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The Effect of An Educational Approach According to the (Stand) Strategy in Learning Some Basic Skills in Volleyball and Keeping Them in The Misan Education Team

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Abstract
This study was done to determine the influence of Student Teams Achievement Division (STAD) strategy on volleyball skills and their retention. This study also sought to determine the distinction between the effects of mathematics communication and retention of certain volleyball skills and the interplay of STAD strategy skills in high school team. The sort of research employed was experimental research with a quasi-experimental design as the research design. Random sampling was utilized to acquire two sample classes, namely the experimental class X F with nine students and the control class X A with nine students of class X pupils in the Directorate of Misan Education team during the 2018-2019 school year. The experimental class utilized the STAD strategy, while the control class utilized the strategy. The duration of the experimental learning was three meetings plus one examination meeting. Two-way ANOVA with unequal cells was utilized to determine the conclusion of the examination. Implementing the STAD technique and learning and preserving the precision of certain volleyball abilities had an influence, according to the findings. The STAD technique resulted in superior volleyball learning outcomes compared to the Traditional strategy. In addition, high-level volleyball abilities and their retention were superior than medium and low levels. There was no correlation between acquiring volleyball strategy and skills and their retention.

Keywords: Curriculum (SDAD), Strategy, Volleyball.

Introduction

Despite the need for education, we cannot acquire all concepts simultaneously in the current age of knowledge explosion. The result of learning is how we think and the ability to construct a cognitive structure from which ideas are generated, as opposed to quantitative data (Tian et al. 2020). Education was frequently viewed as an individual's endeavor to construct and cultivate his personality in accordance with the societal standards. Humans are directed to develop their potential and enhance their abilities through the educational process (Huda & Hashim, 2021). According to Yean, (2019) to the development of students' potential; thus, the educational process must be student-centered (student active learning). This allowed Iraqis to improve the quality of physical education, particularly volleyball (Mohammed & Baysen, 2022). As physical education teachers and trainers, it is our obligation to help students improve their motor skills, concentration, and decision-making in volleyball competitions. Volleyball fundamentals are an integral aspect of the Misan education team's curriculum; therefore, they should be linked with modern tactics, such as the STAD approach, which is a component of the cooperative education model. This technique was developed by (slavin) at Johns Hopkins University, in which team members are sorted into random cooperative groups of varying ability

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(Juntong & Channuan, 2020). It is an attempt to democratically organise groups. Influence is one of the most crucial talents for the STAD method to work. The accuracy of the front-facing transmission from the top, its reception, and the crushing thumping it receives all contribute to the development of these skills among the Misan Education volleyball players. Volleyball concepts are typically viewed as difficult to master (Laporta, Afonso & Mesquita, 2018). A significant proportion of students only study it because it is required in secondary school. These students go through the learning process without enthusiasm and motivation for the subject, which frequently results in failure. Volleyball remained a challenge for the majority of students. Numerous students believed that volleyball was a challenging sport, especially when confronting competition. This was evident from the results of high school competitions during the past five years. Volleyball championship competition results for the years 2015 to 2019. Volleyball had the lowest championship results compared to other Sports Games evaluated at the championships. Low volleyball learning results could be caused. The significance of this study is that it contributes to the theoretical and scientific aspect of presenting concepts and knowledge to the volleyball players of the Misan education team in order for them to acquire them and apply them on the field during training or competitions in order to improve the precision of these skills.

Research Problem

Trainers stress the need to pay attention to modern strategies. They give positivity to the learner, whether for competition or the requirements of social relations among members of the cooperative group (Ismail & Al Allaq, 2019). The research problem is evidently the weakness in the Misan volleyball team's first touch upon receiving the service from below, despite the players' occasional ability to overcome this challenge. Furthermore, these abilities are interdependent and built up over time, so a precise future is essential for the volleyball service (Sismahendra Rusdiana & Yudiana, 2020). We also need a player with a reputation for powerful hitting in order to choose which player will lead the squad to victory. The researchers discovered the research issue and posed the following question to describe it:

What is the effect of (STAD) strategy in learning the accuracy of some basic skills in volleyball and retaining them in the Misan education team?

Research Objectives:

1. Identifying the effect of the educational curriculum according to the (STAD) strategy in learning the accuracy of some basic skills in volleyball for the Misan Education team.
2. Identifying the retention ratios between the control and experimental groups in the post-tests.

