



How is Translation Learning Through the Application of the Cooperative-Contrastive Model?

Ade Rahima^{1*}, Erlina Zahar², Arif Rahim³, Zuhri Saputra Hutabarat⁴

^{1,2,3,4}, Batanghari University, Indonesia

¹ade.rahima@unbari.ac.id, ²erlina.zahar@unbari.ac.id, ³arifrahim23@yahoo.com, ⁴zuhri.saputra.hutabarat@gmail.com



ABSTRACT

*Corresponding Author

Article History:

Submitted: Jan 1, 2023

Accepted: Jan 25, 2024

Published: Feb 5, 2024

Keywords:

contrastive-cooperative model,
translation teaching-learning

Brilliance: Research of

Artificial Intelligence is licensed
under a Creative Commons
Attribution-NonCommercial 4.0
International (CC BY-NC 4.0).

The present research aims to verify the implementation of a cooperative-contrastive model that can overcome students' difficulties in translating texts from English into Indonesian. The study was conducted by a lecturer-researcher who involved 31 students who took Translation II subject. The duration of the research was two months and took place at the English Education program of Batanghari University. The main finding of the research is that the contrastive-cooperative model does not boast promising results in overcoming students' difficulties in translating texts from English into Indonesian. On the contrary, the approach lends itself to new problems in the students' translation. Hence, the lecturer-researcher tried to overcome the difficulties by training the students with some techniques, such as substitution, description, expansion, and transposition.

INTRODUCTION

Translation has always played an important role in language learning. Until the end of the 18th century, learning foreign languages involved learning Latin indirectly. According to Mehta (2010), English language teaching is beneficial if we consider it a tool, not an end. (Nugroho, 2015) in (Pribadi, 2014) states, "the twentieth century was the glory of translation." In addition, (Nurfitriyanti et al., 2020) in (Pribadi, 2014) also states, "translation is a neutral term used for all tasks when the meaning of an expression in one language-the source language (SL) is transferred its meaning into another, the target language (TL) on spoken, written, or sign media. (Fakhrurrozi & Mahyudin, 2012) emphasizes the role of the speaker in grammar. Starting from grammar, students can reach a higher level than the language. By translating, they have more competence in the knowledge of grammatical structures. The translation is a cultural mediation between the source language culture and the target language. Comparing the two cultures allows students to familiarize themselves with linguistic elements connected to their culture. Grammatical rules are the backbone of a language and cannot be ignored. During the process, students work in two parallel texts (in the source and target languages). This makes students able to discover grammatical rules and how to apply them. Some students have difficulty identifying the correct tenses and correctly correcting them. The discussion of the entire translated text or even only one word in language learning teaches them that one word usually has more than one translation. Students learn that each word assumes one meaning based on context (Abdussalam et al., 2018).

Substantively, translation teaching aims to educate learners to have dissimilative competence, namely the ability to compare and process two different language and cultural systems (Faizah et al., 2023). Therefore, in teaching translation, aspects of similarities and differences are conveyed first to be used as a basic reference for the subsequent development of abilities. According to (Suratno & Hutabarat, 2018), this aspect can be used as material for lectures presented with a contraceptive method. It is asserted that contrastive analysis provides a framework for language comparisons to choose what information is useful for specific purposes, such as bilingual-based teaching and language-based teaching. This opinion is in line with (Novitasari & Ardi, 2017) view that contrasts the group's words with something in common. Vocabulary is grouped into one category. In addition, the characteristics of the similarities and differences in meaning between the two contrasted words were studied so that the main concept of each of the words is in contrast. The advantages of the mi contrastive model are also supported by the results of (Pratama & Effendi, 2021), in which in carried out experiments with vocabulary teaching by comparing vocabulary meanings through context and dictionaries.

In this study, the cooperative learning model was combined with the contrastive learning model so that a cooperative-contrastive learning model was formed, which was used as a treatment to overcome students' difficulties in translating English texts into Indonesian. The application of the learning model above is based on the consideration that translation is a complex skill because it requires the translator to master the source language, the target language, the culture contained in the two languages, and the problem that is the topic of discussion. Therefore, in teaching English to Indonesian, students experience various difficulties (Pribadi, 2014).

The main forms of difficulty are the following. First is the inability of students to validate or match the source language's sentence structure with the target language's structure through the transposition process. (Yuzulia, 2021) found



forms of student difficulty in compressing English prepositional phrases into Indonesian. In turn, this inability has implications for the fallacy in choosing the meaning of the word that suits the context of the sentence so that it becomes accumulated difficulty.

