



A Needs Analysis of Al-Kitābah Al-Akādīmiyyah Course for Third-Semester Students of Arabic Language Education

Zulva Ulinnuha¹, Nurhapsari Pradnya Paramita ², Dailatus Syamsiyah

¹ Universitas Islam Negeri Sunan Kalijaga, Indonesia

Abstract

Academic writing is an essential competence for university students, including students of Arabic Language Education. However, many third-semester students still experience difficulties in writing journal articles despite being required to produce academic papers in the Al-Kitābah Al-Akādīmiyyah course. This study aims to analyze students' learning needs in academic writing, particularly in relation to writing difficulties, learning material needs, and the integration of Artificial Intelligence (AI) in learning. This study employed a descriptive qualitative approach using needs analysis as the research design. Data were triangulated through classroom observation, questionnaires, contextual information from the course lecturer, and document analysis. The participants were third-semester students of the Arabic Language Education Department at UIN Sunan Kalijaga, with 19 out of 22 students responding to the questionnaire. The findings revealed that students experienced difficulties in constructing academic sentences, developing coherent paragraphs, and determining how to begin writing journal articles. Students also required step-by-step writing guidance, intensive practice, examples from published journal articles, and structured explanations of the IMRAD model. In addition, students perceived AI tools such as ChatGPT and QuillBot as supportive technologies for idea development, paraphrasing, and sentence refinement, although lecturer guidance remained necessary to ensure ethical and pedagogically responsible use. This study provides an empirical needs analysis for Al-Kitābah Al-Akādīmiyyah course design by integrating foundational academic writing instruction with responsible AI-assisted learning.

Keywords: Needs Analysis, Al-Kitābah Al-Akādīmiyyah, Academic Writing, Journal Writing

* Correspondence Address:	Zulvaulin97@gmail.com			
Article History	Received	Revised	Accepted	Published

INTRODUCTION

مقدمة

Academic writing skills are an essential competency that must be mastered by college student across all disciplines, including students in the Arabic Language Education Study Program (PBA). In the context of Arabic language education in higher education, academic writing skills are not only understood as the ability to construct grammatically correct sentences, but also as the ability to develop ideas systematically (Bulqiyah et al., 2021), argumentatively, and in accordance with the rules of scientific article writing (Zulaeha et al., 2023). With these skills, students are required to be able to express ideas, construct arguments, and communicate the results of their thinking and research in a systematic and scientific manner (Farhanah et al., 2024). Journal articles are one form of academic product that represents these skills. Thus, academic writing not only serves as a means of completing college assignments, but also a foundation for continuous learning in academic and professional context (Schillings et al., 2023).

The Al-Kitābah Al-Akādīmiyyah course is part of advanced writing skills training aimed at equipping PBA students with the ability to write academic texts, including scientific articles. However, in practice, first-semester students are often faced with academic demands that are not fully in line with their linguistic and cognitive readiness. Third-semester students, for example, are already required to write journal articles as academic assignments, even though some of them have no experience in scientific writing and have not taken research methodology courses as a conceptual foundation for writing articles.

In general, students' academic writing skills are strengthened through Indonesian language courses at universities that focus on grammar rules, spelling, and scientific writing skills (Kuniawan & Nurhayati, 2024). However, not all study programs offer this course as a basic course, including for PBA students at UIN Sunan Kalijaga. The lecturer teaching the Al-Kitābah Al-Akādīmiyyah course said that the absence of Indonesia language as a general core course for first-year students is one of the challenges for students, as they do not acquire basic knowledge related to spelling, paragraph structure, and composing main and supporting sentences. This situation has the potential to create a gap in students' academic writing skills, especially when they are required to write journal articles from the early semesters.

Academic writing is a complex and challenging skill because it requires critical thinking, coherent idea development, appropriate vocabulary selection, and the ability to critically synthesize sources (Zhang & Wu, 2024). This complexity has grown with the advent of digital technology, including the use of artificial intelligence (AI) in academic writing instruction (Utami et al., 2023). Therefore, comprehensive learning mapping is needed so that academic writing learning can be effective and in line with the students' condition.

Careful lesson planning is a key prerequisite for creating an effective and conducive learning process (Yusrina et al., 2021). In the context of academic writing instruction, this planning includes determining the material, strategies, and assessments that are appropriate for the students' needs. Academic writing courses generally cover material on determining research titles, writing abstracts and selecting research theories and methods (Khoiroh et al., 2024). However, various studies show that students still have difficulty in determining research topics, citing sources appropriately, and finding relevant references.

