DEVELOPMENT OF INSTRUCTIONAL DESIGN ARABIC-INDONESIAN TRANSLATION BASED ON COLLABORATIVE LEARNING

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Abstract

The ability to translate is one of the language skills that involves two languages both source language and the target language. This skill requires a good mastery of both languages, so it takes a lot of practice and adequate exercise. Learning Arabic-Indonesian translation based on a collaborative learning approach is one way that can be taken to improve the students' ability in translating. This research was conducted to develop an instructional design model of Arabic-Indonesian translation based on the collaborative learning method. The research method applied was the Research and Development. The data collection techniques were observations, interviews, and questionnaires. The data analysis of qualitative and quantitative approaches was employed. Based on the results obtained that there is a significant increase students' ability in translating Arabic text into the text of Indonesia based on the significance test the average difference using t-test obtained t_{test} of 11.02 greater than t_{table} 2.68, which means that there are significant differences between the average value of the pretest and posttest. Based on the research finding, a conclusion can be drawn that field development constitutes the product of the learning model of Arabic-Indonesian translation for Arabic Department students of Jakarta State University.

Keywords: *Instructional design model, Arabic-Indonesian translation, collaborative learning*

Introduction

As means of communication, translation is used for multilingual notices, for instructions issued by exporting companies, for tourist publicity, for official documents, for reports, papers, articles, correspondence, textbooks to convey information, etc. Its volume has increased with the rise of mass media, the increase in a number of independent countries, and the growing recognition of the importance of linguistic minorities in all the countries of the world. The translation is an activity to reproduce the mandate or the source language message with the equivalent of the closest and reasonable in the language of the recipient, both in terms of meaning and style. A good translation would seem reasonable, natural, and does not feel as

translation.[1] Newmark states that the main activity of translation is actually an equivalence finding the source language and the target language. The analysis relies on the equivalent textual translation and formal correspondence.[2] Meanwhile, Nida proposes the equivalent of two forms, namely the equivalent of formal and dynamic equivalents. The Matching formal focus on the message, both regarding form and content.[3] The dynamic equivalent is called a functional equivalent, the effect of the principle of proportionality. To judge a work of translation, Emzir explains that there are three things need to be considered in the assessment of a translation result, they are: (1) accuracy, (2) clarity, and (3) the reasonableness.[4]

Translating as one aspect of additional advanced degrees in language skills has similarities in the learning with other language skills. Various methods of learning can be applied in the implementation of translation in the classroom, such as cooperative and collaborative method with different types. Nonetheless, translation learning has its own character that is different from other language skills. One of the characteristics present in translation learning is the relationship with the translation methods and procedures and strategies inherent in the translation process itself.[5] A lecturer is sometimes faced with problematic texts because of linguistic or socio-cultural issues between the source language (SL) and the target language (TL), also with the problem of the different needs for students to learn translations. Though lecturers are required to teach according to the needs of different students. Linguistic limitations include different lexical, terminological, syntactic, semantic, and pragmatic problems for each student. However, the lecturer still runs his learning plan as intended. For Tisgam, to be successful in teaching translation, teacher or lecturer should be able to merge the teaching techniques they may deem best for their students with those of teaching translation. Besides, it is a real problem since one has to teach translation skills, techniques, and doing translation practice, both oral and written, within a limited period. Even worse, the majority of students regard translation as a minor subject compared with poetry, the novel, or drama. Since the class does not have textbooks or even handouts, they assume that there is nothing to study, and all they have to do is learn vocabulary by heart and just attend and write down whatever translations the teacher may dictate.[6]

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[1] Peter Newmark, *A Textbook of Translation,* (London: Prentice Hall International, 1988). (London: Prentice Hall International, 1988), 7; Muḥammad Andalusī, "al-Tarjamah kā-Strātījīyah li-al-Fikr", *Hermes Journal* 1 (2012): 53; Eugene Nida and Charles Taber, R., *The Theory and Practice of Translation,* (Leiden: E. J. Brill, 1982), 33.

[2] Peter Newmark, *About Translation,* (Clevedon, England: Multilingual Matters Ltd, 1991).129-139.

[3] Eugene Nida, "Principle of Correspondence," in *The Translation Studies Reader*, ed. Lawrence Venuti, (New York: Routledge, 1964), 129.

