

ISBN: 978-602-18661-1-5



STUDY PROGRAM OF EDUCATIONAL POLICY,
FACULTY OF EDUCATION &
DOCTORAL PROGRAM OF EDUCATIONAL SCIENCES, GRADUATE SCHOOL,
YOGYAKARTA STATE UNIVERSITY, INDONESIA

in collaboration with

FACULTI PENDIDIKAN, UNIVERSITI KEBANGSAAN MALAYSIA



PROCEEDING

1st International Conference on Current Issues in Education (ICCIE 2012)

Yogyakarta State University, INDONESIA
15-16 September 2012





Yogyakarta State University
www.uny.ac.id

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ISBN: 978-602-18661-1-1-5

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Printed in Yogyakarta

By Aditya Media

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Foreword of The Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the *International Conference on Current Issues in Education*. We are honored to conduct this conference and to give you opportunities to join in a most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we join a lengthy and prideful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is a very important field in our global and changing society that becomes very complex. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The paper in this proceeding presents many topics, perspectives, and methodology that stimulate debates and dialogue, so that it is resourceful for scholars and researchers who are interested in current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta,
Prof. Dr. Rochmat Wahab, M.Pd., M.A
Rector of Yogyakarta State University

Foreword of the Director

This proceeding compiles all papers from the invited speakers and complementary papers in the 1st International Conference on Current Issues in Education (ICCIE) 2012 held at Yogyakarta State University, Indonesia on 15-16 September 2012. The conference is held by the Study Program of Educational Policy, Faculty of Education & Doctoral Program of Educational Sciences, Graduate School, Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in the modern era, there are fast and paradoxical changes in human life. These bring several consequences, including those in education. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Thus, bringing about three main subthemes, i.e. Comparative Education: Global and Local Issues, Religious and Moral Issues in Education, and Sociocultural Issues in Education, the conference attracts many participants who are willing to share their thoughts and experiences in education. Participants come from many countries, i.e. Indonesia, Malaysia, Philippines, Netherlands, Japan, Bangladesh, Singapore, Iran, India, Pakistan, Taiwan, Nigeria, and Afghanistan.

We would like to convey our highest appreciation to our main speaker, Prof. Dr. Rochmat Wahab, M.Pd., M.A. (Rector of Yogyakarta State University, Indonesia). We would also like to extend our gratitude to the plenary session speakers — Prof. Yutaka Otsuka, Ph.D. (Hiroshima University, Japan), Coloma Pastora, Ph.D. (Central Luzon State University, Philippines), Prof. Suyata, M.Sc., Ph.D. (Yogyakarta State University, Indonesia), Prof. Micha de Winter (Utrecht University, Netherlands), Prof. Madya. Dr. Haji Maimun Aqsa Lubis (The National University of Malaysia, Malaysia), Dr. Hamid Fahmy Zarkasyi, M.A. (Pondok Pesantren Gontor, Indonesia), Assoc. Prof. Dr. Abdul Razak Ahmad (The National University of Malaysia, Malaysia), Prof. Zamroni, Ph.D. (Yogyakarta State University, Indonesia), Prof. Md. Wahiduzzaman, Ph.D. (University of Dhaka, Bangladesh), Dr. Vincent P. Costa, Ed.D. (Education Development Specialist, USA) — as well as to presenters of the parallel sessions. They contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

Hopefully this proceeding will give deeper insights about education.

Yogyakarta,
Prof. Dr. Sodik A. Kuntoro, M.Ed.
Director of Publication

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PHYSICAL EDUCATION AND STUDENTS' VIOLENCE BEHAVIORS: Review On Effort Of Developing Prosocial Behavior Through Physical Education To Overcome Students' Violence Behaviors

