IJECA (International Journal of Education & Curriculum Application)
Journal homepage: http://journal.ummat.ac.id/index.php/IJECA
ISSN 2614-3380 | Vol. 9, No. 1, April 2026
https://doi.org/10.31764/ijeca.v9i1.38363

Translation Specializations within Master of Linguistics Programs in Indonesia: Mapping and Comparing on Curriculum Structure and Epistemological Orientation

Muhamad Saiful Mukminin[1*], Natasya Ayu Salsabilla[1], Muhammad Habibie Alfath[1], Aqeel Ahmed[2], Tareq Alfraidi[3]
[1]Master of Linguistics, Universitas Gadjah Mada, Indonesia
[2]English Department, University of Baghdad, Iraq
[3]College of Arabic Language and Humanities, Islamic University of Madinah, Saudi Arabia
✉ Author Corresponding: muhamadsaifulmukminin@mail.ugm.ac.id

ABSTRACT

Translation specialization in Indonesian Master of Linguistics programs plays a key role in developing graduates' theoretical knowledge, practical skills, and research competence. However, variations in curriculum structure, content, and epistemological orientation across universities remain underexplored, necessitating a systematic mapping and comparison study. This study aims to map and compare the curricula of translation specializations in Master of Linguistics programs in Indonesia, including their epistemological orientations. A qualitative approach is used, employing descriptive and comparative methods. The data consist of translation specialization curricula from seven universities, collected from official academic documents such as courses offered, syllabi, and program regulations. Data collection is conducted through a documentation study using purposive sampling. Data analysis involves curriculum mapping, curriculum comparison, and determining epistemological orientation. This study shows that curriculum mapping and comparative analysis of translation specializations within the Master of Linguistics Program in Indonesia reveal common core structures in translation theory, practice, and research methodology. Despite these shared foundations, programs display institutional variations in focus, learning opportunities, and curricular structure. The analysis highlights a dominant hybrid epistemological orientation, combining linguistic theory, Translation Studies, and professional practice. This integrated approach allows students to develop theoretical understanding, practical translation skills, and research competence simultaneously. It is reflecting each program's academic identity while balancing scholarly rigor with applied and industry-relevant training. The study's findings inform curriculum development, helping universities balance theory, practice, and research to enhance translation education and align it with academic and professional standards.

Keywords: Translation Specializations; Curriculum Mapping; Curriculum Comparison; Epistemological Orientation.

Article History:
Received: 14-02-2026
Revised : 12-04-2026
Accepted: 14-04-2026
Online : 30-04-2026

How to Cite (APA style):
Mukminin, M. S., Salsabilla, N. A., Alfath, M. H., Ahmed, A., & Alfraidi, T. (2026). Translation Specializations within Master of Linguistics Programs in Indonesia: Mapping and Comparing on Curriculum Structure and Epistemological Orientation. *IJECA (International Journal of Education and Curriculum Application)*, *9*(1), 372-386. https://doi.org/10.31764/ijeca.v9i1.38363

This is an open access article under the CC–BY-SA license

1. INTRODUCTION

A curriculum is essentially a set of plans and arrangements concerning objectives, content, and instructional materials that guide the implementation of learning (Choppin et al., 2022; Oliver et al., 2008). Meanwhile, comparison across programs enables the systematic identification of similarities and differences in institutional characteristics (Ahmadjian, 2016; Lepori et al., 2022;

Zack et al., 2019). Epistemological orientation relates to how a program understands the nature of knowledge, methods, and the validity of knowledge (Suh et al., 2022). Thus, knowledge about translation is not only taught as a practical skill, but is positioned as an academic discipline that is constructed and developed within higher education in Indonesia. Translation specializations within Master of Linguistics programs in Indonesia represent a form of academic development that reflects specific professional needs and scholarly orientations. Mapping and comparing curricula are necessary to examine how course structures are organized, what competencies are targeted, and how epistemological orientations are constructed in each institution.

Harden (2001) explains that curriculum mapping can be explored through several key elements, including expected learning outcomes, curriculum content, student assessment, learning opportunities, learning location, learning resources, timetable, staff, curriculum management, and students. These elements help researchers understand how a program is structured and implemented in practice. To deepen the analysis, Bray et al. (2014) propose a comparative framework that examines curricula across dimensions such as places, systems, times, demographic groups, cultures, policies, curricula, values, approaches to learning and teaching, and measurement of outcomes. This framework allows similarities and differences among institutions to be identified systematically. Furthermore, Holmes (1972) divides Translation Studies into pure and applied areas. Pure translation study focuses on the theoretical and systematic analysis of translation as a linguistic and cultural phenomenon. Meanwhile, applied translation study emphasizes practical use in professional contexts, bridging theory and real-world translation practice. Therefore, these three frameworks complement each other in mapping curriculum structures, comparing institutional characteristics, and determining the epistemological orientation of translation studies in a comprehensive and systematic manner.

Over the past two decades, research on translation curricula has tended to focus on six main aspects. First, the structuring of curriculum design based on competencies and higher education standards (Calvo, 2011; Rico, 2010; Song, 2022; Tao, 2019). Second, the digitalization of curricula and adaptation to AI-driven industry developments (Doherty & Kenny, 2014; Liu et al., 2022; Rico & González Pastor, 2022; Zaghlool & Khasawneh, 2023). Third, an orientation toward labour market needs and professional competencies (Álvarez-Álvarez & Arnáiz-Uzquiza, 2017; de Céspedes, 2017; Hao & Pym, 2021; Li, 2022). Fourth, the expansion of curriculum orientation to ethical, intercultural, and reflective dimensions (Alkhatnai, 2024; Berthaud & Mason, 2018; Li, 2018; Ramírez-Polo & Vargas-Sierra, 2023). Fifth, the evaluation of curriculum effectiveness and relevance based on stakeholders' needs (Al-Batineh & Bilali, 2017; Khoshsaligheh et al., 2019; Samir, 2022). Sixth, the mapping of global developments in translation curriculum studies (Sawyer et al., 2019).