[4] Emzir, *Teori Dan Pengajaran Penerjemahan,* (Jakarta: PT. RajaGrafindo Persada, 2015), 267.

[5] Khalida Hamid Tisgam, "Is it Possible to Teach Translation in the Classroom", *J. Of College of Education for Women,* Vol. 20, No. 2, 2009, 535; Elsadig Mohamed Khalifa, "Problems in Translating English and Arabic Languages' Structure: A Case Study of EFL Saudi Students in Shaqra University", *European Journal of English Language and Literature Studies,* 3/4, 2015, 23-24.

[6] Khalida Hamid Tisgam, "Is it Possible to Teach Translation in the Classroom", 545-546.

Furthermore, there are many aspects can cause the translation difficulties, Al-Titinchy and Al-Titinchy's research investigates that the translation difficulties in a number of authentic translated examples that are associated with equivalence at the lexical level in relation to words' conventional dictionary meanings, as well as cases of translation difficulties where focus is mainly on implied rather than literal dictionary meanings. Besides the difficulties related to the translation of words that have been suggested in the literature; homonymous Acronyms, words of different dialects, words with similar formal features in the same language, words that are no more used in the modern language variety, words that have changed denotation, and words with different styles.[7]

On the other hand, the linguistic term, however, is considered one of the most important terms that require special attention; since it is the gate through which the researchers pass to provide a clear vision when dealing with the terminology of other fields. For Al-Hayadra, the environment and the culture that the translator emerges from during his dealing with the terminology are crucial in the outcome of the translation. Sometimes, the translator chooses certain terms rather than others and employs them in his writings and translations of foreign research. This enhances coherence in dealing with the terms where they are disseminated and standardized or leads to dispersion and scattering in some fields.[8]

Petrescu tries to raise cultural awareness through teaching translation. As a dual act of communication which presupposes the existence of two distinct codes, the source language and the target language, translation reflects the relation between these two codes depending on their respective linguistic and cultural identities. An important requirement for teaching translation becomes, thus, raising the cultural awareness of the translation students. A contrastive approach to the study of languages is proposed here as a first step towards cultural awareness.[9]

Marqués-Aquado and Solís-Becerra explore the role of translation in the main teaching methods. Various activities and resources have been used across time to promote and enhance the learning of foreign languages. Among these, translation has been cherished or dismissed depending on the preferred teaching method at each period. With the arrival of the Communicative approach, which focuses on communicative competence, its role has apparently become even more unstable. Communicative approach allows for the use of a wide range of activities, including translation. It also provides some pedagogical instructions for students to obtain more

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[7] Asim Ilyas Al-Titinchy and Nadi Asim Al-Titinchy, "Lexical Transalation Difficulties and Context-dependent Synonimy", *International Journal of Arabic-English Studies (IJAES),* Vol. 16, 2016, 129-42.

[8] Muṣṭafá Ṭāhir al-Ḥayādrah, "Ishkālāt al-Tarjamah fī Bina' al-Muṣṭalaḥ al-Lisānī al-'Arabī: Tarjamat Kitāb Saussure Numūdhajān", *Dirasat: Human and Social Sciences,* Vol. 43, 2016, 1147-161.

[9] Camelia Petrescu, "How to raise cultural awareness through teaching translation", *Procedia: Social and Behavioral Sciences,* Vol. 46, 2012, 3910-15.

benefits from translation-related activities, which are linked to the attainment of various subcompetences within communicative competence.[10]

The poor knowledge about the target language (TL) structure, besides the difference between the two language families that both languages belong to, cause problems. Therefore, the needs for translation are increasing nowadays due to the continuous development of science, culture, and technology. However, the process of translation is faced by many linguistic problems including grammar, context, culture, etc.

Joyce, Weil and Calhoun state that the learning model is a description that includes the settings to the environment, the behavior of teachers, and used as a guide for teachers in making learning and curriculum planning, designing teaching materials to be used in the classroom.[11] Thus, the learning model is basically a form of learning reflected from beginning to the ending presented by the teacher.