In addition, common problems in academic writing are students' poor understanding of the target audience and uncertainty about where to begin writing (Putri et al., 2024). This condition shows that students not only need technical writing knowledge, but also critical thinking skills. Critical thinking skill that enables students to analyze, interpret, evaluate, and construct arguments logically and systematically in academic writing (Perdanasari et al., 2021). Therefore, learning needs analysis is an important step in designing learning that can accommodate the complexity of these skills.

This condition was also found among third-semester students of the Arabic Language Education Study Program at UIN Sunan Kalijaga. Based on initial coordination with the lecturer in charge of the Al-Kitābah Al-Akādīmiyyah course, it was found that the focus of learning in that semester was directed at achieving students' ability to write journal articles. This was prompted by complaints from students who felt unfamiliar with scientific writing, while academic requirements required them to produce writings in the form of journal articles independently. In fact, in this context, the semester learning plan (RPS) was not yet available in a standardized form due to adjustments in learning to the real need of students in the classroom.

Five teaching practice sessions in the Al-Kitābah Al-Akādīmiyyah course in class C in the

third-semester with 22 students showed various obstacles in the academic writing learning process. Students had difficulty understanding the structure of journal articles, determining the focus and title of research, developing the introduction, and composing coherent and focused academic paragraphs (N. H. Rahmat, 2023). These difficulties were evident in the student's confusion in starting their writing, their weak determination of the main ideas of the paragraphs, and their high dependence on examples and explanations from the lecturer. These findings indicate that the students' basic academic writing skills still need to be strengthened before they are directed to writing a complete journal article.

Learning needs analysis is an important procedure for identifying gaps between students' actual abilities and expected learning outcomes (Ma'rufah et al., 2021). Through needs analysis, lecturers can design Al-Kitābah Al-Akādīmiyyah that is relevant, contextual, and oriented towards the gradual development of journal article writing skills.

Based on the background above, this study aims to analyze the learning needs of third-semester students in the Al-Kitābah Al-Akādīmiyyah course, particularly related to the difficulties encountered in academic writing, the learning materials and instructional support needed by students, and students' perceptions toward the integration of Artificial Intelligence (AI) technologies in academic writing learning. Through these focuses, the study seeks to provide a comprehensive understanding of the actual conditions of academic writing learning among Arabic Language Education students. Furthermore, this study contributes to the development of Al-Kitābah Al-Akādīmiyyah course design by offering an empirical needs analysis that integrates foundational academic writing instruction with responsible AI-assisted learning. The findings are expected to become a pedagogical reference for lecturers in designing more contextual, structured, and technology-responsive academic writing instruction in Arabic Language Education contexts.

METHOD

منهج

This study uses a descriptive qualitative approach with a learning needs analysis research type. Needs analysis is one of the procedures used to gather information about learning needs by analyzing learning objectives, difficulties, and interests (Khasinah & Elviana, 2022). This approach was chosen to obtain an in-depth picture of the actual conditions of Al-Kitābah Al-Akādīmiyyah learning and the needs of students in writing journal articles as the output of that learning so that teaching methods can be adapted to the learning styles of students (Sabarun & Qodir, 2022). The research subjects were third-semester students of the Arabic Language Education Study Program at UIN Sunan Kalijaga, specifically class C, which consisted of 22 students who were taking the Al-Kitābah Al-Akādīmiyyah course as a compulsory subject. The research was conducted in the context of field study and teaching practice, in which the researcher acted as a teaching practitioner for five meetings with 2 credits for the course.

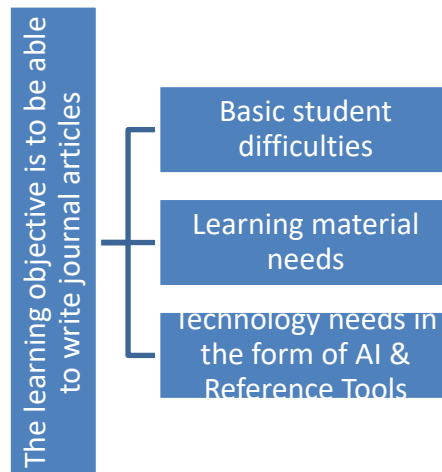
Data collection techniques were carried out in several ways. Learning observation was conducted during the teaching practice process to observe student activities, responses to the material, and difficulties that arose in writing journal articles (Romdona et al., 2025). Then, contextual information from the lecturer teaching the course was obtained through informal interviews and observations while the lecturer was teaching before the researcher conducted teaching practice activities. A learning needs questionnaire was distributed to 22 students in class C to map the difficulties encountered in learning and the needs for effective and conducive

learning. Of the 22 students who were the subject of the study, 19 students responded to the learning needs questionnaire. Even so, the data obtained represented learning needs trends because the questionnaire was used as supporting data to reinforce the learning observation results (Ardiansyah et al., 2023). The data obtained was then analyzed using qualitative data analysis technique, data presentation, and conclusion drawing (Sofwatillah et al., 2024). Data analysis focused on identifying students' difficulties and learning needs require to support their ability to write journal articles.