This study differs from previous research in terms of both its material and formal objects of analysis. Specifically, it focuses on translation specializations within Master of Linguistics programs in Indonesia as the material object, and employs curriculum analysis and epistemological orientation as the formal objects. This study differs from previous research in terms of both its material and formal objects. Materially, it focuses specifically on translation specializations embedded within Master of Linguistics programs in Indonesia, which have not been systematically examined as a distinct object of inquiry. Furthermore, it is essential to dive into Master of Linguistics programs in Indonesia to identify the primary interest of translation courses offered. Formally, it combines curriculum analysis with an explicit investigation of epistemological orientation, thereby revealing how translation knowledge is structured and positioned within these programs (Grant, 2014; Scott, 2001). Through mapping and comparison,

this study investigates how courses are structured and how competencies are formulated in each institution to ensure alignment between intended learning outcomes and curriculum implementation.Meanwhile, the analysis of epistemological orientation is based on the notion that every study program is built upon certain assumptions about the nature of knowledge, methods, and scientific validity (Sangiogo et al., 2013). Therefore, this study addresses a critical gap in the existing literature by not only describing the curriculum structures of translation specializations but also systematically examining how knowledge about translation is constructed, positioned, and developed within Indonesian higher education, an area that has not yet been explored in a comprehensive and comparative manner.

The analysis of translation specializations within Master of Linguistics programs in Indonesia is based on the view that the curriculum is an academic construct influenced by various factors, both internal factors such as scholarly vision and core competencies, and external factors such as industry demands and higher education policies. The curriculum functions as a framework for designing objectives (Herring & Williams, 2000), structuring courses (Oliver et al., 2008), and directing the development of students' competencies (Thummaphan et al., 2022), and one form of its development is the establishment of translation specializations (Albir, 2007). As part of disciplinary development, curriculum structure not only reflects the mastery of practical skills but also reveals the underlying epistemological orientation. Therefore, translation specializations can be understood as a representation of disciplinary positioning within the framework of higher education. Based on this perspective, this study pursues two main objectives: (1) to map and compare the curriculum structures of translation specializations within Master of Linguistics programs in Indonesia,(2) to reveal the curriculum structures of Master of Linguistic programs in Indonesia, (3) to identify the epistemological orientations that underpin the development of these curricula. To achieve these objectives, the study addresses three research questions: (1) How are translation specializations mapped within Master of Linguistics programs in Indonesia? (2) How do the curriculum structures compare across these programs? and (3) What epistemological orientations underlie the development of translation specialization curricula?

2. METHODS

This study uses a qualitative approach to examine the structure and characteristics of translation specialization curricula in Indonesian Linguistics Master's programs. This aligns with Lim (2025), who explains that qualitative research is a scientific research methodology that emphasizes the depth and richness of context and perspectives in understanding social phenomena. This study employs descriptive and comparative methods to provide a systematic and coherent analysis. Descriptive research is a study designed to describe the distribution of one or more variables, without considering any causal or other hypotheses (Aggarwal & Ranganathan, 2019). Comparative research is a study that examines the similarities and differences between two or more cases (Iranifard & Roudsari, 2022). The comparative method is applied to identify similarities and differences across institutions in translation studies. The descriptive component is used to portray how each curriculum is organised and articulated, while the comparative component highlights convergences and divergences in curricular emphasis, orientation, and epistemic positioning among the selected universities.

The primary data consist of the curricula of translation specialization courses from seven universities, i.e. UNS, UNY, UNUD, UNAIR, UB, UI, and UGM. The universities were selected using purposive sampling based on several criteria. These institutions were selected through purposive sampling based on three criteria: (1) they provide a formal translation specialization embedded

in a Linguistics Master's curriculum; (2) they represent diverse academic orientations, ranging from research-oriented to professionally and industry-oriented programs, thereby allowing the study to capture a broad spectrum of epistemological and curricular profiles; and (3) their curriculum documents are publicly accessible and sufficiently detailed to enable systematic mapping and comparison.. The data sources of this research include official academic documents, such as course catalogues, syllabi, and program regulations. The collected information includes course titles, credit units, compulsory or elective status, and the overall curriculum structure and sequencing. Data collection was conducted through a documentary study using a structured document analysis sheet as the primary research instrument, which guided the systematic identification, extraction, and recording of relevant curricular information from official academic documents.

The collected data were analysed in three stages. First, the study conducted curriculum mapping based on Harden (2001) to identify the structural compositions of translation-related courses within each program. Second, a comparative analysis was conducted using the framework of Bray et al. (2014) to reveal patterns in curriculum design, including institutional priorities and academic orientation. Third, the study determined the epistemological orientation of translation studies in each program following Holmes (1972) to understand curriculum orientation within the curriculum, whether the programs emphasize a theoretical, applied, or professional context of translation studies. Taken together, these analyses provide a comprehensive view of both curriculum content and its academic orientation. The results of the study are presented through tables and narrative descriptions. Tables summarize course titles, credits, compulsory/elective status, and structural sequencing, while narrative descriptions highlight distinctive emphases, learning opportunities, and epistemological orientation. To ensure validity and reliability, data triangulation was applied by cross-checking official documents with program websites and published academic information, confirming accuracy and consistency.

3. RESULT AND DISCUSSION

Before proceeding to the analysis, the following Table 1 presents an overview of translation specialization courses offered in selected Linguistics Master's programs in Indonesia. The table summarizes course titles, credit allocation, and course status (compulsory or elective), providing a comparative foundation for mapping and analysis.

