

POTENTIAL FOR CREATIVE INDUSTRIES MEDIA LEARNING IN ELEMENTARY SCHOOL SPORTS

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ABSTRACT

Learning media development potential of sport can be a creative industry and in turn improve the quality of learning in sports in elementary school, if the quality of learning increases, the impact on increasing the quality of sporting achievement in Indonesia, because elementary school children the opportunity to exercise a lot and is supported by the availability of media good learning exercise adequate quantity and quality aspects, facilities or learning media is an important factor in improving the quality of sport. Development of sports facilities or the media can also be potential communities of creative industries into economic value for a creative society by considering the number of primary schools in Indonesia is relatively very much to reach 148,964 on the other hand the government has not been able to provide sufficient budget to provide the media or sports equipment.

BACKGROUND

According to Paul Pasurney (2009) there are a number of Sports Development Indicators question about the good? How rekornas (National record) who solved each year How many champions Asean / Asian achieved this year? - How many records Asean / Asia who solved this year? - How many "stars" found in the junior championship this year? - How many stadiums are built this year in Indonesia? - How many sports facilities to be constructed next year. - Are there any sports facilities development in the coming Five-Year Plan (five-year Development Plan). - How many potential coaches will be increased "know How" to the sport developed countries in the years to come.

There are so many simple questions that can be asked to obtain indicators of sports coaching in Indonesia.

Unfortunately, to answer the above questions is "no idea" and "no". Meaning: can be concluded that the "Who cares about the sport in Indonesia?" Is commonplace, in Indonesia, So what exactly should be done so that sport can Jaya Indonesia back in Asean and start talking in Asia even though for that we must be willing to work hard and work harder for 8 to 12 years. There are 7 factors that must exist to improve the achievement / create Achievements in Sports.

In detail can raised miraculous aspects that affect performance in sports that is :

- Facility Condition / Pre-Sports Facility and Equipment
- System Development (Competition)

- The high achievement
- Condition Psychology Athletes
 - Safe Sense Against
- Future
 - Confident
 - Motivation
 - Discipline
- Condition Body condition athletes
- Recording Tactics / Strategy
- Technical Skills / Skill Athletes
- Physical Ability Athletes

We are talking about sports facilities, can we count on the fingers, student elementary school age who have the means or racquet sports such as football boots were supplied by the parents AAU is available cheaply and effectively in considerable numbers at school?

It seems to encourage us to seek a solution concerning the means or medium of learning that is a mass sport in turn can be a potential for creative industries community.

PROBLEM

Is the development of sports media can be used as potential learning creative industry association in improving the quality of learning in primary school sport?

DISCUSSION

1. Creative Industry

By the government, in 2009 and then used in motion the creative industries. Various exhibitions held in several places in various regions. For someone who feels creative or felt it was no longer comfortable working with the routine, it can be seen as the moment to prove himself. Certainly the Indonesian government selected have evidence why the creative industries. From the Ministry of Trade / Industry Affairs, this creative industry has many advantages and has proven to give a contribution to development. Among the advantages are:

- a. The need of money and material capital is relatively small. Anyone, willing to individuals or groups can start, by using existing capital. Even one of Indonesia's sons whose name worldwide in the fields of IT, starting from the cafe / computer rental next to his house because he did not have a computer.
- b. Flexible to changes making it more resilient to external shocks. Creative ideas can be applied and adapted to the level of the boundless, though still in one field.

c. Agility in playing, especially in distribution and marketing. If we send the goods to Saudi Arabia, it takes a few days, as well as expensive. But if we send the file, count minutes and cost very, very, very much cheaper, g For the government of Indonesia and also a number of countries in the world, the advantages that the creative industries in addition to any contribution in the development, such as employment and income, he also viewed as a movement of the fourth economic wave. According to the analysis of economists, the wave of the world economy was moving from the first, second, third and fourth.

The first economics wave to an agrarian economy which relies on the agricultural sector (including marine, forestry, animal husbandry, or natural). The second wave of economic or industry relies on the strength of money and material capital, such as factories or production of goods. The third waves of economic are an information economy that relies on the power of IT, network, and media. Meanwhile, the fourth economic wave called the creative economy that relies on the strength of the brain (creativity).

What is a creative industry? According Togar (2007) used the definition of government; the creative industries are the industries that come from using creativity, skills and talents of individuals to create prosperity and jobs to produce creations. Creative industries are the industries that the main element is the creativity, expertise and talent that has the potential to improve welfare by offering intellectual creations.