RESULT | نتائج

From the results of research in the form of observations during five meetings, the results of a questionnaire on the learning needs of 19 students, and from contextual information provided by the lecturer in charge of the course, the mapping of needs analysis in the Al-Kitābah Al-Akādīmiyyah course is presented based on three main aspects, namely the difficulties encountered by students during academic writing activities, the need for learning materials that are structured sequentially, and the need for AI in the learning process.

Table 1. Needs Analysis in the Al-Kitābah Al-Akādīmiyyah course



1. Basic Student Difficulties

There are five indicators used in the questionnaire to map students' difficulties in the Al-Kitābah Al-Akādīmiyyah course, namely: (1) difficulty in constructing effective and clear academic sentences, (2) confusion in the use of spelling and punctuation, (3) difficulty in developing main ideas into complete paragraphs, (4) difficulty composing paragraphs in a logical and coherent manner, and (5) difficulty determining the starting point for writing a journal article.

Based on the results of a questionnaire completed by 19 students, the majority of respondents stated that they still experienced difficulties in almost all of these indicators. Ten students agreed and three students strongly agreed that they had difficulty composing effective and clear academic sentences. Regarding the indicator of developing main ideas into complete paragraphs, 12 students agreed and four students strongly agreed that they had difficulty. Furthermore, 11 students agreed and 5 students strongly agreed that they had difficulty composing coherent and coherent paragraphs. Difficulties in determining where to start writing a journal article were also quite dominant, with 8 students agreeing and 7 students strongly agreeing.

Unlike other indicators, the difficulty of using spelling and punctuation was relatively lower. Only 7 students agreed and 2 students strongly agreed that they experienced difficulties in this aspect, while 11 other students stated that the use of spelling and punctuation was not a major obstacle in writing journal articles.

Table 1. Foundational Writing Challenges in Al-Kitābah Al-Akādīmiyyah

No	Indicators	Agree	Strongly Agree	Mean	SD	Interpretation
1	Difficulty composing effective academic sentences	10	3	3.16	0.71	High difficulty
2	Difficulty using spelling and punctuation	12	4	3.37	0.60	Very high difficulty
3	Difficulty developing main ideas	11	5	3.42	0.58	Very high difficulty
4	Difficulty composing coherent paragraph	8	7	3.47	0.61	Very high difficulty
5	Difficulty determining how to start journal writing	7	2	2.58	0.83	Moderate

This table demonstrates that the highest difficulty experienced by students was determining how to begin writing journal articles ($M = 3.47$; $SD = 0.61$), followed by difficulties in composing coherent paragraphs ($M = 3.42$; $SD = 0.58$). The relatively low standard deviation indicates that students consistently perceived these aspects as major challenges in academic writing. In contrast, spelling and punctuation obtained the lowest mean score ($M = 2.58$; $SD = 0.83$), suggesting that this aspect was not considered the primary obstacle by most students.

The findings from this questionnaire were reinforced by the results of observations during teaching practice. At the second meeting, which focused on the submission of research titles, most students showed confusion in determining the topic and title of their research. Of the 22 PBA class C students, 20 students attended the title submission session. Of these, 9 students chose topics related to the analysis of linguistic rules in the texts or letters of the Qur'an, while the other 11 students chose topics related to the effectiveness of learning media, the influence of learning media, program evaluation, and problems in learning Arabic. This condition shows that students tend to choose topics that are close to their previous learning experiences, but they still need assistance in formulating the focus and novelty of their research.

In addition, based on observations during the first meeting with the researcher, the researcher required students to create a coherent, continuous writing program. For example, if during the first meeting the researcher explained the theory of abstract writing, then students were required to compose an abstract based on the theory that had been discussed. However, in practice, until the researcher's teaching practice was completed, many students admitted that they still had difficulty starting to write from any sentence, even though they already had a research topic that had been submitted and approved. The researcher discovered this difficulty faced by students because at each meeting, the researcher always asked about the continuity program before entering into the material to be taught.

2. Learning Material Needs

Reseracher used five indicators to map student needs in the Al-Kitābah Al -Akādīmiyyah course, namely: 1) in-depth explanation of the structure of academic paragraphs, 2) examples of paragraphs in journal articles, 3) guidance in determining research topics and titles, 4) step-by-step explanation of writing journal articles, 5) step-by-step academic writing exercises.

