

The Effect Of The Triple Peer Learning Strategy On Learning Some Basic Football Skills For Students

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Abstract

The purpose of this paper is to Preparing educational units according to the triple peer learning strategy in learning some basic football skills, and recognizing the effect of educational units according to the triple peer learning strategy in learning some basic football skills for students (experimental group) in the pre and post-tests. The researcher used the experimental method, as the experimental method is the most suitable for the subject of the study. The research community was determined in a deliberate way, and they are students of the first stage in the College of Physical Education and Sports Sciences / University of Karbala for the academic year (2021-2022), and their number is (80) students divided into (4) divisions (A-B-C-D). One of the most important results reached by the researcher is that: The triple peer learning strategy made the students a main focus in the teaching process, which led to positive interaction between students and active participation throughout the lesson period, and use of the triple peer learning strategy helped the students to reach the desired goals and invest time and effort by dividing the students into small groups, which helped to learn some basic skills in football, which outperformed the command strategy followed by the teacher. One of the most important recommendations recommended by the researchers is that: Adopting educational units prepared according to the triple peer learning strategy in developing basic football skills for students in the College of Physical Education and Sports Sciences, University of Kerbala, for its effective role in developing the variables investigated, and Attention should be paid to teaching strategies and modern teaching methods that carry with it methods based on behavioral and constructivist theories and meaningful learning that contribute to raising the level of students and developing the educational process.

Introduction:

Teaching strategies, methods, and methods have emerged that called for attention to the learner first of the study material, and thus moved the process from relying on the teacher to relying on the learner on himself in the learning process with the teacher's participation in him, and one of these strategies is the peer learning strategy, which has increased interest in the recent period as one of the modern educational trends that have a positive impact on the educational process and that provide the opportunity for the learner to participate in the specific activities and make the learner an active interactive during the learning process by performing the tasks assigned to each learner by the person in charge of the education process.

Football is one of the most popular team sports in the world because of its excitement, suspense, competition, and continuous development in the level of players and teams alike, and this overwhelming popular tendency for this game is for many reasons, one of which is a large

number of skills and its diversity more than is usual in other games, In order for the learners to reach a level of proficiency, which requires the use of the best methods and modern strategies, and the best environment that can prepare this solid base is the educational institutions from universities, institutes and schools that were and are the real tributary of teams, clubs and national teams in various sports, including football, and here lies the importance of research Using the triple peer learning strategy to learn some basic football skills for students.

Research problem:

Through the researcher's briefing and experience in the field of physical education as a teacher and practitioner of the game of football, he found that the prevailing method of teaching is the strategy of commands, which depends on one source of knowledge, which is the explanation and clarification by the subject teacher, followed by a presentation of the live model without the least effective participation of students and this contradicts the development In the means of educational technology in terms of its use in increasing the quality of the educational process at the present time, in addition to the numerical increase of students during practice and skill training. There is no doubt that the command strategy is one of the successful strategies if applied in the appropriate circumstances, but the greatest effort falls on the shoulders of the teacher or teacher and his need for a great effort to teach the skills so that it is easy to master their stages in an attempt to reach the exemplary performance of the basic skills in football.

Research objective:

- Preparing educational units according to the triple peer learning strategy in learning some basic football skills.
- Recognizing the effect of educational units according to the triple peer learning strategy in learning some basic football skills for students (experimental group) in the pre and post-tests.

Research hypotheses:

- The educational units prepared according to the triple peer learning strategy have a positive effect on learning some basic football skills.
- There is a preference in influence between the triple peer learning strategy and the command strategy used in learning some basic football skills.
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Research fields:

- Human field: Students of the first stage in the Faculty of Physical Education and Sports Sciences (morning study) University of Kerbala for the academic year 2021-2022
- Time field: (1/12/2021) to (8/5/2022)
- Spatial field: Iraq Sports Club football stadium next to the College of Physical Education and Sports Sciences

Research methodology and field procedures:**Research Methodology:**

The researcher used the experimental method, as the experimental method is the most suitable for the subject of the study.

Community and sample research:

The research community was determined in a deliberate way, and they are students of the first stage in the College of Physical Education and Sports Sciences / University of Karbala for the academic year (2021-2022), and their number is (80) students divided into (4) divisions (A-B-C-D). The researchers chose the study sample by random method and by lottery method, as Division (B) represented the experimental group of (20) students, which were learned according to the triple peer learning strategy, and Division (D) represented the control group of (20) students, which were taught according to the strategy of the followed commands from The teacher accepted that the total number of the sample would be (40) students, as for the exploratory experiment sample, which numbered (10) students from Division (A).