If the problem of sentence translation is allowed, it causes difficulty suppressing it at the level of paragraphs, discourses, etc. Secondly, the above challenges arise due to the internal problems of language, that is, the existence of differences between the structure of the source language, in this case, English as the source language, and the target language, Indonesia (Septiani et al., 2021).

This problem is predicted to be addressed through a contrastive learning model. In addition, a cooperative learning model can address the diversity of students' educational backgrounds. Therefore, research on the application of a cooperative-contrastive model in learning English text translation into Indonesian aims to (a) determines the effectiveness of the cooperative-contrastive learning model in overcoming student difficulties when applying English to Indonesian, (b) explain the efforts made by lecturers to overcome these difficulties in lecture activities. (c) knowing the implications of the difficulty of understanding in teaching the understanding, and (d) explaining the constraints in implementing the cooperative-contrastive learning model (Shapiro, 2008).

LITERATURE REVIEW

Translation

(Fatmawati et al., 2014) stated the subject matter of translation is divided into two: theory and practice. Theoretical teaching materials include source and foreign languages, translation theory, a culture of source and recipient languages speakers, general knowledge, and publishing matters. The suitable material comprises:

- The practice of translating various types of sentences.
- The practice of analyzing complex sentence structures.
- The operationalization of translation methods and procedures through multiple types of discourse.
- The translation of cultural vocabulary.
- The resolution of problems commonly encountered in translation practices.

The two areas of the material above are sought to develop students' cognitive, perspective, and psychomotor abilities. Perspective aspects can be formed when conveying areas of theory and practice. Things that need to be developed in the field include honesty, patience, tenacity, loyalty, and responsibility in his profession. The design of translation teaching methods can be carried out in line with the scope of the translation lecture material, which includes theoretical and practical aspects. Teaching aspects of theory needs to be formulated by considering the nature of translation (Fisher, 2009).

In the previous section, it has been stated that, in essence, translation activities are related to the search for equivalence between the source language and the recipient language. Therefore, students who contract translation courses should be exposed to mastery of aspects of the similarities and differences between the source language and the recipient's language. Through teaching with a contraceptive analysis model, students can master this subject (*Kamus Besar Bahasa Indonesia*, 2005).

(Faizah et al., 2023) Explains that translation methods have two different emphases, namely, translation methods that emphasize the source language, namely word translation, literal translation, faithful translation, and logic translation. Meanwhile, translation methods that emphasize the target language are adaptation, free translation, translation conversational and communicative depreciation.

1. Word-for-word Translation

The main use of word-for-word translation is to understand the mechanics of the source language or construct a difficult text as a pre-translation process. The wording of the number language is preserved, and the words are translated singularly with the most common meaning, out of context (Faizah et al., 2023). Cultural words are translated literally. The use of word translation is aimed at understanding the source language's mechanics or constructing a difficult text as a pre-translation process.

2. Literal Translation

The grammatical construction of the source language is converted to its closest equivalence, but the lexical words are translated singularly, out of context. As a pre-translation process, it indicates the problems to be solved.

3. Faithful Translation

The faithful translation seeks to reproduce the original contextual meaning precisely within the constraints of the grammatical structure of the target language. The faithful desecration transfers cultural words and maintains their degree of grammatical and lexical abnormalities (deviations from the norms of the source language) in the translation.

4. Semantic Translation

The semantic translation differs from the 'faithful translation' only in the degree to which the translation considers the aesthetic value (i.e., beautiful and natural sound) of the source language text. Furthermore, semantics translate less important cultural words with culturally neutral or functional terms but not culturally equivalence.

5. Adaptation

This is the freest form translation. It is used to translate literary works (comedies, poetry, short story, narrative,



etc.) and the SL culture is converted to the TL culture and the text rewritten.”

6. Free Translation

Free translation is more flexible from word for word translation because it does not require following structure of the source language. Yet, the coherences between source language and target language text still have to be maintained properly.

7. Idiomatic Translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

8. Communicative Translation

Communicative translation tries to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Cooperative Contrastive Model

Cooperative learning contains the notion of being a structure of common tasks among fellow group members in which each individual is faced with propositions and options to be followed, choosing an attitude of cooperation, competition or individual (Hadinata, 2009). Then Slavin pointed out that cooperative learning is a learning model in which students learn and work in small groups collaboratively whose members consist of 4 or 6 people, with a heterogeneous group structure. Each group is headed by someone democratically elected among its members. This group works to achieve the goals set by the teacher/lecturer. Furthermore, they carry out learning activities that refer to achieving goals. After the stages of work have been successfully carried out, the group leader presents the results. The teacher/lecturer observes the entire series of activities above and facilitates and evaluates (Hadinata, 2009).

