SPORT TK-EuroAmerican Journal of Sport Sciences

https://revistas.um.es/sportk Online ISSN: 2340-8812

Received: **22/11/2022.** Accepted: **17/01/2023.** Published: **19/02/2023**

Effect of the cooperative learning strategy on the learning of the soccer throw-in in university students

Waleed Sameer Hadi AlAridhee[1]*, Thamer Hussein Kahat[1], Wathik Mohammed Abdallah[1]

[1] College of Physical Education and Sports Sciences, University of Al-Qadisiyah, Iraq.

* Correspondence: Waleed Sameer Hadi AlAridhee; waleedsameer88@yahoo.com

ABSTRACT

The present research aimed to study the effect of the cooperative learning strategy on the learning of the soccer throw-in in university students. The research sample included 22 first-year students of the College of Physical Education and Sports Sciences of the University of Al-Qadisiyah. The 22 students were divided into two experimental groups, with 11 students in each group. The first experimental group received only teaching through cooperative learning strategy. The second experimental group received not only teaching through cooperative learning strategy, but also the use of the soccer throw-in device guided by the teachers. The statistical analyses were carried out with the Statistical Package for Social Sciences (SPSS). The cooperative learning strategy significantly improved the soccer throw-in in university students. The improvement was higher when the cooperative learning strategy was combined with the use of the soccer throw-in device. Considering these results, the authors recommend to combine the cooperative learning strategy with the use of the soccer throw-in device to teach the soccer throw-in in university students.

KEYWORDS

Cooperative learning strategy; Soccer throw-in; Football; Training

1. INTRODUCTION

The skill of the throw-in in football has a great importance in the game. Therefore, researchers should pay attention to this skill and analyze the best methods to teach it to students, for example through the cooperative learning method and devices. The adequate teaching of this skill will improve the accuracy of the players when they have to perform a throw-in.

For an adequate implementation of the cooperative learning strategy to learn the soccer throw-in in university students, teachers should analyze too the different levels of ability of the students, adjusting the exercises to their different levels (López et al, 2023; Sánchez et al, 2019). Considering this, the researchers of the present study sought to delve into this problem, in order to find an objective solution to address this problem.

The authors of the present research aimed to study the effect of the cooperative learning strategy on the learning of the soccer throw-in in university students, and the hypothesis of the study was that the cooperative learning strategy would significantly improve the soccer throw-in in university students.

2. METHODS

2.1. Design and participants

The design of this study was experimental, with two equal groups. The research sample included 22 first-year students of the College of Physical Education and Sports Sciences of the University of Al-Qadisiyah. The 22 students were divided into two experimental groups, with 11 students in each group. The first experimental group received only teaching through cooperative learning strategy. The second experimental group received not only teaching through cooperative learning strategy, but also the use of the soccer throw-in device guided by the teachers.

2.2. Instruments and procedures

This study required a soccer field, soccer balls, a Dell laptop, a whistle, three electronic stopwatches, and a medical scale for measuring the weight. We also used the soccer throw-in device (Hadi & Hassan, 2020), which is a sports device with mechanical movements of variable heights that serves students and teachers in the practical lessons for teaching the skill of throw-in, with safety and confidence. The ball goes back and forth due to gravity and the tilt angle of the device (Figure 1).

