



Where Does It Stand? A Case of Translation Study Curriculum in Pursuing Economic Growth of Society 5.0 Era

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Abstract: This article addresses curriculum in translation study, a Diploma-4 program established by English for Business and Professional Communication (BISPRO) Politeknik Negeri Jakarta (PNJ). It focuses on the translation competences covered in the implemented curriculum. Translation competence models by PACTE 2003 and the new-issued SKKNI Penerjemah Teks Umum (Indonesian National Framework Competency Standards) for General Text Translator will be the framework of the study to review the suitability of covered competences in the implemented curriculum. The objective is to find out the correct combination among the elements stated in SKKNI and those in PACTE translation competence models to be implemented in the curriculum. Content analysis is applied as the methods of the study. The analysis focused on the comparison of competences covered in the implemented curriculum, the SKKNI Penerjemah Teks Umum and the PACTE translation competences models. The results show that translation competencies seen from the BISPRO curricula are widely represented. Almost all the course distribution contains the competencies from the frameworks, yet there are two competencies, namely bicultural and encyclopedic knowledge, and psychomotor mechanism, are not represented. It is concluded that there are some competencies unavailable in the applied curricula. Therefore, it is strongly recommended that the stakeholders revise the curriculum to the students' needs.

1 Introduction

Recently, translation study has been one of the job-oriented majors that creates a translator with the highest paid for society 5.0 era. In addition, in the economy of industry 4.0, having proficiency in foreign language could be one of specific requirements needed by corporations, therefore many students who are interested in learning language will completely choose the language major (Pusat Penerjemah, 2022). In fact, to be a professional translator means that all various skills and knowledge needed functionally are covered by a higher educational program. It is related to the need of translation in business sectors which provide services to the clients professionally (Eser, 2015). Furthermore, to fulfill the need of translation competences, a translation program needs to understand the concept of competences by following the steps to acquisition of competences

(Schneckenberg, ve Wildt, in Ester, 2015); a) knowledge (networking), b) ability (application), c) action (attitude), d) competence (adequateness), and e) professionalization (responsibility). By those stages, there are some skills to be trained formally before coming to the competences stage. Obviously, the link between the competences and curriculum cannot be separated in designing translation teaching and learning.

Along with that, a Diploma-4 study program English for Business and Professional Communication (BISPRO) at Politeknik Negeri Jakarta focuses on the translation competences covered in the implemented curriculum. During the three years, BISPRO has applied three different curriculums to achieve the balance of needed skills and knowledge by following the experts' suggestion and the standard of the Independent Learning from the Ministry for Education and Culture. However, it is assumed that parts in the previously implemented

curriculum must be omitted because of the unsatisfactory result of the students in the translation processes from the three batches. Furthermore, the translation competence models by PACTE in 2003 (Process in the Acquisition of Translation Competence and Evaluation and the new-issued SKKNI Penerjemahan Teks Umum (Indonesian National Competency Framework Standards) for general translator text will be the framework of the study to review the suitability of the implemented curriculum.

Gumus (2017) used translation competence models as a framework to categorize curricular components in training programs. By this research, it is known that translator-training of undergraduate programs in Turkey has uncertain focus on the language learning for translators and reconsidered requirements particularly from the foreign language teaching policies of education. Mescheryakova (2019) aimed to improve professional translation competences at the Institute of Foreign Languages, Additional Education Institute and Advanced Training Faculty at Volgograd State Socio-pedagogical University. Based on the result, it is known that the trainees had problems with the oriented skills and abilities.

By those all previous researches, it is assumed that the translation teaching learning in BISPRO at Politeknik Negeri Jakarta need to develop and elevate its curriculum in order to pursue the economic growth of society 5.0 era as stated by the Minister for the Economy, Airlangga Hartanto on March 2022 that the development of the economic potential requires assistance from all parties, including universities by encouraging the digitalization of learning teaching processes. However, it is known from his statement that the entrepreneurship ratio in Indonesia is only 3.47 percent of the entire population while it is at least at 5 percent for developing countries (Bhwana, 2022).