Experimental design used in the research:

In this study, the researcher followed the experimental design, which depends on two equal groups (experimental and control). The experimental group is the group of individuals that receive the experimental treatment, and the control group is the one that receives treatment different from the experimental treatment. The following figure shows the experimental design used in the current study.

Homogeneity of the sample:

To ensure the homogeneity of the sample members and to control the variables that may affect some of the results of the experiment in terms of individual differences and the homogeneity of the sample members in the variables (length , age, weight) and descriptive statistics indicators represented by the values of (arithmetic mean, standard deviation, skew coefficient. The results showed the homogeneity of the sample members if it was The skew coefficient is a little, and this is a good indicator, as ((whenever this value is zero or close to that, it indicates that the distribution is moderate)) (Allam. 2000).

Table (1) shows the homogeneity of the research sample variables (height, weight and age)

Variables	Measuring unit	Degrees of freedom between groups	Degrees of freedom within groups	arithmetic mean	Level sig	Type sig
Length	Cm	1	28	29.417	.000	Non sig
Mass	Kg	1	28	19.805	.000	Non sig
Age	Year	1	28	24.871	.000	Non sig

Means, devices and tools used in the research:

For the purpose of collecting information and data to reach the truth, the researcher used the following methods:

Means of collecting information:

- Arab and foreign sources and references.

- Personal interviews

Devices and tools used in the research:

The researcher used the following devices and tools:

- One (1) Sony digital camera
- A tape measure with a length of (20) m.
- Colored adhesive tape (10)
- stopwatch number (2)
- 510 legal footballs
- Fox whistle number (2)
- Plastic poles, height 30 cm, number (20).
- Medical scale to measure weight

Field Research Procedures:**Identifying basic football skills:**

The researcher relied on the curriculum established by the Ministry of Higher Education and Scientific Research for students of the first stage in the College of Physical Education and Sports Sciences, University of Karbala for the academic year 2021-2022 from the first semester (first course)

Identifying basic football skills tests:

The researcher prepared a questionnaire form to determine the most appropriate tests for each of the basic skills in football, which is the subject of our study. Then this form was presented, which contained (3) tests for each skill, to a group of (11) experts and specialists in the field of football. After emptying the forms and processing them statistically by extracting percentages, the tests that obtained the highest percentage for each of those skills were nominated.

Description of the skill tests

After the experts selected the skill tests, the researcher developed a description of these tests in terms of the tools and devices needed to apply the test, the nature of the test form design, and how to calculate the grades, as follows:

First: passing test (Al-Khashab et al):

- Test name : Passing the ball around three circles are drawn on the ground with concentric diameters (3m, 5m, and 7m)
- Purpose of the test: Measuring the accuracy of passing skill.
- Tools used: Five (5) soccer balls, sticky tape for planning, fabric tape for measuring
- Performance description: Draw overlapping and concentric circles with a diameter of 3 m, 5 m, 7 m, respectively. The starting line is determined at a distance of a meter from the center of the circle and a length of 10 m. The player stands behind the starting line and then handles the six balls in a row, trying to drop them in the middle circle with any foot From the feet, and when the ball touches a common line between two circles, the highest score is calculated. The player is given one attempt.
- Registration: Grades are calculated as follows: (3) degrees are given if the ball falls in the middle circle, while the second circle is (2) degrees, and the third circle (1) is a degree,

and if it is dropped outside the circles, a degree is not given to him, knowing that the highest score is 15.

Second: Rolling test (Ibrahim. 1994):

- Test name: Rolling the ball between two straight parallel lines
- purpose of the test: Measuring the level of performance of the skill of rolling the ball 15m back and forth in a straight line in the least time
- Tools used: Legal football, electronic stopwatch, whistle, adhesive tape for planning, cloth tape for measuring.
- Performance description: Two parallel lines are drawn on the ground with a length of 15 m and a distance between them of 1 m. It defines the starting line as well as the end line. When the start signal is heard, the player rolls the ball between the two lines forward as quickly as possible from the starting line until he reaches the end.
- Registration: Records the time taken by the laboratory to perform the test directions: The attempt is considered a failure if the ball goes outside the sidelines. The time is recorded from the moment the tester exits the ball from the starting line until it reaches the finish line and returns to the starting line. Each tester is given one attempt.

