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The Educational Index for Special Exercises Using Auxiliary Educational Tools to Improve Certain Skills in Futsal

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Abstract: Educational indicators aim to provide a comprehensive picture of the educational system by describing the system, identifying its elements, evaluating them, and then assessing them to create a suitable educational environment for making sound decisions. This is achieved by highlighting the strengths and weaknesses of the educational system, which allows for the development of appropriate solutions to address deficiencies and shortcomings. The researcher relied on the students' post-test scores as an educational indicator to evaluate the educational content. The current study aims to develop special exercises using auxiliary educational tools in physical education lessons and to investigate the effect of these exercises in enhancing the students' skill abilities. The problem of the study was the traditional nature of the exercises and educational tools used in physical education lessons, which has diminished the enthusiasm for this important subject. The study sample consisted of 60 students from the fifth preparatory grade for the academic year 2023-2024, divided into two groups: A control group and an experimental group. The control group learned according to the lesson plan prepared by their teacher, while the experimental group learned using auxiliary educational tools and specific exercises over 12 teaching units for a period of 6 weeks. The results showed that the experimental group outperformed in skill abilities. Therefore, the researcher recommends using new exercises and auxiliary educational tools that would attract students' interest and enthusiasm to achieve the goals of the lesson.

Keywords: Educational indicator, special exercises, educational tools, skill abilities, futsal

INTRODUCTION

An indicator is a statistical tool that individuals can use for comparing different areas of life in order to obtain the outputs of each area for evaluation or assessment purposes. In all countries and societies, education undergoes comprehensive planning projects, whether short-term or long-term, through which goals, means and methods are determined to achieve them. These plans lead to the design of programs and the establishment of regulations that govern the use of these means to ensure that the desired goals are reached. Foundations for evaluation are set to guarantee educational opportunities as a fundamental human right for all members of society, without class distinction. Legislators strive to provide suitable outputs in terms of quantity, quality and methodology that meet the evolving needs of society, which interact with the rapid development in all fields and that qualify the educated individual to compete in the era of technological advancement, both now and in the future. This is achieved by building the individual's character, fostering self-confidence and instilling pride in the homeland and society.

Educational indicators aim to provide a comprehensive picture of the educational system by describing the system, identifying its elements, evaluating them and then assessing them to create a suitable educational environment for making sound decisions. This is done by highlighting the strengths and weaknesses of the educational system, which allows for

the development of appropriate solutions to address deficiencies and shortcomings. Educational indicators also provide the opportunity for comparisons between educational institutions, cities and countries, enabling teachers to compare the methods and techniques they use with those of their peers and the outputs generated by each method. This process encourages efforts to improve the quality and level of education[1].

Educational indicators help evaluators and supervisors assess the nature of the work within schools and the extent of their success or failure in achieving the goals set by the state. These indicators reflect the performance of the educational system and the progress made during the academic year. They also serve to diagnose issues, identify areas of strength and weaknesses and highlight the challenges schools face. By doing so, they enable decision-makers to address these problems and work towards strengthening the areas of weakness, ultimately leading to improvements in the overall educational system [2].

The use of auxiliary tools in the educational process to enhance players' skills is a valuable asset for both teachers and students, offering time and effort savings that can be invested in developing students' abilities. Many students lack sufficient time to engage in physical activities, which negatively impacts their physical and health levels. Therefore, it is crucial to work intensively on creating educational tools that assist and simplify teachers' efforts in improving students' levels, especially during early developmental stages. This will help establish and reinforce motor programs for fundamental skills, laying the groundwork for building a generation with strong skill abilities, enhancing individual performance and positively impacting collective performance for guaranteed positive results.

Research Problem

The educational process, like other areas of life, grows and develops, with strategies and methods varying to achieve educational goals. As a result of these changes and developments, traditional concepts of education, its methods and evaluation techniques are no longer able to address all the problems arising from these changes. Therefore, there is a need for teachers and educational planners to take steps by guiding and emphasizing the importance of innovation and creativity to renew and develop teaching methods. Since most teachers have become accustomed to using traditional educational tools, which have lost their appeal and excitement due to their repeated use, teachers must view the lesson as a training unit that targets a wide range of physical and skill-related abilities. These abilities are interconnected and form a series of requirements that students need, affecting their psychological development, building self-confidence, achieving personal fulfillment and honing their talents to advance the educational process in terms of both inputs and outputs. Hence, the problem of the study is to identify educational indicators for physical education teachers in preparatory schools.