Eventually, in this research, the translation competence models by PACTE in 2003 (Process in the Acquisition of Translation Competence and Evaluation) which is the underlying system of knowledge needed to translate. It is made up of five sub-competences (bilingual, extra-linguistic, knowledge about translation, instrumental and strategic) and it activates a series of psycho-physiological mechanisms). Also, the new-issued SKKNI Penerjemahan Teks Umum for general text translator which consists of 12 units of competences is a job-oriented goal to fulfill the need of industry 4.0. It is believed that the translation curriculum of BISPRO at Politeknik Negeri Jakarta is still far from

perfect especially in pursuing the economic growth of the 5.0 era where digitalization of the curriculum will be a way to answer the challenges of the future.

2 Literature review

2.1 SKKNI Penerjemahan Teks Umum (the Indonesian National Competency Framework Standards)

In general, SKKNI is the formulation of related knowledge, skills and/or proficiency to a particular occupation (Ministry of Manpower, 2018). The demand of SKKNI formulation is related to the need of industry sectors as the main users of vocational higher education graduates. However, it is known that most of the graduates are unprepared for business and professional situations which means that the supply-driven orientation of education and training programs need to be changed to the demand-driven orientation. This information of industrial demands has been continuously informed by the practitioners of the field, therefore the omitted parts in teaching learning processes will vanish immediately.

In developing and elevating the translator competences for the economic growth of society 5.0, SKKNI has also launched the national competency framework standards for general text translation which is consisted of 12 units of competences standard as the following: identifying the genre in the source text, finding the meaning of words and expressions in the source text by using translation tools convention or non-conventional, finding the main messages in the source text, discovering the detailed information in the source text, identifying the sentence message in the source text, identifying the sentence message by the word class in the source text, identifying the specific cultural issue in the source text, choosing the appropriate methods for translating the text or the part of the text, choosing the appropriate techniques for words, phrases, clauses, and sentences in the source text, writing messages by words, phrases, clauses, and sentences by the pair of expressions and contexts, writing messages in translation of the source text by choosing the appropriate words and language styles in the target language, producing eligible target language text of translation. Those 12 units of competence standards are designed to fulfill the demand of industry 4.0 for business and professional situations which need to be adapted to the previous written curriculum in BISPRO. Furthermore, the

implemented curriculum also needs to digitalize the whole formulation that can be applicable to the students as the participants and the corporation as the graduate users.

2.2 PACTE (Process in the Acquisition of Translation Competence and Evaluation)

To be competent in providing services to the clients as professional translators, the knowledge, skills and proficiency in translation are acquired that could be validated empirically. The PACTE Group has been carrying out holistic, empirical-experimental research into translation competence and its acquisition in written translation and has developed various dynamic versions for the acquisition of translation competences since 1998 (Beeby, et.al, 2003, 2011). PACTE 2003 translation competence can be divided into five sub-competences that can be described in the following figure:

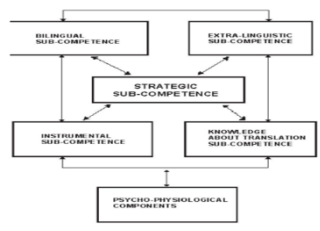


Figure.1 PACTE Model (2003)

The figure 1 of PACTE Model (2003) shows that Strategic Sub Competence is being the center of other competences (bilingual, extra-linguistic, instrumental, and knowledge about translation). Developing and elevating the other competences have close impact to the main process of translation, while the Psycho-Physiological Component is the part that can be functioned as the cognitive and attitudinal components, and psychomotor mechanism.

It is assumed that BISPRO at Politeknik Negeri Jakarta in general has already formulated the idea of PACTE Model (2003) in the implemented curriculum. However, there are some unfocused competencies applied in translation teaching learning, such as in using documentation resources and information, and communication technologies, or in improving the general and specific knowledge.

2.3. BISPRO's Translation Study Curriculum

BISPRO, established in 2019 was designed to develop and elevate the students' competences in Indonesian and English languages for professional business (Politeknik Negeri Jakarta, 2022). The competences in translating various genre texts and in

administering activity in the level of national and multinational corporation will be the output of the graduates such as a translator, interpreter, administrative/secretary staff, copywriter, public relations, editor, news reporter, journalist and some other language sectors.

