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A P P E N D I X E S



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Table 37

The Results of Questionnaire (Control Class E) for Autonomous Learning: PBI
Universitas Muhammadiyah Makassar

No	Initial	Hasil Jawaban Angket																									
		Self-Effort					Learner awareness					Self-esteem			Motivation			Use of reference materials			Broader autonomous activities				Use of technology in learning		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	IL	4	4	5	5	4	4	4	5	4	5	3	4	3	4	3	5	5	3	4	3	3	4	5	3	4	
2	UU	5	5	5	4	5	4	5	5	4	4	4	5	5	5	4	5	5	5	5	4	5	4	4	4	5	
3	AM	4	4	5	5	4	5	5	5	5	4	5	4	5	4	3	3	5	5	4	3	5	4	4	5	4	
4	AR	5	5	5	4	5	5	4	4	4	4	4	5	4	4	5	5	4	4	4	3	3	4	4	4	5	
5	NH	4	3	4	5	4	4	5	5	4	5	4	5	5	5	5	4	5	5	4	4	5	4	5	4	5	
6	SN	4	4	4	5	5	4	4	4	5	4	5	5	5	4	3	3	4	4	5	4	4	5	4	5	5	
7	RM	5	5	5	5	4	5	5	4	4	5	5	4	4	5	4	5	4	5	5	4	5	4	4	4	3	
8	SB	4	4	4	5	5	4	4	5	5	5	4	5	4	5	4	3	4	4	5	4	4	5	5	4	4	
9	FR	4	3	4	5	4	4	3	4	4	5	5	4	5	5	4	4	5	5	5	5	5	5	4	5	5	
10	SN	5	5	5	4	5	4	5	4	5	5	5	5	5	4	5	5	5	4	5	4	4	5	5	4	4	
11	FA	4	5	4	4	5	3	3	4	4	5	5	4	5	3	4	5	5	4	4	5	4	4	5	5	4	
12	FA	3	4	5	5	5	4	4	5	5	5	4	5	5	4	4	5	5	4	5	4	4	4	5	5	4	
13	MF	4	5	4	4	5	5	4	4	4	5	5	4	4	5	5	5	4	4	5	5	5	5	5	4	5	
14	AA	5	5	5	5	5	4	5	5	5	5	4	5	4	4	4	5	5	4	4	5	4	4	5	5	4	
15	SH	4	5	4	4	5	5	4	4	4	5	5	4	4	5	5	5	4	4	5	4	5	5	5	4	5	



Table 38

The Results of Questionnaire (Experiment Class 6F) for Autonomous Learning: PBI
Universitas Muhammadiyah Makassar

No	Initial	Hasil Jawaban Angket																										
		Self-Effort					Learner awareness					Self-esteem				Motivation			Use of reference materials			Broader autonomous activities				Use of technology in learning		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25				
1	AW	4	4	5	4	3	4	4	5	4	5	3	4	3	4	3	5	5	3	4	3	3	4	5	3	4		
2	ST	3	5	3	4	5	4	5	5	4	4	4	5	5	5	4	5	5	5	5	4	5	4	4	4	5		
3	AM	4	3	5	4	5	5	5	5	5	4	5	4	5	4	3	3	5	5	4	3	5	4	4	5	4		
4	SA	5	5	5	4	5	5	4	4	4	4	4	5	3	4	3	4	5	3	4	3	3	4	4	4	5		
5	JA	4	3	4	5	4	4	5	5	4	5	4	5	5	5	4	5	3	4	4	4	5	4	5	4	5		
6	MS	4	5	4	4	3	5	4	4	5	4	5	5	5	4	3	3	4	4	5	4	4	5	4	5	5		
7	EJ	5	3	4	4	5	4	3	4	4	4	4	3	4	5	4	5	4	5	5	4	5	4	4	4	3		
8	LD	4	5	5	4	5	4	5	4	5	3	2	5	4	5	4	3	4	4	5	4	5	4	3	2	5		
9	AR	4	3	4	5	4	4	3	4	4	4	5	5	5	4	4	5	4	5	5	4	5	5	4	5	5		
10	NR	5	5	5	4	5	4	5	4	5	5	4	3	4	5	5	4	5	4	5	4	5	3	3	4	3		
11	SM	4	5	4	4	5	3	3	4	4	4	3	5	5	3	4	5	5	4	4	5	4	4	5	5	4		
12	SC	3	4	5	5	5	4	4	5	5	3	4	5	5	5	5	4	5	4	5	4	5	5	5	4	3		
13	SR	4	5	2	4	4	3	2	3	4	3	3	4	4	3	4	3	3	4	5	5	5	3	3	4	3		
14	RN	5	5	5	5	5	4	5	5	5	4	5	4	4	5	5	4	5	4	4	5	4	4	5	5	4		
15	MS	4	5	5	4	5	4	4	5	4	3	5	4	4	5	4	3	5	4	5	4	5	4	5	4	3		



Table 39
The Results of Questionnaire (6F): PBI Universitas Muhammadiyah Makassar

No	Initial	Hasil Jawaban Angket																										
		Self-Effort					Learner awareness					Self-esteem				Motivation			Use of reference materials			Broader autonomous activities				Use of technology in learning		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25				
1	AW	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	3	5	5	5	5	4	5	4		
2	ST	5	4	5	4	5	4	4	5	4	5	4	5	5	4	5	4	5	4	5	4	5	4	4	5	4		
3	AM	4	5	4	5	4	5	4	4	5	4	5	4	4	5	4	5	5	3	4	5	4	5	4	5	4		
4	SA	4	5	4	5	4	5	4	4	5	4	5	5	4	5	4	5	5	3	4	5	4	5	4	5	4		
5	JA	4	3	4	5	4	4	5	5	4	5	4	5	5	4	5	4	5	3	5	4	5	4	4	5	4		
6	MS	4	5	4	4	3	5	4	4	5	4	5	5	4	5	4	5	4	3	4	5	4	5	4	5	5		
7	EJ	5	3	4	4	5	4	3	4	4	4	4	3	4	5	4	5	3	3	4	5	4	5	5	5	5		
8	LD	4	5	5	4	5	4	5	4	5	3	2	5	4	5	4	3	3	3	4	5	4	5	4	5	4		
9	AR	4	3	4	5	4	4	5	5	5	4	5	5	5	4	4	5	4	5	5	4	5	4	5	4	5		
10	NR	5	5	5	4	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	4	5	5	5	5	5		
11	SM	5	5	5	5	5	4	5	4	4	4	3	5	5	3	4	5	4	5	4	5	4	5	4	5	4		
12	SC	5	4	5	4	4	5	4	5	4	4	4	5	5	5	5	4	5	4	4	5	4	4	5	4	5		
13	SR	4	5	4	5	4	5	4	5	4	4	3	4	4	3	4	4	5	4	4	5	4	4	5	4	5		
14	RN	4	5	4	5	5	4	5	4	4	4	5	3	4	5	4	5	4	5	4	5	4	5	4	5	4		
15	MS	5	4	5	4	4	5	4	5	4	3	5	3	4	5	4	4	5	4	5	4	5	4	5	4	5		



KUESIONER AUTONOMOUS LEARNING

Di bawah ini terdapat beberapa pernyataan dengan berbagai kemungkinan jawaban. Saudara diminta untuk memilih salah satu dari pilihan jawaban yang tersedia sesuai dengan keadaan diri Saudara yang sebenarnya. Caranya dengan memberi tanda check list ($\checkmark$) pada salah satu pilihan yang sesuai dengan jawaban Saudara. Dalam hal ini tidak ada jawaban yang baik atau buruk, benar atau salah tetapi isilah sesuai dengan penghayatan Saudara terhadap diri Saudara sendiri.

Table 40.

Sangat Setuju	SS
Setuju	S
Ragu Ragu	RR
Tidak Setuju	TS
Tidak Sangat Setuju	TSS

Table 41. Angket Autonomous Learning

No	Pernyataan	Indicators	SS	S	RR	TS	TSS
1.	Saya akan mempertimbangkan pendapat orang lain yang lebih berpengalaman dalam mengambil keputusan.	Self-effort (Usaha mandiri)					
2.	Saya dapat mengerjakan tugas-tugas matakuliah translation saya tanpa meminta bantuan pada orang lain.						
3	Saya akan menjawab pertanyaan yang diajukan dosen setelah saya ditunjuk oleh dosen yang bersangkutan terutama pada matakuliah translation						
4	Saya akan merasa gembira apabila saya berhasil alan keluar atas ahan saya sendiri pada saat kan tugas h translation.						



5	Saya tidak mengeluh jika banyak tugas yang harus dikerjakan dan saya berusaha mengerjakan tugas matakuliah translation						
6	Saya tahu bahwa teman-teman satu kost sedang belajar keras untuk menghadapi mid dan final test matakuliah translation, maka saya akan belajar dengan lebih giat.	Learner awareness (Kesadaran)					
7	Saya akan mementingkan kuliah terutama matakuliah translation daripada hal-hal lain.						
8	Apabila saya diminta untuk melakukan suatu pekerjaan berkaitan dengan matakuliah translation, maka saya akan menerimanya dengan senang hati.						
9	Saya akan merasa sedih jika mendapat nilai mid dan final test yang jelek terutama matakuliah translation, selanjutnya saya mengevaluasi diri dan belajar lebih giat lagi						
10	Saya merasa kurang percaya diri jika tidak meminta saran atau pendapat orang lain atas masalah saya, terutama pada saat mengerjakan tugas matakuliah translation.	Self-esteem (Kepercayaan diri)					
11	Saya mengerjakan sendiri soal-soal ujian matakuliah translation meski teman ang mencontek.						
	asa tidak nyaman teman yang ni dan membantu si masalah saya mengerjakan tugas						



	matakuliah translation.						
13	Saya memiliki dorongan yang kuat untuk selalu sukses dalam prestasi akademik saya.	Motivation (motivasi)					
14	Berusaha untuk memperoleh nilai ujian matakuliah translation yang baik bagi saya merupakan hal yang penting dan selalu saya lakukan dengan sungguh untuk memperolehnya.						
15	Saya merasa termotivasi untuk mengerjakan tugas-tugas matakuliah translation yang sulit di kerjakan.						
16	Apabila ada materi matakuliah translation yang kurang saya mengerti, maka saya akan berusaha belajar lebih giat pada berbagai referensi online maupun cetak sehingga saya menjadi mengerti.	Use of reference materials (Penggunaan bahan referensi)					
17	Saya membaca kembali materi translation dan mencari buku referensi yang berkaitan dengan topik yang sudah di pelajari						
18	Saya berlatih menerjemahkan teks teks film barat yang saya nonton di TV						
19	Saya menggunakan materi audio-visual untuk mengembangkan ilmu translation saya seperti: mendengarkan BBC, menonton film berbahasa Inggris, mendengarkan	Broader autonomous activities (Kegiatan yang menyangkut otonom yang lebih luas)					
	membaca jalah berbahasa menghadiri berbagai kursus, pelatihan, ji, komunitas						



	untuk meningkatkan kemampuan saya dalam penerjemahan.						
21	Saya mencari materi tambahan di berbagai sumber di internet dengan mendownload						
22	Saya mengambil risiko dalam mempelajari Translation						
23.	Saya menikmati saat-saat ketika saya sedang belajar matakuliah translation di kampus dengan melakukan searching istilah-istilah sulit di internet	Use of technology in learning (Penggunaan teknologi dalam pembelajaran)					
24	Saya menggunakan Teknologi seperti Google Translate untuk meningkatkan daya ingatan saya pada penerjemahan.						
25	Saya akan tetap berusaha untuk menyelesaikan sendiri tugas- tugas matakuliah translation yang tergolong sulit dengan bantuan teknologi yang ada.						



