

Pembelajaran Jarak Jauh: Masalah dan Keuntungan

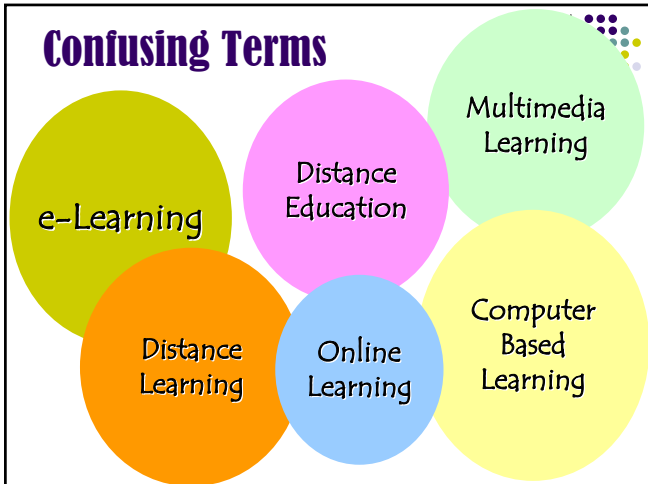
Romi Satria Wahono
<http://romisatriawahono.net>
rsw@romisatriawahono.net



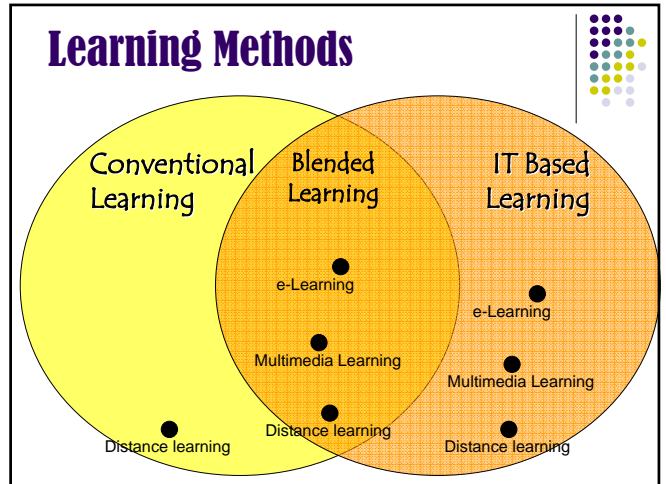
- Lahir di Madiun, 2 Oktober 1974
- **SMU Taruna Nusantara** Magelang (1993)
- Department of Computer Science, **Saitama University, Japan** (1994–2004)
- Core Competence: **Software Engineering**, **Knowledge Management** dan **eLearning System**
- Peneliti di Pusat Dokumentasi dan Informasi Ilmiah **LIPI**
- Koordinator Umum **IlmuKomputer.Com**