Table 1. Translation Specialization Courses in Linguistics Master's Programs in Indonesia

University & Program	Course Title	Credits	Status
Universitas Sebelas Maret (UNS) Master's in Linguistics	Non-Fiction Translation	2	Compulsory
	Basic Translation Theory	2	Compulsory
	Translation Research Methods	2	Compulsory
	Critical Reading on Translation	2	Compulsory
	Literary Translation	2	Compulsory
	Audiovisual Translation	2	Compulsory
	Advanced Translation Theory	2	Compulsory
Universitas Negeri Yogyakarta (UNY) Master's in Applied Linguistics	Translation Theory	2	Compulsory
	Translation Research Methodology	2	Compulsory
	Translation Analysis and Assessment	2	Compulsory
	Technology-Based Translation	2	Compulsory
	Seminar on Translation Problems	2	Compulsory
Universitas Udayana (UNUD)	Current Issues in Translation	2	Compulsory
	Translation in Different Registers	2	Compulsory

University & Program	Course Title	Credits	Status
Master's in Linguistics	Theory of Translation	2	Compulsory
	Theory and Practice of Interpreting	2	Compulsory
	Theory and Practice of Authentic Text Translation	2	Compulsory
	Translation Research Methods	2	Compulsory
Universitas Airlangga (UNAIR) Master's in Linguistics	Translation Theory	3	Compulsory
	Translation Problems	3	Compulsory
	Translation Technology	3	Compulsory
Universitas Brawijaya (UB) Master's in Linguistics	Translation and Interpreting	2	Compulsory
	Consecutive and Dialog Interpreting	2	Compulsory
	Translation Technology	2	Compulsory
	Business and Legal Translation	2	Compulsory
	Journalistic and Literary Translation	2	Compulsory
	Advanced Consecutive and Dialog Interpreting	2	Elective
	Translation Industry and Translator Certification	2	Elective
Universitas Indonesia (UI) Master's in Linguistics	Translation Theory and Criticism	3	Compulsory
	Source-Oriented Translation	3	Compulsory
	Target-Oriented Translation	3	Compulsory
	Interpreting Theory and Criticism	2	Compulsory
	Issues in Literary Translation	2	Compulsory
	Recent Research in Translation Studies	2	Compulsory
Universitas Gadjah Mada (UGM) Master's in Linguistics	Contrastive Linguistics	2	Compulsory
	Translation Theory	2	Compulsory
	Interpreting	2	Compulsory
	Research Methods and Ethics in Translation	3	Compulsory
	Multimedia and Computer-Assisted Translation	2	Compulsory
	Literary Translation	2	Elective
	Religious Text Translation	2	Elective

The Table 1 highlights the structural composition of translation-focused coursework within each program. It shows that translation studies are formally institutionalized within linguistics master's curricula, though with different degrees of depth and specialization. Some universities structure their courses progressively, moving from foundational theory to advanced or specialized applications, while others concentrate on thematic clusters such as technology, interpreting, or literary translation. Credit allocation also indicates curricular weight. Programs with more three-credit courses suggest greater academic intensity per subject. The presence of elective courses in certain institutions, such as UB and UGM, signals flexibility and opportunities for academic personalization. In contrast, programs offering only compulsory courses reflect a more standardized specialization pathway. Overall, the table demonstrates how each institution organizes translation studies within its academic framework, revealing differences in curricular density, flexibility, and thematic prioritization.

3.1 Curriculum Mapping

In this study, the curriculum mapping focuses on four main aspects: (1) Expected Learning Outcomes, (2) Curriculum Content or Areas of Expertise Covered, (3) Learning Opportunities, and (4) Timetable. These aspects were selected because they can be directly examined through course titles, credit distribution, and curricular structure. Since the research relies solely on course data, other dimensions such as student assessment, learning location, learning resources, staff, curriculum management, and students are not included in the analysis. Therefore, the mapping

emphasizes elements that are explicitly visible in the documented curriculum, allowing for a systematic and comparable analysis across institutions based on available academic information.

All programs generally aim to produce graduates who have a solid mastery of translation theory, strong analytical and practical translation skills, and research competence in translation studies. Students are expected to understand key theoretical concepts, apply them in translating various types of texts, and conduct academic research in the field. Despite these shared goals, institutional variations are evident. Programs at UNS, UI, and UGM place stronger emphasis on critical awareness and theoretical reflection, including translation criticism, source- and target-oriented approaches, and research ethics. In contrast, UNY and UB focus more explicitly on professional and industry-oriented competences, such as technology-based translation and practical skills relevant to the job market. UNAIR tends to highlight conceptual understanding and problem-solving abilities, while UNUD emphasizes current issues and translation across different registers. Overall, the epistemological orientation is hybrid, integrating theory, practice, and research, with a dominant foundation in theoretical Translation Studies.

The curriculum content across programs generally follows a common pattern consisting of translation theory (from basic to advanced levels), translation practice (including literary, non-literary, audiovisual, and specialized texts), and translation research methodology. This structure indicates that students are expected to develop theoretical understanding, practical skills, and research competence in an integrated manner. However, each institution demonstrates distinctive areas of expertise. UNS offers the most comprehensive spectrum, covering theory, practice, and research in a balanced way. UNY emphasizes translation assessment and technology, reflecting a quality-control and applied orientation. UNUD highlights translation across registers and interpreting. UNAIR provides a compact but focused curriculum centered on translation problems and technology. UB stresses industry specialization, including business, legal translation, and certification. UI foregrounds criticism, source- and target-oriented approaches, and literary issues, while UGM combines contrastive linguistics with multimedia translation. Overall, these variations illustrate diverse domains of expertise within the broader framework of linguistics.

Learning opportunities across the programs include various forms of academic and practical engagement. Some institutions, such as UI and UGM, emphasize theoretical discussions and critical analysis of translated texts, allowing students to deepen their conceptual understanding and reflective skills. UNS and UB provide extensive hands-on translation practice across different genres, including literary, non-literary, and specialized texts, giving students broad practical exposure. Workshop-based learning in translation technology is particularly visible at UNY, UNAIR, and UGM, where students develop skills in computer-assisted and technology-based translation. In addition, UNY and UNUD organize seminars addressing current translation problems, encouraging students to engage with contemporary issues and real-world challenges. Overall, UNS and UB offer the most diverse practical learning opportunities, especially in terms of genre variety and professional-oriented training experiences.