Table 42. The Results of Questionnaire (6A): BLENDED LEARNING-PBI
Universitas Megarezky

No	Initial	Hasil Jawaban Angket																								
		Live Event					Materi Pendukung Kinerja						Self-Paced Learning						Kolaborasi				Asesmen yang lebih fleksibel			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	KS	4	4	5	4	3	4	4	5	4	5	3	4	4	3	5	5	5	5	4	3	5	4	5	3	4
2	ST	3	5	3	4	5	4	5	5	4	4	4	5	4	4	4	5	5	4	5	4	5	4	4	4	5
3	SW	4	3	5	4	5	5	5	5	5	4	5	4	5	5	3	3	5	4	4	4	5	5	4	5	4
4	MW	5	5	5	4	5	5	4	4	4	4	4	5	4	5	4	4	5	4	5	5	4	4	4	4	5
5	AR	4	3	4	5	4	4	5	5	4	5	4	5	4	4	3	5	3	4	4	4	5	4	5	4	5
6	NW	4	5	4	4	3	5	4	4	5	4	5	5	5	5	4	4	5	4	5	4	4	5	4	5	5
7	ES	5	3	4	4	5	4	4	5	4	4	4	3	4	5	4	4	4	4	5	5	5	4	4	4	3
8	AY	4	5	5	4	5	4	5	5	4	3	2	5	4	5	3	5	5	4	4	4	5	4	3	2	5
9	EN	4	3	4	5	4	5	4	5	5	4	5	5	5	4	4	4	3	4	5	4	5	5	4	5	5
10	AYA	5	5	5	4	5	4	5	5	3	5	4	3	4	5	5	4	5	4	5	4	5	3	5	4	3
11	AKB	4	5	4	4	5	3	3	4	4	4	3	5	5	3	4	5	5	4	4	5	4	4	4	3	5
12	AF	3	4	5	5	5	4	4	5	5	3	4	5	5	5	5	4	5	4	5	4	5	5	3	4	5
13	NAF	4	5	2	4	4	3	2	5	3	4	3	5	4	3	4	3	3	4	5	5	5	3	4	3	5
14	RD	5	5	5	5	5	4	5	4	4	4	4	5	4	5	5	4	5	4	4	5	4	4	4	4	5
15	JM	4	5	5	4	5	4	4	5	4	3	5	5	4	5	4	3	5	4	5	4	5	4	3	5	5



KUESIONER

BLENDED LEARNING TRANSLATION

Di bawah ini terdapat beberapa pernyataan dengan berbagai kemungkinan jawaban. Saudara diminta untuk memilih salah satu dari pilihan jawaban yang tersedia sesuai dengan keadaan diri Saudara yang sebenarnya. Caranya dengan memberi tanda check list (✓) pada salah satu pilihan yang sesuai dengan jawaban Saudara. Dalam hal ini tidak ada jawaban yang baik atau buruk, benar atau salah tetapi isilah sesuai dengan penghayatan Saudara terhadap diri Saudara sendiri.

Table 43.

Sangat Setuju	SS
Setuju	S
Ragu Ragu	RR
Tidak Setuju	TS
Tidak Sangat Setuju	TSS

Table 44. Angket Blended Learning

No	Pernyataan	Indicator	SS	S	RR	TS	TSS
1.	Pembelajaran matakuliah translation yang difasilitasi dosen dikelas membantu saya memahami materi pelajaran dengan mudah	I. Live event 1-5					
2	Dengan melakukan kegiatan presentasi di depan kelas saya dapat sekaligus melatih kemampuan berbicara saya terhadap hasil translation yang diberikan oleh dosen kami						
3	Saya cukup mengikuti kegiatan belajar mengajar dikelas saja tanpa harus mepedulikan hasil apa yang harus saya capai setelah pembelajaran translation						
	Pembelajaran yang mendapatkan an untuk belajar in di mana saja r saja tanpa oleh waktu						



5	Membuat mata kuliah online, baik dengan mode sederhana atau terbaru; dengan pilihan format mingguan, topik, ataupun sosial; dan dengan berisi bahan ajar maupun penugasan dimanapun berada						
6.	Gambaran umum materi yang dijelaskan dosen pada awal pembelajaran membantu saya mengetahui garis besar materi dan tujuan pembelajaran yang ingin dicapai	II. Materi Pendukung Kinerja 6-11					
7	Pembelajaran online membantu saya memahami materi matakuliah translation yang saya pelajari secara lebih dalam						
8	Dengan pembelajaran online, saya menemukan pengetahuan-pengetahuan baru yang belum saya dapat dari pembelajaran di kelas pada matakuliah translation.						
9	Pembelajaran online pada matakuliah translation diadakan hanya semata mata untuk mendapatkan nilai tambah dari dosen						
10	Materi pembelajaran translation saling berinteraksi baik dengan teman dan dosen tanpa rasa segan membuat saya antusias dalam mengikuti pembelajaran online pada matakuliah translation						
	buka yang in melalui website saya lebih ni materi yang pada matakuliah 1.						



12	Saya perlu menjawab pertanyaan pertanyaan yang diajukan oleh dosen secara mandiri karena akan mempengaruhi pengetahuan saya tentang materi yang diajarkan terutama pada matakuliah translation.	III. Self-Paced Learning 12-18					
13	Setelah melakukan pembelajaran di kelas saya lebih mahir dalam menerjemahkan permasalahan abstrak dan menyelesaikannya.						
14	Sejak awal saya sudah mengetahui cara menyajikan contoh hasil penerjemahan melalui data, gambar tabel dan diagram sehingga tidak perlu lagi memperhatikan penjelasan dosen tentang hal tersebut.						
15	Apabila mengalami kesulitan, saya tidak perlu menunggu pembahasan jawaban soal translation yang diberikan dosen dengan mencari solusinya dari sumber internet (online).						
16	Saya rutin untuk mengunjungi website pembelajaran atau melakukan pembelajaran online pada matakuliah translation						
17	Mengerjakan soal latihan translation secara online hanya akan membuang-membuang waktu saya secara percuma						
 ol pengiriman asiswa, mereview ung memberikan terhadap setiap g terkirim kepada a secara mandiri.							

19	Ketika diskusi kelompok ataupun presentasi hasil translation saya perlu memberikan tanggapan dan mengilustrasikan dengan berbagai contoh hasil penerjemahan di kelas	IV. Kolaborasi 19-22					
20	Saya harus sering mengemukakan pendapat yang baik dalam kegiatan diskusi kelompok maupun presentasi terutama berkaitan dengan hasil translation yang sudah kami kerjakan secara individu maupun kelompok.						
21	Dengan melakukan metode pembelajaran translation secara berkelompok hanya akan membuat saya merasa nyaman karena diselingi video maupun gambar						
22	Menonjolkan aktivitas sosial, yakni dengan mengetahui siapa saja yang sedang online dan dapat langsung berkomunikasi						
23	Membuat berbagai macam kuis, baik pilihan ganda, benar-salah, isian dan mencocokkan sebagai bentuk asesmen	V. Asesmen yang lebih fleksibel 23-25					
24	Saya beranggapan bahwa dosen saya tidak akan mempermasalahkan jika saya tidak mengikuti sesi pembelajaran translation secara online						
25	Melakukan pemberian dan pengiriman tugas terintegrasi dengan tugas online, offline, atau upload dan memberikan						



Adapted from Carman 2015

Table 45. The Results of the Questionnaire in Interactive E-Module
Translation Technology: BLENDED LEARNING-PBI UNIMERZ

No	Intitial	Hasil Jawaban Angket																											
		User Friendly							Self-Instructional							Adaptive							Stand Alone					Self- conta ined	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	KS	5	4	5	3	4	4	4	5	4	5	3	4	4	3	5	4	5	3	4	3	5	4	5	3	4			
2	ST	5	4	4	4	5	4	5	5	4	4	4	5	4	4	5	4	4	4	5	4	5	4	4	4	5			
3	SW	5	5	4	5	4	5	5	5	5	4	5	4	5	5	5	5	4	5	4	4	5	5	4	5	4			
4	MW	5	5	5	4	5	5	4	4	4	4	4	5	4	5	5	4	5	3	4	5	5	4	5	3	4			
5	AR	4	3	5	4	5	3	4	5	4	5	4	5	3	4	5	4	4	4	5	4	5	4	4	4	5			
6	NW	4	5	5	4	4	4	5	4	5	5	4	4	4	5	4	4	5	4	5	4	4	5	4	5	5			
7	ES	5	3	5	4	5	3	4	5	4	5	5	4	5	5	4	4	4	4	5	5	5	4	4	4	3			
8	AY	4	5	5	4	3	4	5	5	4	5	4	5	3	5	3	5	5	4	4	4	5	4	3	2	5			
9	EN	4	3	5	5	4	5	4	3	5	4	5	5	5	4	4	4	3	4	5	4	5	5	4	5	5			
10	AYA	5	5	5	4	5	4	4	4	3	5	4	3	5	4	5	3	5	4	5	4	5	3	5	4	3			
11	AKB	5	4	5	3	4	5	4	5	3	4	4	5	5	5	4	5	3	4	4	5	4	5	4	5	3			
12	AF	5	4	4	4	5	5	4	4	4	5	4	5	5	5	4	4	4	5	5	4	5	5	4	4	4			
13	NAF	5	5	4	5	4	3	5	4	5	4	5	5	5	5	5	4	5	4	5	5	5	5	5	4	5			
14	RD	5	4	5	3	4	5	4	5	3	4	4	5	4	5	4	5	3	4	4	5	4	5	4	5	3			
15	JM	5	4	4	4	5	5	4	4	4	5	4	5	4	5	4	4	4	5	5	4	5	5	4	4	4			



Table 46. The Results of Questionnaire in Interactive E-Module Translation Technology: ONLINE LEARNING-PBI UNISMUH

