

Penjasorkes SMA cls 12

Journal Sport Science Indonesia. jassi. ANALISIS PEMBELAJARAN
PENJASORKES SECARA DARING SISWA KELAS XI SMA NEGERI 12
PEKANBARU.

Olahraga merupakan bagian dari sistem pendidikan nasional, dimana proses pembelajaran melalui aktivitas jasmani bertujuan untuk meningkatkan kondisi fisik, mengembangkan keterampilan motorik, pengetahuan, perilaku pola hidup sehat, aktif, kecerdasan emosional dan kemampuan melakukan suatu gerak. Selama masa darurat COVID-19, proses pembelajaran dilakukan dari rumah melalui platform pembelajaran online. Tujuan penelitian ini adalah untuk mengetahui analisis pembelajaran penjasorkes online siswa kelas XI SMA Negeri 12 Pekanbaru. Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Sampel dalam penelitian ini berjumlah 54 siswa yang telah dipilih dengan pertimbangan tertentu. Data diperoleh melalui pengumpulan data menggunakan angket yang diwujudkan dalam bentuk pernyataan dalam skala likkert. Berdasarkan penelitian pembelajaran penjasorkes secara daring siswa kelas XI SMA Negeri 12 Pekanbaru secara keseluruhan indikator dengan rerata skor 180,5 dan tingkat capaian responden 69,4% dengan kategori baik. Penelitian ini diharapkan mampu menjadi rujukan untuk bahan evaluasi untuk sekolah, guru, dan siswa saat menjalankan pembelajaran secara daring

. Riyadhoh : Jurnal Pendidikan Olahraga. JPO. Evaluasi Potensi Fisik Siswa Sma Sebagai Suatu Hasil Belajar Mata Pelajaran Penjasorkes (Studi Pada Sma Negeri Di Kecamatan Sengah Temila).

Tujuan dari penelitian ini yaitu untuk mengukur prestasi belajar siswa yang merupakan evaluasi hasil belajar siswa dalam pembelajaran penjasorkes. Terdapat 5 pertanyaan dalam penelitian ini yang mana akan dianalisis diantaranya: (1) Bagaimana seorang guru memahami tujuan pembelajaran?, (2) Bagaimana seorang guru menjadikan tujuan pembelajaran sebagai sasaran evaluasi pembelajaran penjasorkes?, (3) Bagaimana seorang guru melakukan evaluasi pembelajaran

penjasorkes? dalam hal ini dikaitkan dengan tujuan pembelajaran penjasorkes itu sendiri?, (4) Bagaimana seorang guru merancang tujuan pembelajaran yang efektif untuk dapat meningkatkan potensi fisik siswa SMP?, (5) Bagaimana tujuan pembelajaran penjasorkes dapat tercapai?. Metode yang digunakan dalam penelitian ini yaitu kualitatif deskriptif. Penggunaan model valuasi CIPP (konteks, masukan, proses, dan produk) dilakukan dalam metode pengumpulan data. Observasi yang dilakukan oleh peneliti yaitu di SMA Negeri se-kecamatan Sengah Temila dan memilih seluruh siswa kelas IX yang berjumlah 572 siswa. Hasil penelitian menunjukkan bahwa: (1) Guru masih belum memahami tujuan pembelajaran penjasorkes yang dilakukan, (2) Guru masih belum menjadikan tujuan pembelajaran sebagai sasaran evaluasi pada pembelajaran penjasorkes, (3) Evaluasi yang dilakukan oleh guru tidak dikaitkan dengan tujuan pembelajaran penjasorkes, (4) Tujuan pembelajaran yang dirancang oleh guru dirasa tidak efektif untuk meningkatkan potensi fisik siswa SMA, (5) Tujuan pembelajaran tidak dapat mencapai prestasi siswa. Berdasarkan uraian yang sudah disebutkan di atas dapat disimpulkan bahwa kondisi vitalitas sebesar 66,48% (siswa sehat) dan 53,72% (siswa tidak sehat). Kata kunci: Potensi Fisik, Hasil Belajar, Penjasorkes

. Jurnal Nalar : Pendidikan dan Pembelajaran. jnalar. PENGGUNAAN MODEL PEMBERIAN PERINTAH (MODEL KOMANDO) DALAM UPAYA MENINGKATKAN PRESTASI BELAJAR PENJASORKES SISWA KELAS XII IPA 1 SMA NEGERI 1 KUTA.

Penelitian tindakan kelas yang dilaksanakan ini memiliki tujuan untuk meningkatkan prestasi belajar Penjasorkes. Perolehan data awal yang rendah pada siswa kelas XII.IPA 1 SMA Negeri 1 Kuta semester I tahun pelajaran 2020/2021 membuat peneliti mengupayakan membenahi proses yang kurang baik yang telah dilaksanakan. Perbaikan proses pembelajaran dilakukan melalui penggunaan model pemberian perintah (model komando). Model ini diharapkan dapat memecahkan permasalahan yang sedang dihadapi. Setelah data dikumpulkan melalui instrumen tes prestasi belajar, diperoleh peningkatan hasil belajar dengan data awal yang rata-rata kelasnya yaitu mencapai 79,58 dengan prosentase ketuntasan belajar baru mencapai 33,33%, pada siklus I meningkat menjadi 84,97 rata-rata kelas dan 77,78% untuk ketuntasan belajarnya. Sedangkan pada siklus II data tersebut telah meningkat menjadi 90,72 rata-rata kelasnya dan 100% ketuntasan belajarnya. Data

pada Siklus II ini sudah menunjukkan keberhasilan pelaksanaan pembelajaran yang melebihi indikator yang dipersyaratkan. Oleh karenanya peneliti mengambil simpulan bahwa penggunaan model pemberian perintah (model komando) dalam melaksanakan proses pembelajaran mampu meningkatkan prestasi belajar Penjasorkes

. EDU RESEARCH. JER. Penyediaan Sarana dan Prasarana Penjasorkes SMA Negeri Se-Kota Sungai Penuh Sesuai Standar Nasional Pendidikan.

Penelitian ini berawal dari kenyataan di Sekolah bahwa pembelajaran penjasorkes sering mendapat kendala, yaitu mulai dari memodifikasi bentuk pembelajaran penjasorkes sampai pada pembelajaran yang tidak berjalan efektif dikarenakan kurangnya pemahaman Guru terhadap materi. Kurangnya Sarana dan prasarana merupakan bagian dari kendala yang ada pada pembelajaran penjasorkes, karena dengan adanya kelengkapan sarana dan prasarana akan mempermudah proses pembelajaran begitu juga sebaliknya jika sarana dan prasarana kurang, pembelajaran penjasorkes bisa terhambat, melihat hal tersebut peneliti mencoba melakukan penelitian khusus di bagian sarana dan prasarana. Penelitian ini bertujuan untuk mengetahui Penyediaan Sarana dan Prasarana Penjasorkes di SMA Negeri Se-kota Sungai Penuh sesuai Standar Nasional Pendidikan. Jenis penelitian ini bersifat deskriptif, yang bertujuan untuk mengungkapkan sesuatu apa adanya. Populasi penelitian ini adalah SMA Negeri di Kota Sungai Penuh. Teknik pengambilan sampel menggunakan teknik total sampling, yang mana keseluruhan populasi digunakan sebagai sampel penelitian yaitu terdiri dari 20 orang guru Penjasorkes dari 5 (Lima) SMA Negeri di Kota Sungai Penuh. Teknik pengumpulan data berupa pembagian angket kepada responden untuk melihat apakah penyediaan Sarana dan Prasarana Penjasorkes di SMA Negeri Kota Sungai Penuh sudah mencukupi sesuai Standar Nasional Pendidikan. Teknik analisis data dalam penelitian ini menggunakan analisis deskriptif dengan formula $P = \frac{F}{N} \times 100\%$. Dari hasil penelitian terlihat bahwa Penyediaan Sarana dan Prasarana Penjasorkes SMA Negeri Se-kota Sungai Penuh sesuai Standar Nasional Pendidikan rata-rata 55,22% dan 48,35%, dapat disimpulkan dengan menggunakan skala likers bahwa rata-rata dari 41-60% tergolong pada Kategori Cukup, maka dapat dikatakan bahwa SMA Negeri Se-kota Sungai Penuh tergolong pada Kategori Cukup. Hal ini disebabkan karena di SMA Negeri 2, SMA Negeri 3, SMA Negeri 4 dan SMA Negeri 5 banyak