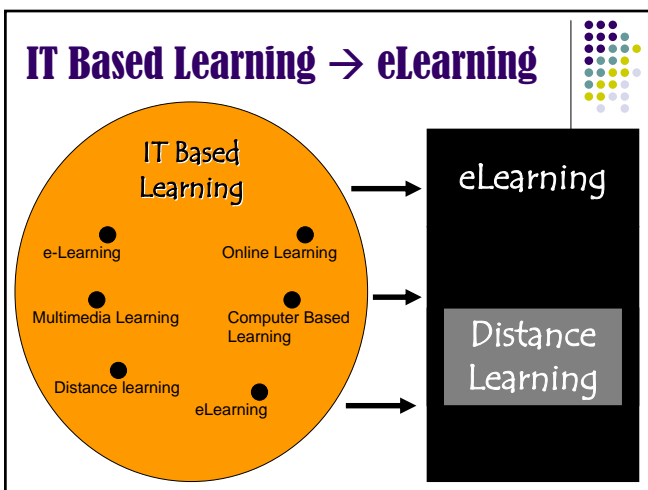
Confusing Terms



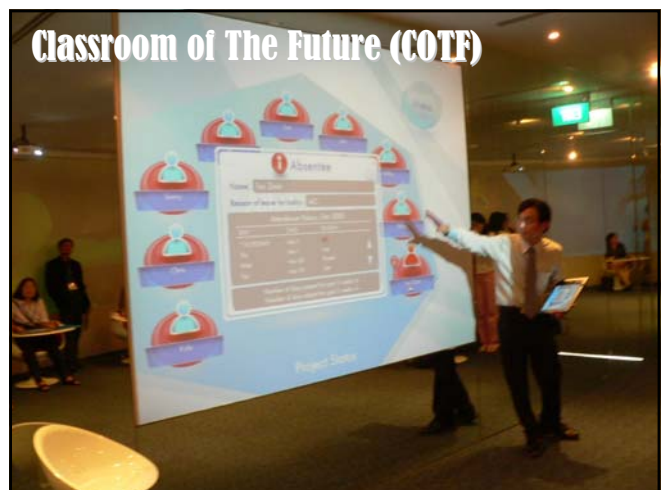
Learning Methods



IT Based Learning → eLearning



Classroom of The Future (COTF)



eLearning Delivery Methods

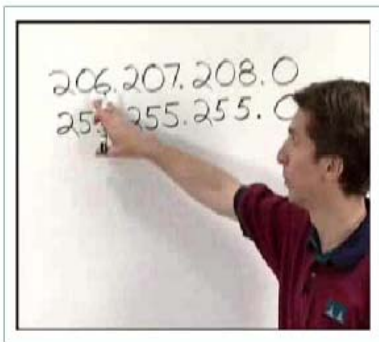
- **Synchronous:** Instructor and participants are involved in the course, class or lesson **at the same time**
- **Asynchronous:** Instructor and participants are involved in the course, class or lesson **at different times**



Synchronous eLearning



Asynchronous eLearning



eLearning System

- **Content**
 - Multimedia
 - Text
- **Learning Management System**
 - Application Software
 - Class Management
- **Infrastructure**
 - Multimedia Peripheral
 - Computer
 - Network (Internet)



Student



Lecturer



Admin



eLearning System - Cisco

ACADEMY CONNECTION
INSTRUCTOR HOME

View Academy Information

This is the information currently on record for this Academy. Click on any of the links below to go to the appropriate page.

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Search by Keyword

CENTRE FOR SCIENTIFIC DOCUMENTATION AND INFORMATION - LIPI
ID: 3013066

Academy and Curriculum

Users and Classes

Academy Details

Contact Information

Academy/Institution Name: CENTRE FOR SCIENTIFIC DOCUMENTATION AND INFORMATION - LIPI

Academy/Institution Name (in local language):

Address Line 1: JL. JEND. GATOT SUBROTO 10

6.1 Cabling LANs

5.1.6 Repeaters

This page will discuss how a repeater is used on a network.

The term repeater comes from the early days of long distance communication. A repeater was a person on one hill who would repeat the signal that was just received from the person on the previous hill. The process would repeat until the message arrived at its destination. Telegraph, telephone, microwave, and optical communications use repeaters to strengthen signals sent over long distances.

A repeater receives a signal, regenerates it, and passes it on. It can regenerate and retime network signals at the bit level to allow them to travel a longer distance on the media. Ethernet and IEEE 802.3 implement a rule, known as the 5-4-3 rule, for the number of

Module Menu: 01 02 03 04 05 06 07 08 09 10 11

CS

Assessment System

Take Assessment - Module 9 Exam - CCNA 1 Networking Basics (Version 3.1)

Time Remaining: 00:59:46

1. Why is IP considered a best-effort protocol?
 C IP detects lost packets.
 C IP verifies the content of the packets.
 C IP does not provide acknowledgment of the data delivery.
 C IP reorders the packet as they arrive at the destination host.

2. What is the network broadcast address for a Class C address of 192.168.32.0 with the default subnet mask?
 C 192.168.0.0
 C 192.168.0.255
 C 192.168.32.0
 C 192.168.32.254
 C 192.168.32.255

3. How many usable hosts are available given a Class C IP address with the default subnet mask?
 C 254
 C 255
 C 256
 C 510
 C 511
 C 512