No	Initial	Hasil Jawaban Angket																								
		User Friendly							Self-Instructional						Adaptive						Stand Alone					Self- conta ined
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	AW	3	4	5	4	3	4	4	5	4	3	4	5	4	3	3	4	5	4	3	3	5	3	4	5	4
2	ST	4	5	4	5	4	5	5	5	4	4	5	4	5	4	4	5	4	5	4	4	5	4	5	4	5
3	AM	3	4	5	4	3	4	5	5	5	3	4	5	4	5	3	4	5	4	3	4	5	3	4	5	4
4	SA	5	5	5	4	5	5	3	4	5	4	5	5	4	5	4	5	5	4	4	5	5	4	5	5	4
5	JA	4	3	5	4	5	3	4	5	4	5	4	5	3	4	5	4	3	5	5	4	5	5	4	3	5
6	MS	4	5	5	4	4	4	3	4	5	4	4	4	4	5	3	4	5	4	3	4	4	3	4	5	4
7	EJ	5	3	5	4	5	3	4	5	5	4	5	4	5	5	4	4	4	4	5	5	5	4	5	4	5
8	LD	4	5	5	4	3	4	5	4	3	5	4	5	3	5	3	3	4	5	4	4	5	4	3	2	5
9	AR	4	3	5	5	4	5	3	4	5	4	5	5	5	4	4	4	5	4	5	4	5	5	4	5	5
10	NR	3	4	5	4	3	4	4	4	3	5	4	3	5	4	5	3	4	5	4	4	5	3	3	4	5
11	SM	4	5	4	5	4	3	4	5	4	3	4	5	5	5	4	4	5	5	4	5	4	5	4	5	4
12	SC	3	4	5	4	3	4	5	4	5	4	4	5	5	5	4	5	4	3	5	4	5	5	3	4	5
13	SR	4	5	5	4	4	3	4	5	4	3	5	5	5	5	5	3	4	5	4	5	5	5	4	5	5
14	RN	5	4	3	5	5	4	5	5	4	4	4	5	4	5	4	4	5	4	5	5	4	5	5	4	3
15	MS	3	4	5	4	3	5	4	3	5	5	4	5	4	5	4	3	4	5	4	4	5	5	3	4	5



KUESIONER/ANGKET

AN INTERACTIVE E-MODULE IN TRANSLATION SUBJECT

Di bawah ini terdapat beberapa pernyataan dengan berbagai kemungkinan jawaban. Saudara diminta untuk memilih salah satu dari pilihan jawaban yang tersedia sesuai dengan keadaan diri Saudara yang sebenarnya. Caranya dengan memberi tanda check list ($\checkmark$) pada salah satu pilihan yang sesuai dengan jawaban Saudara. Dalam hal ini tidak ada jawaban yang baik atau buruk, benar atau salah tetapi isilah sesuai dengan penghayatan Saudara terhadap diri Saudara sendiri.

Tabel 47

Sangat Setuju	SS
Setuju	S
Ragu Ragu	RR
Tidak Setuju	TS
Tidak Sangat Setuju	TSS

Table 48. Angket Interaktif E-Modul

No.	Pernyataan	Indicators	SS	S	RR	TS	TSS
1.	E-module interaktif yang digunakan dalam pembelajaran translation mudah dipahami dan dimengerti	User Friendly					
2	Keterbatasan perangkat (laptop, handphone, jaringan, gangguan sinyaldan lain-lain yang berkaitan dengan teknologi) tidak membuat saya merasa terganggu pada saat melakukan pembelajaran translation berbasis E-module interaktif						
3	Keleluasaan waktu pembelajaran translation berbasis E-module interaktif memudahkan waktu saya untuk pembelajaran						
	... mengikuti dan materi pembelajaran berbasis E-module ... dilaksanakan, ... ketersediaan						



	waktu pembelajaran.								
5	Saya dapat berkomunikasi dengan dosen secara baik dengan memanfaatkan E-module interaktif dalam pembelajaran translation								
6	Waktu pembelajaran translation berbasis E-module interaktif sudah efektif dan sesuai dengan jadwal yang ditentukan oleh prodi								
7	Saya dapat melakukan interaksi dengan dosen secara luas tanpa terbatas waktu dan tanpa terbatas dengan jadwal pembelajaran translation berbasis E-module interaktif								
8.	Saya dapat mengerjakan tugas-tugas matakuliah translation yang di muat pada E-module interaktif tanpa meminta bantuan pada orang lain.	Self-Instructional							
9	Adanya umpan balik dari penilaian, sehingga penggunaanya mengetahui seberapa besar tingkat penguasaan materi penerjemahan								
10	E-module interaktif pembelajaran translation yang digunakan oleh dosen saat ini memudahkan saya untuk belajar mandiri								
11	Tidak ada kesulitan yang saya alami terkait dengan interaksi dengan dosen pada pembelajaran translation berbasis E-module interaktif								
12	Mahasiswa mampu mempelajari pembelajaran translation berbasis E-module interaktif secara sendiri, tidak tergantung pada pihak lain atau dosen								
									

a kembali materi
slation berbasis E-
tif yang berkaitan
yang sudah di

14	E-module interaktif pembelajaran translation yang digunakan oleh dosen saat ini memudahkan saya untuk melakukan pembelajaran berbasis teknologi	Adaptive					
15	Aplikasi yang digunakan dalam pembelajaran translation berbasis E-module interaktif memiliki menu/ fitur/ informasi yang lengkap dan sesuai kebutuhan dalam proses Belajar						
16	Materi yang ada pada E-module interaktif sudah dilengkapi gambar dan video yang menarik						
17	E-modul interaktif mudah digunakan dan lebih mudah dari membaca buku						
18	Aplikasi yang digunakan dalam pembelajaran translation berbasis E-module interaktif sudah efektif						
19	Muatan materi pada pembelajaran translation berbasis E-module interaktif lebih diperkaya dengan mengintegrasikan link internet sebagai tambahan informasi						
20	Saya tidak mengeluh jika banyak tugas yang harus dikerjakan dan saya berusaha mengerjakan tugas matakuliah translation yang sudah di siapkan pada E-module interaktif	Stand Alone					
21	E-module interaktif yang digunakan dalam pembelajaran translation memiliki menu/ fitur/ informasi yang lengkap dan sesuai kebutuhan dalam proses belajar						
22	Siswa termotivasi menggunakan e-modul interaktif karena Menu tidak rumit						
23	Keseluruhan materi pembelajaran kompetensi atau sub materi terdapat dalam interaktif secara utuh	Self-Contained					
	Pembelajaran yang ada di e interaktif sesuai						



	dengan materi yang seharusnya disampaikan						
25	Konten (isi) yang ada pada E-module interaktif, membimbing saya untuk melakukan evaluasi belajar secara mandiri pada matakuliah translation						



Table 49. The Results of Questionnaires (6E): **CONTROL CLASS**

No	Initial	Hasil Jawaban Angket																										
		Perceived Ease of Use									Perceived Usefulness						Behavioral Intention to Use					Attitude Toward Using		Actual System Usage				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	IL	4	4	5	4	3	4	4	5	4	5	3	4	4	3	5	5	5	5	4	3	5	4	5	3	4		
2	UU	3	5	3	4	5	4	5	5	4	4	4	5	4	4	4	5	5	4	5	4	5	4	4	4	5		
3	AM	4	3	5	4	5	5	5	5	5	4	5	4	5	5	3	3	5	4	4	4	5	5	4	5	4		
4	AR	5	5	5	4	5	5	4	4	4	4	4	5	4	5	4	4	5	4	5	5	4	4	4	4	5		
5	NH	4	3	4	5	4	4	5	5	4	5	4	5	4	4	3	5	3	4	4	4	5	4	5	4	5		
6	SN	4	5	4	4	3	5	4	4	5	4	5	5	5	5	4	4	5	4	5	4	4	5	4	5	5		
7	RM	5	3	4	4	5	4	4	5	4	4	4	3	4	5	4	4	4	4	5	5	5	4	4	4	3		
8	SB	4	5	5	4	5	4	5	5	4	3	2	5	4	5	3	5	5	4	4	4	5	4	3	2	5		
9	FR	4	3	4	5	4	5	4	5	5	4	5	5	5	4	4	4	3	4	5	4	5	5	4	5	5		
10	SN	5	5	5	4	5	4	5	5	3	5	4	3	4	5	5	4	5	4	5	4	5	3	5	4	3		
11	FA	4	5	4	4	5	3	3	4	4	4	3	5	5	3	4	5	5	4	4	5	4	4	4	3	5		
12	FA	3	4	5	5	5	4	4	5	5	3	4	5	5	5	5	4	5	4	5	4	5	5	3	4	5		
13	MF	4	5	2	4	4	3	2	5	3	4	3	5	4	3	4	3	3	4	5	5	5	3	4	3	5		
14	AA	5	5	5	5	5	4	5	4	4	4	4	5	4	5	5	4	5	4	4	5	4	4	4	4	5		
15	SH	4	5	5	4	5	4	4	5	4	3	5	5	4	5	4	3	5	4	5	4	5	4	3	5	5		



Table 50. The Results of Questionnaires (6F): **EXPERIMENTAL CLASS**

No	initial	Hasil Jawaban Angket																								
		Perceived Ease of Use									Perceived Usefulness					Behavioral Intention to Use				Attitude Toward Using		Actual System Usage				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	AW	3	5	4	3	5	4	4	5	4	3	5	4	3	3	3	5	4	3	4	3	3	5	4	3	5
2	ST	5	4	4	5	4	4	5	5	4	5	4	4	5	4	5	4	4	5	5	4	5	4	4	5	4
3	AM	5	4	5	5	4	3	5	4	3	5	4	5	5	5	5	4	5	5	4	4	5	4	5	5	4
4	SA	4	5	4	4	5	5	4	4	5	4	5	4	4	5	4	5	4	4	5	5	4	5	4	4	5
5	JA	4	3	4	5	4	5	4	5	5	5	4	5	5	4	5	4	5	5	4	4	5	4	5	5	4
6	MS	4	5	4	4	3	4	5	4	4	4	5	5	5	5	4	4	5	4	5	4	4	5	4	5	5
7	EJ	5	3	4	4	5	5	4	5	5	4	4	3	4	5	4	4	4	4	5	5	5	4	4	4	3
8	LD	4	5	5	4	5	3	5	4	3	3	2	3	5	4	3	5	5	4	4	4	5	4	3	2	5
9	AR	4	3	4	5	4	5	4	4	5	4	5	5	4	4	5	4	3	4	5	4	5	5	4	5	5
10	NR	3	5	4	3	5	4	5	5	3	5	4	5	4	5	5	4	5	4	5	4	5	3	5	4	3
11	SM	5	4	4	5	4	3	3	4	4	4	3	4	5	4	4	5	5	4	4	5	4	3	5	4	3
12	SC	5	4	5	5	4	4	4	5	5	3	4	5	4	5	5	4	5	4	5	4	5	5	4	4	5
13	SR	4	5	4	4	5	3	2	5	3	4	3	5	4	3	4	3	3	4	5	5	5	5	4	5	5
14	RN	5	4	5	5	4	4	5	4	4	4	4	5	4	5	5	4	5	4	4	5	4	4	5	4	4
15	MS	3	5	4	3	5	4	4	5	4	3	5	5	4	5	4	3	5	4	5	4	5	5	4	5	5



KUESIONER

ONLINE LEARNING IN TRANSLATION CLASS

Di bawah ini terdapat beberapa pernyataan dengan berbagai kemungkinan jawaban. Saudara diminta untuk memilih salah satu dari pilihan jawaban yang tersedia sesuai dengan keadaan diri Saudara yang sebenarnya. Caranya dengan memberi tanda check list (√) pada salah satu pilihan yang sesuai dengan jawaban Saudara. Dalam hal ini tidak ada jawaban yang baik atau buruk, benar atau salah tetapi isilah sesuai dengan penghayatan Saudara terhadap diri Saudara sendiri.