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Abstract

Nowadays, violence behaviors done by students get more common and massive. It makes the wider community concern. The Children Protection Commission of Indonesia (*KPAI*) reported, if it's seen from news of the mass media, there was an increasing of violence modus among the students such as stabbing and brawl using various sharp weapons [1]. Kinds of theories can explain the cause of those violence behaviors. One thing is for sure that this phenomenon is a portrait of the failure of the family and school educating the children. There is responsibility to formal education institution in school to develop the students' affective aspect. It's because all this time the education curriculum concerns too much on cognitive aspect. Asserted that many researches showed students' activities in the physical education and sport could prevent the violence behaviors [2]. However it is claimed that one main problem nowadays was so few educators taught ethical and prosocial behaviors to students through sport [3]. Nevertheless, the Minister of Education and Culture, Muhammad Nuh, insists that preventing all radical behaviors can be done by engrafting patriotism and empathy for others to the students [4]. It means that there is special need which focuses on developing students' emphatic and prosocial behaviors through various subjects in school. This writing will reveal the role of physical education in developing students' prosocial behaviors.

Keywords: *physical education, behavior, violence, students' prosocial*

1. Introduction

Today a violence behavior committed by student was increasingly spread and massive. It has caused public concern especially parents, educators and educational observers. The Children Protection Commission of Indonesia (*KPAI*) reported that if viewed from a mass media publication, there was a violence modus increase in student group such as jabbing and fighting with various sharp weapons [1]. The most phenomenal student violence occurred in mid February 2012. Various public groups were shocked by a sadistic act committed by a 13 year old primary School student only because of a cellular phone he was heartless to suddenly jab his classmate with jab injury in eight points. It made the police was surprised with the sadistic act [5]. The surprise of some parties was reasonable due to a pre-adolescent boy had been able to commit a cruel act to his friend! Some theories could explain the cause factor of the sadistic act. One certain thing from this case was that a failed portrait of an environment to teach a child (children/family residence environment as well as school educational environment).

The student's violence and sadistic acts delivered a meaningful lesson for all parents in

order not to forget to pay their attention to their beloved children that was necessary by the adolescence at his age. In the other hand, there was a formal educational institution responsibility at school to develop a student's affective aspect due to according to Hendirato, a psychologist, student's violence acts occurred due to educational curriculum that overly pursue a cognitive aspect. Students were young group who had big energy where the energy should be appreciated by the school proportionally for example through student talent implementation in sport subject however curriculum was not able to appreciate it [6]. Defined a main problem today that very little educators who taught an ethical behavior and prosocial towards their students [3]. "Often teachers say that they have no time to teach pro-social skills, or they worry about the implementation of 'more important' objective, such motor skills and fitness" [7].

It might be some violence acts conducted by the students were caused by an effective education denied conducted at school. Challenge for the (physical education) teachers to have a strong commitment in implementing a character education especially a pro-social behavior to students. The commitment was also in line with a character educational program that was being emphasized by

the government. The Minister of Education and Culture, Muhammad Nuh, confirmed to avoid all radicalism acts was by implementing an empathy feeling to other students [4]. Therefore there was a specific need focused on student pro-social behavior improvement.

Prosocial behavior was meant as a voluntary act to help something useful for others. Pro-social behavior result could develop a positive relationship to others with general term that was often used were sympathy and empathy [7]. Student co-operation behavior and social interaction would improve along with age increase. Some discussion have shown that those who develop their co-operation values had more "like to help" behavior than those who were developed with full of competition. Graham, Holt and Parker stated that, "physical education activities provide a wide variety of opportunities to teach youngsters important lessons about co-operation, winning and losing, and teamwork"[8]

A concrete interpersonal relationship through physical education was an important thing as a precondition to learn social skills such as to stimulate psychology, care to others, accepting other consideration, sharing and accepting physical assistance. Through interaction with other students and teachers, students would learn to understand and internalize social skills needed to co-operate with others. Teacher and student interaction played an important role in shaping students attitude, motivation, convenience and success in the physical education [9]. Physical education teachers should pay attention to student social and psychological aspects and able to sympathize their feelings. Physical activity and playing participations could result in in-depth feeling, and confession and appreciation on student emotion. These all could increase enjoyment and understanding on student involvement in physical activities [10].