Research hypotheses:

1. There is a statistically significant difference between the average scores of the pre and post tests for the experimental and control groups and in favor of the post tests.
2. There is a statistically significant difference between the mean scores for the post-tests between the two groups and in favor of the experimental group.

Research fields:

1. The human field: the Misan team players in volleyball in the Misan Governorate headquarters for the 2020 academic year.
2. Time domain: from 2/20/2020 to 5/30/2020.
3. Spatial domain: Hall of the martyr, Wissam Oribi, in the center of Misan Governorate.

Methodology

Research Methodology: the researcher followed the experimental method because it is compatible with the requirements of the current research, achieving its objectives, and verifying the validity of his hypotheses.

Experimental Design:

One of the initial stages that the researcher must take relies on the type of design, the nature of the subject, the conditions of the sample, and the degree of control over the variables that is available. Due to the nature of the

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complicated educational phenomenon, we view it as a very tough issue (Pandey & Pandey, 2021). The partial setting is appropriate for the current search conditions. The design is as shown in Table (1)

Table 1: Shows the experimental design of the research.

Groups	Independent Variable	Dependent Variable	Search Tool
Experimental	STAD Strategy	Basic Skills in Volleyball	Precision Tests
Control	Traditional		

Research Community and Sample:

The objective of defining the community is to establish what individuals stand for (Aspers & Corte, 2019). The community of this research includes players of the Misan education team in volleyball for the 2020 academic year. Two groups of Misan education team were selected randomly and by drawing of lots. The number reached (18) players from the original community. The sample was divided into two groups (a) the experimental group, (b) the control group, and each group consisted of (9) players. The survey sample was chosen from the original community outside the original sample consisting of (6) players and a percentage of (33.33%) of the total number of Misan national team players.

Homogeneity and Equivalence of The Two Research Groups:

Before starting the experiment, the researchers were keen to verify the homogeneity of the research sample in the arthrometer measures. The parity of the players of the two research groups (experimental and control) in a number of variables that the researchers believe may affect the safety of the experiment, as shown in the tables (2) and (3).

The homogeneity of the research sample was carried out in the variables (length, mass, and chronological age) by using the skew coefficient.

Table 2: Requirements for homogeneity according to physiological variables.

Variables	Unit of Measure	M	SD	Sig
Length	Cm	148,10	0,864	0,643
Weight	Kg	48,760	0,614	0,731
Age	Year	13,115	0,776	0,132

Its value is confined to (- + 3) indicating that the sample is homogeneous as in Table (3).

Table 3: Shows the parity between the two groups in pretests.

Transactions	Unit of Measure	Pre-Test		Post- Test		T	Sig
		M	SD	M	SD		
The name of the test	Degree	54,66	1,55	55,66	1,87	2,68	0,201
The accuracy of the facing transmitter from the highest	Degree	24,22	1,78	25,22	1,92	2,44	0,432
The transmitter receiving accuracy is from the lowest	Degree	24,75	1,56	26,22	1,20	0,710	0,310

Devices, tools and means used by the researchers:

- Sources and references – Penalty Survey Questionnaire – Accuracy Forms for Research Skill.
- **Devices used:** Computer, 10 balls, medical scale (official)

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Table 4: Shows of agreement among experts and specialists in determining the skills required for the Tests

Skills	Tests	Opinions of Specialists		
		Agreed	The Number of Experts	Percentage
The facing transmitter from the top	The accuracy of the transmitter from the top	10	10	%100
Transmitter receiver from below	the transmitter receiving accuracy	8	10	%80
Crushing	Accuracy Crushing	9	10	%90

Tests used in research:

After discussing the most basic skills in volleyball with the coach (Coach of the Misan volleyball team)

1. Directed service accuracy:

❖ **Test name:** Accuracy test for the skill of the top-facing passing in volleyball (Terfe, 2013: 390-392). Before starting with the details of the test, it was presented to experts to verify and agree on its validity.

❖ **The purpose of the test:** to measure the accuracy of a passing directed from above.

❖ Tools: the volleyball court is legal, 10 balls, a metric scale, a grid that defines the passing area, the second half of the court draws two lines parallel to the first side line 4 feet from the side line, and the second at a distance of 6 feet from the first line (10 feet away) from the other side.