2. Some of the Creative Sector

Formally, the government has formulated a number of sectors that enter into the line of this creative industry. If you view the report some countries, indeed every country has a formula that is not the same on whatever sectors including creative industries. Some of the creative industries sector by the government of Indonesia was elected under this sector with a variety of derivatives: 1. Advertising Architecture art and antiques market *
 Craft Design Fashion
 Video, film and photography / Interactive
 Games Music
 Performing Arts s Publishing and
 printing s computer services and software
 s Television & Radio

S Research and development

If for example we have a creative idea, the idea that we think could be executed, and ultimately the idea can make money or become a land of self-actualization, but not included in the above categories, do not have this puzzling over whether or not to enter the creative industries. Categories are above is just a way to make it easier.

The important thing, its essence is how someone can be creative/professional/ plays by using his creative mind, whether by empowering natural resources or non-natural resources. Therefore, the main goal is to build creative industries creative economy, an economic power that is based on excellence in human resources and empowering potential of her natural surroundings.

Still preoccupied Field

According Ubaydilah (2009) from the observation a few people who have been poor across the creative efforts of, say like Mas Garin and a number of artists, as quoted by several newspapers, Indonesia had a problem that is not associated with mild to overcome the desire to drive the creative industries.

In terms of mindset for example, whether government or society, just look at the creative industries as a business. In fact, a creative name that is human and his brain. Properly, we concentrate on how to grow creative souls, not only opened the school department is included in the category of creative industries or to directly open an office to serve the service the creative industries, say, publishing or advertising. This is too simple problem.

In 2009 TVRI invite Mrs. Minister Mari Elka Pangestu to dialogue about this. A few minutes walk dialogue; there is one of a small district in Central Java, who called Mrs. Minister. Apparently the caller was one of the prime vocational graduate students majoring in animation there is a loss for employment. Imagine, in a small district is SMK majoring in animation, but in the area of this department has not been much soul mate.

Inevitably, if you want to not idle, it should run to Jakarta. If all the graduates of vocational schools in some areas with the weird department had fled to Jakarta, the cost of development is not reduced. Even worse that if you change majors such as education minister. How much funding is too useless here? According media reports, of those trillion foreign debt, only about 40-60% effective its use.

And again, if the movement of this creative industry we understand the extent as a field, its ends, as critics Garin, we still have a creative or factory workers in creative industries. Evidently, some craftsmen in Central Java, East Java, West Java and act more as a worker or workers who are working on orders from abroad. Because mentally creative, still can not be creative despite jump in creative fields.

Another problem is the government's support in creating a business climate that civilized, law enforcement, and continuous training. Already a lot of evidence where there are creative people, like writers, painters, film

workers, craftsmen, etc., just get a trophy awards in the form of praise and publicity, but low for its economic well-being marginalized by a business climate that are less civilized, like the law of the jungle where the lion is still the winner. If this goes on, certainly not many young people who are interested in entering the creative industries. If it is yes, it is forced or not had the chance to flee abroad are more civilized business climate.

This is yet again talking about law enforcement in cases of piracy, for example. Whose name is easily traced creative ideas, or duplicated. If piracy is not taken seriously, then that profit is the man who hijacked, not the people who create. This injustice must be de-motivation effect. Nationalism is also a problem in us. If the Indonesian people are not proud of their own culture, how could they buy a child's creative production of the country? A little of my experience writing the book sometimes raises the question, why the majority of books in our it is dominated by the work of translation, whether from East or West.

In fact, the weight of the work of local people themselves may not be entirely defeated if there is support and awareness. Several times I invited a friend who was a senior translate Arabic or English-language book to move the reins of authority to which this profession is still a junior and turned to writing a local-based thinking. But the problem is classical: it has been confused with the trust of the issuer, the market was not necessarily sold, he said.

The Terms to Become Creative

The various problems mentioned above by Ubaidilah (2009) is not possible to accomplish alone. Should start from the government initiate the movement, intellectuals, and businessmen? However, it does not mean the door to creative people already closed. Some people even saw Indonesia as a country that is very open to try out creative ideas, until it was painting the sky up there.

