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2013 SERTA PETUNJUK MANUAL DIREKTORAT PEMBINAAN DIKMEN''BINA SMK DOKUMEN 1 KURIKULUM April 2nd, 2018 - Banyak sekolah yang membuat kurikulum dengan copas dari panduan yang diterbitkan Kur SMK KTSP Dikdas DIKMEN C1 C2 C3 dan Silabus SMK Kurikulum 2013''instrumen validasi verifikasi dokumen kurikulum 2013 sma

Telah hadir buku “ Big Data: Implementasi Hadoop MapReduce pada Pemetaan Sekolah Menggunakan Python ” . Buku dengan total 237 halaman ini akan membahas terkait Big Data seperti gambaran umum terkait Big Data itu bagaimana, pengenalan tentang Apache Hadoop, pembahasan lebih detail HDFS dan MapReduce, pengenalan tentang bahasa pemrograman Python dan bagaimana sebuah algoritma itu bekerja serta algoritma yang akan digunakan pada studi kasus yang ada. Selanjutnya, buku ini membahas tentang contoh implementasi konsep Big Data dimana pada kasus yangdigunakan adalah proses melakukan pemetaan sekolah menggunakan bahasa pemrograman Python. Dimulai pada implementasinya menggunakan MapReduce sebagai salah satu tools pengolahan yang terdapat dalam Apache Hadoop yang diterapkan pada VirtualBox. Dimana proses pemetaan sekolah ini seperti pemetaan berdasarkan provinsi, wilayah serta sekolah serta memberikan rekomendasi-rekomendasi sekolah-sekolah terdekat dari sekolah yang akan dijadikan tujuan utama. Diharapkan dengan adanya buku ini, bisa memberikan gambaran umum terkait penerapan konsep Big Data itu sendiri bagaimana dalam kehidupan sehari-hari. Serta dengan dilakukan pemetaan sekolah dalam proses penerimaan mahasiswa baru untuk membantu strategi marketing.

This book is a compilation of research work in the interdisciplinary areas of electronics, communication, and computing. This book is specifically targeted at students, research scholars and academicians. The book covers the different approaches and techniques for specific applications, such as particle-swarm optimization, Otsu ' s function and harmony search optimization algorithm, triple gate silicon on insulator (SOI)MOSFET, micro-Raman and Fourier Transform Infrared Spectroscopy (FTIR) analysis, high-k dielectric gate oxide, spectrum sensing in cognitive radio, microstrip antenna, Ground-penetrating radar (GPR) with conducting surfaces, and digital image forgery detection. The contents of the book will be useful to academic and professional researchers alike.

We are delighted to introduce the proceedings of the first edition of the 2019 International Conference on Advances in Education, Humanities, and Language (ICEL). The aim of ICEL (International Conference on Advances in Humanities, Education and Language) is to provide a platform for researchers, professionals, academicians as well as industrial professionals from all over the world to present their research results and

development activities in Education, humanities, and Language. The theme of ICEL 2019 was “ Mainstreaming the Influences on Higher Order of Thinking Skills in Humanities, Education, and Language in Industrial Revolution 4.0 ” . The technical program of ICEL 2019 consisted of 77 full papers, including invited papers in oral presentation sessions at the main conference tracks. Aside from the high quality technical paper presentations, the technical program also featured six keynote speeches, Hamamah, Ph.D (Univeritas Brawijaya, Indonesia), Prof. Dr. Nuraihan binti Mat Daud (UIIM, Malaysia), Dr. Edith Dunn (Conservator/Cultural Specialist, USA), Prof. Yoshihiko -Sugimura (university of Mizaki, Japan), Prof. Park Yoonho (Sunchon National University, Korea) and Prof. Su Keh Bow (Soochow University, Taiwan). We strongly believe that ICEL conference provides a good forum for all researchers, developers and practitioners to discuss various advances that are relevant to education, humanities, and language. We also expect that the future ICEL conference will be as successful and stimulating, as indicated by the contributions presented in this volume

Q Skills for Success encourages students to think critically and succeed academically. Q's question-centred approach provides a unique critical thinking framework for each unit. This develops key cognitive skills such as analyzing, synthesizing, and evaluating--as well as developing the language skills essential for academic success. Learning outcomes are clearly stated at the start and end of the units, with competency self-evaluations and vocabulary check lists featuring the Academic Word List. This enables teachers to define learning outcomes effectively to accreditation bodies. Key features: Learning outcomes are clearly stated at the start and end of the units Critical thinking unit approach encourages students to analyze, synthesize, apply knowledge, and develop an individual voice around a topic Thought-provoking unit questions provide a clear focus for the units Reading and listening texts explore a range of academic subjects from biology to finance Explicit learning skills sections help students develop important academic skills such as scanning a text, listening for gist, and using a dictionary Research-based vocabulary program focuses on words from the Academic Word List (AWL) and the Oxford 3000(tm) Digital Workbook includes substantial homework practice, reference and tests, with simple LMS to help teachers assign and grade work

The aim of this book is to enable the student to read, write, and speak acceptable Israeli Hebrew and to understand less complex biblical Hebrew. A unique feature is the author's use of the principles of structural analysis. For students who are not acquainted with a language other than English, he elucidates those features of the language that are unfamiliar in the structure of English. The student is trained, from the first, to read "unvocalized" script as the native reader does, and "reading clues" (word and phrase patterns) are provided for this purpose. The work is organized into sections that can be worked through in an academic year—presentation of features, text samples, exercises, grammatical synopses, and individual and comprehensive glossaries. This text may be used by teachers without specialized training in linguistics. It can be used by self-teaching students as well as by those at college level, and it will be valuable for immigrants to Israel.

Hypermedia technology needs a creative approach from the outset in the design of software to facilitate human thinking and learning. This book opens a discussion of the potential of hypermedia and related approaches to provide open exploratory learning environments. The papers in the book are based on contributions to a NATO Advanced Research Workshop held in July 1990 and are grouped into six sections: - Semantic networking as cognitive tools, - Expert systems as cognitive tools, - Hypertext as cognitive tools, - Collaborative communication tools, - Microworlds: context-dependent cognitive tools, - Implementing

cognitive tools. The book will be valuable for those who design, implement and evaluate learning programs and who seek to escape from rigid tactics like programmed instruction and behavioristic approaches. The book presents principles for exploratory systems that go beyond existing metaphors of instruction and provokes the reader to think in a new way about the cognitive level of human-computer interaction.

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