Such learning activities are assumed to align with translation learning which emphasizes practical experience, cooperation, and practice rather than theory and cognition. Therefore, this learning model will be used to overcome the problem of difficulty translating. It is hoped that through this method, there will be intensive learning interactions. Things that are reluctant to ask the lecturer will be put forward to his friend freely (Joneta et al., 2016).

METHOD

The method used in this study is Action Research. This study tested a cooperative-contrastive learning model to overcome students' difficulties in translating English structure with Indonesian structure. The effectiveness of this model in overcoming student difficulties was determined with a comparison of pre-test and post-test results. Furthermore, the results of such tests are tested for significance using the t-test (Rukmini, 2008). The subjects of this study were lecturers of the Translation II course and 31 students who took the course, namely those who were in the even semester (VI) of the class of 2019, the academic year 2022/2023. This research was carried out in the English Education program at Batanghari Jambi University for two months, April and May 2022.

The questionnaire instrument is made by combining open and closed questionnaires. However, there are more open questions than closed ones. The survey instrument amounted to 10 questions. Before sharing the instrument is checked for readability, clarity, and completeness. Furthermore the data collected from the two instruments is processed and analyzed based on the following steps: 1) calculates the pretest and posttest values and calculates the second average such tests, 2) quantify the difference between the value of pretest and post-test, 3) counting the number of students who passed on the pre-tests and post-tests. 4) next count the number of students who answered each number questionnaires and observing the tendency of the average value (Joneta et al., 2016).

RESULT

The pretest results showed an average score obtained by students of 43.83 on a scale of 10-100. Of the 31 students who took the test, only eight people (25.8%) got C and D grades that could be categorized as passing. After they received treatment and were carried out post-test, it appeared that the average score obtained by students was 54.83 on a scale of 10-100. Of the 31 students who took this test, there were 24 people, namely 77.41%, which could be categorized as passing with grades of D: C, and B. That is, there was an increase in the pass rate of 33.58% from the average before being treated. However, the students who obtained the B grade were only 8 82%, and no one obtained an A. Judging from the degree of significance, $T_{count} (1,154) T_{table} 1 \text{ with db } (45) = 2.02$ significance level 5 %; 2.69 (significance level 1 %). This int shows that the cooperative-contrastive model has not solved students' difficulties in the Translation II course (Dharmayana et al., 2012).

Various students responded to the results of the questionnaire about implementing the Cooperative-Contrastive model. The proximity of learning response can solve individual and group problems answered by most students, namely 17 people (54 83%), and can encourage students to express opinions in response to 11 people (34 48%). In addition, the biggest reactions to this approach can provide a new understanding of translation answered by 14 students (45.16%) (Zandvliet et al., 2014).

DISCUSSION

In the beginning, it was stated that the main difficulty faced by students in translating English texts into



Indonesian in the Translation II course of the English Education Program of Batanghari University is in evaluating the sentence structure of the source language with the target language. Before the model was implemented, a pretest was carried out, which showed the average score obtained by students was 43.83 on a scale of 10-100. Of the 31 students who took the test, only eight people (25.8%) got C and D grades that could be categorized as passing. After they received treatment and were carried out post-test, it appeared that the average score obtained by students was 54.83 on a scale of 10-100. Of the 31 students who took this test, 24 people, namely 77.41%, could be categorized as passing the course with grades of D: C and B. That means that the pass rate increased by 33.58% from the average before being treated. However, students who obtained B grades were only 8.82%, and no one obtained an A. When viewed from the significance level, $T_{count} (1,154) < T_{table} (1 \text{ with db } (45) = 2.02 \text{ significance level of } 5 \%)$; 2.69 (significance level 1 %). This shows that the contrastive-cooperative approach has not solved students' difficulties in the Translation II course (Susanti et al., 2019).

Thus, this model has not effectively overcome student difficulties in evaluating the structure of English with the structure of Indonesian. Even so, this model can continue to be developed, especially by looking at the high percentage rate of students who graduate, which is 35.58%. This development was carried out by introducing the translation techniques proposed by (Nambiar et al., 2019). This technique is combined with a contraceptive model applied in a cooperative study group. There are causes of no effect of the cooperative-contrastive model for students' translation learning.