Gradebook

	Module 1. Examan	Module 2. Examan	Module 3. Examan	Module 4. Examan	Module 5. Examan	Module 6. Examan	Module 7. Examan	Module 8. Examan	Module 9. Examan	Module 10. Examan	Module 11. Examan	Module 6/7. Examan	Practice Final	Module 9-10. Examan	Final Examan	Course Feedback	Case Study	Skills Examan	Custom Scores	Weighted Percentage	Grades
Weight (Total 100)	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	4	0		
Your Score	100	100	100	100	100	86.4	100	100	100	100	100	100	100	100	88.0	✓	100	100		98.1	A

VIEW AS CSV

Legend
 (*) Regraded
 (-) Not Taken

CERTIFICATE OF COURSE COMPLETION

CCNA 1 NETWORKING BASICS

Maman Hendaman

Date: December 18, 2004

Instructor: Satria Wahono Romi

Location: JAKARTA

Academy Name: CENTRE FOR SCIENTIFIC DOCUMENTATION AND INFORMATION - LPI

Instructor's Signature: _____

During the CCNA 1 Course administered by the undersigned instructor, the student was able to proficiently:

- Define and install the necessary hardware and software required to be able to communicate over a network.
- Disassemble the mathematical skills required to work seamlessly with binary, decimal, hexary, and hexadecimal numbers and simple binary logic.
- Define the structure and technologies of modern computer networks.
- Define the naming and application of "broadcast" as used in networking.
- Compare and contrast network communications using the OSI model and the TCP/IP protocol stack.
- Describe the major properties and standards associated with copper and optical media used in networks.
- Install a single wireless LAN.
- Explain the fundamentals of signal transmission on networking media.
- Describe the different topologies and physical issues associated with cabling common LANs.
- Describe the physical issues associated with cabling networking equipment to work over a WAN link.
- Explain the fundamentals of Ethernet media access.
- Explain how collisions are detected.
- Explain the concepts associated with auto negotiation on Ethernet systems.
- Describe the concepts of switching in an Ethernet network.
- Compare and contrast collision and broadcast domains, and explain how networks can be organized.
- Dissect an IP address with all aspects of IP addressing.
- Describe the association of an IP address with a device interface, and the relationship between physical and logical addressing.
- Describe the principles and practice of packet switching within IP networks.
- Describe routing concepts, and the different methods and protocols used to achieve them.
- Describe how the protocols associated with TCP/IP allow host communication to occur.
- Describe the fundamental concepts associated with transport layer protocols, and compare the communication approach to transport with the connection-oriented case.
- List the major TCP/IP application protocols, and briefly define their features and operation.

eLearning System - UT

Universitas Terbuka - Microsoft Internet Explorer

Anda belum login. (Login)

Universitas Terbuka

Login

Username:

Password:

Info:

Informasi Umum

UJICOBAMA UJIAN ONLINE
 dan dimas - Thursday, 1 September 2009, 15:13

UJICOBAMA UJIAN ONLINE

Sdr. Mahasiswa Universitas Terbuka

Pada masa ujian 2005-2 ini Universitas Terbuka akan melakukan uji coba sistem ujian online. Sistem ini dimaksudkan untuk memberikan kesempatan kepada mahasiswa untuk dapat mengikuti UAS sesuai dengan jadwal yang ditentukan mahasiswa pada periode waktu yang telah ditentukan.

Baca keseluruhan topik (415 kata)...

Text Content MIT OpenCourseWare (http://ocw.mit.edu)

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Civil and Environmental Engineering

Comparative Media Studies

Earth, Atmospheric, and Planetary Sciences

MIT OpenCourseWare | Electrical Engineering and Computer Science

Electrical Engineering and Computer Science

Electrical engineering, originally taught at MIT in the Physics Department, became an independent degree program in 1992. The Department of Electrical Engineering was formed in 1992, and occupied its new home, the Lowell Building, when MIT was still located near Copley Square in Boston. The Department dedicated its present facilities in the Sherman Fairchild Electrical Engineering and Electronics complex in fall 1973, and a year later, it recognized its growing activity in computer science by changing its name to Electrical Engineering and Computer Science. The Department's activities in computer science, communications, and control moved into the architecturally unique and exciting Ray and Maria Stata Center for Computer, Information, and Intelligence Sciences in Spring 2004.

