

How to Cite:

Alnaffakh, N. H., & Hamid, E. A. (2022). The effect of an educational curriculum according to the Whitley model in learning some basic skills in futsal for female students. *International Journal of Health Sciences*, 6(S6), 8583–8590.
<https://doi.org/10.53730/ijhs.v6nS6.12270>

The effect of an educational curriculum according to the whitley model in learning some basic skills in futsal for female students

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Abstract--The educational process is a necessity to reconsider the education system, including its objectives, content, media, educational activities, evaluation processes, and roles that the learner plays in the classroom or academic unit, in light of the requirements of the times, by following the methods and models that help facilitate the learning process interestingly and enjoyably. Finding new means and models that include accelerating teaching skills in futsal football has become necessary. In light of this, we find that one of the basics of learning is to set primary goals designed through multiple procedures (teaching skills), including analysis, planning, implementation and evaluation, so the Wheatley model, which is based on to the constructivist theory that takes place through the interaction of the learners with their views. The importance of the research lies in learning the basic skills through the following model, as the game of futsal is one of the modern games in physical education and sports sciences, especially for female students, and it is characterized by its many and varied skills and the difficulty of learning its skills for students being One of the popular games played by males. Therefore, the researcher sought to prepare an educational curriculum according to the Wheatley model and its results and to contribute positively to the development of the game of futsal.

Keywords--educational, curriculum, learning, basic skills, female students.

Introduction

Research problem

Through the researcher's follow-up to the theoretical lessons and academic units in the faculties and departments of physical education and sports sciences and informing her of many sources, references and research, in addition to the personal interviews of experts and specialists that she conducted, she noticed that there are weaknesses or shortcomings in mastering and performing the basic skills of soccer in the halls of the students. It is not easy to learn them from Before the students because it is one of the games that girls rarely play, so they face some difficulties when they study this game, and because the researcher has practised this game and conducted much research in this regard, The writer realized the problem lies in the low desire of students. Therefore, the researcher sought to test a new model for teaching the subject, which is (the Wheatley model) and to prepare educational units according to this model to improve learning some basic skills in football for halls.

Research aims

- Preparing the educational curriculum according to Wheatley's model in learning some basic skills in futsal for female students.
- Recognizing the impact of the educational curriculum according to the Wheatley model in learning some basic futsal skills for female students.

Practical part

The researcher used the experimental method in a similar group style because it fits the research problem.

Research community and sample

The research sample selection must be compatible with the objectives set by the researcher in the subject of his research study and represent the study community. The research sample was chosen randomly and amounted to (44) students, where the proportion of the experiment sample was 73,33%, from the original community. The sample was divided into two groups (control and experimental), where the number of one group reached (16) students, as the female students were excluded to avoid a difference in the performance of skills as an evident influence on the results of the research, by the subject teacher. As for the scale sample, the sample was chosen based on scientific references that see (studies that aim to determine standard degrees and levels such as batteries and scales, the number of sample members is five times the number of tests used in the battery or items in the scale), and based on that included a sample The scale is (60) female students, thus the percentage of the scale sample was (100%) from the original population.

Description of the specific skill tests in question

- Test handling towards a tiny target 10m away.
Test purpose: to measure handling accuracy

- The test of rolling the ball for a distance of (10) and back.
The objective of the test is to measure the ball's accuracy.
- The scoring test on the target divided by degrees from a distance of (6) m
The objective of the test is to measure the accuracy of scoring.

The exploratory experience of skill tests:

To identify the clarity of the test instructions and the mechanism of implementing its attempts, to detect unclear attempts, to identify the most significant obstacles that may accompany the performance, and for the statistical analysis of test items. The researcher conducted her exploratory experiment on Tuesday, 5/1/2022, on a sample of (6) female students of the third stage in the College of Physical Education and Sports Sciences, the University of Kufa, who was chosen randomly with the participation of the assistant team, by applying the tests selected for the basic skills under research to identify The suitability of the tests to the sample, the validity of the tools, and the knowledge of the assistant work team on how to apply the tests, their sequence, the method of registration, and the period for applying each test.

The scientific basis for the tests

- **Validity:** The researcher used the validity of the experts to verify the validity of the tests by presenting them to a group of experts and specialists in soccer and futsal.
- **Stability:** The researcher used the test method and re-ran it, as the test was applied on Tuesday, 5/1/2022, and repeated on Wednesday, 1/14/2022, and on the same sample to know the test's stability and obtain the reliability coefficient using Pearson's statistical law. The value of the coefficient appeared to be linked.