Based on the results of a questionnaire distributed to 19 students, the majority of respondents admitted that the five indicators were very much needed as learning materials in the Al-Kitābah Al-Akādīmiyyah course. Regarding the indicator of the need for academic

paragraph structure, 9 students agreed and 8 students strongly agreed with this material in learning. Then, regarding the indicator of examples of paragraphs in journal articles, 8 students agreed and 9 students strongly agreed with the material on examples of paragraphs in journal articles. Furthermore, on the indicator of guidance in determining research topics and titles, 6 students agreed and 10 students strongly agreed on the need for intensive guidance in determining research topics and titles. On the fourth indicator, namely a step-by-step explanation of journal article writing, 9 students agreed and 8 students strongly agreed with the IMRAD material being explained in a coherent and continuous manner, not just in one meeting. On the last indicator, namely step-by-step academic writing exercises, 5 students agreed and 12 students strongly agreed with the existence of step-by-step academic writing exercises.

Table 2. Learning Material Needs

No	Indicators	Agree	Strongly Agree	Mean	SD	Interpretation
1	Need for paragraph structure explanation	9	8	3.53	0,51	Very high need
2	Need for journal paragraph examples	8	9	3.58	0,50	Very high need
3	Need for guidance in determining research topics	6	10	3.63	0.49	Very high need
4	Need for step-by-step IMRAD explanation	9	8	3.53	0.51	Very high need
5	Need for gradual writing practice	5	12	3.74	0.45	Highest need

The findings indicate that gradual academic writing practice was perceived as the most necessary learning support ($M = 3.74$; $SD = 0.45$). The low SD score reflects a strong consistency among students regarding the importance of continuous writing exercises. Students also emphasized the need for intensive guidance in determining research topics and titles ($M = 3.63$; $SD = 0.49$)

In accordance with the applicable academic calendar, students are entitled to attend 7 lectures in part I and 7 lectures in part II, so that third semester C class students have 14 lectures in the Al-Kitābah Al-Akādīmiyyah course. This number is sufficient to cover material on journal article writing, such as an introduction to journal articles, the preparation of journal templates using the IMRAD model, paragraph structure and examples, and their application in journal writing, as well as intensive practice and guidance conducted in class rather than outside of class.

Based on information from the course lecturer, the material has been compiled by the course lecturer, although the semester learning plan has not yet been systematically organized. The lecturer conveyed to the researcher the material in the Al-Kitābah Al-Akādīmiyyah course, which consists of: abstract writing, explanation of IMRAD, explanation of writing an introduction, research methods including SLR, writing research results and discussions, and citations. In addition, the lecturer had also delivered material on paragraphs and paraphrasing techniques to students before the researcher began the practice. From the material determined by the course lecturer, the researcher explained the preparation of abstracts, the preparation of IMRAD, the preparation of introductions, research methods and research discussion results, as well as paragraph structure.

The material needed for the course are already available and sufficient, but what students still need is not just the delivery of the material, but also hands-on writing practice in class. Based on the researcher's observations while explaining the material, students find it easier to understand when the explanation is linked to examples in published journal articles, because students have an idea of what the theory being presented looks like in a real-world context. For example, when the researcher explained how to write an abstract, the researcher gave students a group assignment to analyze the components of an abstract. This type of assignment provided

students with a deeper understanding. Similarly, when explaining paragraph structure, the researcher attached a journal article and asked students to analyze the types of paragraphs found and explain the function of each type of paragraph in journal article writing. Therefore, students need not only systematically organized material, but also appropriate learning strategies, models, and media, so that they not only understand but are also able to write journal articles independently.

3. The need for AI in learning

To determine student's needs in using technology in learning, including the use of AI as a learning support tool, researchers also compiled five indicators consisting of: 1) the need for AI technology such as ChatGPT and Quillbot to assist in writing, 2) the need for AI to generate initial ideas, 3) AI needs to improve sentence and paragraph structure, 4) needs for lecturer guidance in the proper use of AI, and 5) needs for the proper integration of AI in Al-Kitābah Al-Akādīmiyyah learning.

The result of the questionnaire show that the majority of respondents agree on the need for AI in learning for each indicator. On the first indicator, 10 students agreed and 4 students strongly agreed with the use of AI to help write journal articles. On the second indicator, 8 students agreed and 7 strongly agreed with the need for AI to get initial ideas for writing. Then on the third indicator, 12 students agreed and 3 students strongly agreed with the need for AI to improve sentence and paragraph structure. Furthermore, on the fourth indicator, 7 students agreed and 9 students strongly agreed with the lecturer's guidance in using AI, and on the fifth indicator, 8 students agreed and 8 students strongly agreed with the targeted integration of AI in Al-Kitābah Al-Akādīmiyyah learning.