The timetable structure shows that most courses carry 2–3 credits each, indicating a relatively balanced workload across programs. Both theoretical and practical courses are generally distributed in the middle to later semesters, allowing students to build foundational knowledge before engaging in more advanced applications. In many cases, translation theory is introduced earlier, followed by specialized practice, research methodology, and technology-based courses in subsequent semesters. UNS has the highest number of translation-related courses, resulting in a denser and more comprehensive structure compared to other institutions. This distribution

reflects a pattern of progressive exposure, where students move gradually from theoretical understanding to practical application and research engagement. Overall, the sequencing of courses suggests a curriculum design that supports intellectual development step by step, integrating conceptual grounding with increasingly complex translation tasks.

3.2 Curriculum Comparison

In this study, the comparative analysis focuses on six main dimensions, i.e. Places (Institutions), Systems (Program Orientation), Times (Contemporary Orientation), Demographic Groups (Target Students), Cultures (Academic and Institutional Culture), and Curricula (Structure and Content). These dimensions are selected to provide a structured and multidimensional understanding of how translation specialization is positioned within Linguistics Master's programs in Indonesia. By examining institutional background, academic system, responsiveness to contemporary developments, implied student profiles, institutional culture, and curricular composition, the study aims to identify both shared patterns and distinctive characteristics. This framework allows for a comprehensive comparison that highlights variation while maintaining analytical coherence across programs.

In terms of places and institutional profiles, the seven universities fall into three broad clusters. UNS, UI, and UGM, as large research-oriented institutions, offer curricula with a pronounced emphasis on theoretical foundations, critical reflection, and research-oriented components in translation. On the other hand, UNY and UB, with more applied or professionally oriented backgrounds, foreground practice-based training, technology use, and explicit industry preparation, while UNUD and UNAIR implement locally adaptive and structurally compact curricula that prioritise current issues and problem-solving in translation. These institutional differences suggest that place plays an important role in shaping epistemological orientation and curricular depth. The academic culture, institutional mission, and historical development of each university influence how translation is conceptualized, structured, and positioned within the broader field of linguistics.

The academic systems compared in this study include pure linguistics programs (UI, UGM, UNS, UNAIR, and UNUD), applied linguistics (UNY), and linguistics with a stronger industry orientation (UB). These systemic differences influence how translation is positioned within each curriculum. In pure linguistics programs, translation is generally framed within theoretical inquiry, critical reflection, and research development. In applied linguistics, as seen at UNY, translation is approached more as a practical field supported by analytical tools and technology. Meanwhile, UB integrates translation with explicit industry elements, such as professional practice and certification. These differences are reflected in the presence and emphasis of courses on translation technology, interpreting, and industry-related subjects. Thus, program orientation shapes not only course composition but also the broader academic purpose of translation studies within each institutional system.

The temporal dimension is analyzed through how each curriculum responds to contemporary developments in translation studies. Courses such as Current Issues in Translation, Technology-Based Translation, and Multimedia Translation (offered at UNUD, UNY, and UGM) demonstrate clear engagement with recent trends, including digital tools, audiovisual media, and emerging professional practices. These programs show a forward-looking orientation that adapts to technological change and evolving market demands. In contrast, curricula that are more strongly grounded in theory, such as those at UI and partly at UNS, reflect greater historical continuity and intellectual stability. Their emphasis remains on theoretical foundations, criticism, and conceptual

depth rather than rapid adaptation to new trends. This contrast reveals a productive tension between maintaining academic tradition and responding to contemporary developments, highlighting different strategies in balancing enduring scholarly values with present-day professional realities.

The curriculum design in each institution implicitly suggests different target student profiles. Programs such as UI, UGM, and UNAIR appear to address students with strong academic or research interests, as reflected in their emphasis on theory, criticism, and research methodology. These curricula are suitable for those who plan to pursue doctoral studies or academic careers. In contrast, UNY and UB seem to target students who are more practice- and industry-oriented, highlighting technology, applied skills, and professional preparation. Their course structures suggest preparation for immediate engagement in the translation market. Meanwhile, UNS and UNUD present a more hybrid profile, combining theoretical grounding with practical exposure across genres and contexts. This segmentation is not explicitly stated but can be inferred from course composition and emphasis. Overall, the curriculum structure implicitly shapes and attracts particular student orientations and career trajectories.

Academic and institutional culture is reflected in the way translation is framed and organized within each curriculum. Universities such as UI, UGM, UNAIR, UNY, and UNUD show a strong emphasis on theory and critical inquiry, indicating an academic culture that values conceptual depth, analytical rigor, and scholarly discussion. In contrast, UNS demonstrates a culture of integration, combining theory with extensive cross-genre translation practice, suggesting a balanced academic–practical orientation. Meanwhile, UB reflects a more vocational culture, highlighted by courses related to industry practice and translator certification. This indicates a pragmatic and career-focused institutional identity. Through these differences, the curriculum becomes more than a list of courses. It represents the intellectual traditions, priorities, and professional visions of each institution. In this sense, curriculum design functions as an expression of the broader academic culture embedded within each university.

The comparison of curricula focuses on the number and types of courses offered, the balance between theory and practice, and the inclusion of technology and interpreting. UNS has the most comprehensive structure, with seven compulsory courses covering theory, research methods, and various types of translation practice, showing a strong balance between conceptual and applied components. UNY offers a more applied structure, combining theory, research, assessment, and technology, but without interpreting. UNUD integrates theory, research, register-based translation, and interpreting, reflecting a balanced academic and practical orientation. UNAIR presents a compact curriculum centered on theory, translation problems, and technology. UB is strongly practice- and industry-oriented, featuring interpreting and specialized domains such as business and legal translation. UI emphasizes theory, criticism, and research, with limited focus on technology. UGM combines theory, contrastive linguistics, interpreting, research ethics, and multimedia translation, demonstrating an interdisciplinary and balanced design.

3.3 Epistemological Orientation

Epistemological orientation in translation refers to how a curriculum, theory, or academic practice understands the nature of knowledge about translation: what counts as legitimate knowledge, where that knowledge comes from, and how it is developed and validated. It concerns the assumptions underlying the teaching and study of translation, including whether knowledge is derived primarily from linguistic theory, empirical research, professional practice, or critical reflection. In higher education, this orientation shapes how translation is positioned as a field of

study whether it is treated as a branch of linguistics, an autonomous discipline known as Translation Studies, a professional skill set aimed at industry needs, or a combination of these perspectives. Thus, epistemological orientation influences curriculum design, course emphasis, research priorities, and the overall academic identity of translation within a university program.

