

The Effect of the Flipped Classroom Strategy on Learning Some Basic Football Skills for Second Grade Middle School Students

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Abstract: *The study identifies the effect of the flipped classroom strategy and the command method in learning certain basic skills in football for second-grade students in the middle stage, and the preference of the effect between the flipped classroom strategy and the command method in learning some skills in football. The experimental method was used with the pre- and post-tests to fit the research problem as the best way to achieve its goals. The study population was (90) intermediate students of the second-grade intermediate leadership. The study sampled (60) students who were selected through the lottery system for the two divisions (A, C), and they represent 66% of the original population, and the most important results of the research were - The flipped classroom strategy is superior to the command method in the performance of rolling and handling skills of the second grade students in the middle stage.- Enhancing the positive role of the student, achieving harmony with the study material, and creating a spirit of competition and enthusiasm, which led to an increase in classroom interaction.*

Keywords: *Flipped Classroom, Basic Skills*

Introduction

Football is a popular game in the world because of the large number of followers and fans and that its development is the most important and in recent periods countries have made countries compete among themselves to understand the requirements of this game, especially modern play. Through this game, the student implements a set of offensive skills between handling, scoring, and rolling, and at the same time these skills require high accuracy. This is the peculiarity of the game that prefers and distinguishes football from other games, so it is more complex than any other game and is considered many Changing situations, whether in place or time, as different physical and skill movements are performed during the match, and for this reason, the coach must take into account the conditions similar to the match when developing spatial sensory perception. It is considered one of the mental processes affecting the level of offensive skills, which mainly depends on the performance of students continuously.

In this context, physical education is no longer isolated from this development, as the integration of modern technologies has become an urgent necessity for the preparation

of active and engaged learners in an effort to overcome the limitations of the training session time and invest the actual learning time with the utmost accuracy.

Therefore, the transfer of learning time is one of the foundations of learning because the student uses his results to invent a new method outside the walls of the school, and this can add an advantage to the learning process so that students can come to the lesson and have a store of knowledge and a preconceived mental perception of the skills to be learned.

The command method participates in the learning process but focuses on the teacher in making decisions and helps learners to acquire basic motor skills. Yet, it often negatively affects the time allocated to the lesson by consuming a large amount of it in theoretical explanation because there are individual differences for students in comprehension and understanding.

The flipped learning strategy is considered as an educational one in which students exchange roles in the learning process. Here, the teacher explains the educational content through videos in which he uses all means and techniques to attract students to the explained materials and gives them all the additional resources they need in the form of books, files, etc., in order to fully understand their lessons, and the student reviews the material at his home instead of the classroom. This process is completed when the student goes to school where he exchanges with Colleagues discuss the educational materials that they have read at home and apply them practically, and solve the assignments determined by the teacher after each lesson, provided that this is done under the full supervision of the teacher, and the role of the teacher remains only to guide, guide, and lead the discussions, as well as control how to use the lecture time in the class to benefit and achieve the highest degree of cooperation between students.

Rolling the ball is one of the close skills that we use in order to advance towards the opponent's goal, and during rolling with the ball, the student must distribute his gaze between the ball and the field in order to see his teammates as well as the opponents and look forward in every two touches of the ball in order to ensure the vision of the playing field ([Muwaffaq, 2008, p. 112](#))

Handling in the soles of the foot is one of the basic and safest skills and is used for precise short passes, all of which rely on the flat inner part of the foot through which the leg is rotated. The knee joint is bent slightly to ensure that it is accurately directed at the colleague.

The actual need for the flipped learning strategy is possible because it allows students to watch educational materials at home such as explanations and videos before the start of the lesson class, and this model reflects the traditional learning method, which transforms the role of the teacher from a lecturer to a mentor. Therefore, it promotes interaction and critical thinking, and the strategy is considered a time-saving, especially during the class, as it is designed for application and discussion only.

The importance of this research comes in enhancing learning skills and increasing interaction and participation between the student and the teacher.

