

ABSTRAK

PEMBELAJARAN TARI *BEDANA* MENGGUNAKAN MODEL *AUDITORY INTELLECTUALLY REPETITION (AIR)* DI SMA NEGERI 1 GEDONGTATAAN

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Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran tari *Bedana* menggunakan model *Auditory Intellectually Repetition (AIR)*. Penelitian ini menggunakan konsep model pembelajaran *Auditory Intellectually Repetition (AIR)* menurut (Shoimin, 2014) dengan melihat proses pembelajaran pada tahap *Auditory*, *Intellectually* dan *Repetition*. Penelitian ini menggunakan metode kualitatif dengan penjabaran data secara deskriptif. Teknik pengumpulan data dilakukan dengan observasi, wawancara dan dokumentasi. Teknik analisis data melalui tiga tahap yaitu, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa selama proses pembelajaran berlangsung guru menerapkan model *Auditory Intellectually Repetition (AIR)* dengan 6 langkah. Tahap *Auditory* guru memberikan penjelasan mengenai materi tari *Bedana*. Siswa aktif dalam mendengar dan menyimak dengan berbicara lalu berargumentasi dan mengemukakan pendapatnya. Tahap *Intellectually* guru memberikan kesempatan kepada siswa untuk berlatih ragam gerak tari *bedana* dengan bernalar dan memecahkan masalahnya sendiri mengenai ragam gerak tari *bedana*. Tahap *Repetition* dilakukan dengan baik oleh siswa dan pada setiap pertemuan siswa wajib mempresentasikan hasil diskusi dan latihan bersama kelompoknya di depan kelas. Model *Auditory Intellectually Repetition (AIR)* ini adalah satu kesatuan yang utuh dimana dilakukan secara bersamaan dan tidak dapat dipisahkan. Pada penerapannya model ini dilaksanakan secara bertahap yaitu tahap *Auditory*, tahap *Intellectually*, dan tahap *Repetition*.

Kata Kunci : model pembelajaran, *auditory intellectually repetition (AIR)*, tari *bedana*

ABSTRACT

BEDANA DANCE LEARNING USING AUDITORY INTELLECTUALLY REPETITION (AIR) MODEL AT SMA NEGERI 1 GEDONGTATAAN

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This research aims to describe the Bedana dance learning process using the Auditory Intellectually Repetition (AIR) model. This research uses the concept of the Auditory Intellectually Repetition (AIR) learning model according to (Shoimin, 2014) by looking at the learning process at the Auditory, Intellectually and Repetition stages. This research uses a qualitative method with descriptive data description. Data collection techniques were carried out using observation, interviews and documentation. The data analysis technique goes through three stages, namely, data reduction, data presentation and drawing conclusions. The results of this research show that during the learning process the teacher applies the Auditory Intellectually Repetition (AIR) model with 6 steps. In the Auditory Stage, the teacher provides an explanation of the Bedana dance material. Students are active in listening and listening by speaking and then arguing and expressing their opinions. In the Intellectually stage, the teacher provides opportunities for students to practice various Bedana dance movements by reasoning and solving their own problems regarding various Bedana dance movements. The repetition stage is carried out well by students and at each meeting students are required to present the results of discussions and exercises with their group in front of the class. This Auditory Intellectually Repetition (AIR) model is a unified whole which is carried out simultaneously and cannot be separated. In its application, this model is implemented in stages, namely the Auditory stage, Intellectually stage, and Repetition stage.

Keywords : *learning model, auditory intellectually repetition (AIR), dance bedana*