

## ABSTRAK

### PENERAPAN MEDIA PEMBELAJARAN TARI (MENTARI) BERBASIS AUDIOVISUAL DI SEKOLAH INKLUSI *DCC GLOBAL SCHOOL*

Oleh

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Penelitian ini bertujuan untuk mendeskripsikan penerapan media pembelajaran tari (Mentari) berbasis audiovisual di sekolah inklusi *DCC Global School*. Penelitian menggunakan pendekatan kualitatif dengan sumber data primer berupa guru kelas, guru pendamping, guru *shadow*, serta siswa kelas 6 dan data sekunder berupa dokumen pembelajaran, modul ajar, video Mentari, serta dokumentasi kegiatan pembelajaran. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman yang meliputi tahap pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa media pembelajaran tari (Mentari) berbasis audiovisual berperan sebagai stimulus yang efektif dalam pembelajaran seni tari di kelas inklusi. Visualisasi gerak dan iringan musik membantu siswa memahami dan menirukan gerakan tari dengan lebih percaya diri. Siswa reguler dan siswa berkebutuhan khusus dapat mengikuti pembelajaran secara bersama-sama dengan dukungan guru dan guru *shadow*. *Respons* siswa terlihat dari meningkatnya partisipasi, fokus, dan antusiasme selama proses pembelajaran. *Reinforcement* berupa pujian, arahan, serta latihan berulang yang diberikan guru terbukti memperkuat respons belajar siswa. Penerapan media Mentari ini sejalan dengan teori behavioristik yang menekankan hubungan stimulus, *respons*, dan *reinforcement* dalam mendukung pembelajaran tari di kelas inklusi.

**Kata Kunci:** media pembelajaran, audiovisual, Mentari, teori behavioristik, sekolah inklusi.

## **ABSTRACT**

### **THE IMPLEMENTATION OF AUDIOVISUAL BASED DANCE LEARNING MEDIA (MENTARI) IN AN INCLUSIVE SCHOOL AT DCC GLOBAL SCHOOL**

**By**

***Erina Fidela Putri Tanjung***

*This study aims to describe the implementation of audiovisual-based dance learning media (Mentari) in an inclusive school at DCC Global School. The study employed a qualitative approach with primary data sources consisting of classroom teachers, assistant teachers, shadow teachers, and sixth-grade students, while secondary data were obtained from learning documents, teaching modules, Mentari videos, and learning activity documentation. Data were collected through observation, interviews, and documentation, and then analyzed using the Miles and Huberman data analysis model, which includes data collection, data reduction, data display, and conclusion drawing. The results indicate that the audiovisual-based dance learning media (Mentari) functions as an effective stimulus in dance learning within an inclusive classroom. Clear movement visualization and appropriate musical accompaniment help students understand and imitate dance movements with greater confidence. Both regular students and students with special needs were able to participate in the learning process together with the support of teachers and shadow teachers. Students' responses were reflected in increased participation, focus, and enthusiasm during the learning process. Reinforcement in the form of praise, guidance, and repeated practice provided by teachers was proven to strengthen students' learning responses. The implementation of Mentari aligns with behavioristic theory, which emphasizes the relationship between stimulus, response, and reinforcement in supporting dance learning in inclusive classrooms.*

**Keywords:** *learning media, audiovisual, Mentari, behavioristic theory, inclusive school.*