Translation as a subdiscipline of linguistics views translation primarily as an application of linguistic theory. In this orientation, knowledge about translation is derived from areas such as semantics, syntax, morphology, and pragmatics. Translation problems are analyzed through the structure of language, meaning relationships, and grammatical systems, with strong emphasis on equivalence and the relationship between the source language (SL) and the target language (TL). Scientific validity is considered analytical and systematic, meaning that translation decisions can be explained through linguistic principles. For example, translating an English passive sentence into Indonesian would involve examining syntactic shifts, thematic roles, and semantic equivalence. In curriculum design, this orientation appears in the dominance of courses such as Translation Theory and Contrastive Linguistics, where translation practice mainly functions to demonstrate and apply theoretical linguistic concepts rather than to simulate professional industry contexts.

Translation as an autonomous discipline, commonly referred to as Translation Studies, views translation as an independent field of knowledge with its own object of study, theoretical frameworks, and research methods. In this orientation, knowledge is not merely derived from linguistics but is constructed from the observation of real translation practices and descriptive research. It recognizes that translation is influenced by cultural norms, ideology, power relations, and social context. Therefore, truth is considered empirical and interpretative, meaning that translation phenomena are studied through data, case studies, and contextual analysis rather than only through abstract linguistic rules. For example, a researcher may examine how a novel is translated differently across periods to reveal ideological shifts or cultural adaptation strategies. The analysis would focus not only on language structure but also on representation, domestication, or foreignization. In curriculum design, this orientation is reflected in courses such as Translation Criticism, Current Issues in Translation, and Recent Research in Translation Studies, with strong emphasis on reflection and discourse analysis.

Translation as a professional practice positions translation primarily as a work competence that is evaluated through performance and practical output. In this orientation, knowledge is procedural and applicative, meaning that what matters most is the ability to produce effective translations in real contexts. The validity of knowledge is measured by the acceptability, accuracy, functionality, and usability of the translated text, especially in professional or industry settings. The focus is not only on understanding theory but on demonstrating skill, efficiency, and problem-solving ability. For example, students may be required to translate business contracts, legal documents, audiovisual materials, or media texts using computer-assisted translation (CAT) tools. The quality of their work is assessed based on clarity, consistency, terminology management, and client-oriented standards. In curriculum design, this orientation is reflected in courses such as Translation Technology, Business and Legal Translation, Multimedia Translation, Translation and Interpreting Practice, and Translation Industry and Translator Certification. Assessment is commonly project-based, involving portfolios, simulations of real translation tasks, and practical assignments aligned with industry expectations.

The hybrid (integrative) orientation views translation as a field that cannot be explained from a single perspective. It combines elements of linguistics, Translation Studies, and professional practice into an interconnected framework. Epistemologically, knowledge is seen as plural and

contextual. This means that linguistic theory, empirical research, and practical experience are all considered valid sources of knowledge. Truth is not understood as fixed or absolute, but as situational, depending on purpose, context, and the needs of translation users. In curriculum design, this orientation is reflected in a balance between translation theory, practical translation courses across genres, and research methodology. For example, a program may offer courses such as Translation Theory, Translation Research Methods, Literary or Audiovisual Translation, and Translation Technology within one integrated structure. Students are given flexibility to pursue academic pathways (research and criticism) or professional pathways (industry and technology). This hybrid orientation is the most dominant model in Indonesian linguistics-based master's programs, as it bridges academic depth with market relevance.

In this study, seven universities are examined because they offer a translation specialization within their Master's in Linguistics programs. These universities are located in Java and Bali. Most of them are in Java, as higher education institutions are more developed and concentrated on this island. Java has a stronger academic infrastructure, more research universities, and wider access to postgraduate programs (Dimyati et al., 2023; Kusharjanto & Kim, 2011; Logli, 2016). Although Master's programs in Linguistics also exist in other islands or regions of Indonesia, they do not provide a specific specialization in translation. This uneven distribution shows a gap in access to advanced translation studies across regions. The imbalance indicates the need for stronger collaboration and policy support between universities, government, and academic stakeholders to expand translation education and ensure more equal opportunities throughout Indonesia.

The courses offered in the translation specialization consist of compulsory and elective subjects. Compulsory courses must be taken by students who choose the translation track in the Master's in Linguistics program. These courses form the core competencies that students are expected to master. Elective courses, on the other hand, can be taken based on students' interests and academic or professional goals. They provide flexibility and allow students to deepen specific areas of expertise. Most courses carry 2 to 3 credits (SKS), which represent the study load. In the Indonesian higher education system, 1 SKS equals 50 minutes of classroom instruction per week (Suhandi et al., 2023). Therefore, a 2-credit course consists of 100 minutes per week (Kholis, 2022), while a 3-credit course consists of 150 minutes (Fauzi et al., 2025; Murniati & Hermawan, 2017). Each university determines the number of credits differently, depending on the weight, depth, and learning outcomes of the course (Attewell & Monaghan, 2016; Evans, 2019).

Based on Harden's (2001) Curriculum Mapping Framework, this study analyses four main aspects, i.e. Expected Learning Outcomes, Curriculum Content, Learning Opportunities, and Timetable. These aspects were selected because they can be clearly identified from course titles, credit distribution, and curriculum structure. Since the research only uses documented course data, other elements such as assessment methods, learning resources, staff, and curriculum management are not examined. The findings show that all programs aim to develop students' mastery of translation theory, practical skills, and research competence. However, each university emphasizes different strengths. Some prioritize theoretical reflection and criticism (UNS, UI, UGM), while others focus on professional skills and technology (UNUD, UNY, UB, UNAIR). Curriculum content generally combines theory, practice, and research methods, reflecting a hybrid epistemological orientation (Gudoniene et al., 2025). Learning opportunities vary from critical discussions to hands-on workshops, and the timetable reflects progressive exposure from foundational theory to applied practice and research (Bhana, 2014; Lefebvre et al., 2016).