The group tasks that were cooperatively carried out among students showed that they experienced several other difficulties, namely difficulty in substituting syntactic functions, transposing functions, overcoming scattered words, using the right word choice, and accommodating grammatical meanings in the target language. Therefore, this difficulty was immediately overcome through various efforts, as presented below (Asmirantho & Somantri, 2017).

The students had difficulty replacing the syntactic function of the English language with the syntactic function of Indonesian, which is equivalent. Therefore, the lecturer explained that the substitution in translation impacts the substitution translation method termed translation with change. This method requires the translator to reconstruct the structure of the source language into the target language. A sentence element in the source language that serves as a predicate should be replaced with a caption element because the predicate element in the target language has been replaced by a sentence element added by the translator. The use of substitution techniques and other approaches besides the transfer technique is an implication of the method of distorting with changes. This happens because the translator conveys not the text but its meaning. The meaning is transferred to the reader to be understood. For this reason, sometimes the translation has to make additions, subtractions, mentions, or omissions in the target language (Faridah et al., 2017).

A. Overcoming Transposition Problems

Students' difficulty is transposing the syntactic function of English into a syntactic position in Indonesian. Such actions are commonly used in translation. This practice is based on the existence of structural differences: between source languages and the target language. Vinay and Darbelnet (Nugraha & Artini, 2022) suggested that translators use structural transposition procedures to overcome this difficulty. Therefore, if the structure of the English language that constructs the subject-predicate is denoted in the Indonesian language, then that structure becomes the predicate-subject, the predicate-subject construction (P-S) becomes the subject-predicate (S-P), and the construction of the word means+predicate (Adj+P) becomes the word means+subject (Adj+S). This transposition is applied to verb sentences and nouns. The emergence of such a pattern means that noun sentences whose subject is concerned should be changed in order from S-P to P-S, passive verb sentences should be changed from P-S to S-P, and the Adj+P pattern should be changed to Adj+S. A change should follow this change in the word means. That's how to solve the problem of transposition (Lukita et al., 2020).

B. Overcoming Implied Linguistic Instrument

Students have difficulty determining the implied meaning of the linguistic instruments of the source language in the target language. In English, it is known as linguistic devices of Singular and Plural forms. Both languages have singular and plural forms. Unlike English, plural forms in Indonesian do not impoverish these forms. Generally, the plural form of nouns in Indonesian is expressed by a system of repetition of the whole basic form. In contrast, the plural indicator in English is characterized by morphemes (chair-chairs), morphemes changed of vocal a-ee changes (tooth-teeth). In English, there is a noun that is always in the plural form but means singular. Therefore it is translated in a particular document into Indonesian or a distinct language, such as oats with gandum or onions with bawang. This shows that English plurals are not always enunciated with the plural form in Indonesian (Setiawan et al., 2020).

When such constructions are reproduced into the target language, the translator generally explains what is implicit in the source language. This fact is supported by the hail of Fischer's research (Puspitaningtyas, 2017) on the definition of the word culture and by the results of (Abraham, 2018) research on the contrast between English and Indonesian. Both assert that what is implicit within the source language will be explicit within the target language. This symptom is meant by explicitly the function of the Subject of English in the Indonesian language.



a. Overcoming Diction Problems

Students generally have difficulty choosing the right vocabulary to express concepts contained in the source language. The words chosen by students do not consider their suitability to the context, the differences in the nuances of existing meanings, and the pairing of words with other words in the sentence. This diction problem is based on one reason, namely the low mastery of Indonesian students; even though translation experts always suggest that the translator master the source language and the target language, even the target language is learned more than the source language. This requirement became even tougher after the elusive translation was implemented and corrected concerning sentence build, word choice, and length (Suparno et al., 2022).

The above principle further corroborates the views of experts and linguists regarding the understanding of it. (Javentdo et al., 2021) asserts that performance is influenced by sentence length, sentence build, word choice, and information placement. This view is in line with the research of (Yuniasari & Djazari, 2017), which concluded that three things determine the complexity of the sentence:

1. The length of the sentence.
2. The number of embeds contained in the sentence.
3. The form of the embedded is in that sentence.

