



The Effect Of The Mobile Reporter Strategy in Improving Some Basic Football Skills For Students

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Abstract. Modern teaching strategies are among the most important programs that aim to improve the performance of students in the field of physical education, which contributes to enhancing the roles of learners from negative to positive in general or in particular, so many teachers seek to motivate their students towards learning and mastering sports skills and improving them and the success of the educational process. The research aims to identify the impact of the mobile correspondent strategy in improving some basic football skills for middle school students. The researcher chose the experimental research method because it is appropriate for designing and controlling the research problem. Experimental groups with 20 students for each group, the research sample represented the students of Anbar Vocational Secondary School for Physical Education and Sports Sciences in the city of Ramadi - the fourth stage, the researcher followed a set of field procedures such as sample homogeneity and equivalence procedure to control the influencing factors, educational units were prepared with the mobile correspondent strategy for a period of (6) at a rate of one educational unit per week applied by the experimental group, and after processing the results, the researcher concluded the superiority of the mobile strategy over the traditional method followed, as it showed that the calculated (T) values of (2.92-5.42- 6.17) for basic skills tests and respectively the largest correspond (T) table value, but the most important recommendations were to emphasize the use of modern strategies by physical education teachers based on cooperative learning of football skills, and to provide teachers with courses and provide them with information about the mobile reporter strategy and modern strategies in the field of teaching sports skills. bstract should be self-contained, meaning there are no citations are included. It should concisely inform the reader of the manuscript's purpose, methods, findings, and significance. The abstract should be written in relatively nontechnical language, yet clear enough for an informed reader to understand the manuscript's contribution. The abstract contains approximately 100-200 words.

Keywords: Strategy, Skills, Football, Students

Abstrak. Strategi pengajaran modern merupakan salah satu program yang penting untuk meningkatkan kinerja siswa di bidang pendidikan jasmani, yang berkontribusi dalam meningkatkan peran siswa dari negatif ke positif secara umum maupun khusus. Oleh karena itu, banyak guru yang berusaha untuk memotivasi siswa mereka agar dapat belajar dan menguasai keterampilan olahraga serta meningkatkannya demi kesuksesan proses pendidikan. Penelitian ini bertujuan untuk mengetahui dampak dari strategi koresponden mobile dalam meningkatkan beberapa keterampilan dasar sepak bola pada siswa sekolah menengah pertama. Peneliti memilih metode penelitian eksperimental karena sesuai untuk merancang dan mengendalikan masalah penelitian. Kelompok eksperimen yang terdiri dari 20 siswa untuk setiap kelompok, sampel penelitian ini adalah siswa dari Sekolah Menengah Kejuruan Anbar untuk Pendidikan Jasmani dan Ilmu Olahraga di Kota Ramadi - angkatan keempat. Peneliti mengikuti serangkaian prosedur lapangan seperti prosedur homogenitas sampel dan ekivalensi untuk mengendalikan faktor-faktor yang mempengaruhi, unit pendidikan disiapkan dengan strategi koresponden mobile selama periode (6) minggu dengan satu unit pendidikan per minggu yang diterapkan oleh kelompok eksperimen. Setelah memproses hasilnya, peneliti menyimpulkan bahwa strategi mobile lebih unggul dibandingkan dengan metode tradisional yang digunakan, karena nilai (T) yang dihitung adalah (2.92-5.42-6.17) untuk uji keterampilan dasar dan masing-masing nilai (T) terbesar lebih besar dari nilai tabel (T). Rekomendasi paling penting adalah untuk menekankan penggunaan strategi modern oleh guru pendidikan jasmani yang berbasis pada pembelajaran kooperatif keterampilan sepak bola, serta menyediakan pelatihan bagi guru dan memberikan informasi mengenai strategi koresponden mobile dan strategi modern di bidang pengajaran keterampilan olahraga.