Preparing the educational curriculum according to the Wheatley model using additional tools: In order to achieve the objectives of the research, the researcher adopted academic units using the Wheatley model to know its effect on learning motivation and basic skills in football for halls. With the requirements of the age stage and the mental, motor and physical abilities of the learners, the educational curriculum usually has a practical and impactful effect in developing the motor, skill, psychological and mental abilities and capabilities by meeting them with the spirit of competition and excellence and developing the learning motivation of students. To achieve the research objectives, the researcher prepared an educational curriculum according to the Wheatley model, which included three educational stages (tasks, cooperating groups, participation), and the educational curriculum was applied in six weeks and twelve academic units. Note that the method used to perform the exercises in the educational curriculum is sequential and orderly among the students while adhering to the exercise time.

The main experimental procedure **Introductory lecture**

The researcher conducted two introductory lectures for the two research groups before starting the tribal tests in the presence of the subject teachers, the

supervisor and the assistant work team. In the first lecture conducted on Monday, corresponding to / / 2022, in the classroom at the College of Education for Girls, the Department of Physical Education and Sports Sciences at the University of Kufa, the sample was identified (the research sample).) and clarify and explain the basics of the game of futsal football with a statement on the importance of learning motivation in achieving learning. At the same time, the second introductory lecture that was conducted in the sports hall of the College of Education for the blocks of the Department of Physical Education and Sports Sciences at the University of Kufa on Tuesday, corresponding to / /2021, included the statement and clarification of the basic skills of the game of football He presented the halls, including study skills (handling, rolling and scoring), with a statement and clarification of the required tests, how to divide the two groups, the work of each group, and the mechanism of applying academic units in the playground and its different form, including the use of the Wheatley model and additional tools. A simple explanation of the work plan for the academic units throughout the learning period.

Tribal tests

The researcher conducted tribal tests on the sample members of the two groups before starting the implementation of the educational curriculum to determine the level of learning motivation test and skill tests for the skills under study (handling, rolling and scoring) in the game of futsal for the research sample, as the tribal tests were conducted on (5/1/2022) Coincidentally, on (Tuesday) at (10) in the morning to measure learning motivation and performance of some basic skills (handling, rolling and scoring).

Working method of the experimental and control groups

The academic unit was divided into three sections, as follows

- Preparatory section: This section includes the introduction and gives the general warm-up and the warm-up specific to the academic unit in a time of (15) minutes. This section aims to prepare the body to perform the skills given in the academic unit.
- The main section includes those skills' essential and practical applications. The time of the central section was (70) minutes in two parts:
The educational section: its time is (15) minutes.
The applied section: its time is (55) minutes.
- The closing section: This section includes calming and saluting games or exercises, and the time for this section is (5) minutes.

As for the method used by the control group, it is the commanding method followed by the subject teacher. It is to conduct the lesson according to the subject and approved curriculum by the college according to the gradation. It helps the learners learn essential skills in the educational process. As the lesson begins after the students arrive at the gymnasium, they rush to change their clothes and prepare for the lesson. The salute begins, then warms up and physical exercises. After that, the teacher begins to present the educational part of the central section for a period of (15 minutes) in which general information about the game of football for halls and basic skills is given. And its types.

Where the experimental group is, the teacher implements the practical side (55) d through a model and follows its three stages as follows

- **First**, the stage of educational tasks by presenting a problem in front of them or asking them to answer it as an educational task, for example (What is your concept of basic skills in futsal football and how is their performance?) Alternatively, with another question, for example (when performing the ball's dribbling, how is the body position?)
- **Secondly**, the cooperative group's stage, in which work begins by dividing the students into small cooperative groups consisting of (4-5) female students to attract their attention and motivate them. To reflect on their ideas to know the extent of their validity and help them judge their validity while providing advice and guidance and guiding learners on how to reach healthy answers and share their ideas among themselves.
- **Third**, The Participation Phase This phase begins after reaching the skill required to be learned in the academic unit and through the students' answers in the previous phase. The teacher works in this phase to implement the cooperating groups of the exercises laid out in the practical part, and the duration is (35) minutes.

Giving them feedback on technical and skill performance during a performance to allow the students to think, experiment and arrange their ideas, with an emphasis on mastering the skill performance through some playing situations to see what they have reached in new experiences (performance is by the students without being bound by the teacher's instructions to be seen The mechanism of cooperation and understanding among them to implement the learned skill After that, the teacher gives final feedback to them for work and searching for possibilities. Then move to the final section for (5) minutes, and in this section, some recreational games are applied, collect the tools, return them to their place, and then leave.