sekali sarana dan prasarana yang tidak layak pakai atau rusak.

. JPI (Jurnal Pendidikan Indonesia). j. pendidik. indonesia.. STUDI ANALISIS KEBUTUHAN PENGEMBANGAN BUKU PANDUAN KESELAMATAN DALAM PEMBELAJARAN PENJASORKES DI SMA DAN SMK KABUPATEN BULELENG.

Tujuan penelitian ini adalah untuk memperoleh gambaran penggunaan aspek keselamatan dalam pembelajaran penjasorkes, merumuskan dimensi-dimensi panduan keselamatan dan merumuskan draft panduan keselamatan pembelajaran. Penelitian ini adalah merupakan tahap awal penelitian pengembangan berdasarkan analisis kebutuhan melalui studi pustaka, daftar isian dan kuesioner menggali persepsi dan pemahaman guru. Sampel penelitian adalah guru penjasorkes SMA yang ada di kabupaten Buleleng yang berjumlah 15 (12 SMA dan 3 SMK), pengolahan datanya menggunakan deskriptif kualitatif. Berdasarkan hasil dan pembahasan dapat disimpulkan bahwa: 1) Gambaran aspek keselamatan dalam pembelajaran penjasorkes telah tercermin tercermin pada perencanaan pembelajaran, teknik bantuan, pengelolaan kelas dan peralatan olahraga, 2) Dimensi- dimensi yang dibutuhkan dalam pembuatan buku panduan keselamatan pembelajaran penjasorkes; lingkungan tempat berolahraga, fasilitas dan peralatan pembelajaran, perencanaan pembelajaran, pengelolaan kelas, teknik bantuan, 3) Draft formasi isi panduan keselamatan dalam pembelajaran penjasorkes dipandang sebagai hal baru yang harus dipenuhi oleh seluruh sekolah sehingga menjadi acuan/petunjuk praktis dalam melaksanakan pembelajaran penjasorkes yang aman.

. Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK). JPPK. PERAN MATA PELAJARAN PENJASORKES DALAM MEMBANGUN KEMANDIRIAN PESERTA DIDIK DI SMA MUHAMMADIYAH 1 PONTIANAK.

AbstrackThe problem in this study is that the researcher formulates how big the "role of physical education subjects is in building the independence of students in high school". The purpose of this research is to find out how big the role of physical education subjects in building the independence of students in high school. The research method used is a quantitative descriptive method in the form of a survey in the form of a questionnaire or a questionnaire with a quantitative research form. The sample used in this study is a saturated sample of KBM (teaching and learning activities) for the even semester of the 2019/2020 academic year. Then an instrument trial is carried out to measure validation using the product moment

correlation technique which is processed with the help of Microsoft Excel. The data analysis technique in this study used quantitative descriptive statistical calculations with percentages. So the results of this study get the results of the percentage of the role of physical education subjects in the independence of students. After doing research by giving questionnaires to respondents, the results showed that respondents showed a positive attitude towards the questions they had filled in with the results of 78.57% or 1,155 respondents stating that physical education subjects answered independently and 21.43% or 315 respondents stated that physical education subjects answered not independently. Keywords : Students, Independent, Physical Education

. Jurnal Penelitian dan Evaluasi Pendidikan. Jurnal Penelitian dan Evaluasi Pendidikan. PENGEMBANGAN ASESMEN HASIL BELAJAR PENJASORKES SISWA SMA PADA PERMAINAN BOLAVOLI.

Penelitian ini bertujuan menghasilkan instrumen asesmen yang valid dan reliabel untuk mengukur hasil belajar pendidikan jasmani olahraga dan kesehatan siswa SMA pada permainan bolavoli. Penelitian pengembangan mengadopsi penelitian pengembangan Borg and Gall dengan 10 langkah. Uji coba skala kecil dilakukan pada siswa Sekolah Laboratorium Olahraga FIK UNY yang berjumlah 24 anak dan uji coba skala besar pada siswa SMAN 1 Yogyakarta, SMAN 2 Wates, SMAN 1 Seyegan, SMAN 1 Sewon, dan SMAN 1 Tanjung Sari berjumlah 120 anak. Instrumen pengumpul data berupa pedoman observasi, sedangkan analisis data dengan menggunakan analisis diskriptif. Hasil penelitian ini adalah instrumen pengamatan hasil belajar siswa penjasorkes pada permainan bolavoli yang memiliki indikator, deskripsi, rubrik, prosedur asesmen. Validitas isi berdasarkan expert judgement termasuk kategori baik dan reliabilitas interrater dengan paket program Genova menghasilkan koefisien sebesar 0,82, dan Cohen's Kappa sebesar 0,79. Kesimpulan penelitian berdasarkan pendapat para guru ialah instrumen ini dapat digunakan untuk mengukur hasil belajar penjasorkes siswa SMA pada permainan bolavoli. Kata kunci: asesmen hasil belajar, pendidikan jasmani olahraga dan kesehatan, permainan bolavoli

DEVELOPIN

THE ASSESSMENT OF LEARNING OUTCOMES FOR THE STUDENT OF PHYSICAL, SPORTS, AND HEALTH EDUCATION IN VOLLEYBALL GAME FOR

SENIOR HIGH SCHOOLS Abstract This study aims to produce valid and reliable assessment instruments and to measure the learning outcomes for the students of physical, sport and health education in volleyball game for senior high schools. The research and development model chosen was the model developed by Borg & Gall, with a procedure consisting of ten stages. The field test sample consisted of the 24 students of the sports laboratory school for volleyball of the Faculty of Sports Science, Yogyakarta State University and the large-scale tests were on students of SMAN 1 Yogyakarta, Wates SMAN 2, SMAN 1 Seyegan, SMAN 1 Sewon, and SMAN 1 Tanjung Sari totaling 120 students. The instrument to collect data was observation sheet, whereas data analysis used descriptive analysis. The result of the study is an instrument for assessing the learning outcomes of physical, sports, and health education for the volleyball game that includes indicators, descriptions, and rubrics of performances, and the content validity game based on expert judgment which is good based on expert judgment; Reliability coefficient of the instrument for assessing the practice of the volleyball game by means of the Genova package program is 0.82 and that by means of Cohen's Kappa is 0.79, both satisfy the reliability requirements. Based on the the teachers' opinions, these instruments can be used to measure student learning outcomes of physical, sport and health education at volleyball game in high schools. Keywords: assessment of learning outcomes, physical sports and health education, volleyball game

. Indonesian Journal for Physical Education and Sport. inapes. Survei Ketersediaan dan Kelayakan Sarana dan Prasarana Penjasorkes di SMA Negeri se-Kabupaten Purworejo.