For the scale of individual, creative and not creative we were not depending on where we are, but how do we activate the creative mind-intellect. The most fundamental requirement to be able to activate it is:

First, the courage jump in a specific field to make us have a lot of knowledge, experience and expertise in that field. According to customary law, creative ideas that emerged at the time we do something, not when we planned it. Wherever that we find creative people, whether in any field, almost certainly the man to his old field. So to say, be a creative person and that not of, but the process always wanted to create better.

Second, strong commitment and intrinsic motivation (encouragement that comes from the heart calls) are makes us not feel "forced to work" by others who have an effect on anxiety, tension, and dissatisfaction. Employees who are creative are usually those who work with a noble vision and high on the basis of consciousness, not merely forced rules. Just as, so we are more compelled by impulse, the field of industrial / creations that we choose can we adjust it with, among others: a) the ideals or vocation that

continues to surge from the chest, for example, you always want to jump in fields related to concern for children, b) the competence or expertise of the most under our control at this time, c) the availability of opportunities and resources that is closest to us.

Third, the ability to activate is the reasoning that we always optimize. This is very important when facing problems. Reason is simple dark when looking at the problem will be difficult to be invited to be creative. Reason can be optimized through its use, among others:

- a. Search for solutions / alternatives when facing problems more
- b. Experimentation concept or idea into practice to see the best effect
- c. Read what extent will we join combine through mental manipulation
- d. Exchanging ideas with people who are better than our performance, minimum for one thing
- e. Providing a break for the reason to think or formulate (mental relaxation). Reason could stagnate if we feel "threatened" by the various demands and routines

Sports Media SD For the opportunity of learning Creative Industry

Or rational reason why the instructional media used in terms of conditions of learners and how the learning process that happen have to known of the different views about learning and how learning happens, but it can be said that learning is a process that resulted in a change in behavior by the lawyer the experience. Changes in behavior may be increasing the knowledge, acquired skills or dexterity and changing attitude of someone who has learned. Knowledge of and experience gained through the gates of sense organ learners because it is necessary stimulus (according to the theory of Behaviorism) or information (according to cognitive theory), so the response to stimuli or information that has been processed that the learning result obtained.

In addition, learning occurs individually, or individuals, so what happens to the learners A and B learners to the same stimuli or information never produces the same learning acquisition. Efforts that can be done in the learning activities is to provide stimulation and information laid out and organized in various ways for learners who have the condition and characteristics vary to obtain optimal learning experience. Provision of information and learning experiences should be tailored to your level of ability is meant student. Level among others is the level their thinking.

Jean Piaget in Arsyad (2005) argued that a person has a" level of thinking in accordance with the development of his age. According to Piaget the development of thinking began to level sensory motor (0-2th), preoperational level (2-7th), concrete operational level (7-11th), and level of formal operations (11-up). Humans learn through her social environment. In the introduction to the environment, the learners go through three stages of learning, namely concrete level, the level schematic and abstract level.

In the process of learning, learners can obtain a variety of experiences. Dale Edgar argued, as quoted by Sujana (2003) was based on experience level and degree realistic aspect. Dale described the level of experience in a model called the cone of experience (the cone of experiences). Through chart made Dale share the experience level to ten levels, namely: direct and purposeful experience, experience substitute direct experience, experience role playing, experience through demonstration, experience through activities study tours, experiences through television, the experience through film or moving image, experience through sound recordings, radio and still images, experiences through visual symbols and experiences through verbal symbols. With various levels of experience gained learners, then the learner will obtain a more complete experience.

The use of instructional media by Hamalik (1994) reviewed the history of the concept of the term the media used in learning. To know the background history of the use of the concept of learning media let us follow the following explanation.

The development of instructional media concept actually originated with the birth of conceptions of teaching visual or visual aids around the year 1923. Yang defined as visual aids in teaching the visual conception of this is any drawings, models, objects or tools that can provide a real visual experience to the learners.

Then the concept of visual teaching is developing into "audio-visual instruction" or "audio-visual education" is about the year 1940. Around the year 1945 arose several variations of a name like "audio visual materials", "audio-visual methods", and "audio-visual devices." The core of this concept is the use of various tools or materials by the teacher for transfer of ideas and experience of learners through the eyes and ears. Utilization of audiovisual conception can be seen in the "Cone Experience" from Edgar Dale.