❖ Written in the first rectangle No. (10) and in the other rectangle No. (5) as well as in the third rectangle No. (1). These numbers represent the degrees of the laboratory as the ball fell in any of these three areas

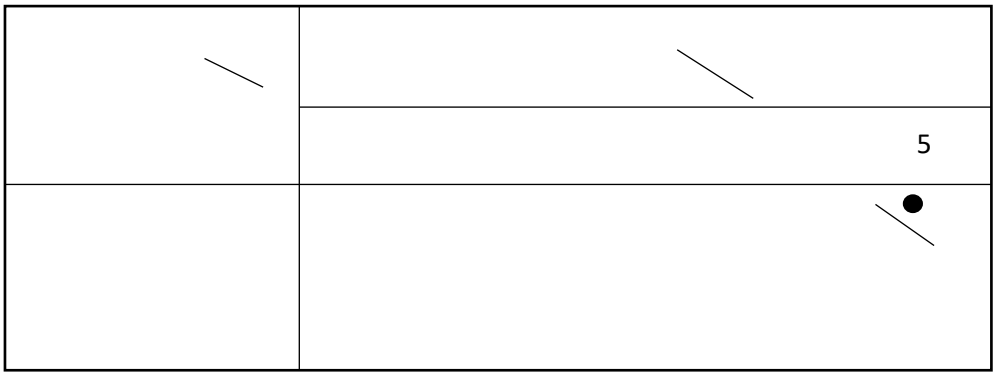

Figure 1: An accuracy test shows the performance of the front facing passing

Performance specifications: The laboratory stands in the transmitter area and performs the skill of transmitting to the opposite half of the playing field, provided that it skips the network (without touching it), trying to drop it in the written rectangle and the decree in its No. 10.

The conditions:

1- Every player has (10) attempts to test (consecutive).

2- The laboratory gets a (zero) in the event that the ball touches the net, whether it fell inside the stadium or outside it, or it fell outside the boundaries of the stadium without touching the net.

3- The passing must be performed from inside the passing area and behind the side line of the stadium

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Scoring: the player gets (10) degrees if the ball falls in the area designated for that (the first rectangle next to the side line) and (5 degrees) if the ball falls into the second rectangle, and the score (1) if the ball falls on one of the lines, the area of the rectangle inside the lines. The pitch has changed within the target scales as in Figure (2)

- The final score represents the total score in the (ten) attempts that he makes

The final score for this test is 100.

Accuracy test for the skill of service reception from below in volleyball

- Objective of the test: To measure the accuracy of the passing's reception (Terminal, 2013: 198)
- The tools used: the volleyball court is legal, the legal balls number (5) and a colored tape to divide the playing field as in the figure below

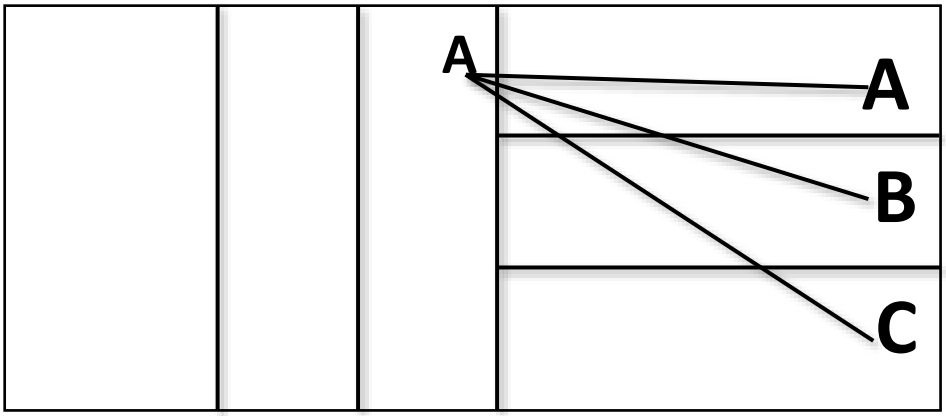

Figure 2: An accuracy test demonstrates the performance of the transmitter's receiver

Performance specifications: The tested player stands in area (A) and receives the ball from the server, trying to direct it to square A in which the player prepared as a goal stand. He repeats the performance from zone (B) and zone (C) for each zone (3) attempts.

Conditions of performance: The reception of the passing is performed according to the legal conditions and as follows:

- ❖ The ball directed at the goal (the prepared player) (4 marks).
- ❖ The ball inside the square in which the target stands are (3) degrees.
- ❖ The farthest ball from the target and inside the attack area (1) degree.
- ❖ The wrong ball gets (zero).
- ❖ The total score of the test is (36) points.

Accuracy Test of Spiking Skill:

The aim of the test: to measure the accuracy of volleyball spiking.

