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THE EFFECT OF AN EDUCATIONAL CURRICULUM ACCORDING TO THE (KUD) STRATEGY ON LEARNING SOME BASIC SKILLS AMONG MIDDLE SCHOOL FOOTBALL PLAYERS

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Abstract
The objective of the research is to prepare educational units for strategy. Contending For learners the intermediary phase within the Directorate of Education of Al-Majar Al-Kabir. Assess the influence of the KUD method on specific talents. Fundamental Football for Learners Middle school of the Directorate of Education of Al-Majar Al-Kabir. Concerning research technique and field methods, the researcher employed the experimental method to address the study's problem. The investigator ascertained Scholarly Community Who is the individual? Middle school students in the Directorate of Maysan Education, Al-Majar Al-Kabir Aden medium for males the total enrolment of 77 students during the academic year 2023-2024. The research sample of 30 students, randomly assigned into two groups of 15 each, one of which was experimental and implemented the educational program according to the KUD technique. The other is an officer to whom the standard procedure has been implemented. Subsequently, the pre-tests were administered. and the researcher developed 16 educational units for the experimental group, delivering two units weekly on Mondays and Thursdays, in accordance with the school's established schedule. These units were presented to experts and specialists in teaching methodologies and football to solicit their opinions and observations regarding the suitability of implementing this strategy in the prepared educational units. The curriculum persisted. Instructional The researcher used the necessary statistical methods to the study sample using the SPSS software, and in the third chapter, presented, analyzed, and discussed the results utilizing their own tables. Summaries In the fourth chapter, the researcher concludes that the implementation of the educational curriculum based on the (KUD) strategy has resulted in a notable enhancement of certain fundamental football skills. Significant differences were observed in the pre- and post-study tests of the variables for both the control and experimental groups, favoring the post-assessments. He also addressed the key recommendations, including the implementation of a strategy (KUD) for students' acquisition of football skills (both fundamental and advanced) and the execution of analogous studies based on the strategy (KUD) across various age demographics and in other sports disciplines.

Keywords: Strategy (KUD), Basic football skills, Middle school players.

Introduction:

The world is seeing quick revolutions and significant advancements across numerous domains due to scientific progress driven by contemporary technology. Present Educational objectives are continually evolving due to societal changes and shifts in social, athletic, and cultural conditions, reflecting the advancements of the times. Notably, there has been significant progress across various life domains, particularly within education, influenced by the strategies employed in the teaching process, especially in the realm of sports. ‹This evolution compels specialists in this field to engage with contemporary tactics and integrate them into educational frameworks. The method influences KUD as a means to enhance students' abilities and knowledge. The KUD strategy is a contemporary approach that promotes effective learning and unleashes the latent potential of learners within an environment of freedom and safety, facilitating the expression of diverse opinions and ideas, with the learner actively engaging in the process. This strategy is well-suited for educational contexts.

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Numerous scientific disciplines, particularly physical education sciences, especially when linked to a pedagogical approach like the competitive method, which is predicated on imparting skills to students through competition, facilitates the rapid and precise execution of various skills and tasks akin to the rules of the game. The researcher aims to implement it in football, potentially enhancing the game's beauty and tension, while facilitating more effective learning and engagement to improve skill proficiency. In football, a game plan necessitates cooperation among team members, with each participant occupying their designated position concurrently. The significance of the study is to illuminate the KUD study technique, which has been overlooked in the domain of physical education, namely in football. The use of its use in sports fosters scientific advancement by implementing contemporary tactics that enhance efficiency in the time and effort necessary for optimizing football skill performance.

Research problem:

Given that football encompasses various performance aspects governed by specific regulations, it is essential for educators to identify suitable methodologies for instruction and enhance skill performance through optimal educational strategies. These strategies should leverage contemporary educational advancements, which have revolutionized access to diverse information for learners. Competitive attitudes challenge students' intellectual, physical, and skill-based efforts; therefore, the researcher focused on identifying the study's problem to leverage the KUD strategy. This is particularly relevant as learners are at an age conducive to understanding, assimilating, and applying this strategy. Additionally, the execution of fundamental football skills necessitates considerable effort, underscoring the need for methods that foster interaction and collaboration among students to surmount this challenge. Consequently, the researcher resolved to investigate this technique and implement it to enhance the fundamental football skills of middle school kids.