The next major development was the emergence of a movement called "audio-visual communication" in the 1950s. With the implementation of the concept of communication in learning, no longer placed on the object or material in the form of audio-visual materials for learning, but focused on the overall process of communication of information or messages from sources (teachers, materials or supplies) to the receiver (learner). Providing audiovisual communication movement are objectives to complete the communication process by using a whole learning system. So trying to apply are the concepts of audio-visual communication concepts, systems, design of learning systems and learning theory in learning activities.

The next development occurred around the year 1952 with the emergence of the conception of "instructional materials" which are conceptual not much different from previous conceptions. Because of this conception is essentially applying the communication processes and systems in planning and developing learning materials. Some terms which is a variation of the use of the conception of "instructional materials" are "teaching/learning materials", "learning resources".

In 1952, it has also used the term "educational media" and

"instructional media", which actually is conceptually unchanged from the previous conception, because here is intended to show educational communication activities generated by the use of such media. The peak development of this conception occurred around the 1960's. By applying a systems approach, communication theory, development of learning systems, and the influence of psychology Behaviorism, then coming the concept of "educational technology" and / or "instructional technology" in which media education or instructional media is a part of him.

Media Learning outcome of learning technology is easy to learn for the learners. To end achieve, technologists in the field of learning-technologists to develop a variety of learning resources to meet the needs of every learner according to their characteristics.

In this effort, technologists work ranging from development and testing theories about the various media learning through scientific research, followed by design development, production, evaluate and select media that have been produced, making the service catalog to facilitate its use, develop procedures for its use, and finally use both at the classroom level or at a broader level again (dissemination).

All this activity is done by the technologist with rests on the principle that the media only has the advantage of other media when used by learners who have characteristics in accordance with the stimulation caused by the learning media. Thus, the learning process of each learner will be highly facilitated by the presence of instructional media in accordance with the characteristics of the study.

Learning media as part of the learning technology has six potential benefits in solving the problem of learning, namely:

- a. Improving educational productivity (Can make education more productive).
With the media can increase the productivity of education, among others, by way of accelerating the rate of student learning, helping teachers to use their time better and reduce the burden on teachers in presenting information, so that more teachers nurture and develop students enthusiasm.
- b. Adds a chance of learning that is more individualized (Can make education more individualized).
Learning becomes more individualistic, among others, in various ways student learning, the reduction of teacher control in the learning process, and provides the opportunity for students to develop in accordance with their capabilities and learning opportunities.
- c. Provide a more scientific basis of learning (Can give instruction a more scientific base).
This means more systematic learning program planning, development of learning materials based on research on student characteristics, characteristics of learning materials, instructional

analysis and design development of the learning is done by a series of tests that can be justified scientifically.

- d. More solidify learning (Make instruction more powerful). Learning becomes more stable by increasing human capabilities to absorb information through various communication media, where information and data received more, complete and accurate
- e. With the media making the learning process becomes more directly/ immediately (Can make learning more immediate). Because the media to overcome the gap between learners and learning resources, and to overcome the human limitations in space and time in obtaining information, to present the "concreteness" though not directly.
- f. Allows presentation of learning more even and widespread (Can make access to education more equal).

Various research findings by Craty (1986) shows that there is interaction between the use of instructional media and characteristics of learners in determining student learning outcomes. This means that learners will have a significant advantage when he learns to use the media according to their characteristics. Learners who have visual style will be more benefit from the use of visual media, such as film, video, pictures or diagrams, while learners who have learning styles audit if more benefit from the use of instructional media audit if, such as recording, radio, or a teacher's lecture.

On this basis, the principle of adjusting the type of media will be used in learning activities with learners' individual characteristics, becoming steadier. The selection and use of media should not be based on teacher preference or pleasure, but based on media compatibility with the characteristics of learners, in addition to a number of other criteria.

Sports Activities in Primary Grade

Sports activities in schools have an important role, because the exercise is capable of forming character and strengthen muscles, and harmonize the coordination function of body parts. Sports activities will also make the body fit and build endurance. In turn, body shape, excellent physical endurance, muscle strength, and good coordination between members of the body will be able to positively affect the mental and behavior of students.

Through sports activities, students according to Baron (1977) taught the values of sportsmanship that is able to encourage students to comply with regulations obtain a victory with humility and accept defeat gracefully. In sports are trained to respect the opponent, the referee and ourselves, as well as respect for the audience. Sport provides a wealth of experience that can evoke emotions, trained to deal with pressure, take initiative and loyal support each other fibers. Sports push to achieve the best performance and bold in terms of physical courage and moral courage. Because of that sport is education for life-supported community and builds stamina.