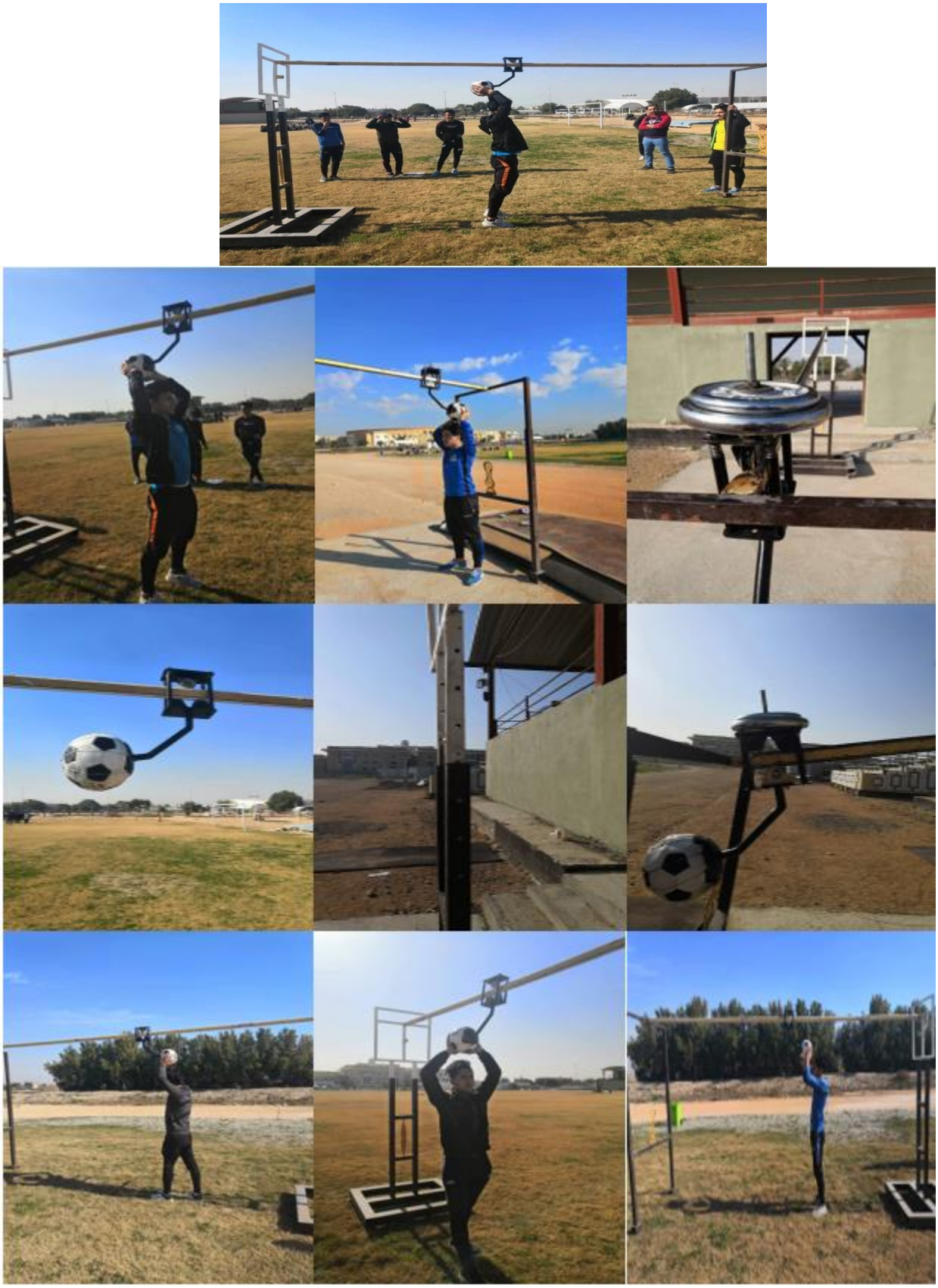

Figure 1. Soccer throw-in device

To measure the soccer throw-in in the students, the authors followed the guidelines of Ismail (1991). This test is described in Figure 2, and its purpose is to measure the accuracy and the ability to throw the ball to any distance in any area of the field in a legal way in football. To conduct this test, it is necessary to have 5 legal balls and measuring tape. A line is drawn on the playing court and three squares (at 3, 5, and 7 yards) are drawn, respectively, from the starting line. Each side of the square must be one yard (0.9144 m). The player stands behind the starting line with the ball, then throws the ball five times with both hands from above the head, and the throws must touch the squares drawn on the ground. The participant receives 0.5 points when the ball touches the first square, 1 point when the ball touches the second square, and 2 points when the ball touches the third square.

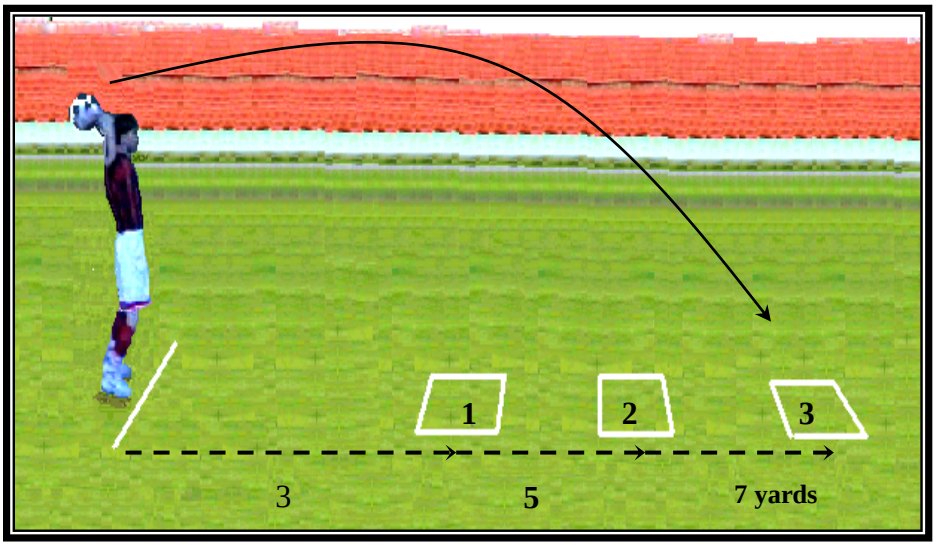

Figure 2. Soccer throw-in test

First of all, the researchers conducted an exploratory experiment on 17/1/2021 on a sample of two players that were not part of the research sample. The purpose of this exploratory experiment was to identify the obstacles that could face the work during the experiment, and to check the validity of the device.