Tabel 51.

Sangat Setuju	SS
Setuju	S
Ragu Ragu	RR
Tidak Setuju	TS
Tidak Sangat Setuju	TSS

Table 52. Online Learning

No	Pernyataan	Variable	SS	S	RR	TS	TSS
1.	Pembelajaran matakuliah translation yang difasilitasi dosen secara online membantu saya memahami materi pelajaran dengan mudah	I. Persepsi Kemudahan Penggunaan (Perceived Ease of Use) 1-9					
2	Pembelajaran online yang digunakan oleh dosen saat ini memudahkan saya untuk melakukan Pembelajaran matakuliah translation						
3	Saya dapat mengikuti dan memahami materi pembelajaran yang dilaksanakan,sesuai dengan ketersediaan						
	ajaran						
	la						
	engikuti						
	elajaran						
	arus						
	hasil apa						
	ya capai						



	setelah pembelajaran translation						
5	Keterbatasan perangkat (laptop, handphone, jaringan, gangguan sinyal dan lain-lain yang berkaitan dengan teknologi) tidak membuat saya merasa terganggu pada saat melakukan pembelajaran daring pada matakuliah translation						
6	Dengan pembelajaran online, saya mendapatkan kesempatan untuk belajar terjemahan di mana saja dan kapan saja tanpa terbatas oleh waktu						
7	Apabila mengalami kesulitan, saya hanya perlu menunggu pembahasan jawaban soal translation yang diberikan dosen daripada harus mencari solusinya dari sumber internet (online).						
8	Bahan terbuka yang ditampilkan melalui website membuat saya lebih memahami materi yang dipelajari pada matakuliah translation.						
9	Saya dapat mengontrol pada saat proses pembelajaran online berlangsung						
10	Gambaran umum yang terdapat pada matakuliah translation yang saya pelajari	Persepsi Kebermanfaatan (Perceived Usefulness)					



	pembelajaran yang ingin dicapai						
11	Ketika diskusi kelompok ataupun presentasi hasil translation saya perlu memberikan tanggapan pada saat kuliah online sehingga bermanfaat bagi diri saya						
12	Setelah melakukan pembelajaran online saya lebih mahir dalam menerjemahkan permasalahan abstrak dan menyelesaikannya.						
13	Pembelajaran online mempermudah pekerjaan jika saya di berikan tugas penerjemahan oleh dosen						
14	Pembelajaran online dapat mempercepat pekerjaan yang di bebaskan pada kelompok						
15	Dengan pembelajaran online, saya menemukan pengetahuan-pengetahuan baru yang belum saya dapat dari pembelajaran di kelas pada matakuliah translation.						
16	Konten yang ada pada pembelajarandaring dapat saya pahami dan dapat meningkatkan minat saya belajar online terutama pada matakuliah translation	Minat Perilaku Penggunaan (Behavioral Intention to Use)					
17	Pembelajaran online						
	ah dakan atkan a dan nilai osen aling ik dengan						



	teman dan guru tanpa rasa segan membuat saya antusias dalam mengikuti pembelajaran online pada matakuliah translation						
19	Mengerjakan soal latihan translation secara online membuat saya puas dengan hasil terjemahan						
20	Saya menyukai pelaksanaan pembelajaran daring sesuai waktu/ jadwal, dapat saya ikuti dengan baik	Sikap Terhadap Penggunaan (Attitude Toward Using)					
21	Saya suka pembelajaran online karena membantu saya memahami materi matakuliah translation yang saya pelajari secara lebih dalam						
22	Saya rutin untuk mengunjungi website pembelajaran atau melakukan pembelajaran online pada matakuliah translation	Penggunaan senyataannya (actual system usage)					
23	Saya beranggapan bahwa dosen saya rutin mengikuti sesi pengajaran translation secara online						
24	Saya merekomendasikan pengguna lain dapat menggunakan pembelajaran online terutama pada matakuliah translation						
	 igan gunaan ran online sesuai						

Adapted from TAM theory of Davis, F. D. 1989

Indicator

1. Persepsi Kebermanfaatan (Perceived Usefulness)
2. Persepsi Kemudahan Penggunaan (Perceived Ease of Use)
3. Sikap Terhadap Penggunaan (*Attitude Toward Using*): *Suka atau tidak suka*
4. Minat Perilaku Penggunaan (*Behavioral Intention to Use*)
5. Penggunaan senyataanya (*actual system usage*)



Table 53. The Results of Translation Test (6F): **USING AN INTERACTIVE-BASED E-MODULE OF TRANSLATION SUBJECT (ONLINE LEARNING) PBI UNISMUH MKS**

No	Initial	Score		Criterion
		Pre-test	Post-test	
1	AWB	82	-	BS/Tidak di pakai karena tinggi score di Pre-test
2	SFF	65	88	b
3	RQ	85	-	BS/Tidak di pakai karena tinggi score di Pre-test
4	AM	67	89	b
5	SA	62	80	c
6	NIP	84	-	BS/Tidak di pakai karena tinggi score di Pre-test
7	JA	63	89	c
8	RY	62	88	c
9	MS	70	90	b
10	EJP	65	88	c
11	LD	65	86	c
12	AR	70	88	b
13	NR	68	87	b
14	SR	60	80	c
15	SSM	85	-	BS/Tidak di pakai karena tinggi score di Pre-test
16	SC	62	89	c
17	SR	65	85	c
18	RNI	60	88	c
19	MS	70	89	b
	JUMLAH	19	15	



Table 54

The Results of Translation Test (6E) **NOT USING AN INTERACTIVE-BASED E-MODULE OF TRANSLATION TECHNOLOGY (ONLINE LEARNING) PBI UNISMUH MKS**

No	INITIAL	Score		Criterion
		Pre-test	Post-test	
1	IL	70	90	B
2	NAH.	82	88	BS/Tidak di pakai karena tinggi score di Pre-test
3	MMH	85	-	BS/Tidak di pakai karena tinggi score di Pre-test
4	AR	60	89	C
5	NH	62	80	B
6	SN	62	85	C
7	RY	63	89	B
8	SB	62	88	C
9	FR	70	90	B
10	SNA	65	88	B
11	FAH	85	-	BS/Tidak di pakai karena tinggi score di Pre-test
12	FAS	70	90	B
13	MFA	65	87	C
14	AA	62	80	C
15	KR	82	90	BS/Tidak di pakai karena tinggi score di Pre-test
16	FAN	60	87	C
17	ULU	65	80	B
18	SKS	60	87	C
19	MAJ	80	-	BS/Tidak di pakai karena tinggi score di Pre-test
	JUMLAH	19	15	



Table 55

The Results of Translation Test **USING AN INTERACTIVE-BASED E-MODULE OF TRANSLATION SUBJECT (BLENDED LEARNING) PBI UNIMERZ MKS**

No	INITIAL	Score		Criterion
		Pre-test	Post-test	
1	SMK	58	-	Non-Active
2	KS	60	88	B
3	STS	62	89	B
4	SW	60	89	C
5	RM	60	80	B
6	MW	63	85	C
7	AR	58	88	B
8	NL	68	90	C
9	FM	80	-	BS/Tidak di pakai karena tinggi score di Pre-test
10	AY	65	87	B
11	ENE	58	88	BS
12	AMT	58	-	Non-Active
13	ES	62	87	C
14	AG	60	-	Non-Active
15	AF	60	80	B
16	NAF	62	87	C
17	RD	65	88	B
18	JL	60	87	C
19	DW	70	90	B
	JUMLAH	19	15	

Table 56

Characteristics of Respondents based on Sex, Age and Grades for Class 6F of English Education Department of Muhammadiyah University of Makassar

No	Initial	Sex		Age	Semester
		Female	Male		
1	AW	√		21	VI
2	ST		√	21	VI
3	AM		√	21	VI
	SA		√	21	VI
	JA		√	21	VI
	IS	√		21	VI
	EJ		√	21	VI
	LD	√		21	VI
	AR		√	21	VI
	NR		√	21	VI



11	SM		√	21	VI
12	SC	√		21	VI
13	SR		√	21	VI
14	RN	√		21	VI
15	MS	√		21	VI
	TOTAL	6	9		



Table 57

Characteristics of Respondents based on Sex, Age and Grades for Class 6E of the English Education Department of Muhammadiyah University of Makassar

No	INITIAL	Sex		Age	Semester
		Female	Male		
1	IL	√		21	VI
2	UU	√		21	VI
3	AM	√		21	VI
4	AR	√		21	VI
5	NH	√		21	VI
6	SN	√		21	VI
7	RM	√		21	VI
8	SB		√	21	VI
9	FR	√		21	VI
10	SN	√	√	21	VI
11	FA	√	√	21	VI
12	FA		√	21	VI
13	MF		√	21	VI
14	AA	√		21	VI
15	SH	√		21	VI
Total		10	5		