Telama & Volvi (in Liukkonen *et al*) said that: "pro-social behavior can be learned and taught in the same way as other objective of physical education" [7]. Physical education offered a unique opportunity to bring the students together without any intimidation and more emphasized justice and co-operation. Physical education involved students to jointly work and play, they learned personal and social skills, values, and attitude needed to an affective development and a positive social interaction. Comments that mocked individual, ethical, gender, mother language, races, religion flaws or sexual censure was not tolerated in physical education. Sarcasm and "mock" were regarded as indecent behavior and if this was committed, the students would be "sanctioned" made based on behavior plan and contract determined. In the other hand, a social skill that was positively modeled, taught, strengthen and evaluated routinely. Through this manner, it could

improve a pro-social behavior and provided basic to moral improvement[11].

In more details in this writing would be expressed prosocial behavior cognition, physical education as prosocial behavior improvement way, linkage between social behavior and moral improvement, taught pro-social behavior through a physical education, recommendation for physical education teachers in improving a pro-social behavior through physical education and sport. It was expected that through this writings, it could increase physical educational teacher knowledge and insight on student pro-social behavior improvement through a physical education as a way to anticipate and decrease violence committed by the students.

1.1 Definition of Prosocial Behavior

In general, researchers have been inconsistent in specifying the behavioral repertoire that constitutes prosocial behavior. The debate concerning whether prosocial behavior is maintained by intrinsic or extrinsic reinforcement, however, has not been resolved.

When the term prosocial behavior is used by traditional developmental psychologists, such behavior is generally labeled as helping, cooperating, sharing, care-giving, turn-taking, friendliness, affection, empathy, and/or sympathy [12]. These distinctions, however, can be ambiguous and [13] acknowledge that their definitions of prosocial behavior "represent a combination of those given by the dictionary, those proposed by others, and those based on our own intuitions". When defining prosocial behavior, Rheingold and Hay take the approach of defining a category of prosocial behavior rather than attempting a broad definition. For example, defines helping as an act that contributes to the completion of a task, or the taking part in an activity, in the absence of request for assistance [14].

In contrast to, many developmental researchers often do not provide the operational definitions of each category of prosocial behavior (e.g., helping, cooperating and sharing) [13]. From a behavior analytic perspective, it is important to specify the topography, the function, and the discriminative stimuli that set the occasion for each category of prosocial behavior. This would provide the opportunity to reinforce or prompt prosocial behavior emitted by a child in the presence of the appropriate discriminative stimuli. Doing so may facilitate the training used to increase the likelihood that such behavior would be appropriately emitted.

1.2 Relations Between Youth Antisocial and Prosocial Activities

The prevalence of youth problem behaviors is well documented. Empirical research has consistently demonstrated relationships among

alcohol, cigarette, marijuana, and other illicit drug use, and general deviant behavior [15]. One hypothesis for the strong interrelationships among these adolescent problem behaviors is that they all have common causes or influences [16]. These results appear to hold for both males and females, as well as low socioeconomic and ethnically diverse samples [17].

While relations among various youth problems have been well established, the literature assessing relations among different prosocial behaviors in youth - and linking prosocial to antisocial behaviors - is far from clear. These questions have been tackled from health and social perspectives. For example, a few studies have suggested connections among adolescent health-enhancing behaviors, the possibility of a common health-enhancing behavior factor, and a relationship between a health-enhancing behavior factor with a problem-behavior or health-risk factor [16]. Results have generally shown an inverse relationship between youth problem or health-risk behaviors, such as substance use and deviant behavior, and youth health-enhancing behaviors, such as physical activity, diet, sleep, and safety practices.

In addition to this health perspective approach, researchers have explored the possible relations between youth prosocial and antisocial behaviors. There is evidence to suggest that participation in prosocial activities may affect substance use and other deviant behavior among youth because many of these activities are supervised or structured. McHale et al., argue that supervised activities and structured activities are the most developmentally enhancing ways for children to spend their time [18]. This supports research by Patterson et al, who consistently found that monitoring and supervision of children reduces antisocial behaviors [19]. In addition, other researchers have argued that activities such as organized sport or physical activity participation may reduce the occurrence of youth substance use and other deviant behaviors because they reduce the amount of time available for youth to engage in such activities[20].