The study prepared an educational program in the flipped learning method to learn the basic skills in football. The experimental method was used along with the pre- and post-tests on (122) students of the Faculty of Physical Education and Sport Sciences, University of Al-Qadisiyah. The results showed a statistically significant difference between the averages of the pre- and post-tests of the control and experimental groups. They also showed the performance of some basic skills in football in favor of the individuals of the research sample and in favor of the post-test. ([Dia, 2023, p. 50](#))

A harmonic exercises was used to learn the skill of dribbling in football for female students. The experimental method adapted the nature of the research with a population of female students of physical education and sport sciences at Dhi Qar University, whose number is (60) students, divided into two control and experimental groups, each group consists of (30) students, and the most important results were that the use of adaptive exercises through the inverted thinking strategy led to learning the skill of dribbling in football. ([Ali, 2023, p. 1](#))

The study identifies the effectiveness of applying the flipped learning strategy on cognitive achievement and the survival of the impact of learning in volleyball for students of the Faculty of Physical Education. The experimental method suited the nature of the research sampling (30) students of the fourth stage at the College of Education, Department of Physical Education at Jazan University in the Kingdom of Saudi Arabia. They were two groups, a control group and an experimental. The study found that there are statistically significant differences between the mean of the pre- and post-measurement of the experimental group members in the variable of cognitive achievement of the volleyball course and in favor of the dimensional measurement ([Shaheen, 2018, p. 1219](#)).

Research Problem

The command method consumes a lot of time at the expense of the actual practice of skill performance. Therefore it relies on explanation and indoctrination only within the limits of the lesson time, and there may be a waste of learning time, and it is usually directed to all students without taking into account the individual differences in terms of understanding and comprehension, in addition to the typical presentation more than once, and this affects the quality of the initial image of the students, and accordingly. The need to use the flipped classroom strategy has emerged because it provides more time. And better teaching technology in presentation and acquisition of mental image. So, the research problem was answering the following question: What is the effect of the flipped classroom strategy on learning some basic skills in football for second grade students in the middle stage. ([Gad, Al-Kilani, 2022, 171](#)) Hence, the problem is answering the following question:

1. Does the flipped classroom strategy affect learning some basic football skills for second-grade middle school students?

Research Objectives

The study aims at:

1. Showing the Flipped Classroom Strategy impact and the Command Method on Learning Some Basic Football Skills for Second Grade Students in the Middle Stage.
2. Identifying the preference of the effect between the flipped classroom strategy and the command method in learning some basic football skills for second-grade middle school students.

Research Hypothesis

1. The pre- and post-tests of the control and experimental research groups were statistically significant.
2. The post-tests of the control were statistically different from those of the experimental research groups.

Research Limitations

1. Human Limits / Second Grade Students in Entrepreneurship Intermediate
2. Temporal Limits / 12/8/2024 until 7/11/2024
3. Spatial Boundaries / Sports Arena in Entrepreneurship Medium

Definition of Terms

a. Flipped classroom

An educational strategy based on employing the teacher on modern technologies to develop teaching methods and stimulate communication with the student in the form of a recorded lesson that the student listens to in a place outside the classroom. Then they apply what they have learned from recording scientifically inside the classroom, so that the tasks of the classroom and the house have been turned and the roles have been exchanged. ([Anwar, 2019, p. 7](#))

b. Procedurally flipped classroom strategy

student practice of group activities, discussions, and problem-solving with the teacher providing direct feedback and support.

Research Methodology

The experimental method was used with pre- and post-tests for adapting the nature of the research problem to achieve its aims.

Research population and sample

The research population consisted of (90) students of the secondgrade intermediate entrepreneurship intermediate students distributed over three divisions (A, B, and C), while the research sample consisted of (60) students who were selected through the lottery system for the two divisions (A, C)

Sample equivalence

Table (1) the equivalence of the control and experimental groups in the study variables

No	Variables	Unit	of Officer	Experimental	T	T	Significance
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	Measurement	Pre-test Going on to-	Pre-test Going on to-	Calculated	Tabularity			
1	Rolling Time / s	54.833	3.957	55.8	4.088	0.881	2.010	Insignificant
2	Handling Degree	7.433	4.099	8.3	3.668	0.861		Insignificant

The tabular value of (v) is against the degree of freedom (2-60 = 58) and the significance level (0.05)

Methods and tools used in research

- a. Tape Measure
- b. Indicators 5
- c. Whistle
- d. Legal Football
- e. Stopwatch

Research Procedures

The skills used in the research were identified namely rolling and handling that fit the research sample. One of the most important procedural steps of a flipped learning strategy is that it may go through three stages

A. A special stage for the teacher, including

1. First, knowing the objectives: Choosing the appropriate materials and determining the required learning outcomes.
2. Second: Preparing Materials: Preparing presentations or audio files to explain the lesson as well as preparing short videos (5-10)

B. A special stage for the student and a division

1. First: Watching the content/ The student is reviewing the videos, texts, and educational materials at home.
2. Second: Recording notes: The student writes down any inquiry or points that he did not understand for discussion later.