Post-tests

The post-tests were conducted on 5/5/2022 on (Sunday) at ten in the morning after the sample finished the educational curriculum and for each skill (handling, rolling, scoring accuracy). The tests were conducted using the pre-test to evaluate technical performance and the same procedures.

Statistical means

The researcher used the statistical package (SPSS).

Results

The results have been put in tabular form because of the ease of extracting scientific evidence and because it is an explanatory tool suitable for research to reach the research objectives and verify its hypotheses. Presentation and analysis of the results of the cardiac and post-test results for the control group for the research variables

Table 1

It shows the arithmetic mean, the standard deviation of the pre and post-tests, and the calculated t-value for the variables under study for the control group

Variables	Pre-test		Post-test		Calculated -T	semantic level	semantic level
	mean	Standard deviation	mean	Standard deviation			
Handling	1.375	0.957	2.000	0.000	2.611	0.020	Significant
Roll	18.89	1.396	15.10	0.573	11.542	0.000	Significant
Scoring	3.187	1.376	3.687	0.873	2.236	0.041	Significant

Presentation and analysis of the results of the cardiac and dimensional test of the experimental group for the research variables

Table 2

It shows the arithmetic mean and standard deviation of the pre and post-tests and the calculated (t) value for the variables under study for the experimental group

Variables	Pre-test		Post-test		T Calculated	semantic level	semantic level
	Mean	Standard deviation	Mean	Standard deviation			
Handling	1.250	0.930	2.125	0.223	3.530	0.003	Significant
Roll	19.22	1.573	13.24	0.206	15.32	0.000	Significant
Scoring	3.000	1.414	4.812	0.403	5.265	0.000	Significant

Presentation and analysis of the results of the post-test for the two experimental and control groups for the research variables

Table 3

It shows the arithmetic mean, the standard deviation of the post-test, and the calculated (t) value for the variables under study for the two experimental and control groups

Variables	Controller Dimensions		Experimental Dimensions		T Calculated	semantic level	semantic level
	Mean	Standard deviation	Mean	Standard deviation			
Handling	2.000	0.000	2.125	0.223	2.236	0.000	Significant
Roll	15.10	0.573	13.24	0.206	12.155	0.007	Significant
Scoring	3.687	0.873	4.812	0.403	4.679	0.014	Significant

Discussion of test results for the variables under study

After presenting the statistical results of the variables under study that were reached through the application of the tests used in the research for each of the control and experimental groups and their analysis, they were discussed successively for the following:

Discussion of the results of the cardiac and post-test tests of the experimental group for the variables under study

We note that there are significant differences between the tribal and remote tests of the research sample for the experimental group. The results of the pre and post-tests for the skills specified in the research indicated that the experimental group had proceeded according to a specific educational approach in the process of learning the skills under study and this may be clarified when raising the level of performance of students in each Of the skills (handling, rolling, scoring) and this was evident from the results of the post-tests for these skills, the researcher attributes the reason for the differences between the pre and post-tests of the experimental group to the effect of the educational curriculum according to the Wheatley model using aids in learning the football skills in question, as this The model is based on problem-centered learning that can be a starting point for investigation and discovery, in addition to the fact that the model's goal is to develop the cognitive environment, and this is what is done from the motivation of students to learn skills in football, so the learning process is self-directed for students who own the actual educational process, and this supports They have the ability to solve problems in new situations.

Discussing the results of the post-test for the two experimental and control groups for the variables under study

It was found that there are significant differences between (the control group and the experimental group) in the post-test and in favour of the experimental group, as the researcher attributes to the discrepancy that occurred in the skill performance in football in the post-tests for each of the skill (handling, rolling, scoring) to the educational curriculum used when she learned The experimental group according to the use of the Wheatley model with additional tools and the control group according to the method used by the teacher. Therefore, the group that falls under the use of the Wheatley model and the additional tools gives the student complete freedom in performing the motor duty and an opportunity to try many motor solutions to reach the best solution by focusing his ideas on the digestion and absorption of the skill, which leads to an increase in the actual performance of the learner. This method also depends on Cognitive awareness of the motor skill, so he encouraged this to perform these skills through the model. The student was given the appropriate time for practice and repetition to ensure access to mastery of performance or skill, as the skill is a characteristic of effective performance.

Conclusions

After conducting the statistical operations, the following conclusions were reached:

- The use of the Wheatley model and assistive devices was more effective than the method used by the teacher in studying football skills.
- The post-test in both groups (control - experimental) outperformed the pre-test in learning football skills.

- The experimental group outperformed the control group for the post-test in the amount of (football skills) for the research sample.

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