Most of the work linking prosocial activities to antisocial behaviors has focused on the specific relations between substance use and physical activity, exercise, and/or organized sport participation[20]. Several studies demonstrated a negative relation between physical activity participation and substance use (i.e., those involved in physical activity tend to have lower rates of cigarette, alcohol, and marijuana use) [21]. Some results differed between substances. For example, a cross-sectional study of the 1990 Youth Risk Behavior Survey data in high school students found that low physical activity was associated with more cigarette smoking and marijuana use, but high

physical activity was associated with high alcohol use [20].

Some researchers have hypothesized a negative relationship between sports participation and antisocial behaviors other than substance use [22], but evidence to support this hypothesis is equivocal [23]. The conflicting results may be due to the various measures used to assess physical activity (e.g., physical activity, exercise, organized sport), the types of sport activity and antisocial behavior examined, the research designs (cross-sectional vs. longitudinal), and differing analytic strategies.

1.3 Why Facilitate Prosocial Behavior?

Surveys on values held by young people and adults have revealed that individualistic values (such as egoism) have increased during past decades, which means that people are more inclined to care about others. In many societies there is an increased need for solidarity, tolerance and willingness to help because of growing numbers of people at risk of alienation, such as immigrants. Although information technology has provided man people the opportunity to work alone in many occupations, cooperation with other people is necessary. While the number of employees in many sectors is decreasing as result of automation, the number of people working in various service trades and providing human relations services is increasing.

Inclusion is a term that reflects recent developments in education that focus on giving everybody an equal opportunity for learning. In pedagogical discussions, inclusion has often been connected with teacher behavior, but we should remember that inclusion cannot exist without good cooperation and a prosocial atmosphere among pupils.

For a long time physical education in schools has regarded as one of its main goals the promotion of prosocial behavior. However, the implementation of this goal has not been consistent and deliberate. An extensive observation study has shown that in the majority of physical education lessons, very little real cooperative work (e.g., helping each other) among pupils was found [24]. In youth sports the situation was the same [25]. There are many reasons for this. One is the old belief that physical activity and sports, as such, promote prosocial behavior. And therefore it is not necessary to pay attention to social issues in teaching. Another reason may be that physical education has been seen as addressing primarily the 'physical' because it is the only school subject in which the body and its functions are the target of teaching. As such, the social and psychological aspects of physical activity have been ignored. One reason for the poor implementation of prosocial goals may be the lack of an appropriate definition

of prosocial goals in the context of the physical activity curriculum, which in turn may lead teachers to believe that prosocial skills are difficult to teach. In the next section we define prosocial behavior in more detail.

1.4 Prosocial Behavior and Moral Behavior

The motives for helping behavior or other forms of prosocial behavior may be multifarious. A person may help just for selfish reasons—for example, expecting a reward or a service in return. On the other hand, the motive may be purely altruistic, based on the concept that one has a responsibility to help others. The prosocial behavior that is the aim of education should be based on morality (moral behavior), or a concept of right and wrong. In society, decisions about right and wrong most often concern other people. Selfish reasons may change from one situation to another, but people who help based on altruistic values are likely to help regardless of the situation or possible rewards.

The research literature on moral development emphasizes peer interaction. Through their social exchanges with peers and adults, children construct two different understandings of their social world and two sets of rules to guide behavior. Through interactions with those in power who are familiar with a system the child has yet to learn, the child learns conformity, or how to act in accordance with others' social expectations. However, with peers, children discover a social system that they create with others, one that is open to modification and offers a sense of mutual understanding. In peer interaction, because there is initially no set structure, no one is initially superior or inferior; the system is open to redefinition through democratic processes (Youniss, 1980). By interacting with peers, children learn about affection and attitudes. Positive feelings of affection and attitude increase the readiness for prosocial behavior, such as a willingness to help.

1.5 Promotion of Prosocial Behaviour in Physical Education

Although it is time to give up the old belief that physical activity in and of itself develops people ethically and socially, we must keep in mind that physical activity and physical education share features that lend themselves to such development. Social skills, such as collaboration, showing consideration to others and helping others, are learned as other skills are: by doing. Physical education can offer opportunities for social interaction in more varied environments and activities than those encountered in any other school subject. In physical education it is easy to create genuine interactive activities in which students can observe, give feedback to, support and help others.

