ABSTRAK

**PEMBELAJARAN TARI *MULI SIGER* MENGGUNAKAN
MODEL *DIRECT LEARNING* PADA EKSTRAKURIKULER TARI
DI SMPN 1 BUMI AGUNG**

Oleh

Desi Fitriyana

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran tari *Muli Siger* menggunakan model *Direct Learning* pada ekstrakurikuler tari di SMPN 1 Bumi Agung. Metode penelitian yang digunakan adalah metode kualitatif analisis deskriptif. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Sumber data diperoleh dari guru dan siswa yang mengikuti ekstrakurikuler tari. Teknik analisis data melalui reduksi data, penyajian data, dan penarikan kesimpulan. Proses pembelajaran ini diamati dengan teori dari Daniel Muijs dan David Reynold melalui 8 fase. Hasil penelitian menunjukan bahwa penerapan 8 fase ini diamati dengan proses guru mengajar dan siswa belajar yaitu: (Fase I) *Directing,* guru mengajar dengan menjelaskan tujuan pembelajaran, lalu siswa belajar dengan memperhatikan; (Fase II) *Instructing,* guru mengajar dengan memberi instruksi, lalu siswa belajar dengan mengikut instruksi; (Fase III) *Demonstrating,* guru mengajar dengan mendemonstrasikan gerak, lalu siswa belajar dengan memperhatikan dan mempraktikan gerak; (Fase VI) *Consolidating,* guru mengajar memberikan waktu untuk latihan dengan sebayanya, lalu siswa belajar dengan sebayanya; (Fase VII) *Evaluating Pupil's Responses,* guru mengoreksi gerak serta memberikan apresiasi, lalu siswa mempraktikan dan memperhatikan; (Fase V) *Questioning and Discussing,* guru bertanya mengenai ragam gerak yang belum dipahami, lalu siswa menjawab pertanyaan guru; (Fase IV) *Explaining and Illustrating,* guru mendemonstrasikan kembali ragam gerak, lalu siswa memperhatikan dan mempraktikan; dan (Fase VIII) *Summarizing,* guru menyimpulkan pembelajaran, lalu siswa memperhatikan. Fase-fase tersebut dilakukan tanpa memperhatikan urutan pada syntak model *Direct Learning* karena menyesuaikan kebutuhannya serta terdapat variasi metode yaitu demonstrasi dan tutor sebaya, namun guru belum melibatkan media agar proses pembelajaran dapat terselesaikan satu tarian utuh.

Kata kunci : *Direct Learning*, Model Pembelajaran, Tari *Muli Siger*

ABSTRACT

**LEARNING THE *MULI SIGER* DANCE USING
THE *DIRECT LEARNING* MODEL IN EXTRACURRICULAR DANCE
AT SMPN 1 BUMI AGUNG**

By

Desi Fitriyana

This research aims to describe *Muli Siger* dance learning process using the *Direct Learning* model in dance extracurriculars at SMPN 1 Bumi Agung. The research method used is a qualitative descriptive analysis method. Data collection techniques through observation, interviews, documentation. Data sources were obtained from teachers students who took part in dance extracurricular activities. Data analysis techniques through reduction, presentation, drawing conclusions. This learning process is observed using theory of Daniel Muijs and David Reynold through 8 phases. Research results show that implementation of these 8 phases is observed in process of teachers teaching and students learning, namely: (Phase I) *Directing*, teacher explaining learning objectives, students paying attention; (Phase II) *Instructing*, teacher giving instructions, students following instructions; (Phase III) *Demonstrating*, teacher demonstrating movements, students paying attention and practicing movements; (Phase VI) *Consolidating*, teacher gives time to practice with their peers, students learn with their peers; (Phase VII) *Evaluating Pupil's Responses*, teacher corrects movements and gives appreciation, students practice and pay attention; (Phase V) *Questioning and Discussing*, teacher asks about various movements that are not yet understood, students answer teacher's questions; (Phase IV) *Explaining and Illustrating*, teacher demonstrates various movements again, students pay attention and practice; (Phase VIII) *Summarizing*, teacher concludes lesson, students pay attention. These phases are carried out without paying attention to the order in *Direct Learning* model syntax because it adapts to needs and there are a variety of methods, namely demonstration and peer tutoring, but teacher has not involved media so that learning process can be completed in one complete dance.

Keywords : *Direct Learning*, Learning Model, *Muli Siger* Dance