These conclusions come after the researcher validated his findings with further research that examined the reader's level of understanding of complex sentences and the accuracy of their pronunciation. Therefore, Koda (1994) establishes after he reads the factors affecting the reader's understanding that the reader's knowledge of orthography, vocabulary, morphosyntax and discourse greatly influences his understanding. Thus, students' low mastery of the target language causes a low quality of translation, characterized by inaccuracy, the complexity of sentences, and a lack of accuracy in choosing words. This problem can be solved by considering the appropriateness of the use of the word with context. The difference in the nuances of the existing meaning and the pairing of words with other words in the sentence (Istiqomah et al., 2022).

b. Grammatical Meaning Errors

Students have difficulty processing the grammatical meaning. This problem can be solved by deciphering the meanings contained in a source language word with several words in the target language presented in the form of phrases. Thus, the lecturer needs to explain to the student the meaning of the word in the source language to the target language, as in changing the word from a simple phrase or phrase to a complex phrase. This method can express the meaning of the source language in the target language

The Implications of Difficulties to the Translation Learning

The above difficulties identified by comparing sources and student translations have implications for teaching translation, which aims to educate learners to have dissimulative competence. It means the ability to compare and process two different language and cultural systems. In achieving this goal, it is necessary to develop three subject matter of the lecture: (1) the source language and the target language and the culture, (2) the theory of translation and the problems of emulation, and (3) translation practices (Anggreini et al., 2017). The three subject matter of the lecture can be delivered through an approach that is in accordance with the lecture's objectives and the material's characteristics. Structure material can be conveyed through a contrastive approach, while vocabulary material can be presented by comparing and contrasting the structure through context. Furthermore, translation practices can be delivered through group exercises or cooperative learning models.

The use of the method is in line with the study (Ley 25.632, 2002) on the similarities and differences between English and Indonesian. Difficulties in understanding the meaning of words can be overcome by comparing related groups of words as suggested by (Cook et al., 2023) or through context as suggested by (Chang, 2011) or as suggested by (Astin, 1999). Such an evaluation will show that well-behaved students can translate the source language correctly and clearly. Moreover, their translations were evaluated for accuracy. Although the students had a lot of difficulty translating, they (50 %) wanted to use a cooperative-contrastive learning model. Only 38.64% of students suggested that the above model be used after correcting the flaws. Very few students suggested using the lecture and question and answer method 4.55%, and 6.82% suggested using the discussion method 6.82%. This is enough to prove that they prefer a cooperative learning model. In addition, 35.0% of students think that the lecturer can thoroughly explain all translation problems. In the face of the whole group, 30% stated that the lecturer was capable of providing a new understanding of the translation and could provide problem-solving techniques translation. Only 5% of students believe lecturers cannot explain all the problems faced by the group (Bemby Soebyakto & Wei Ming, 2012) and (Fitriani et al., 2019).

The Obstacle of Implementing Cooperative-Contrastive Learning Model

In reality, cooperative-contrastive measures do not go smoothly due to several obstacles, changes, and nontechnical reasons. Among the problems that hinder the application of the cooperative model can be described as follows; First, a culture of passive learning. Among most students, passive study habits are created. They prefer to listen to the lecturer's explanation and do not like it if they are tasked to complete a certain lecture topic, similarly to translation learning. They prefer to show how to solve problems. The lecturer repeatedly asked them to present translation cases to



be brought and discussed in the lecture hall. However, the request did not receive an adequate response from the students. Perhaps such learning habits are caused by elementary, middle, and high school learning models that take place one way (Smith et al., 2017) and (Trianti & Nuringwahyu, 2022).

Secondly, the completion of the task is focused on a person. The element of togetherness and intensive discussion is not achieved to the fullest. Students often leave the completion of group assignments to other students who are more academically capable. Such practices make skilled students more competent, and those who are less accomplished decrease. Therefore, completing group tasks is carried out by dividing all functions among all members. Then each member reports the results to the group leader in a meeting which is also a means of completing tasks (Marqués Aguado & Solís-Becerra, 2013) and (Batubara, 2017).

Third, lecture facilities. There were 31 participants in the Translation II course. This number is too much for a lecture hall with a capacity of 40 people, so it feels hot, cramped, and unable to respond to the cooperative learning model. Such a number contradicts the characteristics of Translation courses that require solving problems individually and in groups. In the survey, the opinions of students said that the lecture time was too long. They also complained about its implementation during the day. In addition, complaints about the length of lecture time cannot be accepted because this course weighs three credits. Therefore, the solution is to divide the time into meetings consisting of 2 and 1 credits (Fahmalatif et al., 2021), (Novitasari & Ardi, 2017), and (Fahmalatif et al., 2021).