Physical activity also contains genuine conflict situations that offer opportunities for solving conflicts with dialogue and discussions. Showing consideration toward peers in a peaceful classroom is relatively easy, but in tension-packed situations, such as games in physical education, much more self-control is needed to behave in a socially acceptable way. Because children exhibit more of their social skills in physical education than they do in the lessons of other school subjects, physical education is a good environment for organizing cooperative activities and enhancing behavior.

1.6 Teaching Prosocial Behavior

Prosocial behavior can be learned and taught in the same way as other objectives of physical education. Studies have shown that sharing, helping and cooperative behaviors are affected by reinforcement, modeling and doing things together. But before starting any learning process, teachers should specify the goals of a program for enhancing prosocial behavior (i.e., what kinds of behavior they want to improve). They can then choose the methods that will help them achieve their goals. The reciprocal (cooperative) method, for example, is designed to encourage helping behavior, responsibility, reliability, politeness, a social atmosphere, and the giving and receiving of feedback.

1.7 General Principles

Researchers disagree about the socializing effect of physical education. The old myth that taking part in sport, particularly in team sport, brings pedagogical benefits because it automatically leads to positive social and moral results is questioned nowadays. Instead of saying that physical activity and sport have intrinsic value, many believe that they have a potential instrumental value in teaching and promoting social and moral behavior. However, physical education can sometimes enhance selfish and egocentric behavior, especially when the teaching method focuses on competition between pupils. Physical education's ability to enhance prosocial behavior, ability and willingness to help depends very much on how it is socially organized and what kind of teaching methods the instructor uses.

A key point of this paper is the value of learning by doing and the need for working cooperatively. Social skills, such as collaborating, showing consideration toward others and helping others, can be learned by doing. Learning by doing here means that pupils work in cooperative peer interactions. When pupils are playing volleyball or soccer, it may look as though they are cooperating. A closer look, however, will reveal that they are playing egocentrically, in a competitive way that

emphasizes their own abilities as players. They pass only because they have to, and some pupils are never passed the ball. Real cooperative work means that all participants are needed to reach a mutual goal.

The dominant teacher styles used in physical education have been the command style and the individual practice style. These methods are teacher centered. Even if the pupils have some possibility for self-regulation, they seldom have any chance to communicate or cooperate with each other. Doing a task individually often also results in competition among learners. By using only competition as a teaching method, teachers risk inciting situations in which pupils become either aggressive or submissive. Another way to teach physical education is to use the learning process as an instrument to promote prosocial behavior. This means that pupils practice together in a cooperative way.

To learn prosocial behavior, people must interact and work with many individuals. In so doing, they learn their own and others' weaknesses and strengths and learn to see situations from others' point of view.

Often teachers say that they have no time to teach prosocial skills, or they worry about the implementation of 'more important' objectives, such as motor skills and fitness. Studies have shown that pupils' achievements in physical fitness and motor skill were at least as good in classes using the reciprocal (cooperative) method as in classes using so-called traditional methods. This indicates that facilitating prosocial behavior in physical education does not prevent the implementation of other objectives. And promoting prosocial behavior does not require any extra time.

The primary ways of facilitating prosocial behavior are using the reciprocal (cooperative) teaching style, creating a task-oriented motivational climate and allowing rule changes and adaptations of team games.

1.8 Other Means of Promoting Prosocial Behavior in Physical Education

Any activity that increases participation and involvement in physical education is favorable for developing prosocial behavior. Team games, which many believe promote social interaction and prosocial behavior, may actually isolate many pupils when the best players are a passing to each other and scoring. Therefore, teachers should pay attention to the social behavior of pupils during team games, observing and intervening when appropriate. A simple method is to stop the game and demonstrate the situation. For example, a teacher can ask the good players if they have noticed that some players have not touched the ball at all. She might ask how they would feel if they were an outsider in the game all the time. The

teacher also can encourage shy pupils to participate and try harder.