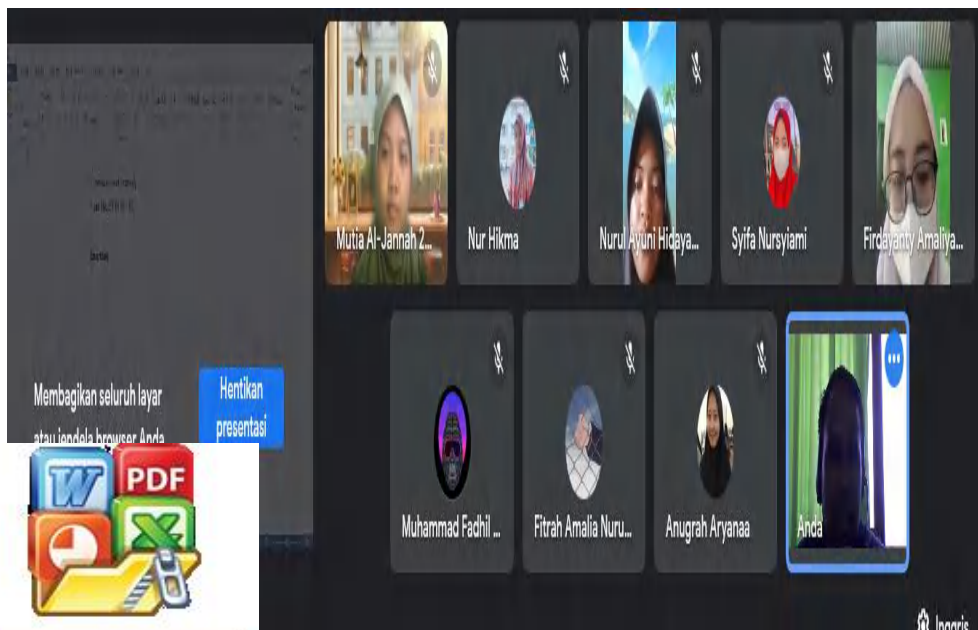
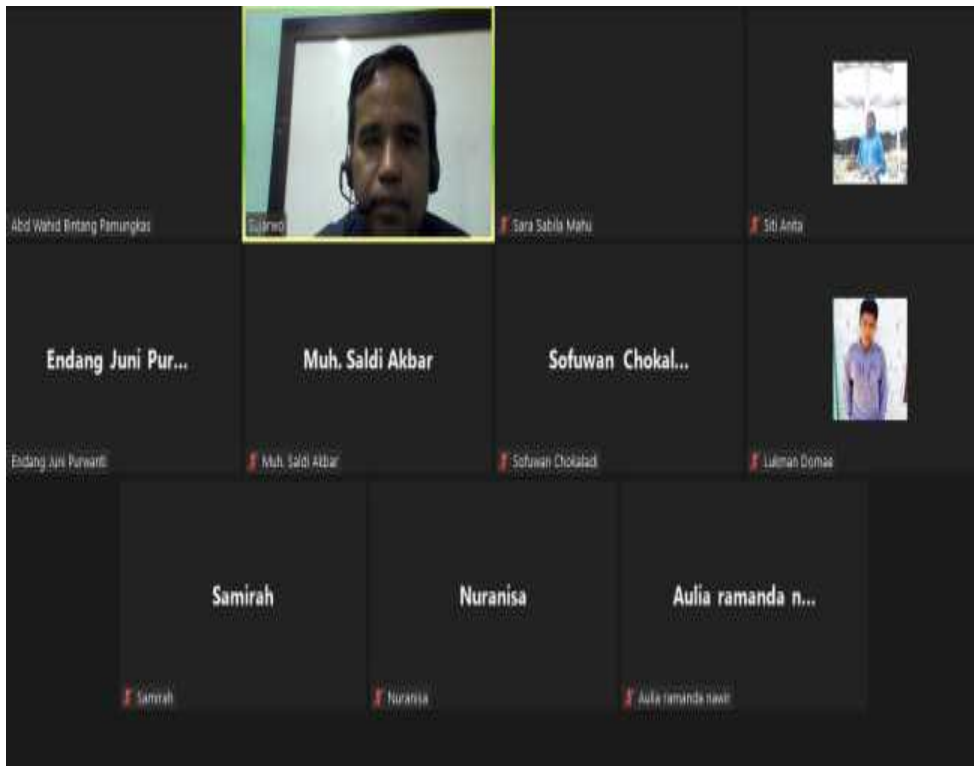
Table 58

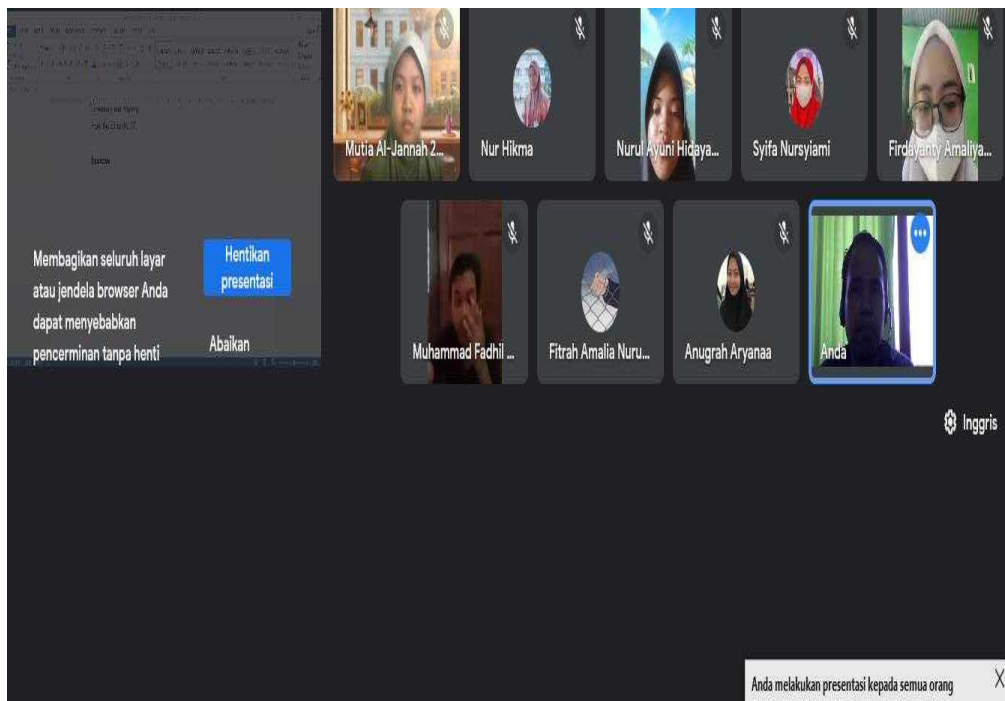
Characteristics of Respondents based on Sex, Age and Grades for Class 6A of English Education Department of Megarezky University

No	INITIAL	Initial	Sex		Age	Semester
			Female	Male		
1	KS	KS		√	21	VI
2	ST	ST		√	21	VI
3	SW	SW	√		21	VI
4	MW	MW	√		21	VI
5	AR	AR	√		21	VI
6	NW	NL	√		21	VI
7	ES	ES	√		21	VI
8	AY	AY	√		21	VI
9	EN	EN	√		21	VI
10	AYA	AY	√		21	VI
11	AKB	DY		√	21	VI
12	AF	AF		√	21	VI
13	NAF	NA	√		21	VI
14	RD	RD	√		21	VI
15	JM	JM	√		21	VI
	Total		11	4		

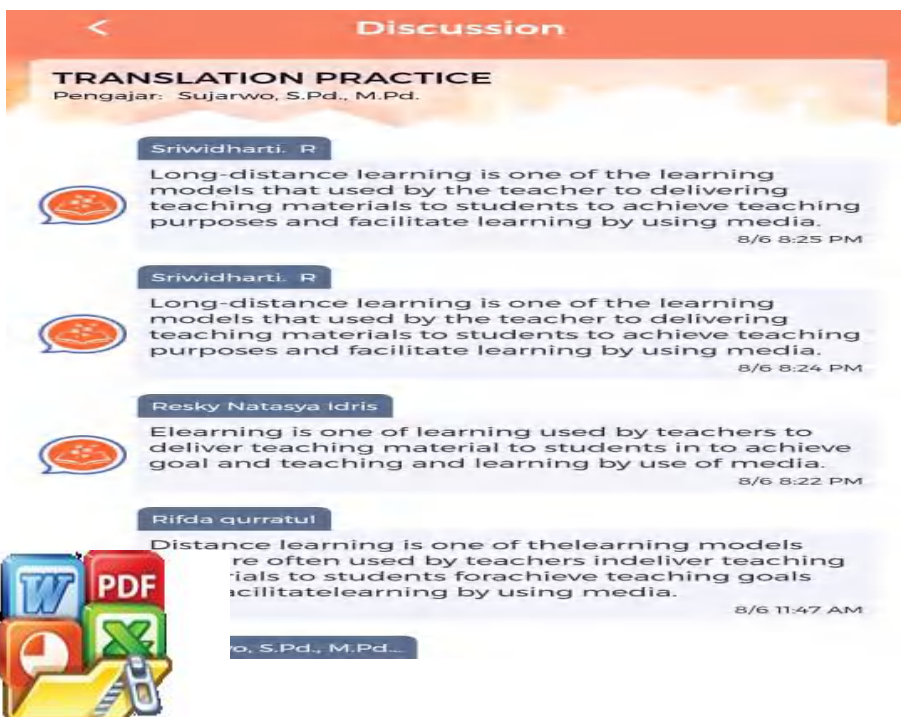
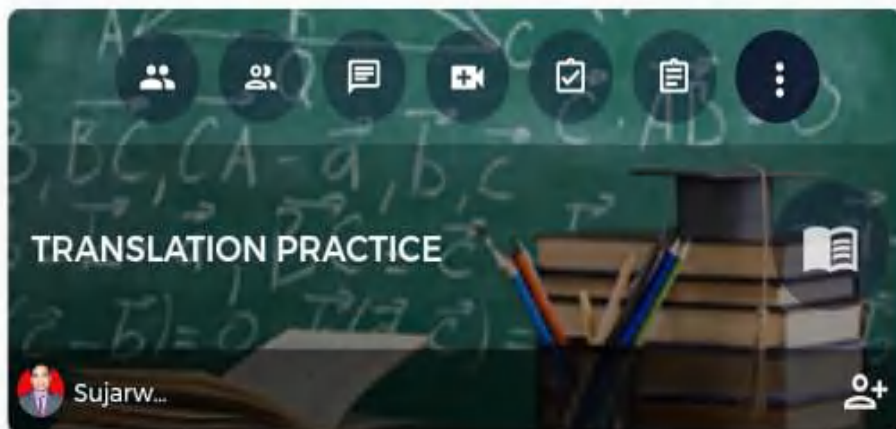


DOCUMENTATION





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Dosen
Sujarwo, S.Pd., M.Pd.
NIDN: 0903038401





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Online Meet



Discussion



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LEMBAR VALIDASI

INSTRUMEN VALIDASI ANGKET VALIDITAS

An Interactive E-Module Of Translation Subject Based On Online And Blended Learning In Improving Learners' Autonomy And Achievement Of Higher Education Students

Penilaian ini dimaksudkan untuk mengumpulkan informasi tentang instrumen validitas yang akan digunakan untuk mengumpulkan data penelitian dalam pengujian validitas **An Interactive E-Module Of Translation Subject Based On Online And Blended Learning In Improving Learners' Autonomy And Achievement Of Higher Education Students.**

PETUNJUK PENGISIAN

1. Melalui lembar penilaian ini Bapak/Ibu dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian.
2. Pendapat yang Bapak/Ibu berikan pada setiap butir pernyataan yang terdapat dalam lembar penilaian instrumen validasi ini akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar validasi yang akan digunakan untuk mengumpulkan data penelitian.
3. Mohon berikan pendapat Bapak/Ibu dengan memberikan tanda centang (✓), pada salah satu kolom angka 1, 2, 3, 4 atau 5, yang mempunyai arti:

Sangat Setuju	SS
Setuju	S
Ragu Ragu	RR
Tidak Setuju	TS
Tidak Sangat Setuju	TSS



Bapak/Ibu mohon diisi dengan lengkap

Disusun oleh : Dr. Vivit Rosmayanti, S. Pd.I., M.Pd.