- **Tools used:** volleyball court legal and volleyball law number (5), colored tape to divide the field as in Figure (3).

Performance specifications:

- ❖ The tested player performs spiking from center (4) so that the coach prepares balls for him from center (3) and the player performs the skill.
- ❖ Performance conditions: Each player has (5) attempts in Zone (A).
- ❖ Each player has (5) attempts in Area (B)

It was presented to the experts and obtained an agreement (9) from ten experts, with a rate of 90%

Scoring:

- ▪ (4) scores for each attempt with which the ball falls into zone (A), (B).

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- (3) scores for each attempt to drop the colored area.
- (2) Two steps for every attempt that you drop on the colored area.
- (zero) for every attempt in which the ball falls outside the court.
- Total score: for each region (20) marks.
- So that the overall maximum score is (40) degrees

It was presented to the experts and obtained agreement (8) of ten parts, at a rate of (80%).

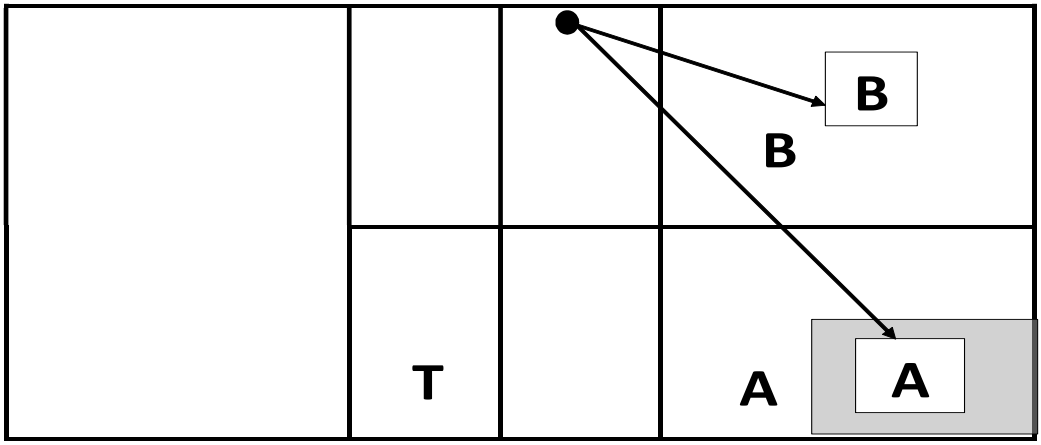

Figure 3: The accuracy test demonstrates the skill of spiking.

Field procedures:

The survey experiment was conducted on (2/27/2020) on (8) students who were randomly selected from the research community.

Pre-tests:

The researcher conducted these tests on the two groups (experimental and control) on (1/3/2020) and took upon himself all the circumstances related to the tests, such as place, time and method of implementation in order to find work on implementing the geographical conditions and places.

Educational Curriculum:

The two educational curricula for the two groups (experimental and control) were conducted in the martyr hall (Wissam Oribi) in the period between Tuesday and Thursday on 3/3/2020 until (4/23/2020). The prescribed duration of the educational curriculum was (eight weeks) by (16) educational units every week. The time of the educational was (90 minutes) for the Misan national team players in the middle stage. The sections of the educational unit consisted of the preparatory section (18) minutes, the main section (60) minutes, and the final section (12) minutes that included the control group in a manner. The traditional and experimental group according to the (STAD) strategy was distributed in cooperative groups of (three groups) in each group three individuals. The assignments were distributed to them. Each member of the group had an educational part that he taught to his colleagues after they had been subjected to prior skill tests, so that competition between groups with duties that the coach gives them

Post- Tests:

The post tests were conducted on 4-24-2020 with the same available conditions and capabilities

3-8 The tests were conducted after (8) days of conducting the post-tests, in line with the rules of absolute retention on (3 - 5 -2020).

Statistical Methods:

The two researchers used the statistical program (SPSS) to extract statistical data

Presentation and discussion of results

This chapter includes presenting the results of the tests as well as the retention tests for the experimental and control groups for comparison and then discussion in order to reach the goals and verify the hypotheses

Presenting the results of the pre and post tests for the control group

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Table:5: Shows the results of the pre and post tests for the control group.