In connection with the complexity of the mechanisms and measures of research and development in education, Borg and Gall states there are ten steps in the implementation of research and development in the field of education from the very beginning (preliminary) in nature to the nature dissemination of results research. Ten steps are: (1) analysis of needs, (2) planning, (3) developing a preliminary form of the product, (4) preliminary field testing, (5) revising the main product, (6) main field testing (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.[12]

Dick, Carey and O. Carey set the ten steps for the development of model-based research and development, as follows: (1) identify instructional goal (s), (2) conduct instructional analysis, (3) analyze learners and Contexts, (4) write performance objectives, (5) develop assessment instruments, (6) develop instructional strategy, (7) develop and select instructional materials, (8) design and conduct a formative evaluation of instruction, (9) revise instruction, and (10) design and conduct summative evaluation.[13] According to Obizoba, designed the learning system through the stages as follows: instructional problems, learner and Contexts, task analysis, instructional objectives, content sequencing, instructional strategies, designing the message, development of instruction, evaluation instrumental.[14]

Based on the description of the research model development and the development of learning models above, it can be summarized that the research

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[10] Teresa Marqués-Aguado and Juan Solís-Becerra, "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,* Vol. 8, 2013, 38-48.

[11] Bruce Joyce, Marsha Weil, and Emily Calhoun, *Models of Teaching*, Eigth, (Boston: Pearson, 2009).

[12] Walter R.; Borg and Meredith D. Gall, *Educational Research, An Introduction*, Fourth Edi. (New York: Longman Inc, 2003). 10-12.

[13] Walter Dick and Lou Carey, *The Systemic Design of Instruction,* (United State: Addison-Wesley Educational Publishers Inc., 2001), 8-9.

[14] Cordelia Obizoba, "Instructional Design Models — Framework for Innovative Teaching and Learning Methodologies", Vol. 6, No. 5, 2015, 21–31.

development work covers three areas, design, development, and evaluation of products to be produced. Products intended to tangible set of models of learning Arabic-Indonesian translation. The product learning model is the result of the development consists of several sustainable steps.

Research on collaborative learning has been active over the past decades and become a 21ˢᵗ century trend. The need in society to think and work together on issues of critical concern has increased, shifting the emphasis from individual efforts to group work, from independence to the community.[15] Collaborative learning is based on the concept that learning is a naturally social act. It is an educational approach to teach and learn that group members work together to solve a problem, complete a task, or create a product. Every learner have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged.[16] Collaborative learning as disclosed by Smith and MacGregor is an educational approach involves intellectual activity by the learner, or between learners and teachers together. Learners will work in the group of two or more, seek mutual understanding, solutions, meaning, or create a product.[17]

Nunan explains that in collaborative learning, learners work together to achieve shared learning goals. They work in small groups may also compete with other groups. For that collaborative learning activities varied but centered on the application and exploration of teaching materials by the students so that they are not only dependent on the teacher explanations. Collaborative learning models are based on assumptions about the learning process as an active and constructive activity, learning is dependent contexts, learners were diverse backgrounds, and learning it is social.[18]

The collaboration described how people work together more than just what they do. Collaboration is the process of dynamic, interactive between colleagues who strive together to achieve greatness. Educators, in this case, seek to improve achievement for all students. Newmark suggests that the success of each translation class depends on 65% on the teacher, and the rest depends on the teaching process which is 35%.[19]

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[15] Marjan Laal, Mozhgan Laal and Zhina Khattami Kermanshahi, "21st Century Learning: Learning in Collaboration", *Procedia: Social and Behavioral Sciences,* Vol. 47, 2012, 1696.

[16] Cindy E Hmelo-Silver and others, eds. *The International Handbook of Collaborative Learning,* (New York: Routledge, 2013), 1; Ritu Chandra, "Collaborative Learning for Educational Achievement", *IOSR Journal of Research & Method in Education,* 5/3, 2015, 4; Hari Srinivas, "What Is Collaborative Learning?," *The Global Development Research Center, Kobe; Japan*, last modified 2011, accessed May 21, 2019, http://www.gdrc.org/kmgmt/c-learn/what-is-cl.html.

[17] B. L. Smith and J. T. MacGregor, "What Is Collaborative Learning?," in *Collaborative Learning: A Sourcebook for Higher Education* (Pennsylvania State University; USA: National center on postsecondary teaching, learning, and assessment publishing, 1992). 1-2.

[18] David Nunan, *Collaborative Language Learning and Teaching,* (Cambridge: Cambridge University Press, 1992). 3.

[19] Benjamin John, *Tecahing Translation and Interpresting 4; Building Bridges*, ed. Eva Hung (Amsterdam: John Benjamin Publishing Company, 2002)., 76.