BISPRO has developed three different curriculums for the last three years as the formulation of experts and the Independent Learning from the Ministry for Education and Culture. The first one was launched in 2019 by proposing verbal and written translation as the main objectives of the curriculum, yet it was believed by the curriculum team that the implementation of verbal translators should not be applied for the undergraduate students due to the level of difficulties. As a result of the decision, in the last two years, BISPRO has applied the written translation as the major knowledge and skills to the classes.

Besides, the implemented curriculum of BISPRO needs to adapt the industry 4.0 development for the economic growth of society 5.0 era so that the curriculum objectives can relate to the current situation too. Therefore, the translation competence models by PACTE in 2003 and the new-issued SKKNI Penerjemah Teks Umum will be the framework of the study to review the suitability of the implemented curriculum.

2.4. Previous Research

The concept of translation competences model, PACTE has applied much research to see the differences/the gap with the written curriculum in a translation training program. The first, the previous research by Gumus (2017), the translation competence models are used as a framework to categorize curricular components in training programs. By this research, it is known that translator-training of undergraduate program in Turkey has been uncertain focus on the language learning for translators and reconsidered particular requirements particularly from the foreign language teaching policies of education. Moreover, it is found that there is gap between the written curriculum and the actual teaching learning process that can be used as the references to any changes and evolutions in translation training in Turkey.

The next previous research by Mescheryakova (2019) that is aimed to improve professional translation competences at the Institute of Foreign Languages, Additional Education Institute and Advanced Training Faculty at Volgograd State Socio-pedagogical University. Based on the result, it is known that the trainees got

problems as the following oriented skills and abilities; a) the skill to use explanatory and bilingual dictionaries, reference books, to solve translation problems; b) the skill to use translation transformations, language and contextual transformations; c) the ability to carry out a full and abstract translation in writing; d) the ability to edit a native language text. The solution to those problems are; a) to select and to organize the material for the improvement of the translation competency, taking into account the translation types, texts genres for translation, translation transformations faced by students at work in their institution, company, etc.; b) to improve the translation competence and its all components; c) to create a set of tasks to improve the translation competence.

Another research by Zou (2015) that is aimed to maintain the translation competences in different circumstances with factors of directionality, modality, language combination of specialization which have impact on the route and rate of learning. This study focuses on the translation competences models in the contemporary period when the translation materials and demands are changing dramatically and one of the ways is by using metacognition implications especially in the strategic competences of translation. As a result, in terms of curriculum design, metacognition is supposed to be included and integrated in each stage in translator education, and activate students' metacognitive awareness and enhance their metacognitive competence. In teaching principle, translation education needs to move from product-oriented education to process oriented education, and lay emphasis on the development of translation competences procedural and conditional knowledge, rather than the mastery of static, declarative knowledge. In terms of teaching methods, teachers are to cultivate the classroom culture to allow and encourage students to do self-guided questioning, strategies selection, evaluating, reflection to ensure the task is performed effectively

3. Methodology

In this study, the data were used in the form of a translation competency model by PACTE which was developed in 2003 as well as the new publication of the SKKNI of *Penerjemahan Teks Umum*. Each indicator competency from the PACTE and SKKNI was adjusted to the existing translation competencies in the curriculum BISPRO has. The curricula are from the 2019, 2020 and 2021 edition. By using qualitative descriptive, this research tried

to describe a discrepancy between PACTE and SKKNI translation competency indicators in BISPRO curriculum competencies.

The data collection method for this research was document review, a systematic assessment and evaluation of documents, including printed and electronic content (Bowen, 2009). Furthermore, a content analysis also was used for analyzing the result of the data (Hsieh & Shannon, 2005). For this research method, the samples were typically selected to include the chosen texts that can help to answer the research issues being examined.

To analyze the data, the researcher used a content analysis of the PACTE and SKKNI translation competencies and then identified the competencies related to the test indicators. The techniques of data analysis were through several steps as follow: 1. Collecting and identifying the data from data source, translation competencies by PACTE and SKKNI; 2. Dividing the translation competencies in both frameworks based on the similarities of their field. The data obtained then are read and understood; 3. Codification: Rewriting and labeling the data based on the field of translation competencies; 4. Classifying the data into several parts; 5. Observing the data carefully; 6. Getting the conclusion.