Based on Bray's et al. (2014) framework, this study compares translation specialization in seven Linguistics Master's programs in Indonesia, focusing on six dimensions, i.e. places, systems,

times, demographic groups, cultures, and curricula. The analysis shows that UNS, UI, and UGM, as research-oriented universities, emphasize theoretical foundations, translation criticism, and research skills, whereas UNY and UB, with applied or industry-oriented programs, prioritize practical skills, technology, and professional preparation. UNUD and UNAIR offer concise, locally adaptive curricula focused on current issues and efficient course structure. Program orientation influences course composition, with pure linguistics programs emphasizing theory and research, applied programs focusing on practice, and industry-oriented programs integrating certification and specialized skills. The curricula also suggest target student profiles, i.e. academic/research-oriented (UI, UGM, UNAIR), practice/industry-oriented (UNY, UB), and hybrid (UNS, UNUD). Course structure reflects institutional culture and epistemological orientation, combining theory, practice, and research to varying degrees (Hardy & Tolhurst, 2014; Rifai et al., 2025).

Epistemological orientation is analyzed following Holmes (1977), who broadly divides translation into *pure* emphasizing theoretical and linguistic knowledge and *applied* emphasizing professional competence and practice. Translation can be treated as a subdiscipline of linguistics (Doğan, 2021; Pratiwi, 2023), where theory from semantics, syntax, and pragmatics underpins understanding and problems are explained through language systems, as reflected in courses like Translation Theory and Contrastive Linguistics. Translation can also be understood as an autonomous field (Translation Studies) (De Toro, 2007), where knowledge emerges from real translation practices and cultural analysis, recognizing influences such as ideology and context. Finally, translation may be positioned as professional practice (Kujamäki, 2023), where competence is assessed by performance in real tasks using tools and industry standards. Many Indonesian master's programs adopt a hybrid orientation, balancing theory, research, and practice, which aligns with the broader evolution of Translation Studies toward interdisciplinarity and application.

4. CONCLUSION

In conclusion, this study shows that translation specializations in Indonesian Linguistics Master's programs are designed to develop graduates' theoretical knowledge, practical skills, and research competence to fulfil the needs of the translation industry, both theoretically and practically. This study is novel in that it provides the first systematic, theoretically informed comparison of translation specializations embedded within linguistics-based master's programs in Indonesia, explicitly linking their curriculum structures to their underlying epistemological orientations. These findings have several practical implications. For curriculum designers and program leaders, the results provide an evidence-based reference for calibrating the balance between theoretical depth, practice-oriented training, and research components in translation specializations, as well as for aligning curricular profiles with institutional missions and labour-market expectations. For policymakers and academic stakeholders, the identified patterns highlight the need to support more equitable access to advanced translation education across regions and to foster collaborative initiatives that integrate technological, professional, and research developments into linguistics-based programs. While all programs share a core structure of translation theory, practice, and research methodology, each university emphasizes different aspects. Timetables and course sequences support progressive learning, moving from theory to practice. Epistemologically, a hybrid orientation dominates, combining linguistics, Translation Studies, and professional practice. This approach allows students to engage with theory, empirical research, and real-world translation tasks simultaneously. Overall, the curricula reflect institutional identity and academic culture, balancing scholarly rigor with practical application,

while providing flexibility for students to pursue research, critical inquiry, or professional translation pathways in a coherent, integrated framework.

This study is limited to analysing curriculum data, including course lists, credit distribution, and course status (compulsory or elective). Other aspects such as student assessment methods, learning experiences, teaching resources, faculty quality, student interaction, and curriculum management were not examined. Consequently, it cannot fully evaluate the effectiveness of the curricula or graduates' professional readiness. The perspectives of students, alumni, and practitioners were also not included, so the effectiveness of the curriculum and graduates' professional readiness cannot be fully understood. Future research should adopt a mixed-methods approach, incorporating interviews, surveys, and observation of learning practices. Collecting data from students, alumni, and instructors would provide a more comprehensive understanding of learning experiences and professional preparedness. Studies could also expand to include industry practices, technology use, and field projects. Cross-disciplinary or international comparisons could further enrich understanding of epistemological orientations and curriculum relevance to modern translation needs.

REFERENCES

Aggarwal, R., & Ranganathan, P. (2019). Study designs: Part 2 - Descriptive studies. *Perspectives in Clinical Research*, *10*(1), 34–36. https://doi.org/10.4103/picr.PICR_154_18

Ahmadjian, C. L. (2016). Comparative institutional analysis and institutional complexity. *Journal of Management Studies*, *53*(1), 12–27. https://doi.org/10.1111/joms.12178

Al-Batineh, M., & Bilali, L. (2017). Translator training in the Arab world: are curricula aligned with the language industry? *The Interpreter and Translator Trainer*, *11*(2–3), 187–203. https://doi.org/10.1080/1750399X.2017.1350900

Albir, A. H. (2007). Competence-based curriculum design for training translators. *The Interpreter and Translator Trainer*, *1*(2), 163–195. https://doi.org/10.1080/1750399X.2007.10798757

Alkhatnai, M. (2024). Translation Ethics in Saudi Universities' Translation Curriculum. *Journal of Language Teaching and Research*, *15*(6), 1887–1898. https://doi.org/10.17507/jltr.1506.14

Álvarez-Álvarez, S., & Arnáiz-Uzquiza, V. (2017). Translation and interpreting graduates under construction: do Spanish translation and interpreting studies curricula answer the challenges of employability? *The Interpreter and Translator Trainer*, *11*(2–3), 139–159. https://doi.org/10.1080/1750399X.2017.1344812

Attewell, P., & Monaghan, D. (2016). How many credits should an undergraduate take? *Research in Higher Education*, *57*(6), 682–713. https://doi.org/10.1007/s11162-015-9401-z

Berthaud, S., & Mason, S. (2018). Embedding reflection throughout the postgraduate translation curriculum: Using communities of practice to enhance training. *The Interpreter and Translator Trainer*, *12*(4), 388–405. https://doi.org/10.1080/1750399X.2018.1538847

Bhana, V. M. (2014). Interpersonal skills development in Generation Y student nurses: A literature review. *Nurse Education Today*, *34*(12), 1430–1434. https://doi.org/10.1016/j.nedt.2014.05.002

Bray, M., Adamson, B., & Mason, M. (2014). *Comparative education research: Approaches and methods*. Springer.