Barros in her study state that translation is increasingly becoming a team activity, therefore introducing teamwork in translation training will allow students to develop a demanded generic competence and to experience professional situations. Considering both the theoretical frame described and the results obtained in our preliminary survey, we can state that collaborative learning and interpersonal competence itself, do not develop exclusively by working together in a team, but they require students be aware of the reasons why they are working together and the results they intend to achieve in the team. Barros' study shows that a high percentage of students (45.5%) are aware of the importance of interpersonal competence in their translation training. This awareness may be reflected in the fact that they declare preference to combine individual work with teamwork. It might seem surprising that even though 100% of students claim to have worked in a team previously, 85.5% of them never received any training on teamwork.[20]

This research tried to development of instructional design Arabic-Indonesian translation based on collaborative learning. In the learning process of Arabic-Indonesian translation, it showed that the dominance of lecturers in teaching is still quite high. Learning management in the classroom is still monotone. Students at the beginning of the term have given a variety of texts originating from the textbook or the internet and then asked them to translate it as the task group. Then in subsequent meetings in classical groups that have been scheduled to present the results of the translation are discussed together. In this process, the students do not have enough space to develop their translation ability and tend to rely on their task more intelligent. Lecturer in this case also cannot monitor the completion of the task in group dynamics and atmosphere, whether the tasks performed by all members or only one or two people only, while other members do not contribute to the completion of the task.

The presence of books translated from Arabic books are very encouraging for Indonesian Muslims. They can expand their religious insights to gain a better understanding and in accordance with the right guidance in carrying out their religious life. So, we can see how important the role of translators in shaping a more civilized society by presenting the works of a good translation, quality and reliable results. This is absolutely a challenge for translators. As a dual act of communication which presupposes the existence of two distinct codes, the source language and the target language, translation reflects the relation between these two codes depending on their respective linguistic and cultural identities.[21] As is understood that a nation can build a civilization by utilizing the result of translation from a trusted source book. In the case with those religious books, then the messages conveyed must be true as the original, because if something goes wrong it will be causing the wrong interpretation, religious beliefs and practices. If so then the interpreter *dalla wa adalla* 'lost and misleading'.

[20] Elsa Huertas Barros, "Collaborative Learning in the Translation Classroom: Preliminary Survey Results", *The Journal of Specialised Translation,* Vol. 16, 2011, 54-55.

[21] Camelia Petrescu, "How to Raise Cultural Awareness through Teaching Translation", 46, 2012, 3910–3915..

However, the books translated from Arabic into Indonesian rooted in the work of the great scholars of Islam is very diverse commonly found in bookstores today, usually the translation work that has been through the process of validation of sources reliable, so the quality of the contents can be accounted for.

Seeing the reality of the development of translation activity in Indonesia, this is a good opportunity for translators whose certainly has a bright prospect. Currently learning the translation in Arabic Education study program starts from the introduction of the theory of translation and then continue to the practice of translating simple texts. In the course translations, the practice of translation is done from the Arabic text into Indonesian in the first half of the semester, while the Indonesian translation of text into Arabic do in the second half of the semester.

Based on the explanation above, the researcher consider that it is important to conduct research regarding to the effectiveness of learning Arabic-Indonesian translation in Arabic Education courses based on collaborative learning. Collaborative learning is an umbrella term that various educational approaches involve the intellectual activity by the students or between students and teachers together. Typically, learners will work in the group of two or more, seek mutual understanding, solutions, meaning, or create a product. Collaborative learning activities varied but centered to the application and exploration of teaching materials by the students so that they do not only depend on the explanation of teachers.[22]

According to Barros' study, collaborative learning entails not only the division of work in a specific task, but it requires its joint completion so that the team members can construct meanings together and can develop cultural and professional knowledge. An evolution from teaching-oriented towards the teacher as the main source of knowledge to teaching based not on the students themselves, but on teaching itself. In this social-constructivist approach for translator training, the student is the main agent of the learning process and the teacher guides them through this stage.[23]

Based on the background of the problems as described above, then the research problem is formulated as follows: "How is the model of the learning model Arab-Indonesian translation in Arabic Education courses based on collaborative learning?"