The purpose of this study was to determine the availability and feasibility of facilities and infrastructure in public high schools in Purworejo Regency. In this study using a method approach mixed, the subjects in this study were Physical Education teachers at SMA Negeri Purworejo, namely 11 teachers. The data was obtained from the process of questionnaires, interviews, observations, and documentation. Then the data analysis technique using descriptive percentage and data reduction techniques. This study obtained results from physical education teachers in the form of: for the availability of facilities and infrastructure for SMA Negeri Purworejo, the category was very good with a percentage of 74.17%, sufficient category 8.88% and less category 16.94%. Then in terms of feasibility, the facility and infrastructure in

each school are very decent, not damaged, far from danger, etc. The conclusion from this research is that the overall availability and feasibility of facilities and infrastructure in Purworejo Regency is very good and very feasible. Suggestions for Physical Education teachers to maintain and maximize existing facilities and infrastructure for better learning

. TEACHING : Jurnal Inovasi Keguruan dan Ilmu Pendidikan. J.t. PENERAPAN MODEL PEMBELAJARAN SEPAK BOLA DENGAN PERMAINAN BOTAK (BOLA TANGAN KAKI) DALAM MENINGKATKAN HASIL BELAJAR PENJASORKES KELAS XIII SMA NEGERI 10 BONE.

This research is a classroom action research conducted at SMA Negeri 10 Bone and aims to determine the improvement of students' physical education learning outcomes through the soccer learning model with the foot ball game. This study used two cycles with steps for each cycle consisting of: action planning, action implementation, observation and evaluation, and reflection. This is so that when researchers find problems that need improvement, they can be carried out in the next cycle. The research subjects were students of class XII MIA SMA Negeri 10 Bone in the 2021/2022 school year, totaling 32 people with varying levels of ability and student absorption. Data collection was carried out using a learning outcome test in the form of an essay. The collected data were analyzed using quantitative and qualitative analysis. In addition, to determine student activity in the learning process, observation sheets were used during teaching and learning activities. The results showed that: (a) after being given an action with a soccer learning model with a foot ball game there was an increase in the average score of physical and physical education learning outcomes for Class XII MIA SMA Negeri 10 Bone which at the end of Cycle I was 79,28 to 85,94 at the end of Cycle II; (b) after being given an action with a soccer learning model with a foot ball game there was an increase in learning mastery for Class XII MIA SMA Negeri 10 Bone which at the end of Cycle I was 84.38% to 96.97% at the end of Cycle II; (c) an increase in student learning activity in the learning process from Cycle I to Cycle II; and (d) based on the standard category, the score of physical education learning outcomes is categorized as high. From the results above, it can be concluded that the soccer learning model with the foot ball game can improve physical education learning outcomes for Class XII MIA students at SMA Negeri 10 Bone. ABSTRAK Penelitian ini adalah penelitian

tindakan kelas yang dilaksanakan di SMA Negeri 10 Bone dan bertujuan untuk mengetahui peningkatan hasil belajar penjasorkes siswa melalui model pembelajaran sepak bola dengan permainan botak (bola tangan kaki). Penelitian ini menggunakan dua siklus dengan langkah-langkah untuk setiap siklus terdiri dari: perencanaan tindakan, pelaksanaan tindakan, observasi dan evaluasi, serta refleksi. Hal ini dimaksudkan agar manakala peneliti menemukan permasalahan yang perlu diperbaikannya, dapat dilaksanakan pada siklus berikutnya. Subjek penelitian adalah siswa kelas XII MIA SMA Negeri 10 Bone pada tahun pelajaran 2021/2022 yang berjumlah 32 orang dengan tingkat kemampuan dan daya serap siswa yang sangat bervariasi. Pengambilan data dilakukan dengan menggunakan tes hasil belajar dalam bentuk essay. Data yang terkumpul dianalisis dengan menggunakan analisis kuantitatif dan kualitatif. Di samping itu, untuk mengetahui keaktifan siswa dalam proses pembelajaran digunakan lembar observasi selama kegiatan belajar mengajar berlangsung. Hasil penelitian menunjukkan bahwa: (a) setelah diberikan tindakan dengan model pembelajaran sepak bola dengan permainan botak (bola tangan kaki) terjadi peningkatan skor rata-rata hasil belajar penjasorkes siswa Kelas XII MIA SMA Negeri 10 Bone yang pada akhir Siklus I sebesar 79,28 menjadi 85,94 pada akhir Siklus II; (b) setelah diberikan tindakan dengan model pembelajaran sepak bola dengan permainan botak (bola tangan kaki) terjadi peningkatan ketuntasan belajar Kelas XII MIA SMA Negeri 10 Bone yang pada akhir Siklus I sebesar 84,38% menjadi 96,97 % pada akhir Siklus II; (c) terjadi peningkatan keaktifan belajar siswa dalam proses pembelajaran dari Siklus I ke Siklus II. Dari hasil di atas dapat disimpulkan bahwa model pembelajaran sepak bola dengan permainan botak (bola tangan kaki) dapat meningkatkan hasil belajar penjasorkes siswa Kelas XII MIA SMA Negeri 10 Bone

. Indonesian Journal for Physical Education and Sport. inapes. Pembelajaran penjasorkes Pada Masa Pandemi Covid-19 Di SMA Negeri 1 Pecangaan Kabupaten Jepara Tahun 2021.

This study aims to describe and review the planning, implementation, evaluation of learning of fishermen during the covid-19 pandemic. The methods used in this study are qualitative with a descriptive approach. Data is obtained through interviews, observations. and documentation conducted at SMA Negeri 1 Pecangaan Jepara Regency, then analyzed through data reduction, descriptive presentation of data and

drawing conclusions. The results of this study are known that in SMA Negeri 1 Pecangaan in learning planning during the covid-19 pandemic still uses syllabus and rpp offline, but prepares teaching materials, media, sources, learning methods, and assessments that have been adjusted to the conditions of the covid-19 pandemic. The implementation of learning is carried out online in the form of asynchronous through google classroom, whatsapp, LMS according to the PJJ schedule. Evaluation of learning during the covid-19 pandemic only evaluates learning outcomes using two aspects only, namely affective and cognitive. Assessment of the affective aspect is obtained by looking at the discipline of students in accessing learning and collecting assignments. Assessment of the cognitive aspect is usually done by giving assignments at the end of learning and PTS / PAS.

. Journal of Physical Activity and Sports (JPAS). JPAS. Analisis Pembelajaran Penjasorkes Melalui Media Daring Terhadap Hasil Belajar Kognitif Passing Atas Siswa Kelas Xi SMA Negeri 3 Pati.