Calvo, E. (2011). Translation and/or translator skills as organising principles for curriculum development practice. *The Journal of Specialised Translation*, *16*, 5–25. https://doi.org/10.26034/cm.jostrans.2011.484

Choppin, J., Roth McDuffie, A., Drake, C., & Davis, J. (2022). The role of instructional materials in the relationship between the official curriculum and the enacted curriculum. *Mathematical Thinking and Learning*, *24*(2), 123–148.

https://doi.org/10.1080/10986065.2020.1855376
de Céspedes, B. R. (2017). Addressing employability and enterprise responsibilities in the translation curriculum. *The Interpreter and Translator Trainer*, *11*(2–3), 107–122. https://doi.org/10.1080/1750399X.2017.1344816
De Toro, C. G. (2007). Translation Studies: an overview. *Cadernos de Tradução*, *2*(20), 9–42. https://dialnet.unirioja.es/servlet/articulo?codigo=4925692
Dimyati, M., Putera, P. B., Laksani, C. S., Zulhamdani, M., Handoyo, S., Rianto, Y., & Handoko, L. T. (2023). Research strength index to identify the performance of research universities: the case of Indonesia. *Journal of Science and Technology Policy Management*, *14*(3), 547–562. https://doi.org/10.1108/JSTPM-06-2020-0096
Doğan, C. (2021). Translation as a human action. *European Journal of Foreign Language Teaching*, *5*(3), 54–63. http://dx.doi.org/10.46827/ejfl.v5i3.3554
Doherty, S., & Kenny, D. (2014). The design and evaluation of a statistical machine translation syllabus for translation students. *The Interpreter and Translator Trainer*, *8*(2), 295–315. https://doi.org/10.1080/1750399X.2014.937571
Evans, B. J. (2019). How college students use advanced placement credit. *American Educational Research Journal*, *56*(3), 925–954. https://doi.org/10.3102/0002831218807428
Fauzi, A. M., Mulyaningsih, A. P., Harefa, D. K., Syahrani, L. A., Aisyah, S., & Putri, H. E. (2025). Hubungan Kebiasaan Sarapan dengan Tingkat Fokus Mahasiswa pada Kuliah Pagi Berdurasi 3 SKS di UPI. *Journal Sains Student Research*, *3*(3), 641–648. https://doi.org/10.61722/jssr.v3i3.4855
Grant, J. (2014). Principles of curriculum design. In T. Swanwick (Ed.), *Understanding medical education: Evidence, theory, and practice* (2nd ed., pp. 31–46). John Wiley & Sons.
Gudoniene, D., Staneviciene, E., Huet, I., Dickel, J., Dieng, D., Degroote, J., Rocio, V., Butkiene, R., & Casanova, D. (2025). Hybrid teaching and learning in higher education: A systematic literature review. *Sustainability*, *17*(2), 756. https://doi.org/10.3390/su17020756
Hao, Y., & Pym, A. (2021). Translation skills required by Master's graduates for employment: Which are needed, which are not? *Across Languages and Cultures*, *22*(2), 158–175. https://doi.org/10.1556/084.2021.00012%0A
Harden, R. M. (2001). AMEE Guide No. 21: Curriculum mapping: a tool for transparent and authentic teaching and learning. *Medical Teacher*, *23*(2), 123–137. https://doi.org/10.1080/01421590120036547
Hardy, C., & Tolhurst, D. (2014). Epistemological beliefs and cultural diversity matters in management education and learning: A critical review and future directions. *Academy of Management Learning & Education*, *13*(2), 265–289. https://doi.org/10.5465/amle.2012.0063
Herring, H. C., & Williams, J. R. (2000). The role of objectives in curriculum development. *Journal of Accounting Education*, *18*(1), 1–14. https://doi.org/10.1016/S0748-5751(00)00004-X
Holmes, J. S. (1972). The name and nature of translation studies. *Translated*, *2*, 67–80.
Iranifard, E., & Roudsari, R. L. (2022). Comparative Research: An Old Yet Unfamiliar Method. *Journal of Midwifery and Reproductive Health*, *10*(3), 3317–3318. https://doi.org/10.22038/jmrh.2022.66873.1954
Kholis, N. (2022). Peluang dan Tantangan Pendidikan Agama Islam dalam Membentuk Karakter Relegius Mahasiswa Poltekkes Kemenkes. *Kreatifitas: Jurnal Ilmiah Pendidikan Islam*, *11*(2), 116–124. https://doi.org/10.46781/kreatifitas.v11i2.651
Khoshsaligheh, M., Moghaddas, M., & Ameri, S. (2019). English translator training curriculum revisited: Iranian trainees' perspectives. *Teaching English Language*, *13*(2), 181–212. https://doi.org/10.22132/tel.2019.96238
Kujamäki, M. (2023). Translation as a professional service: An overview of a fragmented field of practice. *Perspectives*, *31*(2), 331–346. https://doi.org/10.1080/0907676X.2021.1981412
Kusharjanto, H., & Kim, D. (2011). Infrastructure and human development: the case of Java, Indonesia. *Journal of the Asia Pacific Economy*, *16*(1), 111–124.

