumentation	Logical reasoning and critical analysis
Language	Appropriate use of linguistic conventions
References	Minimum of 10 sources, with at least 30% from reputable journals

Interpretation: ≥85 (high), 70–84 (moderate), <70 (requires further guidance)

c. Publication Quantity Indicators

Based on the number of articles submitted or accepted:

Low: 1 article submitted

Moderate: 1 article under review or accepted

High: ≥2 articles submitted and ≥1 accepted

References: Siregar (2023); Permenristekdikti No. 44/2015

6. Data Collection and Analysis Techniques

The data collection techniques in this study involved three main instruments: a pre-test and post-test motivation questionnaire to measure changes in students' scientific writing motivation, an article assessment rubric evaluated by two independent reviewers to objectively assess writing quality, and observational data supported by documentation throughout the implementation process up to the article submission stage. Data analysis was conducted using both quantitative and qualitative approaches. Quantitative data were analyzed using descriptive statistics to identify trends in score changes. In contrast, qualitative data were analyzed through thematic narrative analysis with triangulation across data sources to enhance the validity of the findings.

FINDINGS AND DISCUSSION

Findings

Enhancing Students' Motivation in Writing Scientific Papers

To determine the program's effectiveness in enhancing students' writing motivation, this study employed a motivation questionnaire administered before and after the incubation program. This instrument measures five key dimensions of writing motivation: intrinsic motivation, goal orientation, writing competence, writing enjoyment, and persistence. These five dimensions were selected because they theoretically represent the core components of academic motivation in the learning process and the production of scientific work.

The results of the data analysis indicate a significant increase in students' writing motivation after participating in the Nabda' bi Nuqtah Program. The average motivation score before participation was 3.12, which falls within the moderate category, whereas after the program, it increased to 4.31, which is categorized as high. The comparison between pre-test and post-test scores is presented in the following table.

Table 4. Comparison of Writing Motivation Scores

No	Initials	Pre-Test Score	Post-Test Score	Initial Category	Final Category
1	A.S	3.20	4.30	Moderate	High
2	M.R	3.05	4.25	Moderate	High
3	F.A	3.10	4.20	Moderate	High
4	T.Z	3.00	4.10	Moderate	High
5	N.H	3.25	4.45	Moderate	High
6	S.B	3.10	4.55	Moderate	High
	Average	3.12	4.31	**Moderate**	**High**

Individually, all participants demonstrated increased writing motivation scores. For instance, the student with the initials A.S improved from 3.20 to 4.30, while the student S.B improved from 3.10 to 4.55, which was the highest score among the participants. This improvement indicates that the incubation program intervention not only affected a subset of participants but was consistently observed across all students involved in the program.

Further analysis reveals that the increase in motivation is particularly evident in three main dimensions: intrinsic motivation, goal orientation, and writing competence. At the initial stage of the program, most students perceived scientific writing as a difficult activity and merely an academic obligation. However, after participating in a series of incubation activities—such as research topic discussions, guided development of background sections, and iterative revision processes—students began to view article writing as a means of developing scientific ideas and enhancing their academic capacity. This transformation in perception indicates that the incubation process shifted students' orientation from externally driven to a more intrinsic form of motivation.

Enhancing the Quality of Students' Scientific Writing

In this study, the quality of students' articles was evaluated using an assessment rubric that includes five main aspects: article structure, novelty of ideas, strength of argumentation, accuracy of academic language, and quality of references. Two independent reviewers evaluated to ensure objectivity.

The analysis indicates a significant improvement in the quality of students' articles after participating in the Nabda' bi Nuqtah incubation program. The average article quality score at the initial stage was 71.5 (moderate), increasing to 87.5 (high) at the final stage. This average increase of 16 points demonstrates that the incubation process made a substantial contribution to improving students' scientific writing quality.