Method

This research was conducted at the Department of Arabic Language Education Jakarta State University (PBA UNJ), held between April 2014 and October 2015. This study is a developmental research combines qualitative and quantitative data. This study combines research model Borg & Gall and learning development

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[22] Marjan Laal and Mozhgan Laal, "Collaborative Learning : What Is It ?", Vol. 31, No. 2011, 2012, 491–495.

[23] Elsa Huertas Barros, "Collaborative Learning in the Translation Classroom: Preliminary Survey Results", 44.

model Dick & Carey. The procedure is simplified design with three main stages, namely: (1) pre-development, (2) design study model Arab-Indonesian translation, and (3) testing and revision of the results of the design study model translating Arabic-Indonesia. The designed model tested to students in small groups and large groups, as well as evaluation by peers (peer review) and by the expert (expert judgment). Furthermore, the effectiveness of the model test conducted on 25 students PBA UNJ method pretest-posttest group design. Qualitative data analysis presented in the form of a qualitative description of the stages of validation and data reduction, data presentation, and conclusion. The Analysis of quantitative data in the form of the results of field trials ranged from small groups and large groups, and descriptive statistics and t-test to test the effectiveness of the model.

Result

The results of research related to learning Arabic-Indonesian translation based collaborative learning can be outlined include the results of model development, the feasibility of the model, and test the effectiveness of the model. The series of research results in detail as follows:

Based on a survey of 40 respondents to explore the needs of the students towards learning Arabic-Indonesian translation, focused on the study of translation, translation topics, and the learning process of translation obtained the following results. Translation needs of students towards learning includes an understanding of the theoretical concepts of translation, the translation techniques, exercises translating of simple Arabic texts to more complex texts, exercises translating Arabic texts in a variety of topics and themes, exercises Arabic translation of classic and contemporary texts.

The results showed that the method adopted by lecturers, students look quite enthusiastic and motivated to follow the lectures at first. Each group shows responsibility towards their respective duties. Some drawbacks that arise in these methods including many students who are not able to develop their ability optimally due to its reliance on the work of his friend who is more adept at mastering the Arabic language in general. They rely on what is done by his friend, so it seems only followed by what friends. Then when he followed the presentations of other groups, does not look a strong motivation for them to learn a new understanding of how to make a good translation work.

The assessment by the specialist or expert judgment or expert justification, in an attempt to enhance the learning model of the development of the Arab-Indonesian translation based collaborative learning approach that is feasible according to the students' needs and learning conditions. Expert assessment conducted involving two experts using instruments to assess learning model design form Semester Program Plan Learning Activity (PLA), and teaching materials.

Based on expert assessment, it showed that the design of the learning model made already meet the criteria of a good model. According to the needs of students

and in conformity with the purpose of learning Arabic-Indonesian translation, a learning model that has been systematically arranged in accordance with the basic competencies learned. The three components are arranged, namely, RPS and teaching materials have been systematic, relevant and collaborative learning approaches applied already stressing the involvement of the students.