A more effective way to intervene in games in which some are not playing is to change the rules of the game to increase participation. For example, in soccer the rule could be that the ball must be passed to all players before kicking to the goal. If there are more than five players on the team, the rule could be that at least five players must touch the ball before scoring. This enhances not only social behavior but also playing skills.

Positive feedback is important when teaching prosocial behavior. In team games the teacher should give feedback when pupils exhibit prosocial behavior, such as when a good player offers other players the possibility for scoring instead of trying it by himself. Positive feedback can also be made systematic by changing the scoring. An example is so-called 'fair play games', in which scores can be given for behaviors such as fair play and sportsmanship in addition to goals.

In team games an important educational objective may be to learn to understand and follow the rules. Children should learn that rules help make the game fun while also guaranteeing the same opportunities for all. When children are playing by themselves, they usually understand that without rules and without respecting rules, the game does not go on. But if winning is emphasized and a referee is observing the rules, children easily learn to delegate the responsibility of enforcing the rules to the referee. They learn that everything that the referee does not see or that the referee does deny is accepted. This is not a good situation from the point of social education. Therefore, in school physical education, pupils should learn to play games without referees. Because school rules can and should be different from the rules in competitive sport, teachers should make sure that the accepted rules are clear to everybody. They should also emphasize that the rules are a common agreement that increases their enjoyment.

1.9 Recommendations for Teachers

The following recommendations point out important issues that may help you to implement social education in practice.

- *Reflect on your teaching.* Are you ready to promote your students' prosocial behavior? Is social education important to you? Do you think that it is part of your job to facilitate students' prosocial behavior, and not simply to enhance fitness and motor development? How do you understand prosocial behavior and social education? Discuss these issues with your colleagues. For instance, is it important that students learn to work together and help each other, and can students teach each other? Think about your role and

students' role in physical education lessons. How many peer interactions occur during your lessons? Have you given responsibility to your students? How often do your verbal interventions deal with prosocial issues?

- *Use methods that encourage collaborative interaction.* When arranging work in groups or pairs, take care that students learn to work with all other students, not only with their best friends. Pay attention to social skills. For instance, demonstrate how to help another student and how to give feedback to other students.
- *Think about your verbal behavior.* Through your verbal behavior you can influence the socio emotional atmosphere of your lessons. Remember to give feedback on social behavior, not only on motor performance and learning. For instance, you can say, 'Bambang, your encouragement of Budi was great' or 'Thaks, Andy, for stopping the game when Rany fell down'.
- *Promote empathy by encouraging students to consider the feelings and points of view of other students.* For instance, after an aggressive reaction in a game, you can ask, 'How do you think Nadia feels?' If some students have not been involved in the game, you can ask good players, 'Do you think it's fun to play the game without touching the ball at all?'
- *Use all kinds of physical activities for social education.* The impact of physical education on prosocial behavior depends more on the social structure of the situation than on the activity itself. When teaching games, discuss with students how the game and rules could be modified to increase all participants' involvement. Encourage students to plan and make these modifications.

As a physical education teacher, you are a very important person in students' social development at school. Moreover, by increasing social interaction and fairness in your lessons, you can make physical education more enjoyable for your students. This is very important, too.

2. Conclusion

Evidence to suggest that participation in prosocial activities may affect substance use and other deviant behavior among youth/student because many of these activities are supervised or structured. The old belief that physical education and sports, as such, promote prosocial behavior. After reading this paper, you should have a better understanding of how prosocial behavior can be facilitated in physical education by increasing interaction and cooperation among students and focusing on the social and moral aims of education.

Prosocial behavior can be learned and taught in the same way as other objectives of physical education: by doing. To facilitate prosocial behavior, you should be aware of the social and moral characteristic of physical activities in physical education class. Another prerequisite for teaching prosocial behavior is a good knowledge of the social structure of your class; socio metric methods may help you here. Because prosocial behavior is learned in cooperative interaction with others, the main teaching method should be one that offers opportunities for interaction. The reciprocal teaching method-in which students work in pairs or in small groups and teach each other, give feedback and help-is the most effective method for facilitating prosocial behavior. Physical education offers excellent opportunities for teaching prosocial behavior but only if it is done consciously and deliberately.

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