Jurusan/Spesialisasi: Prodi Pendidikan Bahasa Inggris/ Teknologi
Pembelajaran in ELT

No	ASPEK YANG DINILAI	SKOR				
		1	2	3	3	4
		STS	S	RR	TS	TSS
1	Petunjuk pengisian dalam lembar validasi An Interactive E-Module Of Translation Subject Based On Online And Blended Learning In Improving Learners' Autonomy And Achievement Of Higher Education Students pada materi translation subject ditulis dalam bahasa yang jelas.					
2	Pernyataan-pernyataan yang dibuat pada lembar validasi media sesuai dengan indikator penilaian					
3	Pernyataan-pernyataan dalam lembar validasi media sesuai dengan tujuan yang ingin dicapai					
4	Pernyataan-pernyataan dalam lembar validasi media tidak mengandung makna yang ganda.					
5	Lembar validasi media menggunakan format penilaian yang sederhana dan mudah dipahami.					
6	Bahasa yang digunakan pada setiap butir pernyataan pada lembar validasi media sesuai dengan kaidah EYD bahasa Indonesia yang baik dan benar.					



KEPUTUSAN

Petunjuk: Silahkan Bapak/Ibu berikan tanda centang (✓) pada kolom A, B atau C. Huruf A, B atau C mempunyai arti sebagai berikut:

A = valid tanpa revisi

B = valid setelah direvisi

C = tidak valid

A	B	C

Makassar,
Validator

Dr. Vivit Rosmayanti, S. Pd.I., M.Pd
NIDN. 09 260787 02



INSTRUMEN VALIDASI ANGKET VALIDITAS

An Interactive E-Module Of Translation Subject Based On Online And Blended Learning In Improving Learners' Autonomy And Achievement Of Higher Education Students

Penilaian ini dimaksudkan untuk mengumpulkan informasi tentang instrumen validitas yang akan digunakan untuk mengumpulkan data penelitian dalam pengujian validitas **An Interactive E-Module Of Translation Subject Based On Online And Blended Learning In Improving Learners' Autonomy And Achievement Of Higher Education Students.**

PETUNJUK PENGISIAN

1. Melalui lembar penilaian ini Bapak/Ibu dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian.
2. Pendapat yang Bapak/Ibu berikan pada setiap butir pernyataan yang terdapat dalam lembar penilaian instrumen validasi ini akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar validasi yang akan digunakan untuk mengumpulkan data penelitian.
3. Mohon berikan pendapat Bapak/Ibu dengan memberikan tanda centang (✓), pada salah satu kolom angka 1, 2, 3, 4 atau 5, yang mempunyai arti :

Sangat Setuju	SS
Setuju	S
Ragu Ragu	RR
Tidak Setuju	TS
Tidak Sangat Setuju	TSS



✓/Ibu mohon diisi dengan lengkap

: Dr. Nurhikmah H, S. Pd., M.Si

Jurusan/Spesialisasi: Teknologi Pendidikan/Teknologi Pembelajaran dan pengembangan

No	ASPEK YANG DINILAI	SKOR				
		1	2	3	3	4
		STS	S	RR	TS	TSS
1	Petunjuk pengisian dalam lembar validasi An Interactive E-Module Of Translation Subject Based On Online And Blended Learning In Improving Learners' Autonomy And Achievement Of Higher Education Students pada materi translation subject ditulis dalam bahasa yang jelas.					
2	Pernyataan-pernyataan yang dibuat pada lembar validasi media sesuai dengan indikator penilaian					
3	Pernyataan-pernyataan dalam lembar validasi media sesuai dengan tujuan yang ingin dicapai					
4	Pernyataan-pernyataan dalam lembar validasi media tidak mengandung makna yang ganda.					
5	Lembar validasi media menggunakan format penilaian yang sederhana dan mudah dipahami.					
6	Bahasa yang digunakan pada setiap butir pernyataan pada lembar validasi media sesuai dengan kaidah EYD bahasa Indonesia yang baik dan benar.					

Saran



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harapan Bapak/Ibu berikan tanda centang (✓) pada

kolom A, B atau C. Huruf A, B atau C mempunyai arti sebagai berikut:

A = valid tanpa revisi

B = valid setelah direvisi

C = tidak valid

A	B	C

Makassar,
Validator

Dr. Nurhikmah H, S. Pd., M.Si
NIP. 19731106 200501 2 001



List of Terms

To clarify the terms in the research can be explained as follows:

- Advisors are people who provide advice, and it can also be interpreted as an advisor
- Artificial intelligence is the science and engineering of making intelligent machines, which involve mechanisms to carry out a computer task. So artificial intelligence is a technology that supports computer systems, software, programs, and robots to "think" intelligently like humans.
- Autonomous learning refers to the responsibility of learners to control their learning.
- Blended learning results from developing opportunities and an innovative approach to education. The combination of the teacher, scholar, and educational aid facilitates the integration of online and offline contact.
- A counselor or supervisor is someone who has expertise in conducting counseling.
- Consultants are professionals who provide advisory services in specific fields.
- The COVID-19 pandemic is the spread of Coronavirus Disease 2019 (English: Coronavirus disease 2019, abbreviated as COVID-19) throughout the world, including all countries.
- Era Digital is a time that has experienced developments in all aspects of life to become completely digital.
- Effectiveness is a condition that shows the level of success or achievement of a goal as measured by quality, quantity, and time as previously planned.
- Efficiency is a step to make the process as short as possible so nothing is wasted and all processes will be optimized.
- E-Modul is an electronic module that is the development of a print module in digital form that adapts a lot from the print module and can be accessed through devices.
- Facilitators are individuals who facilitate achieving a desired result (such as acquiring knowledge, enhancing efficiency, or promoting effective communication) by offering subtle or inconspicuous aid, direction, or oversight.



ces (HR) is Humans with integrated abilities characterized by t and physical strength. The behavior and character of human ne from their environment, while achievement and work ie from their desires.

id communication technology (ICT) is a diverse set of and resources used to transmit, store, create, share, or

exchange information.

- Interactive comes from the word interaction, which is mutual action, relating, or influencing between relationships. Interaction occurs because of a causal relationship, namely action and reaction.
- Learning is the systematic acquisition of knowledge, expertise, and proficiency. Learning is regarded as one of the essential foundations for societal transformation.
- Learning achievement is the acquisition of knowledge or skills developed by subject matter, usually indicated by test scores or numerical grades assigned by the teacher.
- Linguistics, or linguistics in Indonesian, is the study of the language field, which includes the analysis of various linguistic elements such as form, meaning, and context.
- Online learning courses are especially supplied through the Internet to locations outside of the traditional classroom setting to enhance or support the learning process. Online learning refers to the utilization of network technologies to enable accessible and flexible learning opportunities, allowing individuals to learn at any time and from any location. This approach empowers learners by removing the traditional role of teachers as the sole providers of knowledge and positioning them as facilitators of the learning process.
- A paradigm is a person's view of something, influencing his thinking.
- Revolution Industry 4.0 uses digital and computer technology in industry, manufacturing, and life in general. In this phase, the technological revolution is growing rapidly, as can be seen from the emergence of manufacturing technology that is connected to a cyber-physical system that uses the internet as a data transfer system that allows manufacturers to adapt quickly to market needs.
- Teacher-centered learning (CTL) occurs when the teacher acts as a facilitator so that students are encouraged to find the concepts that they must learn during the learning process with all existing facilities.
- Translation is the process of transferring or reproducing ideas or messages with equivalent meaning from the source language (SL) to the target language (TL).
- Translation technology is a study that deals with designing and adapting strategies, tools, and resources that help to make work more and facilitate research and teaching.



SURAT IJIN PENELITIAN



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS HASANUDDIN
FAKULTAS ILMU BUDAYA
Jalan Perintis Kemerdekaan Km. 10, Kampus Tamalanrea, Makassar 90245
Telepon (0411) 587223 - 590159, Faksimili (0411) 587223
Laman: ilmubudaya.unhas.ac.id

Nomor : 3856/UN4.9.1/PT.01.04/2022

23 Mei 2022

Lamp. :

Hal : Permohonan izin penelitian

Yth. Rektor Universitas Muhammadiyah Makassar
di Makassar

Dengan hormat, kami sampaikan bahwa mahasiswa Program Pascasarjana Fakultas Ilmu Budaya Universitas Hasanuddin, yang tersebut di bawah ini:

nama : SUJARWO
nomor pokok : F023201003
program pendidikan : Doktor (S-3)
program studi : Bahasa Inggris
konsentrasi : -

bermaksud melakukan penelitian dalam rangka penulisan disertasi dengan judul: **"An Interactive-Based E-Module of Translation Technology Toward Autonomous Learning in Translation For University Students (A Quasi Experimental Study)"** dibimbing oleh:

Promotor: 1. Prof. Dr. Abdul Hakim Yassi, Dipl. TESL., M.A. (Ketua)
2. Dra. Herawaty, M.Hum. M.A., Ph.D. (Anggota)
3. Dr. Harlinah Sahib, M.Hum. (Anggota)

Waktu Penelitian : Bulan Mei sampai Agustus 2022

Tempat Penelitian : Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar

Sehubungan dengan hal tersebut kami mohon kebijaksanaan Bapak/Ibu kiranya berkenan memberi izin kepada yang bersangkutan.