Third: Put down test (Al-Azzawi. 1991):

- Test name: Put down the ball in a square (2m x 2m).
- purpose of the test: Measuring the level of performance of the skill of Put down the ball, regaining control of it by the side of the foot, with the foot, with the thigh or with the chest.
- Tools used: (5) Legal soccer balls, sticky planning tape, whistle, tape measure.
- Performance description: The player stands behind the test area with the ball on the line and after giving the start signal shoots the ball (a high ball to the player by a fellow player 10m away from the test area) who advances from the starting line to the test area (2m x 2m) trying to stop the ball at any part of the Parts of his body except the arms and then return to the starting line, and so the player repeats the attempt (5) consecutive times, and the ball must be stopped behind the line within the area specified for the test, provided that one of the feet is inside the test area, if the teacher (colleague) makes a mistake In throwing the ball, the attempt is re-tried and it is not counted.
- Registration: The ball is shoot with the foot from the bottom to up, and the attempt is considered unsuccessful in the following cases:
 - If the player fails to stop the ball.
 - If it crosses any of the test area lines.
 - If he stops the ball illegally in football.
- Registration method:
 - Two points are given for each correct attempt.
 - The player is given zero if the attempt is unsuccessful.
 - (10) marks are given for the sum of the five attempts

Exploratory experience:

The exploratory experiment of skill tests was conducted on a sample from within the research community and outside the research sample, which numbered (10) students from Division (C), and Ashraf researcher and subject teacher on Tuesday, 11/1/2022, and in the presence of the supervisor and a team Auxiliary work.

Scientific foundations of the tests:

For the purpose of ensuring the correct measurement, the researcher must verify the scientific transactions, for the tests before executing the main experiment and the tests of basic football skills that were nominated to be able to be approved and applied to the research sample.

Honesty:

“An honest test or measure is one that measures with sufficient accuracy the phenomenon for which it is designed to measure” (Allawi and Radwan. 2000).

The researcher relied on the validity of the content or content by presenting the tests to a group of experts and specialists in the field of football, kinetic learning, sports training, teaching methods, testing and measurement to choose the appropriate test for each basic skill in football under study.

Stability:

The researchers found the stability coefficient for the skill tests and thus adopted the method of applying the test and reapplying it on the same sample in two similar days under the same conditions” (Pearson) between the first application of the test and the second application for each test, and the results showed that the tests are characterized by high correlation coefficients, i.e. a high degree of stability.

Objectivity:

Objectivity means "there is no difference between the assessors in judging something or on a particular subject" (Bahi. 1999), and the researcher has found the objectivity coefficient for each of the skill tests by finding the simple correlation coefficient (Pearson) between the results of the two arbitrators in the first application that was conducted during The exploratory experiment, and the correlation coefficients were high, which indicates the objectivity of the tests used in the research.

Table (2) shows the stability and objectivity coefficients of the skill tests

No.	Tests	Stability coefficient	Tabular T value	Objectivity coefficient	Tabular T value
1	the ball from a distance of (10 m) towards three concentric circles of diameters 3 m, 5 m, 7 m.	0.86	4.767	0.92	6.640
2	Rolling the ball back and forth to their distance and in a straight way.	0.82	4.052	0.94	7.793
3	Put down the thrown ball from a distance of 6m into a square (2m x 2m).	0.84	4.379	0.91	6.208

Preparing educational units according to the triple peer learning strategy:

The educational curriculum included educational units for teaching according to the triple peer learning strategy through the application of the educational stages of this strategy.

Basic experience in research:

After the foot skill tests have taken their final form if the researcher applies them to the members of the basic research sample of (30) (the experimental group, the control group) represented by students of the first stage, the College of Physical Education and Sports Sciences, University of Kerbala, the morning study for the academic year 2021-2022.

Pre-test:

On Thursday, 20/1/2022, the researcher applied the skill tests in football after preparing the forms for each student's name.

The researcher worked to establish all the conditions related to the tests such as the place and method of implementation and work as much as possible, creating the same conditions for the post-tests.

Sample equivalence:

To ensure that the sample members are a single starting line to start implementing the educational units prepared by the researcher, a process of equivalence between the two research groups (experimental and control) in the skills under study (passing, rolling, and put down) must be carried out using the (t) law for independent samples and the table (3) shows that,

Table (3) Shows that the two groups are equal in age, length, weight, some basic football skills are under consideration

Variables	Groups	Mean	standard deviation	T value calculated	Level Sig	Type Sig
Put down	control	4.0000	.75593	.151	.881	Non sig
	experimental	3.9333	1.53375			
Rolling	control	11.8700	.50512	.241	.812	Non sig
	experimental	11.8233	.55556			
Passing	control	6.0000	1.51186	-.112	.912	Non sig
	experimental	6.0667	1.75119			
	experimental	19.4667	1.99523			

Implementation of educational units according to the triple peer learning strategy:

The application of the educational units of the triple peer learning strategy began with an average of two educational units per week. The first educational unit per week was implemented on Sunday 22/1/2022, and the last educational unit ended on Thursday 3/3/2022 with the subject teacher the number of units reached (12) educational units.