The primary mission of the Department is the education of its students. Its three undergraduate programs attract more than 80 percent of all MIT undergraduates, and

Reconceptualizing Effective Learning -1-

How People Learn*

Learning Method	% Learned
Teach Others	90%
Learn by Doing	75%
Discussion Groups	50%
Demonstration	30%
Audio Visual	20%
Lecture	5%

* EMERGING TRENDS IN POST SECONDARY EDUCATION - THE VIEW TO 2012 by Michael T. Moe, CFA and Chief Executive Officer, ThinkEquity Partners

Reconceptualizing Effective Learning -2-

- Penyerapan sebesar 1,5% melalui **sentuhan**
- Penyerapan sebesar 3,5% melalui **penciuman**
- Penyerapan sebesar 11% melalui **pendengaran**
- Penyerapan sebesar 83% melalui **penglihatan**

Francis M. Dwyer

Reconceptualizing Effective Learning -3-

Metode Pengajaran	Pengungkapan Kembali Setelah 3 Jam	Pengungkapan Kembali Setelah 3 Hari
1. Memperdengarkan	70%	10%
2. Mempertunjukkan	72%	20%
3. Memperdengarkan dan Mempertunjukkan	85%	65%

Multimedia Content

Multimedia Linier

Berjalan sekuen dan garis lurus

Multimedia Interaktif

Berjalan dengan bantuan komputer, mouse, dsb

Perpaduan antara teks, grafik, sound, animasi, dan video untuk menyampaikan pesan kepada publik

Multimedia Content



Benefit -1-

- **Mengurangi biaya** perjalanan
- **Menghemat biaya pendidikan** secara keseluruhan (infrastruktur, peralatan, buku-buku)
 - Buckman Lab: \$2.4juta → \$400 ribu
 - Aetna: menghemat \$3 juta
 - HP: \$7 juta → 1.5 juta
 - Federal Internasional Finance: menghemat \$1 juta
- **Menghemat waktu** dan fleksibel dalam proses belajar mengajar
 - Dapat dilakukan dimana saja dan kapan saja

Benefit -2-

- **Menjangkau wilayah geografis** yang lebih luas
- **Melatih pembelajar lebih mandiri** dalam mendapatkan ilmu pengetahuan
- Percepatan program pelatihan dan sertifikasi → **peningkatkan daya saing SDM**

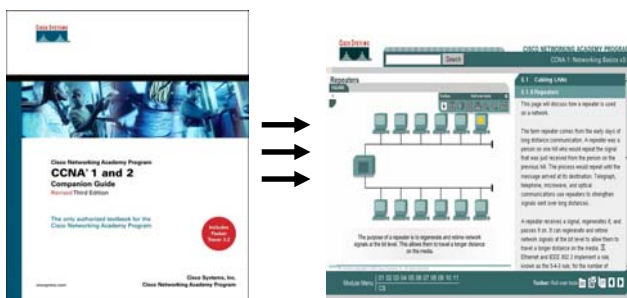
Benefit -3-

	Conventional	eLearning
Availability	Limited	24 hours
Place	Centralized	Anywhere
Participant	Limited	Unlimited
Instructor	Scheduled based	Flexible
Material	Fixed	Easy to update
Method	Paper based	Multimedia
Simulation	High cost	Low cost
Man hours	Used for training	In working hours
Accommodation	Hotel, travel, allowance	None

Problems

- Infrastructure
 - Network and Internet Connection
- Content
 - Combining Tacit and Explicit Knowledge
 - Delivered as well as Conventional Learning
- Quality Assurance
 - Procedure
 - Legality
- Human Factor
 - Behavior and Culture Change

Content Shift-Paradigm -1-



Content Shift-Paradigm -2-



Data Kegagalan eLearning

- Studi Forrester Group tahun 2000 kepada 40 perusahaan besar:
 - Lebih dari 68% menolak untuk mengikuti pelatihan/kursus yang menggunakan konsep e-Learning
- Ketika e-Learning itu diwajibkan kepada mereka:
 - 30% menolak untuk mengikuti [Dublin, 2003]
- Studi lain mengindikasikan bahwa dari orang-orang yang mendaftar untuk mengikuti e-Learning:
 - 50-80% tidak pernah menyelesaikannya sampai akhir [Delio, 2000]

Is Not Just a Technology

Everyone is talking about technology, when what's important is **what people do with technology**

Martin Cooper (Motorola)