CONCLUSION

From the description above, it can be concluded that the cooperative-contrastive learning model can increase the average score for passing the course from 17.02% to 72.34% and that there is an increase in the passing score rate of 55.32%. However, the statistical analysis results comparing pretest and post-test scores show that a cooperative-contrastive model has not significantly overcome students' difficulties in practising rehearsal effectively. The ineffectiveness of the model is caused by the emergence of new problems when it comes to solving group tasks. The new problem involves substituting syntactic functions, transposing functions, overcoming implied meaning words, using appropriate word choices, and accommodating grammatical meanings in the target language. To solve the problem, the lecturer made several attempts, among which is taught substitution techniques, descriptions, expansions, transposition, and correspondence. In addition to the emergence of new problems, the ineffectiveness of this model is also due to the culture of passive learning among students, the completion of tasks focused on someone whose abilities are better than that of their peers, inadequate learning tools, and time learning that is not quite right.

REFERENCES

- Abdussalam, Fernandez, D., & Lapisa, R. (2018). Automotive engineering education journals. *Penggunaan Biogas Sebagai Bahan Bakar Alternatif Pada Mesin Generator Set Multi Equipment (ME) 1800, 02,02*, 1–7.
- Abraham, J. L. (2018). The Extent to Which Emotional Intelligence, Locus of Control and Self-Efficacy Contribute to the Perception of Online Learning. *ProQuest LLC*.
- Anggreini, Y. S., Prabandari, Y. S., & Prihatiningsih, T. S. (2017). The Preceptions of students and Teachers about The Level of The Sanctions for academic Integrity Violans: An Explanatory Sequential Design Study in a Nursing Education Program. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 6(2), 84. <https://doi.org/10.22146/jpki.32248>
- Asmirantho, E., & Somantri, O. K. (2017). the Effect of Financial Performance on Stock Price At Pharmaceutical Sub-Sector Company Listed in Indonesia Stock Exchange. *JIAFE (Jurnal Ilmiah Akuntansi Fakultas Ekonomi)*, 3(2), 94–107. <https://doi.org/10.34204/jiafe.v3i2.778>
- Astin, A. W. (1999). *The Declining "Equity" of American Higher Education*. The Johns Hopkins University Press.
- Batubara, J. (2017). The Contribution of Locus of Control to Academic Procrastination in Islamic Education Management Students in Indonesia. *Al-Ta Lim Journal*, 24(1), 29–36. <https://doi.org/10.15548/jt.v24i1.260>
- Bemby Soebayakto, B., & Wei Ming, C. (2012). An Empirical Testing of Intelligence, Emotional and Spiritual Quotients Quality of Managers using Structural Equation Modeling. *International Journal of Independent Research and Studies*, 1(1), 1–12. <http://ssrn.com/abstract=2152029%5Cnwww.aiars.org/ijirs>
- Chang, S.-C. (2011). A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar. *English Language Teaching*, 4(2), 13. <https://doi.org/10.5539/elt.v4n2p13>
- Cook, A., Dianati, S., Spinelli, F., & Lai, Y.-Y. (2023). Rapid response redevelopment: a study of an English-to-Chinese translation course moving online. *Journal of China Computer-Assisted Language Learning*, 3(1), 35–69. <https://doi.org/10.1515/jccall-2022-0024>
- Dharmayana, I., Masrun, -, Kumara, A., & Wirawan, Y. (2012). Keterlibatan Siswa (Student Engagement) Sebagai Mediator Kompetensi Emosi Dan Prestasi Akademik. *Jurnal Psikologi UGM*, 39(1), 76–94.
- Fahmalatif, F., Purwanto, A., Siswanto, E., & Ardiyanto, J. (2021). Exploring Barriers and Solutions of Online Learning During the Covid-19 Pandemic By Vocational School Teachers. *Journal of Industrial Engineering & Management Research*, 2(2), 53–63. <https://www.jiemar.org/index.php/jiemar/article/view/130>
- Faizah, N. I., Rosikh, F., & Mustofa, M. A. (2023). Model Pembelajaran Kooperatif Tipe Group Investigation dalam Meningkatkan Kemampuan Menerjemah Teks Bahasa Arab. *Edu Journal Innovation in Learning and Education*,