The background to the problem in this study was that during the Covid-19 pandemic, teachers had difficulty providing the online learning process. During this online learning the KKM score for physical education and health services becomes 75. Students are required to be able to take a KKM score above the KKM 75 to complete it. 36 students from the class that can be used as samples have difficulty understanding the Cognitive aspects of Passing on Volleyball Class XI IPA 3 SMAN 3 Pati students in physical education learning through online media. Limited time and obstacles on the internet make student learning outcomes not optimal, so there needs to be improvements in online learning at SMAN 3 Pati. The formulation of the problem in this study is the difficulty of students understanding the cognitive aspects of upper-pass learning. The purpose of this study was to determine that online media can improve the cognitive learning outcomes of class XI students of SMAN 3 Pati. The research method used is descriptive quantitative research method with the One-Shot Case Study approach, the sample of this study was the students of class XI IPA 3 SMAN 3 Pati using purposive sampling technique. The data analysis method used paired sample-t-test with a significant level of 5%. The results of the research of 36 students of class XI IPA 3 (Upper Passing) showed that there was an increase in the results of learning over passing through online learning. The increase in the results of learning over passing was 11%. This study also uses a questionnaire to find out

what students think about online learning. The conclusion of this research is that the use of online media can help students in learning over passing through online learning at SMAN 3 Pati. Keywords: Online learning, learning outcomes, volleyball

Abstrak Latar belakang masalah pada penelitian ini yaitu dimasa pandemi Covid-19 guru kesulitan dalam memberikan proses pembelajaran daring. Selama pembelajaran daring ini nilai KKM penjasorkes menjadi 75. Siswa dituntut untuk bisa menempuh nilai KKM diatas KKM 75 untuk bisa tuntas. 36 siswa dari kelas yang dapat di jadikan sampel mengalami kesulitan dalam memahami aspek Kognitif Passing Atas Bola Voli Siswa Kelas XI IPA 3 SMAN 3 Pati pada pembelajaran penjasorkes melalui media daring. Terbatasnya waktu dan hambatan jaringan internet membuat hasil belajar siswa tidak maksimal, sehingga perlu adanya perbaikan dalam pembelajaran daring di SMAN 3 Pati. Rumusan masalah pada penelitian ini adalah sulitnya siswa memahami aspek kognitif pada pembelajaran passing atas. Tujuan penelitian ini untuk mengetahui media daring dapat meningkatkan hasil belajar kognitif siswa kelas XI SMAN 3 Pati. Metode penelitian yang digunakan yaitu metode penelitian deskriptif kuantitatif dengan pendekatan One-Shot Case Study, sampel penelitian ini adalah siswa kelas XI IPA 3 SMAN 3 Pati menggunakan sampel teknik sampling purposive. Metode analisis data menggunakan uji paired sample-t-test dengan taraf signifikan 5%, hasil penelitian dari 36 siswa kelas XI IPA 3 (Passing Atas) diketahui bahwa adanya peningkatan hasil belajar passing atas melalui pembelajaran daring. Kenaikan hasil belajar passing atas sebesar 11%. Penelitian ini juga menggunakan angket untuk mengetahui pendapat siswa mengenai pembelajaran daring. Simpulan penelitian ini adalah penggunaan media daring dapat membantu siswa dalam belajar passing atas melalui pembelajaran daring di SMAN 3 Pati Kata kunci: Pembelajaran daring, hasil belajar, bola voli

. Indonesia Sport Journal. ISJ. MODIFIKASI PERMAINAN BOLA VOLI PASSING BAWAH DAN PASSING ATAS DALAM PEMBELAJARAN PENJASORKES UNTUK MENINGKATKAN MINAT SISWA PUTRI SMA N 1 SIBERUT TENGAH KABUPATEN KEPULAUAN MENTAWAI.

Bola Voli menjadi salah satu olahraga yang digemari karena teknik permainannya relatif mudah, peraturannya tidak terlalu rumit, dan tentu saja karena permainannya menarik untuk ditonton. Tetapi tidak demikian pada siswa putri SMAN 1 Siberut

Tengah yang tidak berminat terhadap permainan bola voli dikarenakan mereka berpendapat bola yang digunakan terlalu berat, lapangan terlalu luas, dan poinnya terlalu banyak. Sehingga minat untuk bermain bol voli sangat rendah. Permasalahan dalam penelitian ini adalah bagaimanakah modifikasi permainan bola voli dapat meningkatkan minat siswa putri SMAN 1 Siberut Tengah Tahun 2019 dalam pelajaran penjasorkes. Tujuan dari penelitian ini adalah untuk mengetahui modifikasi permainan bola voli dalam pembelajaran penjasorkes dapat meningkatkan minat siswa putri SMAN 1 Siberut Tengah Tahun 2019. Penelitian ini dilakukan pada siswa putri SMAN 1 Siberut Tengah kelas X, XI, dan XII yang masing-masing diambil sampel satu kelas. Yaitu kelas X 26 siswa, kelas XI 26 siswa, dan kelas XII 26 siswa. Penelitian ini menggunakan penelitian tindakan kelas (PTK) dengan menggunakan 2 siklus yang meliputi : Tahapan Perencanaan, Tahap Pengamatan, Tahap Refleksi. Teknik pengumpulan data dengan menggunakan metode dokumentasi, metode observasi, dan metode angket. Hasil penelitian menunjukkan bahwa Modifikasi Permainan Bola Voli Dalam Pembelajaran Penjasorkes Untuk Meningkatkan Minat Siswa Putri tahun pelajaran 2018/2019. Minat belajar siswa meningkat dari 51,26 pada kondisi awal menjadi 74,31 pada siklus I dan meningkat menjadi 84,45 pada akhir siklus II. Hasil belajar siswa meningkat dari 23,05 pada kondisi awal menjadi 10,14 pada siklus I dan meningkat menjadi 33,19 pada akhir siklus II. Kesimpulan bahwa dalam modifikasi permainan bola voli dapat meningkatkan minat siswa putri SMAN 1 Siberut Tengah tahun ajaran 2019. Berdasarkan hasil penelitian saran yang diajukan yaitu modifikasi permainan bola voli dapat diterapkan dan dikembangkan dalam proses pembelajaran penjasorkes di sekolah.

. SPORT GYMNASTICS : Jurnal Ilmiah Pendidikan Jasmani. SG. ANALISIS PENERAPAN MEDIA PEMBELAJARAN DARING DI MASA PANDEMI COVID 19 PADA MATA PELAJARAN PENJASORKES SISWA KELAS XI SMA NEGERI 1 KEPAHIANG.

Penelitian ini bertujuan untuk mengetahui analisis penerapan media pembelajaran daring di masa pandemi covid-19 pada mata pelajaran penjasorkes siswa kelas XI SMA Negeri 1 kepahiang. Penelitian ini termasuk jenis penelitian kualitatif deskriptif dengan desain penelitian studi kasus. Subjek dalam penelitian ini yaitu siswa kelas XI SMA Negeri 1 Kepahiang perwakilan 11 orang. Teknik pengumpulan data dalam

penelitian ini melalui pengamatan, kuisioner, dokumentasi, wawancara. Penggunaan media pembelajaran daring di SMA Negeri 1 Kepahiang. Hasil penelitian menunjukkan bahwa analisis Penggunaan media pembelajaran daring pada mata pelajaran penjasorkes SMAN 1 Kepahiang menerapkan pembelajaran daring melalui platform whatsapp, google class room, dan zoom, serta menggunakan perangkat HP, laptop dan komputer. Kelebihan dan kekurangan media pembelajaran daring pada mata pelajaran penjasorkes antarlain platform (WhatsApp, google clasroom, zoom dll) mudah diakses bagi siswa, tetapi sebagian siswa keterbatasan akses internet, interaksi siswa dengan pengajar menjadi berkurang, ada beberapa siswa merasa pengawasan orang tua dalam belajar sangat kurang.