Kata kunci: Strategi, Keterampilan, Sepak Bola, Siswa

1. INTRODUCTION

Modern teaching strategies are among the most important programs that aim to improve the performance of students learning in the field of physical education, which contributes to enhancing the roles of learners from negative to positive in general or in particular, so many teachers seek to motivate their students towards learning and mastering sports skills and improving them and the success of the educational process, as teaching is an organized, studied, planned and systematic process to reach learning. In contrast, learning is represented as a process of acquiring specific knowledge, skills, and habits (Abdurrahman, (2012).).as modern strategies target learning based on participation by providing an educational program that aims to acquire skills, knowledge, and behaviors that make voluntary engagement in the lesson activity. One of the modern innovative teaching strategies is the mobile reporter, which falls within active learning and its idea is based on cooperation and interaction for the purpose of employing the ideas of students from groups, as one of the students from each group is selected to play the role of a mobile reporter and is allowed to wander between all groups to learn about the new ideas presented, and then return to his group to clarify what was learned, so this strategy provides a new state of learning as it increases observation and conclusions so that the groups are in an interactive form, and the mobile reporter is a strategy for active learning to perform projects and various educational means and provide feedback to male or female students and show their progress (Al-Shammari, (2011).).In the field of improving basic football skills, we find a significant number of teachers using different educational strategies, but the search for the best is the main task for the development of the teaching process in physical education. It is a strategy based on participation, as football is one of the games that enjoys great popularity and the beauty of its skills. It is a basic subject within the curricula of school and university sports institutions, and here, the importance of research in choosing the appropriate strategy to reach skill mastery emerges. Saving time and effort, as the goal of skill learning is to repeat the performance to achieve skill mastery. Learners move through multiple stages of learning and mastery (Petancevski et al., 2022) .In making the learner a main focus of the educational process to be an observer and thinker, the researcher seeks to experiment with a new strategy to advance the process of improving basic football skills.

2. RESEARCH PROBLEM

Through the researcher's knowledge in teaching physical education for the preparatory stage in the city of Ramadi-Anbar Governorate, he noticed that modern strategies did not find a place for them within the lessons, as they are still proceeding traditionally. The student is only a recipient and may not realize the full concept of the skill in the educational or applied section of the lesson, so the process of teaching the skill is not at the required level. Hence, the researcher poses the following question: Does the mobile reporter strategy affect improving some basic football skills for preparatory stage students?

Research Objectives

1. Identify the effect of the mobile reporter strategy in improving some basic football skills for preparatory stage students.
2. Prepare educational units with the mobile reporter strategy to improve basic football skills for preparatory stage students.
3. Identify the differences between the control and experimental research groups in improving some basic football skills for preparatory-stage students.
4. Identifying the superiority between the experimental group (mobile reporter) and the control group (the followed method) in improving some basic football skills for middle school students.
5. Identifying the percentage of improvement in the control and experimental group.

Research Hypothesis

1. There were no statistically significant differences between the pre and post-test results for both the control and experimental groups regarding the improvement of some basic football skills.
2. There were no statistically significant differences in the results of the post-tests between the two groups regarding improving some basic football skills.

Research Areas

1. Human research area: Students of Anbar Vocational Secondary School for Physical Education and Sports Sciences in Ramadi City - Fourth Stage
2. Temporal research area: For the period from 10/14/2024 to 12/17/2024.
3. Spatial research area: Football field of Ramadi Vocational Sports Secondary School.

Research Methodology

The researcher used the experimental design for two equal and equivalent groups, the control and the experimental, with a pre-test and post-test (Awad, (2024).). The researcher follows the experimental method to identify the effect of the mobile reporter strategy, and Figure 1 shows the experimental design of the research.