Research Objectives:

1- Preparing educational units for the KUD strategy in a competitive manner for middle school students in the Directorate of Education of Al-Majar Al-Kabir.

2- Identify the impact of the KUD strategy on some basic football skills for middle school students in the Directorate of Education of Al-Majar Al-Kabir.

Research hypotheses:

1. There are statistically significant differences between the results of the pre- and post-tests of the experimental and control groups in the research variables.
2. There are statistically significant differences between the results of the post-tests of the experimental and control groups and in favor of the experimental group in the research variables.

Research Areas:

Human field: Middle school students in the Directorate of Education of Al-Majar Al-Kabir.
Time Range: 10/10/2023 to 25/1/2023.
Spatial area: Aden Middle School playground for boys.

Methodology

Research Methodology:
The researcher used the experimental method to fit the study problem.

Research community and sample:

The research cohort comprised 77 intermediate school students from the Directorate of Education in Misan Al-Majar Al-Kabir / Aden Intermediate School for boys, totaling 77 students for the academic year 2023-2024. The research sample consisted of 30 students, randomly assigned into two groups of 15 each, with one group receiving the educational curriculum based on the KUD technique. The alternative is a control

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implemented on the standard curriculum, resulting in a sample that comprised 39.01% of the original population, while the researcher omitted five pupils from the exploratory experiment.

Sample equivalence:

The researcher used equivalence according to the skills studied in order to prevent influences that may affect the course of the experiment in terms of individual differences in the research sample according to the skills, where these variables were treated statistically by finding the arithmetic mean, standard deviation and calculated value T.

Table 1: Shows the statistical features (arithmetic mean, standard deviation, calculated t) value and significance of the differences between the experimental and control groups in the pre-tests

Variables	Unit of measurement	Experimental Group		Control group		Calculated value (T)	Sig
		M	SD	M	SD		
Rolling	Second	15.71	0.949	16.19	0.924	1.16	0.260
Handling	Degree	6.79	0.983	6.57	0.786	1.64	0.117
Scoring	Degree	3.12	0.379	3.58	0.981	1.38	0.183

df (n-2) (30-2=28) and significance level (0.05)

Devices, tools and means of collecting information:

The researcher must select suitable tools for data collection, whether secondary or primary, recognising the plethora of available options tailored to his research needs (Savin-Baden & Major, 2023). Consequently, the researcher employed a variety of devices and tools, detailed as follows:

Devices used in research:

- Dell computer.
- A device for measuring length and mass.
- Casio type stopwatch.
- Video camera type (SONY) number (1).

Tools used in the research:

- Legal footballs numbering (15) balls.
- Adhesive tape in different colors.
- 15 signs.
- Two stopwatches.
- Whistle type (Fox 4 classic) number (2).

Means of gathering information:

- The sources are Arab and foreign.
- Personal interviews (appendix).
- International Information Network.
- Tests and measurement.

Field research procedures:

Determining the basic skills of football: The researcher relied in determining the basic skills of football for middle school students on the vocabulary of the football curriculum for the academic year 2023-2024 / first semester and the skills of (handling, rolling, scoring) were determined.

Determine the tests for basic football skills: For the purpose of determining the tests for the basic skills of football researched, which belong to the research sample and after the researcher reviewed many sources and scientific references, and previous studies available and related to the subject of his research, and related to

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the game of football and conducting personal interviews with some experts and specialists, the researcher deliberately chose tests for the skills under study.

Specifications of basic football skills tests used in research:

First: The test of handling the ball towards a target drawn on the ground consisting of (3) circles from a distance of (10) m. (Manuel Clemente et al., 2013)

Second: Ball rolling test between (5) signs. (Barbieri et al., 2015)

Third: Scoring test about three rectangles overlapping the distance between the starting line and the rectangles (10) meters. (Hilaiel, 2021).