In short, the researcher compared the data and then explained the curriculum competencies qualitatively. To tabulate the data, the researcher changed the description on the CEFR into codes, for example A1, B1, C1, and so on. Then, the items of the competencies are changed to numbers, such as 1, 2, 3, and so on.

4. Result and Discussion

4.1 PACTE and SKKNI Penerjemah Teks Umum

The frameworks utilized as the basis for curriculum analysis are PACTE translation competence models and *SKKNI Penerjemah Teks Umum*. The fundamental consideration of applying the two frameworks is that PACTE translation competence models are models which are based on empirical-experimental approach and regarded as a holistic model consisting of five sub-competences. (Yilmaz-Gumus, 2017; PACTE GROUP, 2005) On the other hand, *SKKNI Penerjemah Teks Umum* is one of the initial formal translation frameworks for general text translator, recognized by Indonesian society dealing with translation work and stipulated and signed by Ministry of Manpower of Indonesia on 31 December 2021.

Under this consideration, the implemented curriculum in BISPRO is evaluated based on the

conformity of the curriculum to the two frameworks. Finally, the validity of the implemented curriculum can be seen from the conformity to the designated frameworks. As may be seen that the BISPRO has implemented three curriculums: 2019, 2020, and 2021. The conformity of all the subjects in each curriculum considered as implicit competences to the frameworks are illustrated in the tables below.

From the data in table 1, both frameworks mostly conform to each other. PACTE A1 which covers bilingual sub competencies are in line with units 1,2, 3,5,6,10,11 of *SKKNI Penerjemah Teks Umum*. PACTE A2 on extra-linguistic sub competencies are connected to units 2,7,11 in *SKKNI Penerjemah Teks Umum*. However, PACTE A3 covering knowledge about translation has no equivalent in *SKKNI Penerjemah Teks Umum*. This is caused by the practicality performed in *SKKNI Penerjemah Teks Umum*, hence, PACTE A3 discusses the knowledge of translation. PACTE A4 which talks about instrumental sub competencies is relevant to unit 2 of *SKKNI Penerjemah Teks Umum*. The last PACTE sub competencies are strategic sub competencies which are covered by units 8,11, and 12 of *SKKNI Penerjemah Teks Umum*. These five PACTE translation sub-competencies are added by psycho-physiological competences which do not have any equivalent in the *SKKNI Penerjemah Teks Umum*.

The unavailability of units in *SKKNI Penerjemahan Teks Umum* relevant to PACTE translation sub competencies occurs to translation sub competencies of knowledge about translation. These sub competencies are divided into how translation functions and professional translation practice to more market-related issues. This is understandable as there are some contradictions between the fundamentals of *SKKNI* and the PACTE A3 competencies. The PACTE is more theoretical than the *SKKNI*, so those competencies cannot be covered in the *SKKNI*. Another PACTE sub competence which is not covered in the *SKKNI* is translation sub competence A5.3, i.e., to plan the process and carry the project. This sub-competence seems to be initial preparation before the real work of translating takes place, so it is also understandable that it is not covered by any unit in the *SKKNI*. The additional translation sub-competencies of PACTE, psycho-physiological competencies are not included in the *SKKNI* either. These sub-competencies again, are more theoretical to be mentioned in the *SKKNI* which is practical in nature. However, there is one sub-sub-competency which is considered more practical, i.e. Psychomotor mechanism. This is

basically needed by a translator to enhance translating work. It is necessary to make use of technologies so that it will be easier, and it is a real help for a translator.

Table 1 Analysis of PACTE and SKKNI Framework

PACTE	SKKNI	CODE	TOPIC
A1.1	3,5,10,11	A1	Pragmatic
A1.2	3,5,6,10	A2	Socio-linguistic
A1.3	1	A3	Textual
A1.4	6	A4	Grammatical
A1.5	2.6	A5	Lexical Knowledge
A2.1	7	A6	General World Knowledge
A2.2	11	A7	Domain--specific Knowledge
A2.3	2	A8	Bicultural and encyclopedic knowledge
A3.1	0	A9	How translation functions
A3.2	0	A10	Professional translation practice to more market-related issues
	2	A11	Use of documentation resources and information, and communication technologies applied to translation
A4.1		A12	to control the translation process by selecting the most appropriate method
A5.1	8.9 11	A13	to identify translation problem and solution
A5.2	0	A14	to plan the process and carry the project
A5.3		A15	to activate, evaluate and compensate the process of translation project
A5.4	12 0	A16	Cognitive attitudinal Components
A6.1	0	A17	Psychomotor Mechanism
A6.2			