Table 3. AI Integration Preferences

No	Indicators	Agree	Strongly Agree	Mean	SD	Interpretation
1	Need for AI to assist writing	10	4	3.36	0.65	High need
2	Need for AI to generate ideas	8	7	3.42	0.61	Very high need
3	Need for AI to improve sentences and paragraphs	12	3	3.32	0.58	High need
4	Need for lecturer guidance in using AI	7	9	3.58	0.50	Very high need
5	Need for AI integration in learning	8	8	3.53	0.51	Very high need

The findings show that students positively perceived AI integration in academic writing learning. The highest mean score was found in the need for lecture guidance in using AI responsibly ($M = 3.58$; $SD = 0.50$), indicating that students still required pedagogical direction when utilizing AI tools such as ChatGPT and QuillBot. This finding suggests that AI should function as a guided learning scaffold rather than merely as an automatic writing tool.

In Al-Kitābah Al-Akādīmiyyah learning, the use of AI is intended to make it easier for students to write journal articles and save time. An example is the use of Quillbot as software commonly used to paraphrase sentences. The lecturer's recommendation in using AI is certainly not an obligation to paraphrase sentences or paragraphs, because manual paraphrasing is essentially preferred as an exercise for students to improve their information literacy. Similarly, in the use of ChatGPT, researcher direct students not to get used to using the prompt "please create" but to use the prompt "please evaluate the following writing," so that students do not just ask for help but also discuss with AI in refining the structure of sentences or paragraphs. The same applies to the use of Mendeley and Zotero as citation sources in writing journal articles. Although these applications have been widely recommended by certain journals as citation sources, the writing of footnotes and bibliographies must still be adjusted to the procedures

agreed upon by each institution or agency.

DISCUSSION

مناقشة

This section discusses the research findings by relating them to relevant theories and previous studies on academic writing and needs analysis. The discussion focuses on three main aspects identified in the findings, namely students' basic difficulties in academic writing, learning material needs, and the role of artificial intelligence (AI) in supporting the Al-Kitābah Al-Akādīmiyyah course. By connecting empirical data with theoretical perspectives, this discussion aims to explain why these difficulties occur and how the identified needs can form the basis for designing more effective academic writing instruction for third-semester students in the Arabic Language Education program.

1. Student Difficulties in Academic Writing and Paragraph Development

Research findings show that third-semester students still experience significant difficulties in constructing effective academic sentences, developing main ideas into complete paragraphs, and maintaining paragraph coherence and sequence (Palupi et al., 2020). In fact, the ability to construct paragraphs is a fundamental skill in academic writing. When students are unable to accurately identify the main idea and supporting ideas, the resulting text tends to be fragmented and uncommunicative.

Students' difficulty in composing coherent paragraphs can also be attributed to a weak understanding of rhetorical structure and low literacy levels, which are the main causes of paragraph incoherence (Nur et al., 2025). This condition is reflected in the findings of the questionnaire and observation, where students find it difficult to maintain the logical flow between sentences. Therefore, the application of the chain writing strategy is relevant as an effort to help students build continuity of ideas gradually (Sabaruddin, 2024).

The difficulty in starting to write and the discomfort in expressing ideas experienced by students are also closely related to the phenomenon of writer's block. The phenomenon of writer's block itself is a psychological and cognitive barrier in the writing process (Abdullah et al., 2020) so even though students have approved research topics, they still have difficulty developing ideas from their chosen topics. In addition, the findings show that students are weaker in writing persuasive and argumentative paragraphs than narrative paragraphs (Crowhurst, 1990) shows that students required to have higher critical thinking and metacognitive skills. This explains why students tend to struggle when asked to construct convincing, data-based academic arguments (Sasmita & Setyowati, 2021)

2. Topic Selection, Academic Literacy. And The Writing Process

Observations during the title submission stage show that students tend to choose topics that are closely related to their previous learning experiences, but still find it difficult to focus and clarify the novelty of their research. In fact, the determination of research topics should be based on academic interests and critical reflection on previous literature (Praharaj & Ameen, 2020). Student's limitations in reading journals and reflecting on them critically have a direct impact on the weakness of research focus formulation.

Students' difficulties in constructing effective sentences and coherent paragraphs are also related to low academic literacy (Ulfah, 2024). In fact, information literacy plays an important role for students in expanding their vocabulary and strengthening the cohesion and coherence of their writing (Crowhurst, 1990). This finding reinforces the argument that learning Al-Kitābah Al-

Akādīmiyyah cannot be separated from strengthening academic literacy culture.