3.4.5 Exploratory experiment:

In scientific research, it is essential for the researcher to perform an exploratory experiment before the primary experiment. This preliminary study functions as a condensed iteration of the primary experiment, intended to reveal scientific facts, indicate probable obstacles and drawbacks in the execution of the main experiment, or teach supporting people (Kelly & Lesh, 2012). The researcher conducted the exploratory experiment.

The skills tests were conducted at precisely 10:00 AM on Wednesday, October 27, 2023, including a sample of five middle school kids, with the objective of this experiment being:

1. Identify the devices and tools used in the tests and their suitability for testing.
2. Set both the right place and time to take the test.
3. In order for the assistant team to be introduced in how to apply and document tests.
4. In order to identify the most important obstacles facing the researcher and the assistant team when conducting the test, in order to reduce errors during the main experiment.

33.4.4 Scientific foundations of tests

The beneficial impact of these transactions on tests is substantiated by scientific evidence, as tests and measurements serve as effective scientific instruments. Consequently, the researcher must validate them prior to executing the primary experiment through preliminary trials on a sample of participants (Rassel et al., 2020). Consequently, the researcher aimed to incorporate scientific principles in the codification of tests, despite the fact that these tests are already codified to ascertain their scientific validity regarding honesty, stability, and objectivity based on scientific literature.

First: Stability of tests: -

The stability of the test is defined as the consistency of results; it is deemed consistent if identical outcomes are achieved when administered to the same persons under identical settings (Song et al., 2023). To determine the stability coefficient of the assessment, the researcher employed the retesting method, administering all tests to a sample of five students during the exploratory experiment on October 20, 2023. The same tests were subsequently repeated after a seven-day interval on Wednesday, October 27, 2023. It is noted that the interval between the two testing occasions should not be excessively prolonged; some scholars suggest a duration of one week, while others advocate for two weeks or more. This recommendation aims to mitigate the influence of external factors or variables that could potentially affect the outcomes of the second assessment. Fox-Fuller et al., (2022) indicates that to ascertain the stability of the test, it must be re-administered seven days after the initial assessment. Subsequently, the researcher analyzed the data from both tests by computing the Pearson correlation coefficient between the scores of each pair of tests. The calculated correlation results revealed a significant correlation among the majority of the tests, with the strongest correlations illustrated in Table 2.

Second: Authenticity of Tests:

The sincerity of the test refers to the extent of its validity in measuring the intended constructs, with content sincerity being contingent upon the test's capacity to accurately represent its elements (Tyler et al., 2021). To ascertain the truthfulness of the tests, the self-honesty coefficient is employed, which reflects the sincerity of

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experimental scores in relation to actual grades, accounting for random error variances (Bhuanantanondh, Nanta & Mekhora, 2018). Consequently, the authentic scores attributed to the test are those that demonstrate its sincerity. Self-honesty is quantified by calculating the square root of the test's stability coefficient, as illustrated in Table 2.

Third: Objectivity of the tests

Objectivity signifies that the assessment or score is independent of the corrector's personality or opinion; in objective tests, the score remains consistent regardless of the evaluator (Löllgen & Leyk, 2018). The objective test aims to eliminate all subjective, personal, or external influences that could impact the results, ensuring a singular outcome irrespective of the number of evaluators, as it comprises specific units or questions, with answers that do not vary by two (Davies, Myer & Read, 2020).

Table 2: Shows the values of stability coefficients, subjective honesty and objectivity of skill tests

Variables	Unit of measurement	Stability	Self-honesty	Objectivity
Rolling	Second	0.84	0.91	0.93
Handling	Degree	0.82	0.90	0.90
Scoring	Degree	0.84	0.91	0.92

Pre-test:

The pre-test was administered to the two research groups (control and experimental) prior to the implementation of the educational curriculum to assess the level of fundamental football skills within the research sample. The tests were conducted on November 2, 2023, at Aden School for Boys' Stadium.