Through sports activities of all parties concerned to establish mutual understanding and dialogue, the sport is a good means to grow the talented athletes that can improve physical fitness and spiritual, nurturing a sense of unity, friendship and brotherhood among students from different districts or cities in East Java.

On the other hand sport can be made as a tool to know each other and the exchange of culture so that they can add insight to all those who participate in it.

In physical education, directorate general PLPO (1980) complete the three-sphere theory of Bloom (1977) with the social realm (social domain). According to him, the cognitive includes: (intellectual abilities), and motor skills (skills). He explained that in physical education, the cultivation of domains have specific objectives namely:

Affective domains lead to the formation of positive attitudes towards sport. Psychomotor domains involving basic movements and coordination and balance, the aim to increase physical fitness. Social aspect leads to the formation of attitudes and behavior which in turn can contribute to obey the rules of behavior in sports activities, and will be reflected in his daily life (discipline, honest, tough, and capable of cooperation and mutual respect). Barrow (1977) defines physical education as an education through the game activities that involve large muscles of the body such as sports and dance, and through these activities is expected in part of the educational goals can be achieved. Thus it can be said that according to Barrow physical education is an integral phase in the education process. Through the game, including a shell game here involving the large muscles at once dances with gestures snaking, part of the educational objectives will be achieved.

In Indonesia, since 1985 Department of Education (Ministry of Education and Culture) has determined that the specific objectives of physical education and health in primary schools are: (1) enhance the development and activity of the circulatory system, digestive, respiratory and nervous, (2) increase the growth of such physical increase in height and weight, (3) adding the values of discipline, teamwork, sportsmanship and tolerance, (4) improve the skills of sports activities, have positive attitude towards sports and health activities, (5) improving physical fitness, (6) increase knowledge of sport and health, (7) exercise craze and instill a healthy habit of daily life. Further stated that a special purpose can be achieved by providing the type of activities that includes the main activities of the development of physical skills, athletics, gymnastics, games, and health, and choice of activities such as martial arts, swimming, badminton, table tennis, soccer and takraw game traditional.

Here are some examples of sports equipment in primary schools, such as ping-pong ball, bat ping pong, ping-pong table (table tennis), net table tennis, football, futsal balls, football takraw, soccer net takraw, soccer reject bullet, ball (chock) badminton, badminton racket, badminton net, hula hop (hoop),

Sports Equipment Child or abbreviated POA is a piece of equipment for Physical Education in Elementary and Junior High School at the beginning of class (class VII). These tools were created through research among scientists in the field of sports coaching Physical Education and Sports in cooperation with the Ministry of Youth and Sports in 2004 and 2005.

POA is designed to develop basic motor skills of children with multilateral principles, namely the development of a thorough on every aspect of motion such as: running, jumping, throwing, crawling, and so forth. Multilateral principle is the foundation of motion for the child who is a principal in the development of joint movement and fitness in the future.

POA appreciate the nature of children as children rather than adults with small size, so the POA is designed with modification of various sports equipment such as athletics, racket sports, sports with a ball and so on which have been tested to be used safely and comfortably.

POA consists of a set of equipment packed in a large bag size: length: 100 cm, width: 20 cm and height: 40 cm. Inside the bag have 11 types of equipment and a set of manuals and an instructional CD.

By using the POA, the teacher can easily implement the curriculum of physical education curriculum with great creativity and freedom that involves optimal participation of all students. Teachers are more comfortable and confident to be able to implement ideas and ideas as well as meeting curriculum. Currently POA is used as a tool for National School Sport Olympiad (OOSN) and ASEAN Primary School Sport Olympiad (APSSO).

CONCLUSION

Learning media development potential of sport can be a creative industry and in turn improve the quality of learning in sports in elementary school, if the quality of learning increases, the impact on increasing the quality of sporting achievement in Indonesia, because elementary school children the opportunity to exercise a lot and is supported by the availability of media good learning exercise adequate quantity and quality aspects, facilities or learning media is an important factor in improving the quality of sport. Development of sports facilities or the media can also be a potential community of creative industries into economic value for a creative society by considering the number of primary schools in Indonesia is relatively very much to reach 148,964 on the other hand the government has not been able to provide sufficient budget to provide the media or sports equipment.

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