From a process perspective, academic writing, especially journal article writing, is not practiced directly in writing a complete article, but is divided into three main stages, namely pre-writing, writing, and revision (Juniarti, 2019). The difficulties encountered by students in the early stages indicate that the pre-writing phase has not been given sufficient attention in the learning process. Therefore, the step-by-step writing exercises implemented by the researcher are a strategic measure to strengthen each phase of the academic writing process.

3. Material Requirements, Learning Strategies, and The IMRAD Model

The survey results show that students really need in-depth explanations about paragraph structure, concrete examples from journal articles, and step-by-step writing exercises. This is in line with previous studies that emphasize that academic paragraphs must be built on the principles of unity, cohesion, and coherence (Rostina, 2021). When students understand these principles through real examples, the process of internalizing the concepts becomes more effective (Sofyaningrum & Habibah, 2021).

The process of delivering Al-Kitābah Al-Akādīmiyyah material should not only be through lectures, but also require various strategies needed in paragraph development exercises, such as classification, process description, event presentation, and cause-and-effect analysis (Risparyanto, 2023). The findings of the observation show that students find it easier to understand writing theory when these strategies are directly applied in the analysis of journal articles. The findings indicate that students need a systematic writing framework that places the IMRAD model as an important tool in writing journal articles. This model helps students organize their ideas logically and reduces confusion in determining the structure of academic writing (A. Rahmat et al., 2023).

4. AI Technology Requirements and The Pedagogical Role of Lecturers

The survey results show that students really need AI tech support in learning Al-Kitābah Al-Akādīmiyyah. In academic writing, using tech like AI is super important in making writing more efficient (Rabbianty et al., 2023) and helping develop research ideas (Tang et al., 2024). In this research, AI is used as a cognitive aid, not as a replacement for the writer.

The use of QuillBot as a paragraph paraphrasing tool shows that AI serves to improve the quality of academic texts (Raheem et al., 2023). However, the findings of the observation show that the use of AI still requires guidance from lecturers so that students do not become completely dependent on technology. The use of ChatGPT in evaluating and improving student writing (Imran & Almusharraf, 2023) also positions AI as a dialogical partner in the learning process. The strategy of using evaluative prompts directed by lecturers shows that AI can strengthen students' reflection and metacognitive awareness in writing.

5. References, Feedback, and Effective Aspects in Writing

Findings regarding students' weak command of reference management emphasize the importance of introducing citation tools such as Mendeley and Zotero to novice researchers (Suhadi et al., 2025). Citation is the most important part, where the process of quoting and creating a bibliography is mandatory in writing journal articles (Nabila & Usiono, 2024). In addition, students' need for understanding journal styles and repeated mentoring is very much needed by students, considering that students are still very unfamiliar with writing journal articles. Therefore, previous studies emphasize the importance of continuous practice in forming

academic writing habits (Damanik et al., 2025)

In addition to intensive guidance and continuous practice, feedback strategies through peer review are also recommended in journal article writing activities (Latifi et al., 2023). Peer review activities can increase students' awareness of the strengths and weaknesses of their writing. On the other hand, students need to build confidence when writing journal articles, because low confidence can be a factor that hinders students in writing journal articles (Sasmita & Setyowati, 2021). Therefore, the role of lecturer as motivator in lectures is very much needed to motivate students to produce good journal articles.

CONCLUSSION

خاتمة

The results of this study indicate that the learning needs for the Al-Kitābah Al-Akādīmiyyah course for third-semester students are not only technical and linguistic in nature but also encompass cognitive, affective, pedagogical, and technological aspects. The difficulties experienced by students, the need for a meaningful and in-depth learning process, and strategies for managing AI as a learning support tool can serve as evaluation material for lecturers and the study program to develop a learning design that is integrated with the learning objectives and the vision and mission of the study program. Therefore, the teaching of Al-Kitābah Al-Akādīmiyyah needs to be comprehensively designed through the integration of academic writing theory, continuous writing practice, scaffolding strategies by instructors, and the ethical use of AI to support the development of students' journal article writing skills.

