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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

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