. KnE Life Sciences. KLS. Assessing Musculoskeletal Fitness Using Standing Long Jump Test Among SMA Negeri 49 Jakarta Students in 2017.

. Pelita : Jurnal Penelitian dan Karya Ilmiah. PJPk. PENGARUH MOTIVASI KERJA DAN PARTISIPASI GURU DALAM MGMP SERTA KEMAMPUAN KOMPETENSI PEDAGOGIK GURU TERHADAP KINERJA GURU PENJASORKES DI SMA SE-KABUPATEN SUMEDANG.

Penelitian ini bertujuan untuk mengetahui pengaruh motivasi kerja dan partisipasi guru dalam MGMP serta kemampuan kompetensi pedagogik guru terhadap kinerja guru penjasorkes di SMA se-Kabupaten sumedang. Penelitian ini merupakan penelitian ex post facto dengan pendekatan kuantitatif. Data dianalisis dengan teknik deskriptif kualitatif. Hasil penelitian menunjukkan bahwa terdapat pengaruh positif dan signifikan: (1) partisipasi MGMP terhadap kinerja guru Penjasorkes SMA se-Kabupaten Sumedang yang ditunjukkan dengan nilai t_{hitung} sebesar 0,272, t_{tabel} sebesar 0,074, nilai t_{hitung} lebih besar dari t_{tabel} sebesar $0,272 > 0,074$, dan partisipasi MGMP berada dalam kategori rendah sebesar 7,4%; (2) motivasi kerja guru terhadap kinerja guru Penjasorkes SMA se-Kabupaten Sumedang yang ditunjukkan dengan nilai t_{hitung} sebesar 0,322, t_{tabel} sebesar 0,103, nilai t_{hitung} lebih besar dari t_{tabel} sebesar $0,322 > 0,103$, dan motivasi kerja guru berada dalam kategori rendah sebesar 10,3%; (3) kompetensi pedagogik terhadap kinerja guru SMA se-Kabupaten Sumedang yang ditunjukkan dengan nilai t_{hitung} sebesar 0,426, t_{tabel} sebesar 0,151, nilai t_{hitung} lebih besar dari t_{tabel} sebesar $0,426 > 0,151$, dan kompetensi pedagogik berada dalam kategori kurang optimal sebesar 12,3%.

15,1%; (4) partisipasi MGMP, motivasi kerja guru dan kompetensi pedagogik secara bersama-sama terhadap kinerja guru guru Penjasorkes SMA se-Kabupaten Sumedang yang ditunjukkan dengan R sebesar 0,377, η^2 sebesar 0,142, nilai η^2 lebih besar dari η^2 sebesar 3,868 > 2,73, dan kinerja guru berada dalam kategori kurang optimal sebesar 14,2%. Variabel partisipasi MGMP memiliki sumbangan relatif terhadap kinerja guru sebesar 7,4 % , motivasi kerja guru memiliki sumbangan relatif terhadap kinerja guru sebesar 10,3 % dan variabel kompetensi pedagogik memiliki sumbangan relatif terhadap kinerja guru 15,1%.

. JURNAL PENJAKORA. PENJAKORA. IMPLEMENTASI MODUL PENJASORKES BERMUATAN MODEL PEMBELAJARAN BANDURA UNTUK MENINGKATKAN HASIL BELAJAR PENJASORKES DAN KECERDASAN KINESTETIK SISWA SEKOLAH DASAR.

Penelitian bertujuan untuk mengimplementasikan modul penjasorkes bermuatan model pembelajaran Bandura dalam meningkatkan hasil belajar penjasorkes dan kecerdasan kinestetik siswa sekolah dasar. Populasi dalam penelitian ini adalah siswa SD Laboratorium kelas IV. Penelitian ini menggunakan metode eksperimen semu dengan teknik pengambilan sampel random sampling. Jumlah sampel yang digunakan satu kelas yang berjumlah 29 orang. Analisis data dilakukan secara deskriptif dengan cara menyusun data secara sistematis, mengorganisasi data ke dalam kategori, melakukan sintesa, menyusun dalam pola tertentu, dan membuat kesimpulan. Hasil analisis data di peroleh bahwa modul penjasorkes bermuatan model pembelajaran Bandura yang diterapkan di kelas IV Sekolah Dasar Laboratorium Undiksha Singaraja menunjukkan hasil belajar yang baik dengan peningkatan kecerdasan kinestetik juga baik. Respon siswa menunjukkan bahwa 100% siswa menyatakan modul penjasorkes bermuatan model pembelajaran Bandura dapat dengan mudah dipahami dalam melatih keterampilan gerak dan kecerdasan kinestetik siswa.

. Jurnal Pendidikan dan Teknologi Indonesia. Jurnal Pendidikan dan Teknologi Indonesia. Penggunaan Model Pembelajaran Kooperatif Tipe Jig Saw terhadap Hasil Belajar Penjasorkes dengan Materi Bola Voli pada Kelas XII IPA-1 SMA Negeri 1 Susukan.

Dalam pembelajaran dibutuhkan sebuah motivasi yang dapat memicu semangat belajar agar mencapai hasil yang maksimal. Namun dengan menggunakan metode

dan media yang sama pada saat pembelajaran, maka pengajaran menjadi kurang variatif dan menyebabkan peserta didik jenuh dalam proses belajar mengajar. Akibatnya, peserta didik kurang mendapatkan motivasi dan menyebabkan mereka kurang memahami apa yang telah mereka pelajari di kelas. Hal ini berpengaruh pada perkembangan prestasi peserta didik. Maka dari itu, diperlukan metode dan media pembelajaran yang efektif untuk mencapai kompetensi tersebut. Dengan harapan setelah diterapkannya metode dan media pembelajaran itu akan meningkatkan prestasi belajar peserta didik. Berdasarkan pada uraian diatas maka penelitian ini akan difokuskan pada Penggunaan Model Pembelajaran Kooperatif Tipe Jig Saw Terhadap Hasil Belajar Penjasorkes Dengan Materi Bola Voli Pada Kelas XII IPA 1 SMA Negeri 1 Susukan Tahun Pelajaran 2020/2021. Penelitian ini menggunakan desain penelitian tindakan kelas. Pengumpulan data digunakan dengan menggunakan observasi, pengukuran hasil belajar, dan hasil catatan lapangan. Hasil dari dua siklus yang diterapkan, dapat menunjukkan bahwa penggunaan metode pembelajaran kooperatif tipe jig saw mampu untuk meningkatkan prestasi belajar siswa. Hasilnya dapat dilihat dari peningkatan hasil pre test ke post test, adanya peningkatan hasil penelitian pada setiap siklusnya. Peningkatan pada pra siklus dengan rata-rata kelas 55,83 dan persentase ketuntasan 16,66% menjadi 74,72 rata-rata kelas dan persentasenya menjadi 52,77% pada siklus I dan pada siklus II rata-rata kelas menjadi 82,77 dengan persentase 88,57%. Ada beberapa saran dari penelitian ini yang dapat digunakan untuk menjadi pertimbangan dalam menggunakan metode pembelajaran kooperatif tipe jig saw untuk meningkatkan prestasi belajar peserta didik.

. JURNAL ILMU KEOLAHRAAGAN. SPORT SAINS. PENILAIAN OTENTIK DALAM PEMBELAJARAN PENJASORKES DI SEKOLAH.