Based on feedback ratings and comments of experts then the model tested to the large group in order to obtain a final model that will be used in learning and test its effectiveness. The model was developed and tested in a large group with a number of 24 students, reflecting the positive impact on student learning through participation, creativity, and involvement in group work. The model can be illustrated as shown in the picture below:
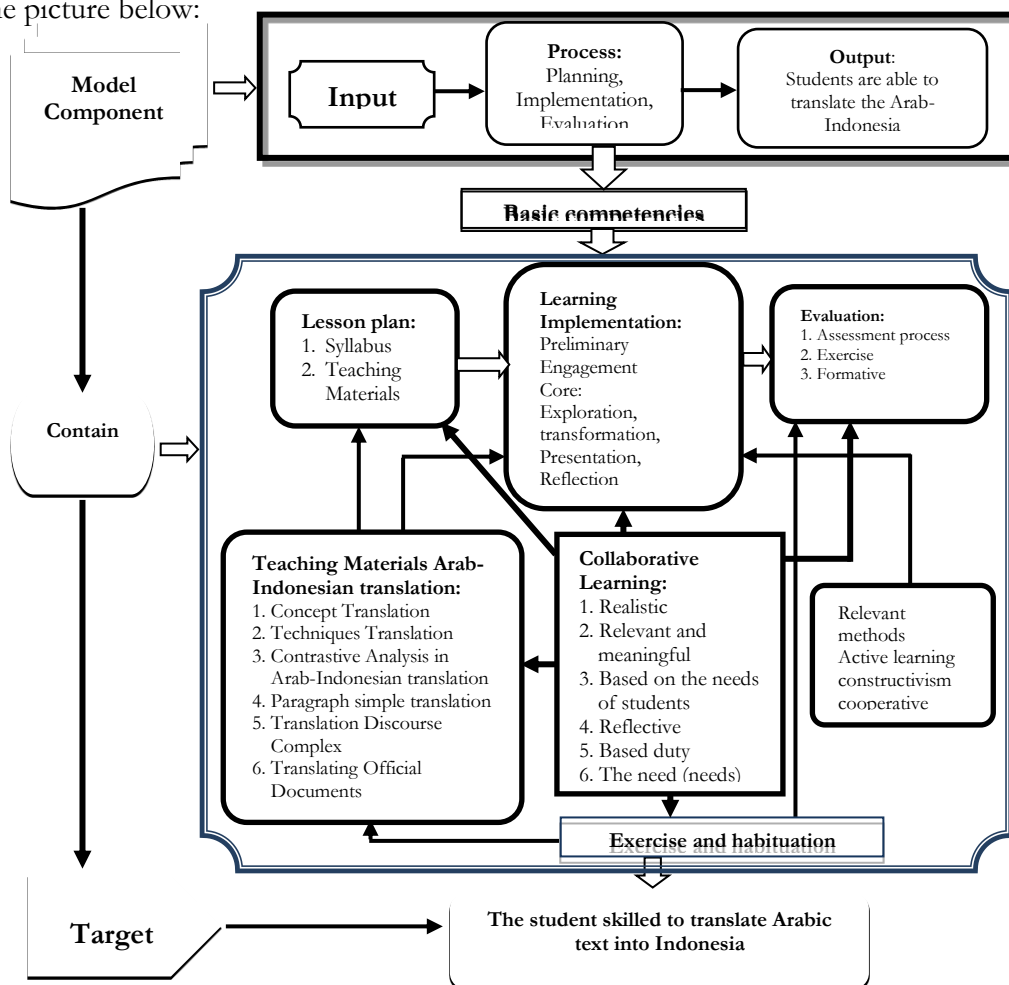
Figure 1. Model Final. Learning Structures Translating Arabic-Indonesia Based on Collaborative Learning Approach

While the design of the lecture activities set out in Unit Lesson Plan emphasizes the collaborative learning process, which essentially include the sequence 5 core activities, namely engagement, exploration, transformation, presentation, and

reflection. The whole learning process is packaged in a collaborative learning that emphasizes interaction among students and between students and lecturers.

The developed draft model consisting of the planning component that includes a syllabus or semester program plan learning activity structured to meet learning activities for one semester. The design of the material is based on a needs analysis in order to provide basic knowledge and skills for students in the framework of the Arab-Indonesian translation by studying the materials related to the nature of translation; kinds of translation; approach in translation; equivalence form and meaning; Indonesian system of sentence patterns (SL) and Arabic (TL); *uslûb* (styles) in Arabic and translations, exercises translate sentences, paragraphs simple and complex discourse Arabic into Indonesian. Overall, the material is divided into 14 parts learning topics. The application of a lesson plan like this is suggested to beginning Arabic language competency classes.

Appendix A. Weekly Schedule of the Syllabus

CHAPTER/ WEEK	THEME	ASSIGMENT/ NOTES
1	The Process of Translation Meaning and Equivalence in Translation	
2	Approach, Method and Translation Strategy	
3	Translation Problems, Arabic Characteristics and Arabic-Indonesian Translation Techniques	Assignment -1
4	Translation of *Tarkîb Wasfî* and *'Ataf wa Ma'tûf 'Alaih*, *Tarkîb Badali* and *Taukîdi*	Assignment -2
5	Translation of *Ismiyyah* and *Fi'liyyah* Sentence	Assignment -3
6	Translation of Short Stories	Discussion of Project
7	Presentation -1	
8	Midterm Week	
9	Revision Week	
10	Translation of *Zarf al-Makân* and *al-Zamân*, *Uslûb al-Hâl*, *Uslûb al-Madah* and *al-Dzam*, *Uslûb al-Qasam*	Assignment -4
11	Translation *Harf al-Jar; Min, 'An,' Alâ, Bi, Fî, Ila, Li, al-'Ibarât al-Istilâhiyyah*	Assignment -5
12	Translation of Official Documents	Assignment -6
13	Translation of News	Discussion of Project
14	Presentation -2	
15	Revision	

The effectiveness test of the model applied to a hypothetical model to determine the feasibility of the model to be implemented in the field. Tests carried out using a pretest-posttest design group design. Test the effectiveness of the model is

done in class of Arabic Education department of the State University of Jakarta totaled 25 students.