Atas perkenan dan kerjasama Bapak/Ibu, diucapkan terima kasih.

a.n. Dekan
Wakil Dekan Bidang Akademik, Riset dan Inovasi,

Dr. Mardi Adi Armin, M.Hum.
NIP 196803231993031002



Tembusan

lah Pascasarjana Unhas sebagai laporan;
yang bersangkutan;

CURRICULUM VITAE (CV)

1. DATA PRIBADI

1	Nama Lengkap	Dr. Sujarwo, S. Pd., M. Pd
2	Jenis Kelamin	Laki-Laki
3	Tempat, Tanggal Lahir	Ncera/Bima 03 Maret 1984
4	Status	Menikah
5	NIDN	0903038401
6	SCOPUS ID	57204029116
7	Web of Science (WOS) ID	GLR-8472-2022
8	ORCID ID	0000-00043-1434-353
9	SINTA ID	6101594
10	Prodi/PT Asal	Prodi S1 Pendidikan Bahasa Inggris, FKIP Universitas Megarezky
11	Alamat PT	Jl Antang Raya No 43 Makassar
12	Alamat Tempat Tinggal	Jl. Mapala Blok A4/3 Keluarahan Tidung, Kec. Rappocini Makassar
13	Nomor Telepon/HP/WA	081230091927

2. PENDIDIKAN FORMAL

No	PENDIDIKAN	Asal Perguruan Tinggi/Lembaga yang Mengeluarkan	Tahun Perolehan
1	SD	Madrasah Ibtidaiyah (MIS) Ncera Bima	1991-1997
2	SMP	MTS ASSA'ADIYAH Ngali Bima	1997-2000
3	SMA	SMA NEGERI 1 RABA BIMA NTB	2000-2003
4	S1	Prodi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar	2003-2008



5	S-2	Prodi S2 Pendidikan Bahasa Inggris Universitas Negeri Makassar (UNM)	2009-2012
6	S-3	Prodi S3 Bahasa Inggris Universitas Hasanuddin (UNHAS)	2020-2024

3. PENGALAMAN MENGAJAR

2005 – 2014	Teaching English Private
2007 – 2010	Mengajar di Panti Asuhan Ibu Hj. Rini Widodo.
2008 – 2010	Mengajar di Lembaga Kursus dan Pelatihan LPKN Gowa.
2008 – 2014	Mengajar di TK Amalia Makassar.
2019 - 2020	Politeknik Pariwisata (POLTEKPAR) Makassar
2010 – 2014	Mengajar di Universitas Islam Negeri Makassar (UIN) Alauddin Makassar, Program PIBA.
2012 – Sekarang	- Prodi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Megarezky - Mengajar Matakuliah MKDU Bahasa Inggris pada Prodi: Keperawatan, Kebidanan, Farmasi, Biomedis dan Bioinformatika, Teknik Gigi, Penjas, Pen. Sosiologi, PGSD dan Ilmu Komputer.

4. HIBAH PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

No.	Judul Penelitian	Tahun	Pendanaan
			Sumber*
	 Penerapan Model Pembelajaran PQ4R (Preview, Question, Read, Recite, Review) untuk Meningkatkan Aktivitas Bahasa Inggris Siswa /III SMP Tunas Bangsa Makassar	2019	HIBAH PENELITIAN PDP DRPM DIKTI

2	Pengembangan Perangkat Pembelajaran Berbasis Inside-Outside- Circle (IOC) Pada Mahasiswa Angkatan 2017 Di Stkip Mega Rezky Makassar	2019	HIBAH PENELITIAN DRPM DIKTI (Penelitian Kerjasama Perguruan Tinggi Antara Universitas Megarezky dan UNM Makassar)
3	Pengembangan Perangkat Pembelajaran Berbasis Inside-Outside- Circle (IOC) Pada Mahasiswa Angkatan 2017 Di Stkip Mega Rezky Makassar	2020	HIBAH PENELITIAN DRPM DIKTI (Penelitian Kerjasama Perguruan Tinggi Antara Universitas Megarezky dan UNM Makassar)
4	Pendampingan Pembelajaran Ekstrakurikuler Bahasa Inggris Siswa Dalam Menghadapi Revolusi Industri 4.0 Pada Sekolah Dasar Inpres Gowa	2021	HIBAH PKM DRTPM Kemendikbudristek DIKTI
5	PKM Menanamkan Karakter Local Wisdom Melalui Digital Storytelling Untuk Meningkatkan Multiliterasi SD Barru	2023	HIBAH PKM DRTPM Kemendikbudristek DIKTI
6	PKM Model Pembelajaran Bahasa Inggris Berbasis Digital Literacy Sebagai Upaya Konstruktivisme Karakter Anak Bangsa	2023	HIBAH PKM DRTPM Kemendikbudristek DIKTI
	 The Correlation Between Students' Vocabulary Masteryency in Speaking the First Semester of English Education nt of STKIP Mega ky Makassar	2017	Mandiri

7	Developing reading achievement through fiction text	2018	Yayasan
8	The Implementation Of Hypnoteaching Technique In Enhancing Vocabulary Mastery	2018	Mandiri
9	The Application of Problem Solving Reasoning (PSR) in Improving Students' Metacognitive at the Twelfth Grade Students of SMAN 19 Makassar	2019	Yayasan
6	Perception of EFL Students on Utilizing Machine Translation (MT) In University Students	2019	Mandiri
8	An Analysis of University Students' Perspective on Online Learning in the Midst of Covid-19 Pandemic	2020	Mandiri
9	University Students' Perception on the Verbal Interaction in WhatsApp Chat Group	2020	Mandiri
10	Utilizing Instant Mobile Messaging (WhatsApp) In Translation Instruction For ESP Students	2021	Yayasan
11	Inside-Outside Circle Instructional Model For Multicultural Education	2021	Mandiri
	ative Of Hedonism n A Novel Of The sby By F. Scott	2022	Collaborate Publication with Lecturers with UNHAS
	act of Computer anguage Learning	2022	Mandiri



	(CALL) Technology on Indonesian Learners' Speaking Skills		
14	Blended Learning and Computers Self-efficacy Towards Students Learning Outcomes	2023	Collaboration Research with UNM Makassar
15	The Lecturers' and Students' response On Independent Learning-Independent Campus (MBKM) In Teaching And Learning English	2023	Mandiri
16	An Interactive E-Module Of Translation Subject Based On Online And Blended Learning In Improving Learners' Autonomy And Achievement Of Higher Education Students	2024	Disertasi

5. PUBLIKASI ARTIKEL ILMIAH PADA JURNAL NASIONAL DAN INTERNASIONAL BEREPUTASI/SCOPUS

No	Judul Artikel Ilmiah	Nama Jurnal	Tahun/ Negara
1	The Development of Teaching-Learning Materials (TLM) based on Inside-Outside-Circle (IOC) for Students of Megarezky University	LINGUISTICA ANTVERPIENSIA SCOPUS/Q1	2021 Belgia
2	Teachers' Readiness in Online Learning: Digital Literacy- Self-Efficacy, Logical Competence, e-Infrastructure, and Management Support	Electronic Journal of e-Learning (EJEL) SCOPUS (Q2)	PUBLISH in 2024 United Kingdom
	Technique for Order of Preference by Similarity to Solution (TOPSIS)	Pro Mark Journal SCOPUS (Q4)	2018



	method for decision support system in top management		
4	An Interactive-Based E-Module Of Translation Technology Of Blended And Online Learning To Improve Autonomous Learning	The Seybold Report Journal (TSRJ) SCOPUS (Q4)	2024 United State
5	Integrative Approach For Reading Comprehension On ICT Use Espousing Elementary Students' Literacy	International Journal of Evaluation and Research in Education (IJERE) SCOPUS (Q3)	2024 Indonesia
6	Metacognitive online reading strategies based on supporting students' self-regulated learning (SRL)	International Journal of Evaluation and Research in Education (IJERE) SCOPUS (Q3)	Accepted in 2024 Indonesia
7	An Analysis of University Students' Perspective on Online Learning in the Midst of Covid-19 Pandemic	Jurnal Pendidikan dan Pengajaran SINTA 2	2020
8	Using Mnemonic Technique in Improving English Vocabulary Achievement of the Twelfth Grade Students of SMA Tut Wuri Handayani of Makassar	Brilliance Journal	2017
9	Developing reading achievement through fiction text	Brilliance Journal	2018
	ing Students' English ng Outcomes through (Preview, Question, id, Reflect, Recite, w) Learning Model at	Celebes Education Review LLDIKTI Wilayah IX	2019



	the Eighth Grade of SMP Tunas Bangsa Makassar	SINTA 4	
11	The Application of Problem Solving Reasoning (PSR) in Improving Students' Metacognitive at the Twelfth Grade Students of SMAN 19 Makassar	International Journal for Educational and Vocational Studies	2019
12	The Implementation of Instructional Materials Development Based on Inside Outside Circle (IOC) For Students' Sociology Education Of Megarezky University	Jurnal Etik demokrasi (JED) TERAKREDITASI SINTA 4	2020
13	Students' Perceptions of Using Machine Translation Tools In the EFL Classroom	Al-Lisan: Jurnal Bahasa (e-Journal) SINTA 4	2020
14	University Students' Perception on the Verbal Interaction through WhatsApp Chat Group	Al Ta'Lim Jurnal SINTA 2	2020
15	Pendampingan Pembelajaran Ekstrakurikuler Bahasa Inggris Siswa Dalam Menghadapi Revolusi Industri 4.0 Pada Sekolah Dasar Inpres Gowa	Jurnal Pengabdian Pada Masyarakat MEMBANGUN NEGERI SINTA 5	2020
16	The Implementation of 13 Curriculum of Physical Education, Sports and Health at the Seventh Grade Students of SMP Negeri 6 Makassar	International Journal for Educational and Vocational Studies	2020
	Developing Online Learning Materials for	Jurnal Pendidikan: Teori, Penelitian,	2021



	Science Subject During Covid-19 Era	dan Pengembangan	
		SINTA 2	
18	The Implementation of English for Specific Purposes (ESP) in Improving Students Speaking Skill of UKI Paulus Makassar	EDULEC Journal: Education, Language Dan Culture	2021
19	Inside-Outside Circle Instructional Model For Multicultural Education	Jurnal Pendidikan dan Pengajaran	2021
		SINTA 2	
20	The Impact of Computer Based Test and Students' Ability in Computer Self-Efficacy on Mathematics Learning Outcomes	Journal of Education Technology	2021
		SINTA 2	
21	Development of Local Content Teaching Material for the History of Wajo	Journal of Innovation in Educational and Cultural Research.	2022
		SINTA 2	
22	Representative Of Hedonism Ideology In A Novel Of The Great Gatsby By F. Scott Fitzgerald	International Journal of Education and Humanities (IJOLEH)	2022
23	The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar	EDULEC: Education, Language And Culture Journal	2022
		SINTA 2	
	h Teaching Materials pped Learning Model English Course	Journal of Education Technology	2022
		SINTA 2	