Dengan diberlakukannya kurikulum 2013 pada tahun ajaran 2013/2014 maka aspek penilaian merupakan aspek yang esensial dalam pembelajaran. Penilaian tidak saja berorientasi pada hasil belajar tetapi juga pada input dan proses. Dengan demikian melalui penilaian guru dapat menjadi masukan apakah pembelajaran yang dirancang dan dilaksanakan berhasil dengan baik. Oleh karena itu dalam delapan standar nasional pendidikan, penilaian termasuk salah satu aspek yang diwajibkan penrapannya. enilaian merupakan serangkaian kegiatan untuk memperoleh, menganalisis, dan menafsirkan data tentang proses dan hasil belajar peserta didik

yang dilakukan secara sistematis dan berkesinambungan, sehingga menjadi informasi yang bermakna dalam pengambilan keputusan. Mengingat penilaian dan pembelajaran adalah merupakan dua hal yang saling berkaitan, maka penilaian merupakan bagian integral dalam proses pembelajaran. Penilaian otentik merupakan salah satu bentuk penilaian yang dapat dipergunakan untuk kepentingan tersebut karena menggunakan berbagai cara dan kriteria holistik (kompetensi utuh merefleksikan pengetahuan, keterampilan, dan sikap) dalam prosesnya. Penilaian otentik tidak hanya mengukur apa yang diketahui oleh peserta didik, tetapi lebih menekankan pada apa yang dapat dilakukan oleh peserta didik dalam pembelajaran pendidikan jasmani olahraga dan kesehatan (Penjasorkes).

. Biomedical Safety & Standards. KLS Martin Battery Pack. Kajian Linguistik dan Sastra. KLS. PERBANDINGAN KEMAMPUAN MEMBACA SISWA SMA BERPOLA ASUH OTORITER DAN DEMOKRATIS ANTARA YANG DIAJAR DENGAN MODEL SQ3R DAN PQRST.

Coventional technique of reading is commonly used by Senior High School Students that this may due to their low interest and achievement in reading. However, there are more effective reading-techniques such as SQ3R and PQRST and also another factor influencing students'achievement, family-learning way model. The study presents a comparison between reading ability for Senior High School students using authoritative and democratic way, being taught by using SQ3R and PQRST models. It is an experimental study using students of SMA N 5 Purworejo by factorial design. For the experiment, we selected two classes consisting of the class X-1 as the first experiment group while the class X-2 as the second one. Based on family-learning way model, each group of experiment is divided into two sub-groups, the one getting authoritative while the other getting democratic treatment. The result shows that (1) reading ability of Senior High School students using authoritative family-learning who are taught using SQ3R model, is better than those being taught by using PQRST; (2) reading ability of Senior High School students using democratic way who are taught by using PQRST model, is better than those being taught by using SQ3R; and (3) there is interaction between reading technique using family-learning way model and the students' achievement. In short, technique of reading using family-learning way model has influenced students' achievement of reading. Key words: achievement, family-learning model, authoritative, SQ3R, and

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COMPUTER ORGANIZATION AND DESIGN 4TH EDITION INSTRUCTORS

What is the difference between CA and CO? In general, Computer Architecture is concerned with the overall design of a computer system, while Computer Organization is concerned with the way in which the hardware components of the system are arranged and interconnected.

What is computer design? Computer design refers to the process of creating and designing computer systems, hardware components, and digital devices. It involves the development of computer architecture, circuit design, and the integration of hardware and software components.

What is the difference between Computer Organization and computer architecture? Difference between Computer Architecture and Computer Organization. Computer Architecture is concerned with the way hardware components are connected to form a computer system. Computer organization is concerned with the structure and behavior of the computer system as seen by the user. It is a blueprint for design.

What is COA in computer science? Computer Organization and Architecture is the study of internal working, structuring, and implementation of a computer system.

What is CA equivalent in Canada? Chartered Professional Accountant (CPA; French: comptable professionnel agréé) is the professional designation which united the three Canadian accounting designations that previously existed: Chartered

Accountant (CA), Certified General Accountant (CGA) Certified Management Accountant (CMA).

Which subject is best for CA? If you're eyeing CA after the 10th, the commerce stream with subjects like Economics, Business Studies, Accountancy, and Mathematics is a good choice. These subjects set a solid foundation for pursuing CA in the future.

What is a computer designer called? Companies may refer to these specialists using various job titles, including: Computer software engineer. Computer systems designer or engineer. Computer engineer. Software engineer.

What is one challenge in computer organization and architecture? Performance: One of the biggest challenges in computer design is optimizing performance. Designers need to balance factors such as processing power, memory capacity, and input/output speed to create a system that is fast and efficient.

What do you learn in computer design? Students learn how to maintain websites, edit and process photos and images, craft multi-dimensional images, use popular software, develop designs and draw. They also learn about electronic production, animation, color theory, video, file management, layout and programming.

What is Computer Organization and design? Description. Computer Organization and Design: The Hardware/Software Interface presents the interaction between hardware and software at a variety of levels, which offers a framework for understanding the fundamentals of computing.

Why do we study computer organization and architecture? The subject explores how machines are designed, built, and operate. Knowing what's inside and how it works will help you design, develop, and implement applications better, faster, cheaper, more efficient, and easier to use because you will be able to make informed decisions instead of guestimating and assuming.

What are the four main functions of a computer? "Computer is a data processing device that performs four major functions: input, process, output, and storage" 2. There are basically for basic functions of computers - input, storage, processing and output.

What is the basic structure of a computer COA? The main components of the basic structure of computers are the control processing unit (CPU), an input unit, memory unit, control unit, and output unit.

What are the two types of computer architecture? Complex instruction set computer (CISC) and reduced instruction set computer (RISC) are the two predominant approaches to the architecture that influence how computer processors function. CISC processors have one processing unit, auxiliary memory, and a tiny register set containing hundreds of unique commands.

What is CPU in COA? A central processing unit (CPU) is a hardware component that's the core computational unit in a server. Servers and other smart devices convert data into digital signals and perform mathematical operations on them. The CPU is the primary component that processes the signals and makes computing possible.

What is the difference between CA and CPA? The CA content is geared towards in-depth technical accounting (auditing, finance and tax). Whereas the CPA content is broader. The failure rates for a CA are slightly higher than a CPA.

What is the difference between a chartered accountant and a certified accountant? The only real difference between them is that a Chartered Accountant typically has a provincial scope, taking work only in the UK, or at least within the Commonwealth, whereas a Chartered Certified Accountant is able to work in most countries worldwide as a result of the international status of the ACCA.

What is the difference between a co and CC? A Certificate of Occupancy (CO) is issued for new construction or change of use (i.e. from a school to a restaurant), while a Certificate of Completion (CC) is needed for remodels, renovations and shell buildings.

What is the difference between a CPA and a chartered accountant in Canada? Deciding between becoming a Chartered Accountant (CA) and a Certified Public Accountant (CPA) is pivotal for your accounting career. CAs are globally recognized for their auditing and financial reporting expertise, while CPAs specialize in US tax and accounting standards.

KUMON LEVEL H TEST ANSWERS

What grade level is H in Kumon? He started the Math program with writing numbers 1 through 120 and currently he is in Level H, which is 8th grade math.

How to get Kumon test answers? You can request one after talking to the instructor or the manager of the Kumon. They don't hand it out to the kids, so it must be a parent guardian who asks for this.