4.2 PACTE, SKKNI Frameworks and BISPRO Curricula

The data in Table 2 shows the connection among the implemented BISPRO curricula and the two frameworks used to evaluate the validity of the curricula. It is seen that A1 is represented by three subjects all in Curriculum 2019, 2020, and 2021. It discusses pragmatic sub-sub translation competence, and the subjects in the curricula concern with the fundamental knowledge of linguistics and language receptive skills. This is considered appropriate as pragmatic refers to context.

The sole topic in the 2019 and 2020 curricula that covers A2, or sociolinguistics, is Fundamental Knowledge of Linguistics. In contrast, the curriculum for 2021 includes three course courses that are identical to those offered for pragmatic (A1) for the same reasons. A3's textual knowledge is

represented by course topics that encompass both macro and micro genre types of texts, including academic texts, descriptive texts, and texts used for exploration and discovery. The covers are regarded as adequate because they are able to meet the needs of the competency. A4 which refers to grammatical competences is covered by six course subjects in curriculum 2019, while there are four subjects in 2020 and 2021 curricula. They refer to parts of speech and grammar both in English and Indonesian. A5 refers to lexical knowledge which is covered in all curricula by five course subjects which discuss parts of speech and vocabulary in English and Indonesian, and one foreign language as a selective additional language provided for the students in semester eight. This is regarded as sufficient to achieve lexical knowledge competence as it has included comprehension.

Furthermore, A6 refers to extra-linguistic sub-competences, and they are represented by four course subjects in curriculum 2019 and 2020, while there are only two subjects in 2021 curriculum. They refer to general knowledge which can be covered by receptive and productive language skills. While A7 refers to domain-specific knowledge, and it is represented by course subjects which cover productive language skills. However, there should be more subjects which can achieve competence perfectly. Moreover, A8 focuses on the bicultural competence which are covered by one course subject in curriculum 2020 and 2021, but not represented in curriculum 2019. As translation covers two languages, then automatically, a translator should understand the two language-cultures. It is well-considered that cross cultural understanding is rendered in curricula 2020 and 2021. A9 refers to knowledge about translation, and in all three-curricula, it is represented by two course subjects: Introduction to Linguistics and Introduction to translation. They are appropriate for achieving competence.

Moving to A10, it refers to professional translation practice to more market-related issues. This may be said as the core field in the practice of translation. Therefore, it takes a lot of course subjects in the three curricula which can achieve the goals of competencies. A11 refers to instrumental sub-competences which represent the ability in organization documents and using necessary technologies in performing translation work. They are represented in some course subjects related to the use of electronic instruments and application of technologies. A12 is strategic sub-competencies which represent the practical core of translation,

pertaining the translation methods and techniques. The basic course subject related to the translation methods and techniques is Introduction to translation, however, it is added with some more course subjects which are included in practical courses. This is applied to all the three curricula.

Another thing, A13, is the process of decision making in the translation process. A translator needs to decide on a solution when a problem arises. It is covered by three course subjects in the three curricula: Research Methodology and Editing's. A14 refers to planning the process and carrying the project. This should be covered by course subjects related to how to communicate to make the translation project work. This is covered by business communication and entrepreneurship subjects. A15 refers to activating, evaluating, and compensating translation work. This competence can be reached by practicing translating and evaluating the translation works. This can be implemented in a real work environment. Therefore, job training is an appropriate program to obtain this competence, and it is implemented in the curricula. A16 is an additional competence to the five translation sub-competences which refers to cognitive attitudinal and psychomotor competencies. Although it is additional, the curricula provide one course subject which should cover the needs to obtain the competences. A17 refers to psychomotor competencies which are not represented in the course subject in the curricula. This should be represented as it is needed by the translator.