BIBLIOGRAPHY

مراجع

- Abdullah, H., Zain, A. M., Wahab, N. A., & Idrus, M. M. (2020). A Process Approach in the Teaching of Writing : Saving 21st Century Learners from Writer ' s Block. *Universar Journal of Educational Research*, 8(12), 7160–7174. <https://doi.org/10.13189/ujer.2020.081283>
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *IHSAN: Jurnal Pendidikan Islam*, 1(2), 1–9.
- Bulqiyah, S., Mahbub, M. A., & Nugraheni, D. A. (2021). Investigating writing difficulties in essay writing : Tertiary students ' perspectives. *English Language Teaching Educational Journal*, 4(1), 61–73.
- Crowhurst, M. (1990). Teaching and Learning the Writing of Persuasive / Argumentative Discourse. *Canadian Journal of Education*, 15(4), 348–359.
- Damanik, M., Syimah, N., Al-Muthmainnah, S. F., & Siregar, S. A. R. (2025). Strategi Menyusun Karya Ilmiah yang Sistematis dan Tepat. *JlIC: Jurnal Intelek Insan Cendikia*, 2(9), 16543–16549.
- Farhanah, N., Hadi, A., Afifah, N., Shaharudin, D., Erdiani, N., Fadzil, M., & Isnin, S. F. (2024). Understanding Writing Difficulty and Writing Process Among Pre- University Students. *Malaysian Journal of Social Sciences and Humanities*, 9(9).
- Imran, M., & Almusharraf, N. (2023). Analyzing the role of ChatGPT as a writing assistant at higher education level : A systematic review of the literature. *Contemporary Educational Technology*, 15(4), 1–14.
- Juniarti, Y. (2019). Pentingnya Keterampilan Menulis Akademik di Perguruan Tinggi. *Prosiding Sembadra Universitas Sriwijaya*, 2(1), 185–189.

- Khasinah, S., & Elviana. (2022). Need Analysis dalam Pengembangan Kurikulum. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 12(4), 837–850.
- Khoiroh, I., Andajani, K., & Widyartono, D. (2024). Analisis Kebutuhan dalam Pengembangan Asesmen Diagnostik Literasi Informasi Mahasiswa dalam Penulisan Karya Ilmiah. *Jurnal Onoma: Pendidikan, Bahasa Dan Sastra*, 10(1), 368–378.
- Kuniawan, H., & Nurhayati, E. (2024). Pengaruh Mata Kuliah Bahasa Indonesia Terhadap Keterampilan Menulis Akademik Mahasiswa di Perguruan Tinggi. *Jurnal Edukasi*, 10(1), 43–53.
- Latifi, S., Noroozi, O., & Talaei, E. (2023). Worked example or scripting? Fostering students' online argumentative peer feedback, essay writing and learning. *Interactive Learning Environments*, 31(2), 655–669. <https://doi.org/10.1080/10494820.2020.1799032>
- Ma'rufah, D. W., Muflihah, & Awaliyah, U. (2021). Need Analysis on The Writing Skill : What Do The Students Really Need for Writing Course? *Tarling: Journal of Language Education*, 5(1), 51–70.
- Nabila, N., & Usiono, U. (2024). Systematic Literature Review (SLR) : Problematika Dalam Penulisan Karya Ilmiah. *Journal of Creative Student Research*, 2(6), 106–113.
- Nur, S., Alfarizi, S. G., & Pratiwi, Y. (2025). Chain Writing Berbasis Gamifikasi : Strategi Instruksional untuk Menulis Paragraf yang Kohesif dan Koheren. *Ghancaran: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1, 101–119. <https://doi.org/10.19105/ghancaran.vi.21741>
- Palupi, P., Laila, A., & Santi, N. N. (2020). Analisis Kemampuan Mencermati Gagasan Pokok dan Gagasan Pendukung dari Teks Tulis Melalui Model Pembelajaran Cooperative, Integrated, Reading, And Composition (CIRC). *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 7(2), 119–134.
- Perdanasari, A., Sudiyanto, & Sangka, K. B. (2021). Development Needs Analysis of Teaching Materials for Improving Critical Thinking Skills Students in Century 21. *Journal of Physics: Conference Series*. <https://doi.org/10.1088/1742-6596/1808/1/012035>
- Praharaj, S. K., & Ameen, S. (2020). How To Choose A Research Topic. *Kerala Journal of Psychiatry*, 33(1), 80–84. <https://doi.org/10.30834/KJP.33.1.2020.188>
- Putri, N. K. D. A., Ristiawati, D. M. J., Tustiawati, I. A. M., Putra, I. G. A. C. S., & Hikmaharyanti, P. D. A. (2024). Needs Analysis Kemampuan Menulis Akademik. *Prosiding Seminar Nasional Linguistik Dan Sastra (Semnalisa)*, 480–489.
- Rabbianty, E. N., Azizah, S., & Virdyna, N. K. (2023). AI in academic writing : Assessing current usage and future implications A . Introduction. *Insanias: Jurnal Pemikiran Alternatif Kependidikan*, 28(1), 14–35. <https://doi.org/10.24090/insania.v28i1a.9278>
- Raheem, B. R., Anjum, F., & Ghafar, Z. N. (2023). Exploring the Profound Impact of Artificial Intelligence Applications (Quillbot, Grammarly and ChatGPT) on English Academic Writing : A Systematic Review. *International Journal of Integrative Research*, 1(10), 599–622.
- Rahmat, A., Ntelu, A., & Mirnawati, M. (2023). Teknik Keterampilan Menulis Artikel Model IMRAD dengan Standar Sinta, Scopus dan WOS. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 9(2), 1383–1390.
- Rahmat, N. H. (2023). Writing about Writing : An Exploration of Types of Knowledge and Writing Difficulties Writing about Writing : An Exploration of Types of Knowledge and