- I(1), 51–60. <https://doi.org/10.55352/edu.v1i1.467>
- Fakhurrozi, A., & MAHYUDIN, E. (2012). *Permasalahan Pembelajaran Bahasa Arab*. <http://www.v-arabic.com/vra/wp-content/uploads/2010/02/Ar-Grammar-Word-cloud.jpg>
- Faridah, F., Arismunandar, A., & Bernard, B. (2017). *Teaching Practice, a challenge to Teacher Education Program in Indonesia*. January. <https://doi.org/10.2991/yicemap-17.2017.54>
- Fatmawati, H., Mardiyana, & Triyanto. (2014). Analisis Berpikir Kritis Siswa Dalam pemecahan Masalah Matematika Berdasarkan Polya Pada Pokok Bahasan Persamaan Kudrat (Penelitian pada Siswa Kelas X SMK Muhammadiyah 1 Sragen Tahun Pelajaran 2013 / 2014). *Jurnal Elektronik Pembelajaran Matematika*, 2(9), 911–922.
- Fisher, A. (2009). *Berpikir Kritis Sebuah Pengantar (alih bahasa oleh Benyamin Hadinata)*. Erlangga.
- Fitriani, H., Asy'ari, M., Zubaidah, S., & Mahanal, S. (2019). Exploring the prospective teachers' critical thinking and critical analysis skills. *Jurnal Pendidikan IPA Indonesia*, 8(3), 379–390. <https://doi.org/10.15294/jpii.v8i3.19434>
- Hadinata, P. (2009). Iklim Kelas Dan Motivasi Belajar Siswa SMA. *Jurnal Ilmiah Psikologi Gunadarma*, 3(1), 100652.
- Istiqomah, A., Angin, L. M. P., Iyolanda, S., Anggina, S. B., & Yani, Z. P. (2022). Analisis Kompetensi Guru Dalam Menunjang Keberhasilan Dalam Proses Belajar Mengajar di SMPN 39 Medan. *Jurnal Pendidikan Indonesia*, 3(4), 417–429.
- Javento, I., Khairinal, K., & Rosmiati, R. (2021). Pengaruh Komunikasi Guru, Lingkungan Sekolah Dan Budaya Sekolah Terhadap Hasil Belajar Pada Mata Pelajaran Ekonomi Siswa Sma Negeri 14 Kabupaten Muaro Jambi. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(1), 443–457. <https://www.dinastirev.org/JMPIS/article/view/582>
- Joneta, C., Anugerah, R., & Susilatri, S. (2016). Pengaruh Komitmen Profesional Dan Pertimbangan Etis Terhadap Intensi Melakukan Whistleblowing: Locus Of Control Sebagai Variabel Moderasi. *Jurnal Online Mahasiswa Fakultas Ekonomi Universitas Riau*, 3(1), 735–748.
- Kamus Besar Bahasa Indonesia*. (2005). PT (Persero) penerbitan dan percetakan.
- Ley 25.632. (2002). 済無No Title No Title No Title.
- Lukita, C., Suwandi, S., Harahap, E. P., Rahardja, U., & Nas, C. (2020). Curriculum 4.0: Adoption of Industry Era 4.0 as Assessment of Higher Education Quality. *IJCCS (Indonesian Journal of Computing and Cybernetics Systems)*, 14(3), 297. <https://doi.org/10.22146/ijccs.57321>
- Marqués Aguado, T., & Solís-Becerra, J. A. (2013). An overview of translation in language teaching methods: implications for EFL in secondary education in the region of Murcia. *Revista de Lingüística y Lenguas Aplicadas*, 8(0), 38–48. <https://doi.org/10.4995/rlyla.2013.1161>
- Nambiar, D., Karki, S., Rahardiani, D., Putri, M., & Singh, K. (2019). *Study on skills for the future in Indonesia*. July, 1–117. www.opml.co.uk
- Novitasari, F., & Ardi, P. (2017). Developing a Teaching Methodology of Translation Course : A Cooperative Learning Model for English Department Students. *Indonesian Journal of English Language Studies (IJELS)*, 2(1), 15. <https://doi.org/10.24071/ijels.v2i1.352>
- Nugraha, K. C., & Artini, L. G. S. (2022). The Effect of Financial Performance on Stock Prices of Automotive and Component Sub Sector Companies in the Indonesia Stock Exchange. *European Journal of Business and Management Research*, 7(4), 327–331. <https://doi.org/10.24018/ejbmr.2022.7.4.1595>
- Nugroho, D. S. (2015). No Title空間像再生型立体映像の研究動向. *Nhk技研*, 151, 10–17.
- Nurfitriyanti, M., Rosa, N. M., & Patimah, F. (2020). Pengaruh Kemampuan Berpikir Kritis , Adversity Quotient Dan Locus Of Control Terhadap Prestasi Belajar Matematika. 2682(2), 263–272.
- Pratama, F. A., & Effendi, H. (2021). E-Learning Bebas Wordpress Sebagai Alternatif Media Pembelajaran. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 466. <https://doi.org/10.23887/jp2.v4i3.41534>
- Pribadi, M. (2014). Analisis Kontrasif Indonesia-Arab dalam Padanan Terjemah Teks Sastra: Analisis Hermeneutika Budaya. *Widyaparwa*, 42(2), 27–30.
- Puspitaningtyas, Z. (2017). Is Financial Performance Reflected in Stock Prices? 40(Icame), 17–28. <https://doi.org/10.2991/icame-17.2017.2>
- Rukmini, E. (2008). Deskripsi Singkat Revisi Taksonomi Bloom. *Majalah Ilmiah Pembelajaran*, 4(2), 11.
- Septiani, E., Petrus, I., & Mirizon, S. (2021). The Correlations Among Teachers' Competences, Students' Learning Motivation, and Students' English Proficiency. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 5(1), 143. <https://doi.org/10.26858/eralingua.v5i1.14316>
- Setiawan, A., Widjaja, S. U. M., Kusumajanto, D. D., & Wahyono, H. (2020). The effect of curriculum 2013 on economics learning achievement: Motivation as mediating variable. *Cakrawala Pendidikan*, 39(2), 444–459. <https://doi.org/10.21831/cp.v39i2.30279>
- Shapiro, L. E. (2008). *Mengajarkan Emotional Intelligence pada Anak Alih bahasa Alex Tri Kantjono*. PT Gramedia Pustaka Utama.
- Smith, V., Devane, D., Begley, C. M., Clarke, M., Penelitian, B. M., Surahman, Rachmat, M., Supardi, S., Saputra, R., NURYADI, TUTUT DEWI ASTUTI, ENDANG SRI UTAMI, MARTINUS BUDIANTARA, Sastroasmoro, S., Çelik, A., Yaman, H., Turan, S., Kara, A., Kara, F., ... Hastono, S. P. (2017). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Journal of Materials Processing*