Appendix A. Descriptive statistic of Pre-test and Post-test value

Statistics

		Pre-test	Post-test
N	Valid	25	25
	Missing	0	0
Mean		75.3600	81.0400
Median		75.0000	80.0000
Mode		75.00	80.00
Std. Deviation		4.66262	4.78261
Variance		21.740	22.873
Range		18.00	20.00
Minimum		65.00	70.00
Maximum		83.00	90.00
Sum		1884.00	2026.00

Based on the test results, showed that the average value of 75.36 pretest and posttest score of 81.04, meaning that there is a high increase amounted to 5.68, while the minimum value is 65 on the pretest and posttest is 70. The maximum value is obtained on the pretest posttest 83 and 90. Based on the significance test the average difference using t-test obtained t of 11.02 is higher than 2.68 t table which means there is a significant difference between the mean value and posttest-pretest.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Post-test - Pre-test	5.68000	2.57747	.51549	4.61607	6.74393	11.019	24	.000

The results showed that the learning model Arab-Indonesian translation that was developed based on the needs of students and faculty proven effective in improving students' ability in UNJ department of Arabic Language Education in translating Arabic texts into Indonesia text.

Discussion

Judging from the activities and involvement of students in learning shows that students are actively involved in each step of learning. Students are actively involved in groups, developing cooperative values with other students and showing good enthusiasm in completing tasks in the classroom. Students look happy and enthusiastic in following the learning process. This shows an increase in learning outcomes and learning activities using the Arabic-Indonesian translation learning model based on the collaborative learning approach.

Collaborative learning is an approach that emphasizes active and constructive learning based on collaboration between students. The collaborative learning approach consists of seven elements, namely: realistic, relevant and meaningful, student-centered, reflective, task-based, based on needs. The collaborative learning approach in its implementation can be varied with cooperative methods and active learning as well as emphasizing student activities. Collaborative approach basically takes place with five stages, namely, engagement, exploration, transformation, presentation, and reflection.

Providing collaborative learning for a translation teaching and learning and bringing contextual learning source into the classroom lead to an innovative learning atmosphere. The suggested learning model and lesson plan in this study promote more student activity. The course design and the collaborative learning highly motivating and welcomed by the students, especially on account of its creative and fun character and the chance to find learning experiences in it.[24]

In fact, every translation course must have a syllabus that clearly defines the teaching method and its theory of translation if applicable. Therefore, the different instructional theories are not an issue here, but the lack of course design is. The drafting of a learning model in this study includes three parts, namely: planning teaching, learning and teaching materials. The design of the study model considered input, process and output. Input is a student who will be a subject of study. The process is a learning process in which students and faculty facilitated to achieve mastery of competencies. The learning process consists of (1) planning lectures, namely the syllabus, unit lesson plan, and teaching materials, (2) the implementation process of learning, and (3) evaluation. In the implementation of this learning process lecturers emphasized the use of collaborative learning methods. While the output is the output or result after the student attends the learning process. The desired result is a good mastery of the competency and students can translate Arabic texts into text Indonesia well.

The Arabic-Indonesian translation learning model based on a collaborative learning approach that is task-based encourages students to work collaboratively in completing responsibilities in groups. Panitz emphasized the collaborative teacher would not specify a number but would assess the progress of each group and provide suggestions about each group's approach and the data generated. The teacher would be available for consultations and would facilitate the process by asking for frequent progress reports from the groups, facilitate group discussions about group dynamics, help with conflict resolution, etc.[25]

The Arabic-Indonesian translation learning model based on the collaborative learning approach emphasizes the transformation process allowing the exchange of knowledge and understanding between students with heterogeneous abilities. This

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[24] Seda Ku and Sezer Ünlü, "Teaching Translation: A Suggested Lesson Plan on Translation of Advertising through the Use of Authentic Materials" 199 (2015): 407–414.;

[25] T Panitz, "A Definition of Collaborative vs Cooperative Learning," *Deliberations on learning and teaching in Higher Education*, 1996.

learning also emphasizes the reflection process as part of the construction of new knowledge and mastery of student competencies.