- Writing Difficulties. *International Journal of Academic Research in Business and Social Sciences*, 1(6), 807–817. <https://doi.org/10.6007/IJARBS/v13-i6/17230>
- Risparyanto, A. (2023). Strategi Pengembangan Paragraf dalam Membuat Karya Tulis Ilmiah. *Buletin Perpustakaan Universitas Islam Indonesia*, 6(1), 65–79.
- Romdona, S., Junista, S. S., & Gunawan, A. (2025). Teknik Pengumpulan Data: Observasi, Wawancara dan Kuesioner. *Jisosepol: Jurnal Ilmu Sosial Ekonomi Dan Politik*, 3(1), 39–47.
- Rostina. (2021). Pengembangan Paragraf dalam Menulis Sebuah Tulisan. *Jurnal Institusi Politeknik Ganesha Medan*, 4(2), 87–95.
- Sabaruddin. (2024). Pengaruh Penerapan Metode Menulis Berantai terhadap Peningkatan Kemampuan Menulis Karangan Siswa SDN Mannuruki Kota Makassar The Effect of Implementation of the Chain Writing Method on Improving the Writing Ability of Students at SDN Mannuruki , Makassar. *Tarbiyah Jurnal Pendidikan Dan Pembelajaran*, 1(1), 1–25.
- Sabarun, & Qodir, A. (2022). *Exploring Needs Analysis on Developing EFL Paragraph Writing Materials*. Era Pustaka Utama.
- Sasmita, Y. V., & Setyowati, L. (2021). Problems faced by EFL students in learning to write. *Linguista: Jurnal Ilmiah Bahasa, Sastra Dan Pembelajarannya*, 5(1), 11–25. <https://doi.org/10.25273/linguista.v5i1.9404>
- Schillings, M., Roebertsen, H., Savelberg, H., & Dolmans, D. (2023). A review of educational dialogue strategies to improve academic writing skills. *Active Learning in Higher Education*, 24(2), 95–108. <https://doi.org/10.1177/1469787418810663>
- Sofwatillah, Risnita, Jailani, M. S., & Saksitha, D. A. (2024). Tehnik Analisis Data Kuantitatif dan Kualitatif dalam Penelitian Ilmiah. *Journal Genta Mulia*, 15(2), 79–91.
- Sofyaningrum, R., & Habibah, N. (2021). Media Cetak Menjadi Trendsetter Bahasa? Kohesi dan Koherensi. *Ruang Kata Journal of Language and Literature Studies*, 01(02), 81–96.
- Suhadi, A., Afriyanto, & Wadison, E. (2025). Pelatihan Penulisan Artikel Ilmiah sebagai Upaya Meningkatkan Kompetensi dan Keterampilan Publikasi bagi Mahasiswa. *JILPI: Jurnal Ilmiah Pengabdian Dan Inovasi*, 4(2), 165–176.
- Tang, A., Kin, K. L., Kwok, Ki. O., Cao, L., Luong, S., & Tam, W. (2024). The importance of transparency : Declaring the use of generative artificial intelligence (AI) in academic writing. *Journal of Nursing Scholarship*, 56, 314–318. <https://doi.org/10.1111/jnu.12938>
- Ulfah, A. (2024). Problematika Penulisan Karya Ilmiah Mahasiswa. *Media Didaktika*, 10(02), 1–9.
- Utami, S. P. T., Andayani, Winarni, R., & Sumarwati. (2023). Utilization of artificial intelligence technology in an academic writing class : How do Indonesian students perceive ? *Contemporary Educational Technology*, 15(4).
- Yusrina, Tang, M. R., & Saud, S. (2021). Needs Analysis of Teaching Materials for Learning Discourse Analysis. *Proceeding of International Conference on Language Pedagogy*, 1(1), 263–268.
- Zhang, L., & Wu, Z. (2024). Enhancing Postgraduate Academic Writing Skills Through Course Reform : An Action Research Study. *Social Education Reserach*, 5(2), 217–233.
- Zulaeha, I., Subyantoro, Hasanudin, C., & Pristiwati, R. (2023). Developing Teacher Materials of Academic Writing Using Mobile Learning. *Ingénierie Des Systèmes d’Information*, 28(2), 409–418.