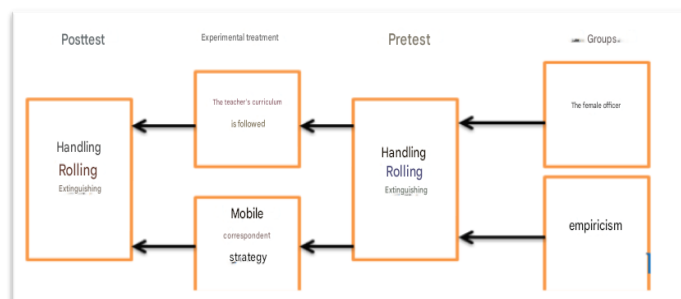


Figure 1. Experimental design

Community And Research Sample

The original community of the research was intentionally determined, which is the students of Anbar Vocational Secondary School for Physical Education and Sports Sciences in the city of Ramadi - the fourth stage, numbering 50 students representing two sections (A, B) for the academic year 2024-2025. 6 students were excluded for the exploratory experiment and four students for non-compliance. Thus, the research sample amounted to 40 students. They were divided into two groups, one by lottery, representing Section (A), the experimental group applying the mobile reporter strategy, and Section (B). This control group applies the teacher's method. Thus, each group amounted to 20 students. To control the influencing factors, homogeneity was carried out for the research sample in the variable of height, weight, and chronological age using the law of the coefficient of variation (CV), Table 1. Sample homogeneity (n) = 40

Table 1 shows that the sample is homogeneous in the variables of height, weight, and chronological age, as the values of the coefficient of variation fall between 0-30

Variables	Unit of measure	S	On	CV
height	poison	168.18	3.52	2.09
the weight	kg	61.33	2.21	3.60
Chronological age	year	16.28	1.11	6.81

Information Collection Methods, Devices, And Tools

Information collection methods

- Foreign and Arabic scientific references
- Observation and experimentation
- Measurement and testing
- International Information Network (Internet)
- Support* staff

Equipment and tools

- Chinese electronic watch, number (3)
- HP computer (1)
- Canon Chinese Documentation Camera
- legal football field
- International football number (10)
- Indicators, colored tapes, whistle (3), metric tape measure

Research tests

After the researcher reviewed the scientific sources related to basic football skills tests and within the limits of the curriculum (Anbar Vocational Secondary School for Physical Education and Sports Sciences in the city of Ramadi - Fourth Stage), the following tests were determined: (Appendix 1)

1. Handling test: Handling on the wall for 20 seconds (Momen, (2001).).
2. Rolling test: Rolling the ball between 5 markers (Mohsen, 1991).).
3. Extinguishing test: stopping the movement of the extinguisher (Al-Khashab, (1988).)

Exploratory Experiments

Exploratory Testing

In order to reach accurate results, the researcher and the assistant work team applied his exploratory experiment of skill tests on (6) students on the football field (Al-Anbar Vocational Secondary School for Physical Education and Sports Sciences in the city of Ramadi- - Fourth Stage) at 10 am on (Monday) corresponding to 10/14/2024 so that the researcher could achieve the following: The extent of the research sample's understanding of the method of applying the test, The suitability of the tests for the research sample, The time it

takes to test, Verify scientific foundations. Verify the validity of the tools used in the test(Hammood et al., 2024; Hammood et al., 2025).

Exploratory experiment of the educational unit

The researcher conducted an introductory educational unit as an exploratory experiment on the mobile reporter strategy on the experimental group members on Monday, October 21, 2024, at 10:00 a.m. after preparing all the requirements. The purpose of this was as follows :

- -Verify the implementation of the educational unit sections and build a general perception of the strategy by the experimental group
- -Verify the implementation method in the practical section and determine the exercise time

Search Procedures

Pre-test

To measure the research's skill variables, the pre-test was conducted on Monday, 28/24/2024, at 10 am on the football field of Anbar Vocational Secondary School for Physical Education and Sports Sciences in Ramadi - the fourth stage. After processing the data for the two groups, the equivalence of the two groups was verified, as it was found that there were no statistically significant differences. The calculated (T) value reached respectively, which is smaller than the tabular (T) value (2.101) under a significance level of (0.05) and a degree of freedom of $20-2 = (18)$, Table 2.

Table 2 shows the equivalence between the two groups for the pre-test results.