https://doi.org/10.1080/13547860.2011.539407
Lefebvre, J. S., Evans, M. B., Turnnidge, J., Gainforth, H. L., & Côté, J. (2016). Describing and classifying coach development programmes: A synthesis of empirical research and applied practice. *International Journal of Sports Science & Coaching*, *11*(6), 887–899. https://doi.org/10.1177/1747954116676116%0A%0A
Lepori, B., Borden, V. M. H., & Coates, H. (2022). Opportunities and challenges for international institutional data comparisons. *European Journal of Higher Education*, *12*(sup1), 373–390. https://doi.org/10.1080/21568235.2022.2094817
Li, X. (2018). The first step to incorporate intercultural competence into a given translation curriculum: a micro-level survey of students' learning needs. In *Intercultural Competence for Translators* (pp. 35–53). Routledge.
Li, X. (2022). Identifying in-demand qualifications and competences for translation curriculum renewal: a content analysis of translation job ads. *The Interpreter and Translator Trainer*, *16*(2), 177–202. https://doi.org/10.1080/1750399X.2021.2017706
Lim, W. M. (2025). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal*, *33*(2), 199–229. https://doi.org/10.1177/14413582241264619%0A
Liu, K., Kwok, H. L., Liu, J., & Cheung, A. K. F. (2022). Sustainability and influence of machine translation: perceptions and attitudes of translation instructors and learners in Hong Kong. *Sustainability*, *14*(11), 6399. https://doi.org/10.3390/su14116399
Logli, C. (2016). Higher education in Indonesia: Contemporary challenges in governance, access, and quality. In *The Palgrave handbook of Asia Pacific higher education* (pp. 561–581). Springer.
Murniati, A., & Hermawan, A. (2017). E-Problem Based Learning (E-Pbl) Pada Mata Kuliah Akuntansi Manajemen Sebagai Alternatif Pembelajaran Inovatif. *Jurnal Ilmiah Bisnis Dan Ekonomi Asia*, *11*(1), 1–10. https://doi.org/10.32812/jibeka.v11i1.25
Oliver, R., Kersten, H., Vinkka-Puhakka, H., Alpasan, G., Bearn, D., Cema, I., Delap, E., Dummer, P., Goulet, J. P., & Gugushe, T. (2008). Curriculum structure: principles and strategy. *European Journal of Dental Education*, *12*, 74–84. https://doi.org/10.1111/j.1600-0579.2007.00482.x
Pratiwi, B. (2023). Translation Studies Research Orientation of S1 & S2 Sinta-indexed Journal Publications. *Indexed Journal Publications. Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, *7*(2), 435–458. https://doi.org/10.26858/eralingua.v7i2.51069
Ramírez-Polo, L., & Vargas-Sierra, C. (2023). Translation technology and ethical competence: An analysis and proposal for translators' training. *Languages*, *8*(2), 93. https://doi.org/10.3390/languages8020093
Rico, C. (2010). Translator training in the European higher education area: Curriculum design for the Bologna Process. A case study. *The Interpreter and Translator Trainer*, *4*(1), 89–114. https://doi.org/10.1080/1750399X.2010.10798798
Rico, C., & González Pastor, D. (2022). The role of machine translation in translation education: a thematic analysis of translator educators' beliefs. *Translation & Interpreting: The International Journal of Translation and Interpreting Research*, *14*(1), 177–197. https://www.trans-int.org/index.php/transint/article/view/1341
Rifai, A., Wachidi, W., Taqiyuddin, Y. M., Haqiqi, M. A., & Ali, M. (2025). A systematic literature review on the integration of epistemological theories in educational management practices. *Multicultural Islamic Education Review*, *3*(1), 93–104. https://doi.org/10.23917/mier.v3i1.10210
Samir, A. (2022). Evaluating the curriculum for MA english translation in iran: is the curriculum effective for students? *Journal of Modern Languages*, *32*(1), 58–83. https://doi.org/10.22452/jml.vol32no1.4
Sangiogo, F. A., Halmenschlager, K. R., Hunsche, S., & Maldaner, O. A. (2013). Pressupostos epistemológicos que balizam a Situação de Estudo: algumas implicações ao processo de ensino e à formação docente. *Ciência & Educação*, *19*(1), 35–54. https://doi.org/10.1590/S1516-73132013000100004

Sawyer, D. B., Austermühl, F., & Raído, V. E. (2019). The evolving curriculum in interpreter and translator education: A bibliometric analysis. In *The Evolving Curriculum in interpreter and translator education* (pp. 1–22). John Benjamins Publishing Company. https://doi.org/10.1075/ata.xix.01saw

Scott, D. (2001). Curriculum theory. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social & behavioral sciences* (pp. 3195–3198). Elsevier.

Song, X. (2022). College English curriculum setting and evaluation based on language curriculum design model——taking English translation course as an example. *Frontiers in Educational Research*, *5*(2), 47–51. https://doi.org/10.25236/FER.2022.050210

Suh, J. K., Hwang, J., Park, S., & Hand, B. (2022). Epistemic orientation toward teaching science for knowledge generation: Conceptualization and validation of the construct. *Journal of Research in Science Teaching*, *59*(9), 1651–1691. https://doi.org/10.1002/tea.21769

Suhandi, V., Arisandhy, V., & Liputra, D. T. (2023). Penjadwalan Mata Kuliah dengan Mempertimbangkan Ketersediaan Waktu Pengajar dan Satuan Kredit Semester yang Tidak Terpisah Menggunakan Integer Linear Programming. *Journal of Integrated System*, *6*(1), 73–86. https://doi.org/10.28932/jis.v6i1.6459

Tao, Y. (2019). The development of translation and interpreting curriculum in China's mainland: a historical overview. In *Translation Studies in China: The State of the Art* (pp. 111–133). Springer. https://doi.org/10.1007/978-981-13-7592-7_7

Thummaphan, P., Sripa, K., & Prakobthong, W. (2022). Competency-based school curriculum: A development and implementation framework. *Community and Social Development Journal*, *23*(3), 185–205. https://doi.org/10.57260/rcmrj.2022.261665

Zack, M. K., Karre, J. K., Olson, J., & Perkins, D. F. (2019). Similarities and differences in program registers: A case study. *Evaluation and Program Planning*, *76*, 101676. https://doi.org/10.1016/j.evalprogplan.2019.101676

Zaghlool, Z. D., & Khasawneh, M. A. (2023). Aligning translation curricula with technological advancements; Insights from artificial intelligence researchers and language educators. *Studies in Media and Communication*, *12*(1), 58. https://doi.org/10.11114/smc.v12i1.6378