Transactions	Unit of Measure	Pre- Test		Post- Test		T	Sig
		M	SD	M	SD		
Directed service accuracy	Degree	54,66	1,55	60,20	1,09	11,31	0.000
Service reception accuracy	Degree	24,22	1,78	28,22	1,20	7,58	
Smash accuracy	Degree	24,75	1,63	29,22	1,78	13,15	

By viewing Table (5), the results showed the pre and posttest for the control group in the accuracy test of the three skills. The arithmetic mean of the pre-test is clear in the accuracy of the facing transmission from the top. The arithmetic mean reached (54,66) and a standard deviation of (1.55). This indicates the significance of this. The posttest returns to the level of the trainer's style and level of maturity, as the arithmetic mean in the pre-test in the accuracy of transmitter reception was (24,222) and a standard deviation (1,78). The arithmetic mean of the post test of the accuracy of transmitter reception was (28,22) and a standard deviation (1,20). The test reached the pre-test in the accuracy of the overwhelming multiplication is (24,75) degrees and a standard deviation of (1.63). The arithmetic mean of the post test was (29,22) and a standard deviation of (1,78). This leads us to the fact that the post test showed an improvement in the teaching and learning process prefers the STAD strategy. In this strategy, the stage of agreement about the distribution of roles showed how to cooperate, determine collective responsibility, how to take a joint decision, and how to respond to the opinions of group members and the necessary skills (Afrikani, Solihatin & Musnir, 2020; Afrinda & Yanda, 2019; Gupta & Jain, 2014).

Presenting the results of the pre and post tests for the experimental group in the three skills

Table 6: Shows of the results of the pre-test and post-test of the experimental group in the three skills

Transactions	Measurement unit	Experimental Group		Control Group		T	Sig
		M	SD	M	SD		
Directed service accuracy	Degree	55,66	1,78	75,222	1,33	19,06	**0.000**
Service reception accuracy	Degree	25,22	1,92	32,001	1,14	9,92	
Smash accuracy	Degree	26,222	1,20	35,211	1,30	21,21	

The arithmetic mean of the accuracy of the facing transmission from the top in the pre-tests of the experimental group was (55,66) and a standard deviation (1.78), while the arithmetic means in the post news reached (75,22) and a standard deviation (1,33). This indicates the significance of the post test, as for the arithmetic mean of the test. The pre-arithmetic mean in the accuracy of transmitting reception was from the bottom (25,22) and a standard deviation of (1,92) while the dimensional arithmetic mean of the accuracy of the transmitter reception from the bottom reached (32,00) and a standard deviation (1,14), as well as the pre arithmetic mean (26,22) and a standard deviation (1,20) while The dimensional arithmetic mean reached (35,21) degrees and a standard deviation of (1,30)

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Table 7: Shows the results for the post tests of the experimental and control groups for the three academic skills

Transactions Statistical unit	Measure ment Unit	Experimental Group		Control Group		T	Sig
		M	SD	M	SD		
Directed service accuracy	degree	75,22	1,33	60,20	1,09	14,48	0.000
Service reception accuracy	degree	32,10	1,41	28,22	1,201	6,10	
Smash accuracy	degree	35,21	1,30	29,255	1,787	11,38	

By displaying Table (7) for the results of the post tests of the experimental and control group, it becomes clear that the arithmetic mean of the accuracy of the frontal transmission from the top is (75,22) and a standard deviation is (1,33), while the arithmetic mean of the control group reached (201,60) and a standard deviation (1,09). As the arithmetic mean of the experimental group in the accuracy of the transmitter receiving was (32,00) and a standard deviation (1,41), while the arithmetic mean of the control group was (28,22) degrees and a deviation of (1,201). The arithmetic mean of the experimental group in the post test for the accuracy of the crushing hit was (35,21) and a standard deviation (1,301), while the mean reached the arithmetic of the dimensional test for the control group (29,25) and a standard deviation (1,78). This means the superiority of the experimental group is over the control in the accuracy of the three skills. The researcher believes that the moral differences of the experimental group learn the accuracy of the frontal transmission. The reception of the transmission and the overwhelming hitting were due to the educational units through the strategy (STAD). Patsiaouras, Boziou and Kontonasiou (2022), also stresses in this strategy that the coach should provide the means for self-evaluation of the players in line with the goals. The reason for the superiority of the experimental group player over the control group player is due to: Learning according to the (STAD) strategy, which is accustomed to modifying and enriching the players 'skills and helping them generate maximum focus and accuracy in identifying places and points affecting the players. Strategy (STAD) is a collective interactive method that generates ideas New by re-classifying the educational curriculum provided with enrichment, skillful physical activities that may contribute to improving learning and correcting its course (Murtiyasa & Hapsari, 2020)