What grade is G in Kumon? This award is presented to a student who has reached Math Level G or Reading Level G1 before or during their 4th-grade year. Math Level G is when students develop the skills to calculate positive and negative numbers and improve their skills for algebraic expressions.

What level does Kumon end? The Kumon Mathematics Programme This leads them to develop the ability to solve various problems that they will face in their adult life. The Kumon Mathematics Programme consists of 21 levels, from Level 6A through to Level O, and an elective course, which comprises five sub-levels.

What grade is level H?

What is Kumon Level Z? Develop Hand Muscles & Dexterity In Kumon's Level Z, students use a shorter pencil that matches the size of their hand. With a shorter pencil, students have a more stable grip and steady their handwriting. Pencils that have a harder lead, can often lead to hand fatigue in an early learner.

What is the F level in Kumon? Level F contains a challenging section of word problems, as well as more work with decimals. Students are introduced to positive and negative numbers, as well as to basic algebra.

How long does it usually take to finish Kumon? Kumon is not a quick fix but should be considered a long-term program. Depending on the child's comfortable starting point, he or she will reach grade level or beyond in 3-12 months time frame, obviously depending on each individual child.

Can we take a break from Kumon? Vacations without home worksheets - Kumon permits vacation of 1 month (ie. no worksheets for one month) in a calendar year. No

Tuition Fee will be charged for that month of holiday.

What is level J in Kumon? In Math Level J, students focus on factorization, quadratic equations, and simultaneous equations. In Reading Level J, students develop critical reading skills and learn to understand the structure of passages and character analysis.

What Kumon level is grade 6? Kumon materials introduce new content in a way that enables students to learn independently, which is a valuable skill that can drive success in school and beyond. Students attain a significant mark of academic distinction by reaching Math Level J before or during grade 6.

What age is Kumon until? At what age can students start Kumon study? Students can start learning with Kumon from age two upwards. We currently have students as young as two years old studying with us, ranging all the way up to those about to go to university; Kumon helps children of any age and any ability.

When to quit Kumon? If you wish to discontinue Kumon, we have a thirty (30) day cancellation policy. You must provide written notice of stopping or transferring. We will count out thirty days from your notice and the month that day falls into will be the last month of which tuition will be collected.

Who is the youngest person to finish Kumon reading? At 6 years old, she became the youngest Kumon Math and Reading Completer in 2014! Know more about how the Kumon Program equipped her to excel in Math, Reading and beyond by clicking the link below: <https://kumonphilippines.com/2019/06/28/an-xtra-ordinary-girl/>

Has anyone finished Kumon? Kumon Reading Level: Completed the reading program Trey was five years old when he enrolled in Kumon. After seven years of hard work and diligent study, he finally achieved an amazing Kumon milestone, he completed the Kumon Reading Program.

What is an H grade? H - Honors (92–100) HP - High Pass (83–91.9) P - Pass (74–82.9) F - Fail (73.9 and below)

What is the level H? Level H is the Level Classification of some i-Ready Reading and Math lessons. Level H means 8th Grade leveled work. The i-Ready Wiki gives this level a high-level classification.

What is level H in I-Ready? Level H – Eighth Grade.

What is math level H in Kumon? Math Level H is the last half of Algebra I, and a difficult level. However, going forward, math levels I and beyond can be even more of a challenge. In these levels you'll notice increased repetition, as students often need extra practice before achieving mastery.

What Kumon level is grade 9? For students on a slower track, Grade 9 is Algebra I, which would start at Level G. For students on a faster track, Grade 9 is Algebra II, which would start at Level J.

What grade is Kumon until? Your children can enroll and benefit from Kumon from age three through high school.

What Kumon level is grade 6? Kumon materials introduce new content in a way that enables students to learn independently, which is a valuable skill that can drive success in school and beyond. Students attain a significant mark of academic distinction by reaching Math Level J before or during grade 6.

What is the F level in Kumon? Level F contains a challenging section of word problems, as well as more work with decimals. Students are introduced to positive and negative numbers, as well as to basic algebra. Students use their previously learned four operations skills to master linear equations.

What Kumon level is grade 9? For students on a slower track, Grade 9 is Algebra I, which would start at Level G. For students on a faster track, Grade 9 is Algebra II, which would start at Level J.

What grade level is Kumon level L? Currently, I am in Level L (equivalent to Grade 12 / pre-university). Kumon has helped me to become more independent with my studies. I have learned to address challenges that I face with my math and this has helped me with other subjects too.

SENSE ORGANS QUESTIONS AND ANSWERS

Sense Organs: Questions and Answers

What are sense organs?

Sense organs are specialized structures in living organisms that receive stimuli from the surrounding environment and convert them into electrical signals. These signals are then transmitted to the brain, where they are interpreted and processed to provide us with a sensory experience.

How many sense organs are there?

Humans have five primary sense organs:

1. Eyesight (vision)
2. Hearing (auditory)
3. Smell (olfactory)
4. Taste (gustatory)
5. Touch (tactile)

What is the function of each sense organ?

- **Eyesight:** Detects light waves and allows us to see and perceive visual information.
- **Hearing:** Detects sound waves and allows us to perceive sounds and determine their direction.
- **Smell:** Detects chemicals in the air and allows us to identify odors and distinguish between them.
- **Taste:** Detects chemicals dissolved in saliva and allows us to perceive flavors and distinguish between them.
- **Touch:** Detects physical stimuli such as pressure, temperature, and vibration, and allows us to feel and interact with our surroundings.

How do sense organs work?

Each sense organ has specialized cells called receptors that are sensitive to specific types of stimuli. When a stimulus is detected, the receptors convert it into an electrical signal. These signals are then transmitted along nerve fibers to the brain, where they are processed and interpreted.

What are some common disorders of sense organs?

- **Eyesight:** Cataracts, glaucoma, macular degeneration
- **Hearing:** Tinnitus, hearing loss, vertigo
- **Smell:** Anosmia (loss of smell), parosmia (distortion of smell)
- **Taste:** Ageusia (loss of taste), dysgeusia (impaired taste)
- **Touch:** Numbness, tingling, burning sensation

HIERARCHICAL MODELING AND ANALYSIS FOR SPATIAL DATA SECOND EDITION CHAPMAN HALLCRC MONOGRAPHS ON STATISTICS APPLIED PROBABILITY

What is a hierarchical model in statistics? The basic idea of hierarchical modeling (also known as multilevel modeling, empirical Bayes, random coefficient modeling, or growth curve modeling) is to think of the lowest-level units (smallest and most numerous) as organized into a hierarchy of successively higher-level units.

What is a spatial model in geography? Spatial modeling refers to creating simplified representations of reality that incorporate spatial and other relevant data for analysis and decision-making purposes, particularly in Earth and Planetary Sciences.

What is an example of a hierarchical data model? Example of hierarchical data model A possible example of this type of data model is the customer bill article relation. The idea is that one customer can have several bills and each bill can have several articles. So the customer can have bill 1 and on this bill, there are articles 1 and 2.

What is the difference between linear regression and hierarchical model?

Compared to multiple linear regression analysis, Hierarchical linear modeling allows for a more efficient method to model nested data. On the other hand, if we consider Hierarchical regression analysis, it is nothing but a way to deal with how the independent variables will be selected and entered into the model.

What are the two types of spatial data models? Spatial data can be broadly categorized into two main types: vector and raster. Each of these types has its own advantages and disadvantages, and they are often used in conjunction for more comprehensive analysis and representation of geographical phenomena.