From the above reviews on the variables of PACTE translation competence models, SKKNI Penerjemah Teks Umum, and the curricula implemented in BISPRO study program, it may be summarized that most of the required competencies needed to be mastered by graduates of the study program have been rendered. However, there are still some points that need to be considered lacking or even missed. There are several competencies which are only represented by one or two course subjects, such as A7 and A12. This certainly needs more attention remembering the nature of vocational education which has to prepare the students to have skills in working. On the other hand, two of the missing points are bicultural competence which is not given in curriculum 2019, and psychomotor mechanism which is not provided either in the three curricula. Those are only examples of the failings which may be taken into consideration for future revision of the curriculum. Therefore, these findings should be taken into consideration in the pursuit of a better curriculum so as to provide graduates in much

better shape to directly compete and succeed in the market.

Table 2 Analysis of Three Curricula of BISPRO

CO DE	IMPLEMENTED CURRICULUM BISPRO		
	Cur.2019	Cur.2020	Cur.2021
A1	BIS104; BIS106; BIS108	BIS104; BIS106; BIS108	BIS104; BIS202; BIS302
A2	BIS104	BIS104	BIS104; BIS106; BIS202; BIS302
A3	BIS201; BIS202; BIS301; BIS302; BIS303; BIS501	BIS201; BIS202; BIS301; BIS302; BIS303	BIS201; BIS202; BIS203; BIS301; BIS303
A4	BIS105; BIS107; BIS205; BIS206; BIS307; BIS308	BIS105; BIS107; BIS206; BIS207	BIS105; BIS106; BIS206; BIS207
A5	BIS105; BIS207; BIS803; BIS804; BIS805	BIS105; BIS208; BIS803; BIS804; BIS805	BIS105; BIS208; BIS803; BIS804; BIS805
A6	PNJ102; BIS109; BIS203; BIS205; BIS207	PNJ102; BIS109; BIS203; BIS205	PNJ102; BIS108
A7	BIS204; BIS204; BIS802	BIS204	BIS107; BIS204
A8		BIS504	BIS504
A9	BIS104	BIS104	
A10	PNJ101; PNJ208; BIS406; PNJ407; BIS305; BIS306; BIS401; BIS402; BIS502; BIS503; BIS504; BIS505; BIS506; BIS602; BIS603; BIS604; BIS605; BIS607; BIS806	PNJ101; PNJ309; BIS406; BIS407; BIS403; BIS306; BIS307; BIS507; BIS404; BIS401; BIS503; BIS501; BIS504	PNJ101; BIS109; PNJ309; BIS402; BIS404; BIS407; BIS501; BIS308; BIS205; BIS403; BIS305; BIS307; BIS506; BIS406; BIS401; BIS507; BIS503; BIS505; BIS607; BIS806
A11	BIS403; BIS506; BIS801; BIS802	BIS306; BIS801; BIS802	BIS306; BIS801; BIS802
A12	BIS109	BIS109	BIS108
A13	BIS404; BIS405; BIS606	BIS405; BIS502; BIS508	BIS405; BIS502; BIS508
A14	BIS103; BIS103; BIS304; BIS304; BIS8	BIS103; BIS304; BIS304; BIS8	BIS103; BIS304; BIS806

	S807	06	
A15	BIS701	BIS701	BIS701
A16		BIS508; BIS606	BIS508; BIS601
A17	0	0	0

5. Conclusion and Recommendations

Based on the data analysis, it can be concluded that the results of the analysis of content validity from the translation curriculum used by the BISPRO study program from the year of 2019 curriculum, the 2020 curriculum to the 2021 curriculum have good conformity which means that they have the validity of suitable curricula to render qualified graduates in the field of translation. However, it was found that some translation competencies were not included in the competency standards of PACTE and SKKNI. Therefore, the writers suggest the stakeholders in charge of the curriculum should revise and adjust to the existing translation competency framework guidelines. The adjustments may refer to the depths of the course materials, the alterations of the focus, and even to new courses to completely fulfill the graduate's translation competencies

On the other hand, it is also found that the competency code A10 (Professional translation practice to more market-related issues) has the most competencies applied to indicators in many courses in the BISPRO study program. By looking at this, it can be concluded that the BISPRO study program has implemented the courses required to conform to translation standard competencies. These courses will later be useful to help improve student competencies to face the 5.0 era.

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