After Presenting the Results, The Study Reached A Number of Results, Namely:

The experimental group according to the STAD strategy has excelled in the post-test after going through the experimental scientific method with the strategy to be studied in the accuracy of the three skills - sending facing from the top, receiving from below, and overwhelming. Researchers believe that this is due to the fact that the teaching and learning process according to the (STAD) strategy has contributed to the development of accuracy among the experimental group players, as well as the difficulty of the first game to receive the transmission from the bottom. Reaching it, controlling focus and drawing their attention, in addition to that, increasing interaction and social exchange between members of the same group (Lyras & Peachey, 2011) In addition, Ishtiaq and Hussain (2019) illustrated the trainer must realize in this strategy that the specific means are not an end in themselves, but rather are means of forming formal frameworks that the STAD strategy may use.

Table 8: Shows the results of the dimensional tests, retention, and percentage retention for the two research groups

Groups	Skills	Post-Test		Retention		Ratio
		M	SD	M	SD	
Experimental	Directed service accuracy	75,22	1,33	74,12	3,30	%98,98
	Service reception accuracy	32,00	1,41	30,05	0,26	%98,93
	Smash accuracy	25,21	1,30	23,70	0,07	%96,88

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Control	Directed service accuracy	60,20	1,09	55,63	1,42	%83,20
	Service reception accuracy	28,22	1,20	25,61	1,05	%82,26
	Smash accuracy	29,25	1,78	26,20	1,60	%84,24

This table (8) shows the results of the dimensional tests, the results of the retention test and the percentage. we note that the arithmetic means of the post test for the experimental group in the accuracy of the forward facing from the top reached (75,222) and the degree and standard deviation is (1,333) while the arithmetic mean of the retention test of the experimental group is wrapped (74,120). As the degree of deviation is (3,301) and the retention rate is (98,985%), for the control group, the arithmetic means in the post test for the accuracy of the facing transmission from the top reached (60,201) degrees and a standard deviation is (1,095). While the arithmetic mean of the retention test of the control group was (55,637) with a standard deviation 1,421 for the retention rate, it reached (82,203). We conclude that the retention ratio of the experimental research group is better than the retention rate of the control group in the accuracy of the facing transmission from the top is standard (1,414). As for the arithmetic mean of retention, the experimental group reached a degree of (30,057) and a standard deviation (0,261). As for the percentage of retention (98,935%), the arithmetic mean of the group A For a control in the post-test is (28,222) a score and a standard deviation (1,201), while the arithmetic mean of the retention test for the control group was (25,618) degrees, with a deviation (1,052) and the retention rate (83,2664%). The arithmetic mean of the experimental group of crushing accuracy in the post-test was (25,211) degrees and a standard deviation (1,301). The arithmetic means of the retention of the experimental group in the accuracy of the crushing multiplication reached (23,701) with a standard deviation (0,071). While the retention percentage was (96,888%). The control group, the arithmetic means of the posttest in the accuracy of the crushing multiplication reached (29,2550) degrees and a standard deviation of (1,787). The arithmetic means of the retention test of the control group reached (26,208) with a standard deviation estimated at (1,603). As the retention rate is (84,241%), the retention ratio of the experimental group in spiking accuracy is better than the retention rate of the control group in spiking accuracy. The researcher attribute that the rate of this development in favor of the experimental group in the skills under study considering that the STAD strategy gave cooperative groups as learning to cooperate is better than learning over competition had an effect on developing levels and rates of retention of the experimental group and this is due to the STAD strategy. It was a sign of positive learners and making them the focus of the teaching and learning process.

Conclusions

Considering the researchers' findings, the following can be concluded:

1. The STAD strategy has contributed scientifically and practically to developing the accuracy of basic skills in volleyball among the players of the Misan education team.
2. The use of the STAD strategy in learning the accuracy of basic skills in volleyball has contributed to increasing the rates of information retention and retrieval.
3. The learning process through the cooperative groups according to the STAD strategy led to the realization of the benefit achieved from the application of its educational steps.

Recommendations

As the current research results, the researchers recommend the following:

1. The necessity of preparing product coaches in volleyball to use the STAD strategy in the accuracy of basic skills in volleyball.
2. The necessity for teachers and coaches to pay attention when using the (SAFSHI) strategy to develop students 'and players' abilities to learn and accuracy the basic skills in volleyball
3. Coaches must activate the relationship between training and modern strategies in learning the accuracy of basic skills in volleyball.

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