What are the three common spatial data models being used in GIS? Three fundamental vector types exist in geographic information systems (GIS): points, lines, and polygons. Points are zero-dimensional objects that contain only a single coordinate pair. Points are typically used to model singular, discrete features such as buildings, wells, power poles, sample locations.

What is spatial analysis and modeling in GIS? Spatial analysis is defined as the process of studying entities by examining, assessing, evaluating, and modeling spatial data features such as locations, attributes, and their relationships that reveal the geometric or geographic properties of data.

What are the disadvantages of hierarchical data model?

Why do we use hierarchical models? Hierarchical models serve two purposes. One purpose is methodological; the other is substantive. Methodologically, when units of analysis are drawn from clusters within a population (communities, neighborhoods, city blocks, etc.), they can no longer be considered independent.

What is the purpose of using hierarchy in a data model? Hierarchical data models are used to organize information related to locations and their subdivisions. As an example, a country can be termed as a parent node with multiple child nodes as states and these states can have further child nodes as cities.

When to use hierarchical regression analysis? Hierarchical regression is an appropriate tool for analysis when variance on a criterion variable is being explained by predictor variables that are correlated with each other (Pedhazur, 1997).

What are the problems with hierarchical regression? Six problems with the use of hierarchical regression are evident in these articles that involve (a) lack of clarity as to whether the study was designed to explain or predict specific outcomes; (b) hypotheses that are not consistent with those that are testable with hierarchical regression; (c) lack of a clear, ...

How to write up a hierarchical regression analysis? To report a hierarchical regression, be sure to state that a hierarchical approach was used, which variables were entered on which step, and include the R-squared change and significance (e.g., for the second step, R^2 change = .03, $F(1,12) = .66$, $p = .$

What does hierarchical mean in statistics? Hierarchical models, also called multi-level models, are models in which processes occur at different levels. The easiest way to imagine such models is by thinking of two or more coupled mathematical equations.

What is the hierarchical principle in statistics? Hierarchy has a number of purposes in statistics--in a very general sense, the hierarchy imposes a structure on the data. Deciding on a hierarchy allows the data to be structured so that interactions are considered relative to the effect of independent variables on some outcome.

When would you use a hierarchical model? Hierarchical models can be used to solve many common inference problems in ecology. The canonical example is probably that of estimating the occurrence or distribution of a species using 'presence/absence' data collected by many different observers in a standardized survey.

What is the hierarchy model of meaning? The Hierarchy Model This model is used to consider how beliefs at a higher context level (such as culture) give meaning to the lower levels of context (such as relationships). All of it feeds down into the very 'utterances' we use every day – our spoken words. It provides a context for our conversations.

CITY OF THE BEASTS EAGLE AND JAGUAR 1

ISABEL ALLENDE

Where does City of the Beasts take place? City of the Beasts (Spanish: La ciudad de las bestias) is the first young adult novel by Chilean-American writer Isabel Allende. Published in 2002, the story is set in the Amazon rainforest.

What is the most famous work of Isabel Allende? Isabel Allende's most famous work is called The House of the Spirits (La casa de los espíritus).

What happened in chapter 1 of the city of the beasts? Chapter 1 Summary: "The Nightmare" The novel opens with fifteen-year-old Alexander Cold awakening from a nightmare in which an enormous black bird carries his mother away. Alex lives on the California coast with his doctor father, John, his younger sisters, Andrea and Nicole, and his artist mother, Lisa.

What is the book City of the Beasts about? About the Book Accompanying his fearless grandmother, a magazine reporter for International Geographic, Alexander sets off on an expedition to the remote world of the Amazon. On this mission he meets Nadia, the young daughter of their local guide and together they begin a magical and mystical adventure.

What is the message of City of the Beasts? Surface Appearances versus Inner Truth. From its first chapter, City of the Beasts explores the frequent and surprising dissonances between outward appearances and internal realities.

What reading level is City of the Beasts? City of the Beasts | Allende, Isabel | Lexile & Reading Level: 1030.

Where should I start with Isabel Allende?

Where in California does Isabel Allende live? Now residing in San Rafael with her second husband, attorney and novelist William Gordon, Ms. Allende was born in Lima, Peru, to Francisca Llona and Tomás Allende, the Chilean ambassador to Peru, and a cousin of Salvador Allende, the former Chilean president.

What is Isabel Allende's best selling book? The novel which sold the most copies was the German translation of *La casa de los espíritus* (556,000 copies), followed by [García] Marquez's *El amor en tiempos del colera* (489,000 copies) and then Allende's *Eva Luna* (351,000 copies) and *De amor y sombra* (316,000).

What happened in chapter 10 of the city of the beasts? Chapter 10 Summary: "Kidnapped" Alex is bitten by a fire ant, leaving him unable to walk and his leg in terrible pain. Meanwhile, Nadia catches Karakawe looking through Dr. Torres's cases of vaccines, and though he threatens her, she tells Alex and Dr. Torres nonetheless.

What happened in chapter 17 of the city of the beasts? Chapter 17 Summary: "The Cannibal-Bird" Walimai, Nadia, Borobá, and Alex arrive back in Tapirawa-Teri to find that the International Geographic expedition has arrived in the village by helicopter. Walimai decides to depart and Alex gives him his Swiss army knife in exchange for all his help.

What happened in chapter 13 of the city of the beasts? Chapter 13 Summary: "The Sacred Mountain" Torres with her vaccines and Kate with her article. The group walks for over a day until they reach the bottom of the tallest tepui. Walimai informs Alex and Nadia that only those invited by the gods can visit the peak and that each generation, the gods choose a messenger.

What is the climax in City of the Beasts? The climax of the novel is when they were in Cape Town, South Africa when they finally saw the Yeti. Lisa took out her rifle and tried to shoot it but it was too fast. "I almost had it, I'm sick of chasing this thing" said Lisa.

Is the beasts a true story? The film is loosely inspired by real events involving a Dutch couple in Santoalla, a semi-abandoned hamlet of the Spanish municipality of Petín, from 2010 to 2014.

What is the significance of the beasts? Thus the beast represents the kingdoms that will bear rule over the world from Adam until the second coming of Christ. While in the spirit, this beast is seen as a personality as in Revelation 19:20, in the physical he is represented at different ages throughout the period of human existence as

different kingdoms.

Where does the movie *Beast* take place? The film stars Idris Elba, Iyana Halley, Leah Jeffries, and Sharlto Copley. It follows a widowed father and his two teenage daughters who visit a South African game reserve but must fight to survive when they are stalked and attacked by a ferocious, rogue, man-killing lion.

Where does the *beast player* take place? The original novel. 10-year-old Elin lives with her mother Sohyon in the kingdom of Lyoza.

Where does *beast quest* take place? The novels have been described as "clearly and simply written, [striking] the right balance between adventure and story telling" and a "great series to get kiddies, who normally wouldn't be, interested in reading." The books take place in a world called Avantia, and focus on a young boy named Tom and his friend Elenna ...

Where does *Beasts of the Southern Wild* take place? The film's fictional setting, "Isle de Charles Doucet", known to its residents as the Bathtub, was inspired by several isolated and independent fishing communities threatened by erosion, hurricanes, and rising sea levels in Louisiana's Terrebonne Parish, most notably the rapidly eroding Isle de Jean Charles.