- Technology*, *I*(1), 1–8.
<http://dx.doi.org/10.1016/j.cirp.2016.06.001><http://dx.doi.org/10.1016/j.powtec.2016.12.055><https://doi.org/10.1016/j.ijfatigue.2019.02.006><https://doi.org/10.1016/j.matlet.2019.04.024><https://doi.org/10.1016/j.matlet.2019.127252><http://dx.doi.org/10.1016/j.matlet.2019.127252>
- Suparno, S., Saptono, A., Wibowo, A., & ... (2022). How Does Economic Education Promote Students' Learning Creativity? ... *Pendidikan Bisnis Dan ...*, 8(2), 72–84.
<http://journal2.um.ac.id/index.php/jpbm/article/view/28055>
- Suratno, & Hutabarat, Z. S. (2018). The Influence of Social Support, Self Confidence, and Motivation to Economic Learning Results Class XI. *SHS Web of Conferences*, 42, 00021. <https://doi.org/10.1051/shsconf/20184200021>
- Susanti, N., Rahmayanti, R., Padmakusumah, R. R., & Susanto, R. (2019). Factors affecting students' financial literacy: A study on widyatama university, indonesia. *Universal Journal of Educational Research*, 7(5), 7–14. <https://doi.org/10.13189/ujer.2019.071502>
- Trianti, K., & Nuringwahyu, S. (2022). Financial Performance Analysis on Market Value In The Pharmaceutical Sector in Indonesia. *Global Conference on Social Science, February 2020*, 73–88.
- Yuniasari, T., & Djazari, M. (2017). Pengaruh Minat Menjadi Guru, Lingkungan Keluarga, Dan Praktik Pengalaman Lapangan (Ppl) Terhadap Kesiapan Menjadi Guru Akuntansi Mahasiswa Pendidikan Akuntansi Angkatan 2013 Fe Uny. *Jurnal Pendidikan Akuntansi Indonesia*, 15(2). <https://doi.org/10.21831/jpai.v15i2.17220>
- Yuzulia, I. (2021). The Challenges of Online Learning during Pandemic: Students' Voice. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(1), 08–12. <https://doi.org/10.31294/w.v13i1.9759>
- Zandvliet, D., Brok, P. den, Mainhard, T., & Tartwijk, J. van. (2014). The Theory and Practice of Interpersonal Relationships in Education. In *Interpersonal Relationships in Education*. https://doi.org/10.1007/978-94-6209-701-8_1