Preparation of educational units for the KUD strategy:

Subsequent to the researcher's examination of a collection of pertinent scientific literature. The researcher developed 16 educational units for the experimental group, presenting two units weekly on Mondays and Thursdays, in accordance with the school's academic schedule. These units were reviewed by experts and specialists in teaching methodologies and football to gather their opinions and observations regarding the suitability of employing this strategy in the prepared educational units, the alignment with the capabilities of the group members, the appropriateness of the number of units designated for each skill, and the allocation of time for each educational unit. The time designated for each exercise, along with the activities and questions in each unit, was adjusted based on feedback, rendering them ready for implementation. The researcher established a series of behavioural objectives categorised across the six levels of Bloom's taxonomy in the cognitive domain (remembering, understanding, application, analysis, synthesis, evaluation). The temporal allocation of the suggested curriculum is as follows:

1. Number of weeks (8).
2. Number of educational units per week (2) units: (2×8 = 16) sixteen educational units.
3. Unit time (45).
4. The number of exercises in the educational unit ranges from (3-4) exercises.
5. The educational units start on 5/11/2023 and the last educational unit ends on 5/1/2024.
6. Dividing the experimental group members into triple groups according to the requirements of the KUD strategy.

Each educational unit contains the following:

1. Preparatory section (10) minutes, including (5) minutes for the organizational side and (5) minutes for special warm-up.
2. The main section is (30) minutes, including (10) minutes for the educational part, and includes (the stage of knowing) and takes (5) minutes and (the stage of understanding) and takes (5) minutes and (20) minutes (for the stage of work).

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3. The closing section (5) minutes includes discussing students, giving feedback, calming and relaxation exercises, collecting tools and leaving. Some educational foundations and principles were taken into account when developing the educational units, as follows:
   a) Setting the objectives of each educational unit.
   b) The educational unit should achieve an educational and behavioral goal or two goals at most.
   c) Each exercise of the educational unit should work to achieve its goals.
   d) Determine the times allocated for each exercise.

The researcher followed the following procedures:

The educational units of the strategy were applied to the students of the experimental group by the teacher and under the supervision of the researcher and at a rate of two units per week on Monday and Thursday of each week.

Introductory unit for educational units:

The researcher conducted this experiment with the help of the subject teacher on (Monday) 4/11/2023 on the members of the experimental group, which numbered (15) students, and the aim was as follows:

1. Take an idea of the extent to which the experimental group students are able to understand and respond to the content of the educational unit.
2. Identify the time allocated to each section of the educational units, and the possibility of applying it.
3. KUD Recognize the appropriate time it takes to complete each strategic step calculate the time of each exercise, and the appropriateness of the approved exercises for the level of students.
4. Determine the number of exercises that can be performed in the practical part of the educational unit.
5. Identify the obstacles that may face the researcher during the application of educational units.

Post-tests:

Upon the conclusion of the educational unit implementation, a post-test was administered to both the experimental and control groups to assess fundamental football skills on January 6, 2024, under the direct supervision of the researcher, adhering to the same specifications and conditions as the pre-tests.

Statistical methods:

The researcher employed the statistical software SPSS-23 to analyse the results in order to fulfil the research objectives and hypotheses, utilising statistical principles

Results

Presentation and discussion of results:

Presentation and discussion of the results of the pre- and post-tests of the experimental group in some :skill tests

After unloading the data for the pre- and post-tests of the experimental group from the researcher, and processing them statistically shown in the table (3).

Table 3: Shows the results of the pre- and post-tests of the experimental group in some skill tests.

Variables	Unit of measurement	Per-tests		Post-tests		T	Sig
		M	SD	M	SD		

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Rolling	Second	15.71	0.949	12.43	0.693	10.35	0.000
Handling	Degree	6.79	0.983	11.74	1.57	9.51	0.000
Scoring	Degree	3.12	0.379	6.42	0.721	11.85	0.000

df (n-1) (15-1=14) and significance level (0.05)

Presentation and discussion of the results of the pre- and post-tests of the control group in some skill tests:

After unloading the data for the pre- and post-tests of the control group from the researcher, and processing them statistically it is shown in Table (4).

Table 4: Shows the results of the pre- and post-tests of the control group in some skill tests.

Variables	**Unit of measurement**	**Per-tests**		**Post-tests**		**T**	Sig
		M	SD	M	SD		
Rolling	Second	16.19	0.924	14.73	1.31	2.94	0.003
Handling	Degree	6.57	0.786	7.95	1.01	4,49	0.000
Scoring	Degree	3.58	0.981	4.44	1.13	2,52	0.003

df (n-1) (15-1=14) and significance level (0.05)

Presentation of the results of the post-tests of the experimental and control group in some skill tests and discussed:

After unloading the data for the two-dimensional tests of the experimental and control groups from the researcher, and processing them statistically as shown in Table (5).