Collaborative learning suggests ways to assess the abilities and contributions of each group member. There is a division of authority and acceptance of responsibility among group members to work together. The concept that underlies collaborative learning is the development of agreements through cooperation by group members, in contrast to the competition between other group members. Key aspects of collaborative learning include Positive interdependence, adequate interaction, individual accountability, social skills and group processing.[26]

The significant benefit of collaborative learning is related to group members who work together for long periods of time during the class. The students in the team will get to know each other deeply and expand their activities outside the classroom. The students will communicate with each other to get help with the questions or problems they face, and they will often continue their communication later.[27]

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The Arabic-Indonesian translation learning model based on the collaborative learning approach has a positive impact on lecturers to improve their abilities and competencies. Learning using the collaborative learning approach conditions students to be more active, creative, and critical so that to apply the model lecturers are required to be more creative in conducting lectures in class. Research has indicated that interactivity, such as that with teachers and peers, can significantly enhance students' active collaborative learning and learning performance.[28] Active collaborative learning encourages students to listen, write, read, and reflect on their work together.[29]

However, to design a class as a learning environment based on ideal collaborative learning theory that includes socio-cultural concepts is a very difficult task. This is because of fundamental differences in past learning practices with what will be done based on theory, but this change is something that is good and observable, so that the teacher can direct students to the desired learning situation.[30]

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[26] Marjan Laal and Mozhgan Laal, "Collaborative Learning: What Is It ?", 491–95.

[27] Marjan Laal and Seyed Mohammad Ghodsi, "Benefits of Collaborative Learning," *Procedia - Social and Behavioral Sciences,* Vol. 31, No. 2011, 2012, 486–490.

[28] Lorena Blasco-Arcas et al., "Using Clickers in Class. the Role of Interactivity, Active Collaborative Learning and Engagement in Learning Performance," *Computers and Education,* Vol. 62, 2013, 102–110.

[29] Jae Hoon Han and Adam Finkelstein, "Understanding the Effects of Professors' Pedagogical Development with Clicker Assessment and Feedback Technologies and the Impact on Students' Engagement and Learning in Higher Education," *Computers and Education,* Vol. 65, 2013, 64–76..

[30] Eleni Seralidou and Christos Douligeris, "Identification and Classification of Educational Collaborative Learning Environments," *Procedia Computer Science,* Vol. 65, No. Iccmit, 2015, 249–258.

Conclusion

Based on the description above, it can be concluded that the development of research on learning model translation Arabic-Indonesian based on collaborative learning approaches for students of Arabic Education UNJ meets the eligibility criteria to be applied. This is because the learning model that is tailored to the needs of students and professors, have received ratings from experts and tested in the field. Based on the research results, discussion, and conclusions some points that can be recommended as follows.

First, the model learning Arabic-Indonesian translation developed in research is an alternative learning models that can be used in learning Translation. Second, the product model of learning Arabic-Indonesian translation based on collaborative learning approach generated through the development of a model developed by observing the course curriculum of PBA UNJ. Third, the model learning Arabic-Indonesian translation based collaborative learning approach has the principle of integrating the various abilities of students in the learning process that requires the active involvement of students in the exploration phase and transformation of the task-relevant and meaningful context. Fourth, the draft translation of the Arabic-Indonesia learning model generated to help facilitate faculty in delivering course materials to students. It is also learning Arabic-Indonesian translation with implementing a collaborative learning approach can be used as a reference and inspiration for faculty to design learning Arabic-Indonesian translation and reverse itself. Fifth, before implementing the learning in the classroom, lecturers should have a perfect plan. The implementation of a collaborative learning approach encourages students to be more creative. Thus, higher education institutions should encourage and facilitate the lecturers to constantly improve the quality of their teaching.

The Arabic-Indonesian translation learning model based on the collaborative learning approach developed in accordance with the results of the needs analysis is more suitable or good compared to the learning model used today. Thus, the learning model developed can be recommended as an Arabic-Indonesian translation learning model based on a collaborative learning approach.[]

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