C. Teacher-student stage (in-class)

1. First: Knowing the student's understanding / This is done through a short test and quick questions to confirm that the student is familiar with the study content.
2. Second: Interactive activities / application of knowledge as well as teamwork instead of indoctrination.
3. Third: Support / information provided by the teacher to students who need help.
4. Fourth: Evaluation and follow-up / continuous evaluation of students and knowing the extent of their development, and then giving immediate feedback to enhance the ability, understanding and application of information.

Scientific Conditions for Tests Used

- a. Honesty: Apparent honesty was taken through showing the tests to a group of experts in the field of sports as described in Appendix (1).

- b. Consistency / applying tests to a random sample of (10) students from community excluded from the sample.

Tests used in research

Rolling Test (Mashreq, 2025, p. 7)

Test Name/ Ball Slalom

Test Objective/ Agility Measurement

Tools/tape measure, 5 indicators, whistle, legal football, and stopwatch

Test Procedures:

- Plan the test area as shown in the figure below
- The students stand behind the starting line with the ball with him upon hearing the start signal. They run the ball back and forth between the markers for a distance of (10 meters) as shown in the figure below.
- Giving the student two attempts at the same time
- Time Calculation for the nearest 1/10th of a second

Calculation of Grades:

The student's average time spent on both attempts

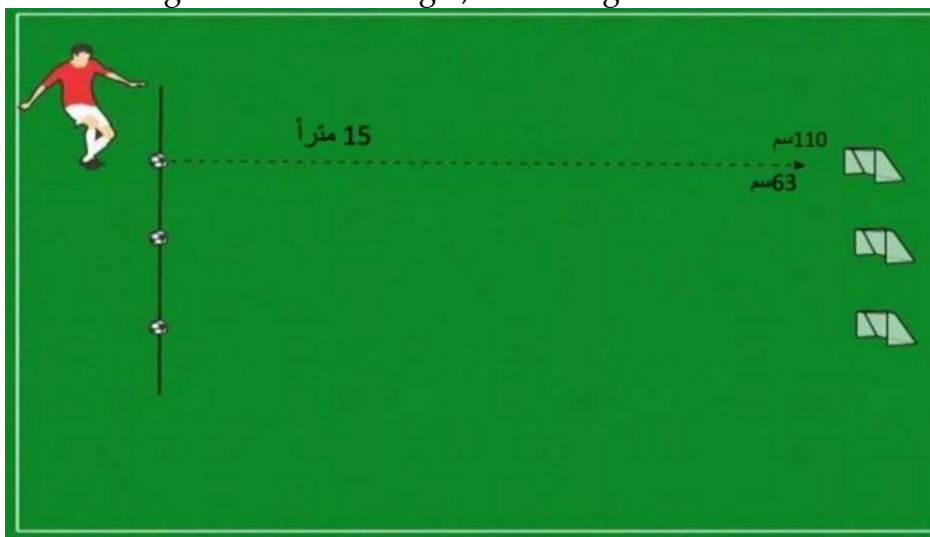


شكل (1) يوضح اختبار الدحرجة بكرة القدم

Handling Accuracy Measurement Test

- Test/Handling Name** for Small Target 15 Meters Away
- Purpose of the test/** measurement of handling accuracy
- Tools used /** Small goal (110cm 63 cm), 5 football balls
- Search Procedures/** We draw a starting line with a length of (1 m) that is (15 m) away from a small target and place fixed balls on the starting line.
- Test Description:** The student stands behind the line in front of the goal and when he hears the start signal, he handles the ball to the goal and is given five consecutive attempts
- Registration/** Grade The total score obtained by the student from the five ball handles is calculated as follows
 - If the ball enters the goal, two scores are given
 - If the ball touches the post and the crossbar and does not enter the goal, one score is given

c. If the ball goes out of the target, a zero is given



Exploratory experiment

It was implemented on Wednesday, 26/8/2024, and its purpose was to identify the most important events faced by the two researchers, as well as to know the time taken. Then the exploratory experiment was conducted on (10) students from the secondary level of entrepreneurship, second grade, intermediate, and they were excluded from the original research sample.

Main experience

On Wednesday, 10/3/2024, after confirming the validity of the tests, the study was conducted.