Post-test:

After completing the implementation of the educational units according to the triple peer learning strategy, the researcher conducted the post-tests on the research sample (the experimental group and the control group), as it was done on Sunday 6/3/2022. The researchers created the same conditions in which the tribal tests were conducted in terms of test time, place of test, sequence of test performance and using the same auxiliary tools in the two tests.

Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Research results presented, analyzed and discussed:

The results were presented by the researcher in the form of tables because they are considered an illustrative means of the results included in the research, which are "to reduce the possibilities of error in the following stages of the research and enhance the scientific evidence and give it strength" (Schimmer. 1984). These results were analyzed and discussed to determine the extent to which the research objectives were achieved and to test the validity of the hypotheses.

Presenting the results of the pre and post-tests for the members of the two groups:

Presenting the results of the pre and post-tests for the members of the control group:

In order for the researcher to be able to detect the differences between the tribal and remote tests for the members of the control group, the researcher performed statistical manipulations of the data and extracted the value of the arithmetic mean and standard deviation of the data of the pre and post-tests of the variables investigated (passing, rolling, and put down) and Table (4) shows this.

Table (4) shows the t-values between the pre-and post-measurement for members of the control group for the variables investigated (cognitive achievement, passing, rolling, and put down)

No.	Variables	Measuring unit	Pre-test		Post-test		Difference between arithmetic mean	Difference between standard deviations	T value calculated	Level Sig	Type Sig
			Mean	standard deviation	Mean	standard deviation					
2	Passing	Degree	6.00	1.51	8.66	1.04	2.66	0.210	12.64	0.00	Sig
3	Rolling	Time	11.87	0.505	10.81	0.558	1.06	0.122	8.62	0.00	Sig
4	Put down	Degree	4.00	0.755	5.06	0.703	-2.06	0.118	17.48	0.00	Sig

Tabular (t) value (1.14) at degree of freedom (14) and significance level (0.05)

Presenting the results of the pre and post-tests for the experimental group:

In order for the researcher to be able to detect the differences between the tribal and remote measurements of the members of the experimental group, he sought to treat the data statistically and extract the values of the arithmetic mean and standard deviation for all the variables under study (passing, rolling, and put down) and the table (12) shows that.

Table (5) shows the t-values between the tribal and remote measurements of the experimental group members for the variables investigated (passing, rolling, and put down)

No.	Variables	Measuring unit	Pre-test		Post-test		Difference between arithmetic mean	Difference between standard deviations	T value calculated	Level Sig	Type Sig
			Mean	standard deviation	Mean	standard deviation					
2	Passing	Degree	6.06	1.75	10.46	1.55	4.40	0.305	14.40	0.00	Sig
3	Rolling	Time	11.82	0.555	9.99	0.501	1.82	0.142	12.80	0.00	Sig
4	Put down	Degree	3.93	1.53	7.00	0.845	3.06	0.283	10.80	0.00	Sig
Tabular (t) value (1.14) at degree of freedom (14) and significance level (0.05)											

Presenting the results of the post-tests for the two experimental and control groups

Table (6) shows the arithmetic means, standard deviations, and the calculated and tabulated (t) value of the results of the post-tests of the research variables for the control and experimental group.

No.	Variables	Measuring unit	Control		Experimental		T value calculated	Level Sig	Type Sig
			Mean	standard deviation	Mean	standard deviation			
2	Passing	Degree	8.66	1.04	10.46	1.55	3.72	0.01	Sig
3	Rolling	Time	10.81	0.558	9.99	0.501	4.22	0.00	Sig
4	Put down	Degree	6.06	0.703	7.00	0.845	3.28	0.03	Sig
Tabular (t) value (1.14) at degree of freedom (28) and significance level (0.05)									

Discussing the results of the differences between the pre and post-tests for the two research groups:

Discussing the results of the differences between the pre and post-tests for the members of the control group:

By presenting and analyzing the results in Table (4) it was found that there are significant differences between the pre and post-tests of the control group in the variables investigated (passing, rolling, and put down). The researcher attributes the moral differences between the tribal and remote tests to the fact that the used method represented by verbal explanation and model performance has a positive impact on the level and performance of some basic football skills for students by giving them skills and knowledge related to the skills under study

represented in the historical profile, technical stages, educational steps and technical errors and their correction, as well as Continuous guidance, individual and group repetitions, and giving feedback to them in its various forms, as well as the legal aspect, all had a positive impact in forming a clear picture, and this, in turn, improves performance and saves time and effort, in addition to that understanding them collectively has motivated students to compete among themselves.

