



Bachelor of Tarjamah (Arabic Translation)
Faculty of Adab and Humanities
Islamic State University Syarif Hidayatullah Jakarta

MODULE HANDBOOK

Module Name	Translation Internship
Module Level	Undergraduate
Abbreviation, if applicable	-
Sub-heading, if applicable	-
Code	
Subtitle, if applicable	-
Courses, if applicable	-
Semester/term	7 th
Module Coordinator(s)	Prof. Dr. Darsita S, M.Hum
Lecturer(s)	Mauodlotun Nisa', MA
Language	Arabic and Indonesia
Relation to Curriculum	Compulsory Course
Teaching Methods	Lecture, classroom discussion, and participated
Workloads	1 SKS equivalent to: Class Lectures: 50 minutes per week Independent Assignment: 50 minutes per week Structured Assignment: 50 minutes per week
Credit Point	3 SKS or 4.5 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	The module objectives/intended learning outcomes such as: 1. Quality Assurance: Implement quality assurance processes to ensure the accuracy and consistency of translations. Confidentiality and Ethics: Understand and adhere to ethical standards and maintain confidentiality in translation projects. 2. Professionalism: Develop a professional demeanor, work ethic, and communication skills when interacting with clients and colleagues.

	Adaptability: Learn to adapt to various types of translation projects, such as literary, legal, medical, technical, and business translations. 3. Portfolio Development: Build a portfolio of translation work to showcase their skills and experience to potential employers or clients. Self-Reflection: Engage in self-assessment and reflective practice to identify areas for improvement and continued growth as a translator. Networking: Establish connections within the translation industry and explore career opportunities.
Content	1. Text translation of Arabic poetry 2. Translation of children's story texts in Arabic 3. Translation of religious classics 4. Translation of contemporary religious texts 5. Oral translation of state diplomacy 6. Administrative and academic text translation 7. Tourism and product text translation 8. Political Text Translation 9. Economic Text Translation 10. Cultural Text Translation 11. Vocabulary translation within the scope of lexicography 12. Translation of Law and Human Rights Texts 13. Culinary Text Translation 14. Education text translation
Examination forms	The examination forms of translation internships are such as: 1. Final Presentation or Evaluation: In some cases, interns may be required to give a final presentation or evaluation of their work and the skills they have acquired during the internship. 2. Mentor or Supervisor Assessment: The mentor or supervisor overseeing the intern's work may provide a final evaluation or recommendation for the intern based on their performance and development. 3. Assessment of Professionalism: Interns may be evaluated on their professionalism, communication skills, ability to meet deadlines, and collaborative work.
Study and examination requirements	The final mark will be weighted as follows: 1. Final Examination 40% 2. Mid-Term Examination 30% 3. Class Activities: Quiz, Homework, etc. 30%
Media employed	Board, LCD Projector, Laptop/Computer
Reading list	1. Ainia, D. K. (2020). Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter. Jurnal Filsafat Indonesia, 3(3), 95–101.

	2. Anis, M., & Anwar, C. (2020). Self-organized learning environment teaching strategy for ELT in Merdeka Belajar concept for high school students in Indonesia. JEES (Journal of English Educators Society). 3. Arifin, S., & Muslim, M. (2020). Tantangan Implementasi Kebijakan “Merdeka Belajar, Kampus Merdeka” Pada Perguruan Tinggi Islam Swasta Di Indonesia. 4. Ariyana, Ramdhani, I. S., & Sumiyani. (2020). Merdeka Belajar melalui Penggunaan Media Audio Visual pada Pembelajaran Menulis Teks Deskripsi. Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing, 3(2), 356–370. 5. Asfiati, & Mahdi, N. I. (2020). Merdeka Belajar bagi Anak Kebutuhan Khusus di SLB Kumala Indah Padangsidempuan. KINDERGARTEN: Journal of Islamic Early Childhood Education, 3(1), 59. 6. Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi). Jurnal Studi Guru Dan Pembelajaran, 4(1). 7. Baro’ah, S. (2020). Kebijakan Merdeka Belajar Sebagai Peningkatan Mutu Pendidikan. Jurnal Tawadhu, 4(1), 1063–1073. 8. Faiz, A., & Purwati. (2021). Koherensi Program Pertukaran Pelajar Kurikulum Merdeka Belajar Kampus Merdeka dan General Education. Edukatif: Jurnal Ilmu Pendidikan, 3(3), 649–655. 9. Fuadi, T. M., & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (Mbkm): Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi Swasta Di Aceh. Jurnal Dedikasi Pendidikan, 5(2), 603–614. Retrieved from http://jurnal.abulyatama.ac.id/index.php/dedikasi 10. Hasim, E. (2020). Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi Di Masa Pandemi Covid-19. 11. Hendri, N. (2020). Merdeka Belajar; Antara Retorika Dan Aplikasi. E-Tech.
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