The pre-test and post-test were carried out at ten o'clock in the morning on 15/3/2021 and 18/4/2021, respectively, in the playground of the College of Physical Education and Sports Sciences of the University of Al-Qadisiyah. The researchers provided the same conditions for both pre-test and post-test.

After the pre-test and before the post-test, the educational program was implemented, with a duration of 4 weeks, with two lessons of one hour per week. The cooperative learning strategy was applied by dividing the students into three levels of technical performance (weak, medium, and

good). Then enough time was given to the weak group to perform more attempts during the same unit, and the aim was to reach the level of their peers with better levels. As for the good group, their role was to help their weak and medium colleagues. Two additional lectures (120 minutes) were given to the weak group, in order to improve their performance.

2.3. Statistical analyses

The statistical analyses were carried out with the Statistical Package for Social Sciences (SPSS), version 24. The statistical methods used by the researchers to analyze the data were means, standard deviations, and t tests. The significance value was $p<0.05$.

3. RESULTS AND DISCUSSION

Table 1 describes the performance of soccer throw-in in the pre and post-tests of the two experimental groups. Both groups significantly improved soccer throw-in from pre-test to post-test ($p<0.05$). The researchers attribute this improvement to the use of the cooperative learning strategy, which put the students in a state of suspense and led to increased movement, repetition and effectiveness.

Also, the researchers believe that one of the reasons for the improvement of the research sample is that the educational units contained diversification through changes in the form of exercises, whether they were distances, directions, or angles, as well as diversification in the angles of the soccer throw-in device used in this research.

In addition, the learner in this method (the cooperative method) has a positive and active educational position and is not a recipient of orders or recommendations. There is a positive and mutual participation among the participants with the purpose of reaching the best possible performance, as the members of the cooperative group must "realize that they are connected with each other in a way that none of them can succeed unless they all cooperate" (Farag, 1989).

Table 1. Performance of soccer throw-in in the pre and post-tests of the two experimental groups

	Pre-test		**Post-test**		**t**	**p**
	Mean	**SD**	**Mean**	**SD**		
Group 1	5.273	0 .467	6.182	0.603	0.002	<0.05
Group 2	5.364	0.505	7.546	0.688	0.000	<0.05

Table 2 describes the performance of soccer throw-in in the post-tests of the two experimental groups. The results were significantly better in the group 2, which received teaching through cooperative learning strategy and also used the soccer throw-in device, in comparison to group 1, which only received teaching through cooperative learning strategy.

Table 2. Performance of soccer throw-in in the post-tests of the two experimental groups

Group 1		Group 2		t	p
Mean	**SD**	**Mean**	**SD**		
6.182	0 .603	7.546	0.688	0.0002	<0.05

These results show that the combination of teaching through cooperative learning strategy with the use of the soccer throw-in device is more effective than the cooperative learning strategy alone. Furthermore, this method produces in the students great enthusiasm, active and collective participation, social cooperation, and responsibility, which has strong positive effects on learning (Al-Zayoud, 1999). Finally, as it was indicated by Muhammad (2006), the use of auxiliary devices and tools contributes to increase the desire to train and improve.

4. CONCLUSIONS

The cooperative learning strategy significantly improved the soccer throw-in in university students. The improvement was higher when the cooperative learning strategy was combined with the use of the soccer throw-in device. Considering these results, the authors recommend to combine the cooperative learning strategy with the use of the soccer throw-in device to teach the soccer throw-in in university students. Also, it would be recommendable to adopt the cooperative learning method to teach other skills in football, especially the most difficult skills.

5. REFERENCES

1. Al-Zayoud, N. F. (1999). *Learning and Classroom Learning, 4th edition*. Dar Al-Fikr, Amman.
2. Farag, E. W. (1989). *Experiences in games for young and old.* Cairo: Helwan University.
3. Hadi, W. S., & Hassan, H. Z. (2020). *The soccer throw-in device*. Patent registered with the Central Organization for Standardization and Quality Control, Baghdad, Iraq, No. 6442.
4. Ismail, T. (1991). *Football*. Arab Thought House, Cairo.
5. López Caballero, P., Onetti-Onetti, W., Giménez de los Galanes Aguirre, J. V., & Castillo-Rodríguez, A. (2023). Análisis de juego del principio de finalización en un equipo de fútbol de categoría infantil. *SPORT TK-Revista EuroAmericana de Ciencias del Deporte, 12,* 5. https://doi.org/10.6018/sportk.568141

6. Muhammad, M. A. N. (2006). *The effect of using auxiliary tools on developing the speed and accuracy of performance of some offensive skills in basketball.* Master's thesis, College of Physical Education, University of Baghdad.
7. Sánchez García, C., Zauder, R., & López Sánchez, G. F. (2019). Analysis of body composition and physical fitness of futsal players at school age according to their level of physical activity, diet and body image. *Atena Journal of Sports Sciences, 1*, 4.

AUTHOR CONTRIBUTIONS

All authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

FUNDING

This research received no external funding.

COPYRIGHT