Table5: Shows the results of the post-tests of the experimental and control groups in some skill tests

Variables	**Unit of measurement**	**Experimental group**		**Control group**		**T**	Sig
		M	SD	M	SD		
Rolling	Second	12.43	0.693	14.73	1.31	4.89	0.000
Handling	Degree	11.74	1.57	7.95	1.01	6.65	0.000
Scoring	Degree	6.42	0.721	4.44	1.13	7.15	0.000

Degree of freedom (n-2) (30-2=28) and significance level (0.05)

Discussing the results of the pre- and post-tests of the experimental and control groups in some football skill tests:

The findings from the initial presentation indicate that the experimental research group successfully attained its objectives in learning and development regarding moral impact, evidenced by the discernible moral differences between the pre- and post-tests. This success is attributed to the efficacy of the educational curriculum employing the KUD strategy within the experimental group, a methodology not previously acknowledged in this context of physical education due to its significant influence on skill acquisition and development in the game. The researcher attributes the attainment of these distinct moral ratios to the KUD strategy, which has created optimal conditions for skill acquisition (handling, rolling, scoring) by directing students and offering feedback to structure their exercise performance during the continuous practice of skills relevant to skill knowledge within the stadium. This form of learning underscores the collaborative engagement of students, emphasizing accountability during the execution of tasks within the educational framework. The efficacy of learning within the curriculum is enhanced through collective participation in the educational process, as affirmed by Van der Mars and Tannehill one of the most crucial principles of the educational curriculum is the active involvement of learners, as individuals acquire knowledge more effectively when they engage in the educational process authentically and assume responsibility for their own learning (Van der Mars & Tannehill, 2015). Furthermore, the exercises devised by the researcher adhered to the principle of gradation in concept acquisition, progressing from simple to complex, thereby rendering the learning experience significant for the students. The researcher initially provided exercises of a

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straightforward and accessible nature at the commencement of the educational unit, subsequently transitioning to more challenging exercises throughout the prepared educational units. This aligns with the views of Mitchell, Oslin, and Griffin (2020). Some learners may initially struggle with certain skills; therefore, to mitigate performance difficulties, the instructor should begin with the simplest tasks to help students overcome their challenges. Yin, Vignesh, and Vadivel (2022) elucidated that the superior outcomes observed in the experimental research group stem from the robustness of the employed strategy and methodology, which incorporate scientifically curated activities and exercises that foster enjoyment in learning, spontaneity, and enthusiasm, as corroborated by their findings. Individuals must be motivated to acquire motor skills to achieve optimal learning; if the learner perceives tasks as meaningless or undesirable, skill acquisition is constrained and motivation diminishes significantly (Abdurasulov, Karshiboeva & Turakulov, 2021). In light of the extracted data, which reveal the disparities in pre- and post-tests regarding fundamental football skills (handling, rolling, scoring) within the control group, there is a notable improvement in the accuracy of these skills favoring the post-tests. This indicates that the instructional method employed by the teacher has positively facilitated the acquisition of essential football skills. The researcher attributes this outcome to the approach implemented by the teacher during the educational period and the repetitions conducted. The ongoing exercise facilitated the learning process of the control group.

Conclusions:

After presenting and discussing the tables and in light of the results obtained by the researcher, he reached the following conclusions:

1. The use of the KUD curriculum has achieved a significant improvement in some basic football skills.
2. The use of the KUD strategy led to the learning of skill knowledge of the basic skills under study theoretically and practically.
3. There were significant differences in the tests of the variables of the pre- and post-study and for the control and experimental groups in favor of the post-selections.

Recommendations:

In light of the results and conclusions obtained by the researcher, he recommends the following:

1. Adopting a strategy (KUD) in students' learning football skills (basic and complex).
2. Conducting similar studies according to the KUD strategy on different age groups.
3. Conducting similar studies according to the KUD strategy on other sports.

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