Test	Unit of measure	M officer		m experimental		value T *Calculated	Significance
		S	A±	S	A±		
Handling on the wall for (20) seconds	Number x Time	9.22	1.22	9.87	0.80	0.76	Not significant
Roll the ball between 5 points	The	19.14	1.13	19.4	1.17	0.50	Not significant
Stop the ball movement (suppression)	degree	3.51	0.89	3.67	1.18	0.34	Not significant

Tabular value) T) = (2.101) below the significance level (0.05), and degree of freedom $20-2 = (18)$

The Main Experience Of The Mobile Reporter Strategy

Experiment from Monday, November 4, 2024, until Monday, December 16, 2024, for (6) weeks, at one educational unit per week, starting Monday so that each skill would have two educational units. The educational unit took (45) minutes, and the goal was achieved in terms of achieving the behavioural goal of improving basic skills. The following is an explanation of the sections of the educational unit (Appendix 2):

1-The preparatory unit section (10) D is divided into

- Introduction: (2) Recording attendance, motivating students to try and cooperate.
- General warm-up: (4) minutes, including various exercises to raise the physical and motor level.
- Specific warm-up: (4) D includes warm-up exercises specific to the skill and its motor and physical requirements.

2-Main section : (30) D and is divided into

- Educational section: (10) D The teacher divides the students into four groups of different levels to benefit from the distinguished students from the weak and average students. The teacher determines the mobile correspondent who changes in each educational unit. The instructor clarifies and explains the skill and uses a flex in which four exercises related to the skill are placed on the flex on the wall. Then, the correspondent moves between one group and another and performs with each group. He records the notes on the assignment sheet for each group, returns to his original group, and discusses what he has reached with the members of his group.
- Practical section: (20) minutes. The prepared exercises, 4 in number, are implemented, considering the gradual progression to achieve ease to difficulty in a manner appropriate to the student's level.

3. Final section: (5) The reporter receives the assignment for each group to the teacher, and the best group is announced to broadcast the competition. Then, a calming and relaxation exercise is given with a small recreational game, then standing in a line to conclude and leave as show in table 3.

Table 3 shows the specific time for the educational units

Divisions The lesson	Section time (d)	Number of units	Skills application time (d)	Number of weekly units	Number of units for each skill	Number of weeks for skill
Preparatory	10	6	60	1	2	1
Main	30	6				
Educational	10	6	60			
applied	20	6	120			
Final	5	6	30			
the total	45	6	270			

Post-test

The researcher conducted the post-test to measure the basic skills of the two research groups under the same spatial and temporal conditions as the pre-tests and their steps on Tuesday, corresponding to 12/17/2024.

Statistical Methods

- Arithmetic mean (Saeed et al., 2024).
- Standard deviation (Ali, 2022) .
- Coefficient of variation (CV).
- Pearson's correlation coefficient (R) (Ali & Hammadi, 2022) .
- Independent t-test for correlated samples.
- "T- test for unrelated samples. (Hardwick et al., 2013).

3. RESULTS

Displaying the results of the pre-and post-basic skills for the control group as shown in table 4

Table 4 shows the calculated t-value and the significance of the differences for the pre- and post-test of the control group.

Test	Unit of measure	tribal		The dimension		.S.F	.A.F	value of (t)	Significance
		S	A	S	A				
Handling on the wall for (20) seconds	Number x Time	9.22	1.22	10.92	0.81	1.7	0.62	8.94	Dal
Roll the ball between 5 points	The	19.14	1.13	18.65	0.19	0.49	0.24	7	Dal
Stop the ball movement (suppression)	degree	3.51	0.89	4.50	0.52	0.99	0.81	3.96	Dal

*Tabular value (t) (2.26) significance level (0.05), degree of freedom $10 - 1 = (9)$

Table 5 Displaying the results of the pre-and post-basic skills for the experimental group

Table 5 shows the calculated (t) value and the significance of the differences for the pre- and post-test of the experimental group.