Table 5. Average Scores of Students' Article Quality

No	Initials	Initial Article Score	Final Score	Improvement	Final Category
1	A.S	72	88	+ 16	High
2	M.R	69	87	+ 18	High
3	F.A	73	86	+ 13	High
4	T.Z	70	85	+ 15	High
5	N.H	74	89	+ 15	High
6	S.B	71	89	+ 18	High
	Average	71,5	87,5	+ 16	High

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Enhancing the Quantity of Students' Scientific Publications

The results of the program implementation indicate a considerable improvement compared to the students' initial condition. Before participating in the incubation program, none of the participants had any scientific publications in academic journals. However, after undergoing a structured mentoring process, all six participating students completed their scientific articles and submitted them to Sinta-indexed journals. In total, seven articles were produced by the six participants, with one student producing two scientific articles.

When examined by publication status, two articles have been accepted, one is under review, and four remain in the submitted stage. This distribution indicates that the incubation program not only encouraged students to produce scientific manuscripts but also successfully guided them into the evaluation process within the journal publication system. The acceptance of two articles suggests that part of the program's output has met the quality standards required by reputable journals.

One of the most notable outcomes of this program is the significant increase in publication quantity. All six participating students completed their scientific articles, and 100% of them submitted their work to Sinta-indexed journals. Notably, two articles have already been accepted, and one is currently under review.

Table 6. Students' Publication Status After the Incubation Program

No	Initials	Number of Submitted Articles	Current Status
1	A.S	1	Accepted
2	M.R	1	Submitted
3	F.A	1	Review
4	T.Z	1	Submitted
5	N.H	1	Accepted
6	S.B	2	1 Submitted, 1 Review

Thus, the total number of submitted articles reached seven, of which 33% have already been accepted. This indicates that, in terms of publication productivity, the students have achieved a high category, in accordance with the classification proposed by Siregar (2023) and the standards set by the Ministry of Research, Technology, and Higher Education.

Thus, the findings of this study confirm that a structured academic writing incubation model can significantly increase the quantity of students' scientific publications. Systematic mentoring, the integration of writing processes with publication strategies, and students' involvement in academic communities have proven key factors in encouraging postgraduate students to participate in the production and dissemination of scientific knowledge actively.

Discusion

Enhancing Students' Motivation in Writing Scientific Papers

Writing motivation is a crucial psychological factor that influences students' success in producing scientific work, as it is closely related to internal drive, self-efficacy, and learning experiences throughout the writing process. Low writing motivation is often a primary cause of limited publication productivity among postgraduate students, which is further affected by challenges such as difficulty in determining research topics, limited proficiency in academic language, and fluctuations in motivation during the writing process (Rosyida et al., 2024). In addition to motivational factors, problems in academic writing also arise in aspects such as grammar, idea development, cohesion and coherence, and citation and bibliography formatting (Anggraeni et al., 2022). On the other hand, studies indicate that students' academic writing skills do not significantly differ based on academic level or parental occupational background, suggesting that their development is more strongly influenced by learning processes and pedagogical strategies in higher education Therefore, a scientific writing incubation program such as Nabda' bi Nuqtah is designed to establish a learning ecosystem that fosters writing motivation through mentoring, collaboration, and gradual guidance.

These findings are consistent with the Self-Determination Theory proposed by Edward L. Deci and Richard M. Ryan, which posits that intrinsic motivation develops when individuals experience learning conditions that foster a sense of competence, autonomy, and social relatedness. In the context of the Nabda' bi Nuqtah Program, these three aspects are manifested through an intensive mentoring system, opportunities for students to independently select their research topics, and collaborative interactions within a writing community established throughout the program.

In addition, the increase in motivation can be explained through the perspective of Social Cognitive Theory proposed by Albert Bandura, which emphasizes the importance of self-efficacy in determining an individual's learning behavior. During the incubation process, students achieved gradually, including successfully drafting the research background, completing the literature review, and ultimately producing a full article. These successive accomplishments indirectly enhanced students' confidence in their writing abilities. As self-efficacy increased, students became more confident in navigating the writing and revising processes for scientific articles.