Statistical methods

The researchers used SPAS software

Result and Discussion

Table (2) shows the arithmetic mean, standard deviation, calculated and tabular (T) values, and the significance of the differences between the pre-test and the post-test of the control group in the variables

No	Exam Name	Unit of Measurement	Pre-test	Post-testing	Q-F	A.F.	T	T	Significance		
			Going to-	on	Going to-	on	Calculated	Tabularity			
1	Rolling	Time / s	55.8	4.088	51.433	3.070	4.266	3.694	6.320	2.045	D
2	Handling	Degree	8.3	3.668	10.366	3.357	2.066	1.998	5.674		D

Freedom score (29) under error ratio (0.05)

Table (3) shows the arithmetic mean, standard deviation, calculated and tabular (T) values, and the significance of the differences between the pre-test and the post-test of the experimental group in the research variables.

Significance	T Tabularity	T Calculated	Experimental		Officer		Unit of Measurement	of Variables	t
			Pre-test	on	Pre-test	on			
			Going to-		Going to-				
Morale	2.010	2.662	3.070	51.433	3.058	53.566	Time / s	Rolling	1
Morale		2.307	3.357	10.366	3.590	8.266	Degree	Handling	2

The tabular value of (v) is against the degree of freedom (2-60 = 58) and the significance level (0.05)

Table (4) the arithmetic mean, standard deviation, calculated and tabular (T) values, and the significance of the differences in the results of the post-tests between the control and experimental research groups in the variables

No	Exam Name	Unit of Measurement	Pre-test	Post-testing	Q-F	A.F.	T Calculated	T Tabularity	Significance	
			Going to-	on	Going to-	on				
1	Rolling	Time / s	54.83	3.957	53.56	3.058	1.266	1.617	4.344	2.045 D
2	Handling	Degree	7.433	4.099	8.266	3.590	0.833	1.085	4.368	D

Freedom score (29) under error ratio (0.05)

Discussion of the results

Tables (2,3,4) showed significant differences between the pre- and post-tests and in favor of the post-tests of the experimental group, due the flipped learning strategy, characterized by diversity and a combination of the modern electronic method that suits the desires and tendencies of the sample members.

According to the researchers, the flipped learning strategy has contributed significantly to improving the quality of mental perception by increasing students' interaction, stimulating their learning, and developing their skills by transferring the receiving stage to home, which saves them the time of application.

For this reason, the flipped learning strategy worked by transforming the student from an outlet to an actor, as well as changing the role of the teacher from a lecturer to a mentor, encouraging critical thinking and practicing teamwork to make learning interesting and enjoyable. (Mohammed, 2024, p.2)

The use of audio-visual means in the flipped education method simulates the development in the world of technology, and it keeps pace with the aspirations because it uses everything that is new in the world. In this case, technology that suits the student's cognitive aspect is employed and improved, which helps him to acquire information through his theoretical and practical capabilities. (Al-Zain, 2015, p.4)

The researchers believe that the flipped classroom strategy contributed with its various activities by making the student a main axis in the educational process that was in harmony with his tendencies and study nature, and for this reason, it led to the creation of an enthusiastic competitive environment that led to a remarkable rise in the classroom.

The positive effect of this strategy is to raise the mathematical self-elevation and its concept among the students of the second grade and this is due to many reasons, that this strategy allows the students to ask for knowledge on their own, and this motivates them to search for it and repeat the attempt by the student to reach a result and rely on himself, and this would enhance his confidence in himself, his abilities, his status and his educational preparations. ([Lina, 2017, p.57](#))

So, it was shown that the mental effort and cognitive load of the students during the lesson was directed by dividing the complex information that includes the merging and fragmentation of images and clips. This reduces the pressure on working memory and provides more time for students to see the performance outside of the actual lesson time.

Appendix (1) Showing the names of the experts to whom the tests were presented

No	Expert Name	His scientific surname	Specialty	His place of work
1	Manaf Majed Hassan	Assistant Professor	Curriculum and Methods of Teaching Physical Education	University of Anbar / College of Physical Education and Sport Sciences
2	Iyad Salem Ibrahim	Professor	Arabic Language	University of Anbar/College of Education for Girls
3	Mohamed Abdulqader Abdulrahman	Assistant Professor	Learn	Anbar General Directorate of Education / Educational Supervision

Conclusions

1. The flipped classroom strategy is superior to the command method in the performance level of the rolling and handling skills of the second grade students in the middle stage.
2. Enhancing the positive role of the student, achieving harmony with the study material, and creating a spirit of competition and enthusiasm increases classroom interaction.

Recommendations

1. Activating the use of the flipped learning strategy in teaching different topics that can be used by any unit as long as the content is provided in the form of instruction (video) to increase the effectiveness of the educational process outputs.
2. Creating courses for teachers: These courses are concerned with designing and producing interactive lessons in the form of videos, and this gives them the skill to produce their content.

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