Test	Unit of measure	tribal		The dimension		.S.F	.A.F	value of (t)	Significance
		S	A	S	A				
Handling on the wall for (20) seconds	Number x Time	9.87	0.80	11.89	0.33	2.02	0.87	7.48	Dal
Roll the ball between 5 points	The	19.4	1.17	17.89	0.38	1.51	0.97	5.03	Dal
Stop the ball movement (suppression)	degree	3.67	1.18	5.55	0.24	1.88	0.92	6.48	Dal

Tabular value (t) (2.26) significance level (0.05) , degree of freedom*10 (9) = 1-

Table 6 Presentation of the results of the post-basic skills between the control and experimental groups

Table 6 Shows the calculated t-value and the significance of the differences for the post-test between the two groups

Test	Unit of measure	M officer		m experimental		value T *Calculated	Significance
		S	A	S	A		
Handling on the wall for 20 seconds	Number x Time	10.92	0.81	11.89	0.33	2.92	Dal
Roll the ball between 5 points	The	18.65	0.19	17.89	0.38	5.42	Dal
Stop the ball movement (suppression)	degree	4.50	0.52	5.55	0.24	6.17	Dal

(Tabular value T) = (2.10) below the significance level (0.05), and degree of freedom $20-2 = (18)$

4. DISCUSSION

It is clear from Table (3-1) and (3-2) that the differences were statistically significant in the results of the pre-and post-tests for both groups and in favor of the post-tests and the researcher attributes this difference to the fact that each educational method has the characteristics that are characterized by achieving the goal of learning through the organization of sections of the educational unit and explanation and clarification to be a perception of the skill and then transferred to the applied reality through the organized repetitions of exercises that are characterized by excitement and perhaps this case led to improved football skills, In addition, the diversity of exercises increases the diversity of motor programs for students for each skill and the possibility of generalizing them after the exercises have been graded from easy to difficult, as "some sports skills require walking in their education to achieve two goals, which is the accuracy of performance and accuracy of achievement in order to shorten time and effort by following methods or using means that can achieve valuable results for the skill learning process" (Karhoot & Mohammed, 2020). moreover, the basic rule of learning motor

skill in sports is to pay attention to increasing the number and variety of performance repetitions (Mosston, (1981)).

To indicate which of the two groups is the best, Table (3-3) shows that the differences were in favor of the experimental group that applied the mobile reporter strategy, as it is one of the effective strategies in teaching knowledge that improves students' skills and performance, as the strategy in which students form educational groups makes them able to face difficulties and form different opinions among the members of the group (Owais, (1997).)

The researcher also attributes the sense of the experimental group to the reporter's strategy that the sample has an acceptable skill level as they are students who represented a professional sports preparatory, so they have a level of awareness and awareness to apply such strategies. On the other hand, the traditional method may be suitable for new learners, but "group performance increases the opportunity for discussion and thinking about the skill and make the student in a more effective position and not only be the recipient of information as well as compared with what has been reached. to him" (Owais, (1997).)

The improvement in football skills handling, rolling, and suppression among the members of the experimental group attributed by the researcher to the clear interest in the application of the steps of the strategy and was also the role played by the teacher in the management of each educational situation this strategy allowed freedom and to impart meaningful learning as a result of reinforcement in the effectiveness of strong cooperative, so the researcher agrees with what was mentioned by Jacobs and George (200043,) in education groups creates solidarity between learners and students, as each group views the other as a community of great cooperation.

5. CONCLUSION

1. The mobile reporter strategy of the experimental group had a clear positive impact in improving the basic football skills (handling - rolling - suppression) and its superiority over the approach followed by the control group.
2. The educational units prepared by the researcher and the steps and exercises they included to raise the motivation to learn.
3. The mobile reporter strategy enabled students to be self-reliant and interactive in learning.
4. The mobile reporter strategy requires samples with an acceptable level of prior learning.

RECOMMENDATIONS

1. Emphasise physical education teachers to use modern strategies based on cooperative learning of football skills.
2. Providing teachers with courses and providing them with information on the mobile correspondent strategy and modern strategies in the field of teaching mathematical skills
3. The researcher recommends that the Ministry of Education - Directorate of Vocational Education- pay attention to the vocational sports preparatory schools developed in Iraq, which provide various supplies and tools for physical education.
4. Applying other studies in the strategy of the mobile correspondent and its impact on other skills in football and different sports for both males and females.

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