These findings reinforce the argument that the development of scientific writing training programs at the postgraduate level cannot rely solely on short-term training sessions or workshops, but instead requires an incubative, sustainable, and academically community-based mentoring model. The Nabda' bi Nuqtah Program demonstrates that when students receive structured support and meaningful learning experiences, their academic motivation can develop significantly, serving as a crucial foundation for increasing scientific publication productivity.

Enhancing the Quality of Students' Scientific Writing

The quality of scientific work is a crucial indicator of academic competence for postgraduate students, particularly in their ability to construct scientific arguments, integrate literature, and present research methodology systematically. This indicator-based assessment approach is consistent with studies showing that students' scientific writing skills are generally moderate and that they still face challenges with the use of credible references and the development of strong academic arguments. Therefore, more systematic instructional strategies and mentoring are required to improve the quality of academic writing (Oetomo et al., 2025).

The presence of thematic modules, peer feedback, and mentor scaffolding influenced this improvement. Students learned to refine the scientific structure of their writing, strengthen their arguments, and apply proper citation practices. This is consistent with the Revised Bloom's Taxonomy proposed by Anderson & Krathwohl (2001), which states that the abilities of synthesis and evaluation improve significantly through structured training and continuous reflection.

This quality improvement is closely associated with the scaffolding approach implemented in the incubation program. Through this approach, students were systematically guided from the development of article outlines and the expansion of literature reviews to iterative manuscript revision processes. This mentoring process enabled students to receive continuous academic feedback, allowing them to progressively refine both the structural and substantive aspects of their

writing.

From a cognitive perspective, the enhancement in the quality of scientific work can be explained through the Revised Bloom's Taxonomy, proposed by Lorin W. Anderson and David R. Krathwohl, which emphasizes higher-order thinking skills such as analysis, evaluation, and creation in the knowledge production process. Academic discussions, peer feedback, and iterative revision processes during the incubation phase encouraged students to develop analytical and reflective skills in constructing scientific arguments.

Enhancing the Quantity of Students' Scientific Publications

The number of scientific publications is one of the primary indicators used to assess the academic productivity of postgraduate students and their contribution to advancing knowledge. In this study, publication quantity is measured by the number of articles completed and submitted to scientific journals after students participated in the Nabda' bi Nuqtah incubation program. This indicator is important because publication not only reflects academic writing competence but also demonstrates students' ability to engage in the ecosystem of scholarly communication.

This increase in publication volume can be understood as a result of the academic incubation approach, based on intensive mentoring, implemented in the Nabda' bi Nuqtah Program. Through mentoring, peer review, and iterative evaluation of each section of the article, students gained direct experience in composing and refining scientific manuscripts to meet publication standards. This process also helped reduce common challenges students face in the final stage of writing, particularly the transition from an academic draft to a journal-ready article.

These findings suggest that students' low publication productivity is not solely attributable to limitations in writing ability, but also to the absence of a mentoring system capable of guiding the writing process through to publication. In this context, the incubation program functions as an academic mechanism that bridges the gap between learning to write and engaging in actual scientific publication practices.

General Discusion

Overall, the Nabda' bi Nuqtah Program successfully enhanced all key dimensions of success indicators: motivation, quality, and quantity of scientific work. These three dimensions are systemically interconnected. High motivation fosters persistence in writing; structured mentoring improves the quality of content; and together, both serve as key factors in increasing publication productivity.

These findings reinforce the argument that an ADDIE-based academic incubation strategy can be adopted as a model for developing scientific competencies more broadly within Arabic Language Education programs. Furthermore, the results of this study open the door to scaling similar programs at institutional or even national levels.

CONCLUSION

The Nabda' bi Nuqtah Program empirically demonstrates its effectiveness in enhancing students' motivation, writing quality, and publication productivity. The application of the ADDIE model plays a significant role in optimizing the academic writing incubation process through a systematic, reflective, and contextual approach. These findings confirm that a structured academic incubation model can serve as a relevant pedagogical strategy for strengthening the culture of scientific literacy in higher education.

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