

## PEMBELAJARAN TARI DI SMA YOGYAKARTA: KAJIAN PENUBUHAN DAN MULTIKULTURAL

### ABSTRAK

Tujuan Penelitian ini untuk mendeskripsikan dan mengkritisi praktik pembelajaran tari di SMA Yogyakarta dalam kajian penubuhan dan multikultural.

Penelitian ini merupakan jenis kualitatif, menggunakan pendekatan etnokoreologi, teori dan konsep penubuhan dan multikultural. Pengumpulan data dilakukan dengan pengamatan langsung, observasi, studi lapangan, kepustakaan, wawancara dan dokumentasi. Analisis data Matthew B. Miles dan A. Michael Huberman melalui tahapan reduksi data, pemaparan data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan (1) pembelajaran tari di SMA I Kalasan dan SMA IV Yogyakarta menjadi sarana pendidikan seni, sebagai metode belajar dengan seni, belajar melalui seni dan belajar tentang seni. Pendidikan multikultural melalui pembelajaran tari untuk pendidikan karakter, dan menanamkan nilai multikultural; (2) kreatifitas guru dalam menentukan materi, metode, dan evaluasi menjadi faktor perbedaan praktik pembelajaran tari; (3) praktik penubuhan dalam pembelajaran tari sebagai sarana untuk pendidikan multikultural, melalui pengalaman belajar *Tri-wira: wiraga, wirama, wirasa*, dengan prinsip belajar *Tri-nga: ngerti, ngrasa, nglakoni*, dan prinsip *Tri-na, niteni, nirokake* dan *nambahi*, serta internalisasi nilai multikultural untuk menjadi masyarakat yang multikulturalis.

**Keyword:** pembelajaran tari, penubuhan , multikultural

## DANCE LEARNING IN YOGYAKARTA HIGH SCHOOLS: EMBODIMENT AND MULTICULTURALISM STUDIES

### ABSTRACT

The objectives of this research are to describe and criticize the practice of dance learning in Yogyakarta high schools in the study of embodiment and multiculturalism.

This was a qualitative research employing ethnocoreological and multicultural approaches, and using embodiment and multicultural theories and concepts. Data collection was conducted by direct inspection, observation, field studies, literature, interviews and documentation. Matthew B. Miles and A. Michael Hubermans' data analysis (1992) was applied through the stages of data reduction, data exposure, and drawing conclusions.

The findings of the research reveal that (1) the dance learning at SMA I Kalasan and SMA IV Yogyakarta have become a means of art learning method in which consist of three ways: learning with art, learning through art and learning about art. Multicultural education through dance learning is considered to shape character education, instill the value of tolerance, accept differences and cooperation, and be appreciative on cultural diversity, (2) teachers' creativity in determining learning materials, methods, and evaluation become the main factor of differences in the dance learning practice, (3) the practice of embodiment in dance learning practice as a means of multicultural education, through the *Tri-Wira* learning experience: *wiraga*, *wirama*, *wirasa*, and with *Tri-nga* learning principles: *ngerti*, *ngerasa*, *nglakoni*, and *Tri-nga* principles, *niteni*, *nirokake* and *nambahi*, as well as internalization of multicultural values to become a multicultural society.

**Keywords:** Dance Learning, Embodiment, Multicultural