As learning any skill requires a high degree of focus and attention on the explanation of the technical performance of the skills by the subject teacher, as well as directing their attention to the important information and stopping the information and stimuli not related to the task by distracting attention from it (Peter.2008).

Discussing the results of the differences between the pre and post-tests for the experimental group members:

Through the table (5) it is clear that there are significant differences between the tribal and remote tests of the experimental group and in favor of the post-tests of the variables investigated (passing, rolling, and put down), and this confirms that there is a significant effect of the educational units according to the triple peer learning strategy in learning some basic football skills. Prepared by the researcher, this means that the use of the triple peer learning strategy has a positive effect on learning some basic skills in football, as the researcher believes that this positive effect of the triple peer learning strategy is a teacher for each student as he has an exciting experience because it works to provide opportunities for the student to work With his colleagues, where he is once conducive to the skill and at the other time he is observing the performance of colleagues and also creates the opportunity to give immediate feedback as well as suspense and excitement, as the triple peer learning strategy emphasizes making each one of them to be the focus of the educational process by involving them in the practice of learning by themselves and increasing Their interaction and giving them enough time to learn by increasing repetition and practice and investing the lesson time in a better way, which was positively reflected on learning basic football skills.

This is indicated by (Abdul Karim Afaf) "that the peer learning strategy shows its usefulness in the early stages of learning when students need to identify important points after each attempt to correct the motor performance of the skill and thus provides a teacher for each student" (Afaf. 1990).

Discussing the results of the post-test teams between the members of the control and experimental groups.

Through Table (6) which shows the presence of significant differences between the control and experimental groups, the researcher attributes the reason for the differences between the control and experimental groups in favor of the experimental group in the post-tests of the variables investigated to the effectiveness of using the peer learning strategy and its impact, which had an effective and clear role in demonstrating and improving students' cognitive abilities and skill (experimental group sample) on acquiring the skills given in teaching basic skills in football and also increased their excitement and suspense in the lesson when learning, as the triple peer learning strategy emphasized making the student the focus of the educational process and giving him some roles and tasks to practice the learning process himself, and investing lesson time optimally for learning,

This is confirmed by (Abdullah Hassan Al-Moussawi) that “caring for the learner and making him the focus of the educational process and the center of activity, respecting his opinions and abilities, and inundating him with kindness, acceptance and encouragement is a basic factor that helps to learn” (Al-Moussawi. 2005).

As (Muhammad Saad Zaghoul.) points out that “the use of multimedia leads to an increase in the impact of what students learn of information and knowledge and its consolidation in their minds, which is reflected in the learning process” (Zaghoul. 2001).

The researchers also attributes the reason for the development of the experimental group to the fact that this development in performance is commensurate with the level of the method used by the researcher in the application, as the researcher used at one time the triple pairing learning strategy and that this strategy takes into account individual differences in learning, as individual differences are one of the most important conditions for success The educational process in the physical education lesson, while the control group, its curriculum does not take into account individual differences during the application of the educational unit

This is consistent with what (Othman Muhammad) "indicates that an individual's performance improves significantly if he receives special information about the relationship between his performance and the goal to be achieved" (Muhammad. 1987). The skills under study are among the basic skills in football because the spirit of team play characterizes this game, as the cooperation of the team in order to win is done by applying the performance of skills correctly.

Conclusions and Recommendations:

Conclusions:

Through the results of the research and statistical data analysis and through the application of the educational units of the triple peer learning strategy used in the research, the researcher reached the following conclusions:-

- The triple peer learning strategy made the students a main focus in the teaching process, which led to positive interaction between students and active participation throughout the lesson period.
- The use of the triple peer learning strategy helped the students to reach the desired goals and invest time and effort by dividing the students into small groups, which helped to learn some basic skills in football, which outperformed the command strategy followed by the teacher.

Recommendations:

Under the conclusions of the current research, the researcher recommended the following:

- Adopting educational units prepared according to the triple peer learning strategy in developing basic football skills for students in the College of Physical Education and Sports Sciences, University of Karbala, for its effective role in developing the variables investigated.
- Attention should be paid to teaching strategies and modern teaching methods that carry with it methods based on behavioral and constructivist theories and meaningful learning that contribute to raising the level of students and developing the educational process.

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