25	The Impact of Computer Assisted Language Learning (CALL) Technology on Indonesian Learners' Speaking Skills	International Journal of Education and Humanities (IJOLEH)	2022
26	The Lecturers' and Students' response On Independent Learning-Independent Campus (MBKM) In Teaching And Learning English	Jurnal Scientia SINTA 5	2023
27	Non EFL Students' Perception in English Language Learning Strategies (LLS) in the Digital Era	AL-ISHLAH: Jurnal Pendidikan SINTA 2	2023
28	Implementation of Technology on English for Specific Purposes (ESP) Students in Communicative Language Teaching Approach	Ethical Lingua: Journal of Language Teaching and Literature SINTA 3	2023
29	Innovation In English Language Learning Model Based Digital Literacy To Construct Young Learners' Character	Ethical Lingua: Journal of Language Teaching and Literature SINTA 3	2023
30	Online Model For Translation Teaching And Learning Pasca Covid-19 Pandemic For EFL University Learners	Ethical Lingua: Journal of Language Teaching and Literature SINTA 3	2024
	Utilizing WhatsApp of Translation Strategies Instruction as Online	AL-ISHLAH: Jurnal Pendidikan SINTA 2	2024



	Interaction in English for Specific Purposes (ESP)		
PKM			
32	Pendampingan Pembelajaran Ekstrakurikuler Bahasa Inggris Siswa Dalam Menghadapi Revolusi Industri 4.0 Pada Sekolah Dasar Inpres Gowa	Jurnal Pengabdian Pada Masyarakat MEMBANGUN NEGERI 4 (2), 55-65 SINTA 5	2020
33	Pelatihan Meningkatkan Skill Bahasa Inggris Dan Hasil Test TOEFL Pada Mahasiswa Apoteker	Jurnal Pengabdian Harapan Bangsa 1 (1), 28-36	2022
34	Pelatihan Motivasi Berbahasa Inggris Untuk E-Comer Menghadapi Revolusi Industri 4.0	Community Development Journal: Jurnal Pengabdian Masyarakat 4 (2), 2849-2855 SINTA 5	2023
35	PKM Model Pembelajaran Bahasa Inggris Berbasis Digital Literacy Sebagai Upaya Konstruktivisme Karakter Anak Bangsa	Indonesia Berdaya 4 (4), 1639-1650 SINTA 5	2023
36	Pelatihan Penggunaan Aplikasi Mendeley Desktop Persiapan Penyusunan Tugas Akhir Mahasiswa"	PROFICIO 4 (2), 103-111 SINTA 6	2023
37	Pelatihan Penulisan Karya Ilmiah Kelompok Guru SD Di Kota Makassar	Jurnal PKM: PROFICIO SINTA 6	2024
	PELATIHAN PENYUSUNAN BUKU BAGI GURU-GURU	MARTABE : Jurnal Pengabdian Masyarakat	2024



	SD INPRES MANGGALA MAKASSAR		
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6. PEMAKALAH/PRESENTER SEMINAR ILMIAH NASIONAL DAN INTERNASIONAL

No	Nama Pertemuan Ilmiah/ Seminar	Judul Artikel Ilmiah	Waktu
1	The Correlation Between Students' Vocabulary Mastery and Fluency in Speaking English at the First Semester Students of English Education Department of STKIP Mega Rezky Makassar	Seminar Nasional Linguistik (SEMIOTIK), Fakultas Ilmu Budaya UNHAS	16-17 Juni 2016 di AULA MATTULADA UNHAS
2.	The Implementation Of Hypnoteaching Technique In Enhancing Vocabulary Mastery	THE 1ST INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE EDUCATION (THE 1ST ICONELE 2018)	2018
3.	Penerapan Model Pembelajaran PQ4R (Preview, Question, Read, Reflect, Recite, Review) Dalam Meningkatkan Aktivitas Belajar Bahasa Inggris Siswa Kelas VIII SMP Tunas Bangsa Makassar	SEMINAR NASIONAL PENDIDIKAN, RISET, DAN PEMBELAJARAN. Oleh Global Research and Consulting Institute (GLOBAL-RCI))	2019
	Application of inside circle (IOC) learning model to improve learning	THE 1 ST INTERNATIONAL CONFERENCE ON HEALTH, EDUCATION &	2020



	outcomes for university students.	COMPUTER SCIENCE TECHNOLOGY (ICHECST) MEGAREZKY UNIVERSITY	
5	Developing Digital Sociology Module Based Multicultural For Students' Learning Outcomes Improvement	The 5 th 2022 SORES INTERNATIONAL CONFERENCE "Strengthening the Halal Industry Ecosystem: Challenges and Opportunities in The Post-Pandemic Era"	2022
6	Blended Learning and Computers Self-efficacy Towards Students Learning Outcomes	Unima International Conference on Social Sciences and Humanities (UNICSSH 2022) ATLANTIS PRESS	2023
7	Sparkol Video Scribe Based Learning Media To Increase ESP Students' Technology Literacy	The First International Conference on English Language Teaching and Linguistics (Ico-ETLin) 2023 APSPBI MEDAN	2023
	PKM Menanamkan er Local Wisdom elalui Digital ytelling Untuk eningkatkan terasi SD Barru	Seminar Nasional Terapan Riset Inovatif (SENTRINOV) Ke-9 Makassar	2023



9	Improving University Students' Learning Achievement Using An Interactive-Based E-Module Of Translation Technology Through Online And Blended Learning	7th English Language & Literature International Conference (ELLIC) Faculty Of Educational Sciences & Humanities Muhammadiyah University Semarang	2024
JUMLAH		9	

7. KARYA BUKU DAN HAK CIPTA/HKI

No	Judul Buku	Tahun	HKI	Penerbit/ Tempat
1	The Principle of English Vocabulary in Teaching and Learning	2018	HKI	LEISYAH Makassar
2	Model Model Pembelajaran: Pendekatan Saintifik dan Inovatif	2019	HKI	CV. AA Rizky Serang-Banten
3	Dasar Dasar Bahasa Inggris	2020	HKI	CV. AA Rizky Serang-Banten
4	Belajar dan Pembelajaran	2019	-	Cahaya Bintang Cemerlang Gowa
5	Belajar dan Pembelajaran: Teori dan Praktek	2020	-	Samudera Biru
6	Textbook Anthronolinguistics	2021	-	CV. AA Rizky Serang-Banten
	pecific (ESP) For ofessionals	2022	HKI	CV. AA Rizky Serang-Banten
	er of English for	2023	HKI	CV Bintang Semesta Media



9	STORYTELLING Tanamkan Karakter Lokal Wisdom	2023	HKI	CV. ACI Edukasi Jogjakarta
10	TECHNOLOGY-BASED TEACHING TRANSLATION	2024	HKI	CV. ACI Edukasi Jogjakarta
11	Integrated E-Learning Media Acceptance (IELMA) Model	2024	HKI	KEMENHUNKAM
	JUMLAH	11	9	

8. REWARDS/PENGHARGAAN:

- 1) Dosen Berprestasi dengan Hibah Pengabdian Terbanyak (SKIM PKM) DRPM KEMENRISTEK DIKTI tingkat UNIMERZ tahun 2020
- 2) Dosen Tertinggi Sitasi Google Scholar dan SINTA Tingkat Universitas Megarezky Tahun 2022
- 3) Juara 3 Penceramah Amaliah Ramadhan Tingkat Fakultas FKIP Unimerz
- 4) Dosen Tertinggi Sitasi Google Scholar dan SINTA Tingkat Universitas Megarezky Tahun 2023

9. MENJADI:

- 1) Editor Jurnal Nasional dan Internasional
- 2) Reviewer Jurnal Nasional Dan Internasional
- 3) The Owner (Direktur) CV. Eureka Murakabi Abadi (EMA): Bidang Penerjemahan, Publikasi Jurnal Nasional dan Internasional, Olah Data Statistik dan lain lain.
- 4) Sekretaris Prodi Pendidikan Bahasa Inggris Universitas Megarezky
- 5) Unit GKM Prodi Pendidikan Bahasa Inggris Universitas Megarezky

10. SPEAKER/NARASUMBER ILMIAH

- 1) **An Attractive and Successful Writing Article for Students.** Diselenggarakan oleh Mahasiswa Prodi PGSD Universitas Megarezky. 2022



an Penulisan Artikel Ilmiah. Diselenggarakan oleh Fakultas an dan Ilmu Pendidikan (FKIP) Universitas Megarezky. 2022
an Penulisan Artikel Ilmiah Guru. Diselenggarakan oleh agus 1 Ki Hajar Dewantara Kota Makassar. 2021

- 4) **Readiness and Challenges of Sustainable Education in Indonesia in Facing Society 5.0.** Diselenggarakan oleh Komunitas Dosen Penulis dan Peneliti (**KODEPENA**) SUL-SEL. 2023

11. ORGANISASI PROFESI

- 1) Anggota Tetap: Asosiasi Program Studi Pendidikan Bahasa Inggris (**APSPBI**) Regional Sulawesi
- 2) Koordinator Bidang Penelitian dan Publikasi pada Komunitas Dosen Penulis dan Peneliti (**KODEPENA**) SUL-SEL.
- 3) Anggota Tetap: HIMPUNAN PENERJEMAH INDONESIA (**HPI**)
- 4) Anggota Tetap: Teaching of English as a Foreign Language in Indonesia (**TEFLIN**).

Makassar, Agustus 2024

Sujarwo



SURAT IJIN PENELITIAN



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
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Nomor : 3856/UN4.9.1/PT.01.04/2022

23 Mei 2022

Lamp. :

Hal : Permohonan izin penelitian

Yth. Rektor Universitas Muhammadiyah Makassar
di Makassar

Dengan hormat, kami sampaikan bahwa mahasiswa Program Pascasarjana Fakultas Ilmu Budaya Universitas Hasanuddin, yang tersebut di bawah ini:

nama : SUJARWO
nomor pokok : F023201003
program pendidikan : Doktor (S-3)
program studi : Bahasa Inggris
konsentrasi : -

bermaksud melakukan penelitian dalam rangka penulisan disertasi dengan judul: "An Interactive-Based E-Module of Translation Technology Toward Autonomous Learning in Translation For University Students (A Quasi Experimental Study) dibimbing oleh:

Promotor: 1. Prof. Dr. Abdul Hakim Yassi, Dipl. TESL., M.A. (Ketua)
2. Dra. Herawaty, M.Hum. M.A., Ph.D. (Anggota)
3. Dr. Harlinah Sahib, M.Hum. (Anggota)

Waktu Penelitian : Bulan Mei sampai Agustus 2022

Tempat Penelitian : Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar

Sehubungan dengan hal tersebut kami mohon kebijaksanaan Bapak/Ibu kiranya berkenan memberi izin kepada yang bersangkutan.

Atas perkenan dan kerjasama Bapak/Ibu, diucapkan terima kasih.



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Wakil Dekan Bidang Akademik, Riset dan Inovasi,

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NIP 196803231993031002

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yang bersangkutan;