

## **Abstrak**

### **PEMBELAJARAN TARI *ITTAR MULI* DI SANGGAR WIDYA SASMITA KABUPATEN LAMPUNG TENGAH**

Oleh

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Penelitian ini mengkaji tentang proses pembelajaran tari *ittar muli* di Sanggar Widya Sasmita kabupaten Lampung Tengah. Penelitian ini menggunakan teori behavioristik. Jenis penelitian ini adalah deskriptif kualitatif yang mendeskripsikan proses pembelajaran tari. Teknik pengumpulan data menggunakan observasi, wawancara, dokumentasi dan tes praktik, Analisis data dengan melakukan reduksi data, penyajian data, dan menarik kesimpulan. Proses pembelajaran tari *ittar muli* dilakukan dengan dengan pemberian ragam gerak, penghafalan dan pembagian kelompok. Instrumen penilaian tes praktik meliputi 5 aspek yaitu hafalan ragam gerak, teknik gerak, hafalan pola lantai, ketepatan iringan dan penghayatan. Hasil penelitian menunjukkan bahwa proses pembelajaran berjalan dengan baik karena pelatih dapat melakukan kegiatan pembelajaran sesuai dengan RKH dan siswa dapat mengikuti kegiatan pembelajaran secara aktif. Hasil pembelajaran tari *ittar muli* tergolong dalam kategori baik.

**Kata kunci : *Ittar muli*, Pendidikan nonformal, Sanggar Widya Sasmita**

## **Abstract**

### **THE LEARNING OF *ITTAR MULI* DANCE AT WIDYA SASMITA ART STUDIO IN CENTRAL OF LAMPUNG REGENCY**

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The reaserch investigated the learning process of *ittar muli* dance at Widya Sasmita Art studio. The theory used in the research was behavioristic. This research was qualitative reseach which describe the dance learning process. The data collecting techniques used were observation, interview, documentation and practice test. The data were analyzed by data reduction, data repretation and drawing conclusion. The learning process of *ittar muli* dance began with the motion range, memorization and division of groups. The instruments used include five aspect, they were memorizing motion manner, motion technique, composition, accuary of music and carrying out of manner. The result of the reseach showed that the implementation of the learning process ran well, because the trainer was able to conduct the learning activites based on RKH and students were able to join the learning process actively. The result of the dance learning was pertained as a good category.

**Keyword: *Itarr Muli* Dance, Nonformal Education, Widya Sasmita arts Studio**