

ABSTRAK

PENERAPAN METODE IMITASI DALAM PEMBELAJARAN TARI KREASI LAPAH DI SMP NEGERI 1 WAY TUBA

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Penelitian ini bertujuan untuk mengetahui penerapan metode imitasi dalam pembelajaran Tari Kreasi Lapah pada siswa kelas VIII A SMP Negeri 1 Way Tuba. Teknik pengumpulan data dilakukan melalui observasi, wawancara dengan guru seni budaya dan siswa kelas VIII A, serta dokumentasi. Penelitian ini mengacu pada empat tahapan Albert Bandura 2019, yaitu perhatian (*attention*), retensi (*retention*), reproduksi (*reproduction*), dan motivasi (*motivation*). Hasil penelitian menunjukkan bahwa penerapan metode imitasi dilakukan melalui proses mengamati, mengingat, menirukan, dan mempraktikkan gerak Tari Kreasi Lapah secara bertahap. Pada tahap perhatian, 6 siswa (29%) berada pada kategori sangat baik karena mampu memperhatikan contoh gerak secara fokus dan konsisten, sedangkan 8 siswa (38%) berada pada kategori baik. Pada tahap retensi, 5 siswa (24%) berada pada kategori sangat baik karena mampu mengingat seluruh urutan gerak dengan benar, dan 9 siswa (43%) berada pada kategori baik. Pada tahap reproduksi, 4 siswa (19%) berada pada kategori sangat baik karena mampu mempraktikkan rangkaian gerak secara utuh dan mandiri, sedangkan 11 siswa (52%) berada pada kategori baik. Pada tahap motivasi, 6 siswa (29%) berada pada kategori sangat baik karena menunjukkan sikap aktif, percaya diri, dan antusias, sedangkan 8 siswa (38%) berada pada kategori baik. Secara keseluruhan, penerapan metode imitasi dapat membantu siswa memahami, mengingat, memperhatikan, dan mempraktikkan gerak Tari Kreasi Lapah secara bertahap dalam proses pembelajaran.

Kata Kunci: metode imitasi, pembelajaran, tari kreasi Lapah

ABSTRACT

THE IMPLEMENTATION OF THE IMITATION METHOD IN LEARNING THE CREATIVE LAPAH DANCE AT SMP NEGERI 1 WAY TUBA

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This study aims to determine the application of the imitation method in teaching Lapah Creative Dance to students in grade VIII A of SMP Negeri 1 Way Tuba. Data collection techniques were conducted through observation, interviews with the arts and culture teacher and students in grade VIII A, and documentation. This study refers to Albert Bandura's four stages (2019): attention, retention, reproduction, and motivation. The results show that the application of the imitation method is carried out through a gradual process of observing, remembering, imitating, and practicing Lapah Creative Dance movements. In the attention stage, 6 students (29%) were in the excellent category because they were able to pay attention to the movement examples with focus and consistency, while 8 students (38%) were in the good category. In the retention stage, 5 students (24%) were in the excellent category because they were able to remember the entire movement sequence correctly, and 9 students (43%) were in the good category. In the reproduction stage, 4 students (19%) were in the excellent category because they were able to practice the movement sequences completely and independently, while 11 students (52%) were in the good category. In the motivation stage, 6 students (29%) were in the very good category because they showed an active, confident, and enthusiastic attitude, while 8 students (38%) were in the good category. Overall, the application of the imitation method can help students understand, remember, pay attention, and practice the Lapah Creative Dance movements gradually during the learning process.

Keywords: *imitation method, learning, creative dance Lapah*