Research Objectives

- To develop special exercises using auxiliary educational tools to improve students' skill attributes
- To assess the impact of special exercises using auxiliary educational tools on the development of students' skill attributes.
- To identify the differences in pre-test and post-test results for both research groups in certain skill attributes of the students

To identify the differences in post-test results between the research groups in specific skill attributes of the students.

Research Hypotheses

- There are statistically significant differences between the pre-test and post-test results for both the control and experimental groups, in favor of the post-test results
- There are statistically significant differences between the post-test results for the control and experimental groups, in favor of the experimental group

Research Areas

- **Human Area:** Students from the preparatory school in Nasiriyah for boys, academic year 2023-2024
- **Temporal Area:** From 15/10/2023 to 20/12/2023
- **Spatial Area:** The football field of the preparatory school in Nasiriyah, Dhi Qar Governorate

Research Methodology and Field Procedures

Research Methodology

The researcher used the experimental method with a two-group equivalent design (control and experimental) to match the nature of the research problem and its objectives. The two groups, control and experimental, must be "completely equivalent in all aspects except for the experimental variable, which affects the experimental group [3].

Research Population and Sample

When selecting the sample, it is important to ensure that it represents the original population and that the results can be generalized to the larger group from which the sample was drawn. As stated, "the objectives set by the researcher for their study and the procedures used will determine the nature of the selected sample." The researcher identified the research population as the students of the Nasiriyah Preparatory School for Boys, with a total of 233 students. The research sample was selected from the fifth-grade students, divided into two sections (A and B), totaling 71 students. After excluding students who were irregular in attendance or had health problems, the final sample consisted of 60 students. The sample size represents approximately 25.7% of the total population.

Table 1: Homogeneity of the research sample

No.	Variable	Unit of measurement	Mean	Standard deviation (SD)	Coefficient of variation (CV)
1	Age	Year	16,041	0,907	5,654%
2	Height	Meter	1,656	0,0657	0,039%
3	Weight	Kilogram	58,041	7,297	12,572%
4	Shooting Accuracy	Degree	17,958	4,629	25,776%
5	Ball Rolling	Second	23,908	2,676	11,192%

Table 2: The calculated t-value and significance level (sig) to indicate the equivalence of the research groups in the study variables

			Control group		Experimental group			
No.	Variables	Unit of measurement	Mean	+SD	Mean	+SD	Calculated t-value	Sig.
1	Shooting accuracy	Degree	18,417	5,680	17,500	3,477	0,477	0,638
2	Ball rolling	second	24,080	3,277	23,736	2,043	0,308	0,761

Significant at the significance level of (0.05) and at 22 degrees of freedom

Homogeneity and Equivalence of the Research Groups

To ensure homogeneity and equivalence between the two research groups, the researcher performed a homogeneity process to control for variables such as age, height and weight, in addition to other variables relevant to the study, as shown in Table 1.

All values of the coefficient of variation were below 30%, indicating the homogeneity of the sample in the above variables. The researcher also conducted equivalence between the two research groups to control for variables, as shown in Table 2.

t is clear from Table 2 that the calculated t-values for all the research variables are at a significance level greater than (0.05), indicating that there are no statistically significant differences between the two groups. This shows that the research groups are equivalent in the research variables.

Data Collection Methods, Devices and Tools Used in the Research

Data Collection Methods

- Arabic and foreign sources
- Personal interviews
- Observation and experimentation
- The World Wide Web (Internet)
- Tests and measurements
- The questionnaire

Devices and Tools Used in the Research

- Electronic weight measurement device [1], made in China
- Stopwatch (Geonaute brand), made in China
- Laptop (Lenovo brand), made in China
- Whistles [2]
- Footballs [12]
- Football field
- Plastic cones [8]
- Training aids

Field Procedures for the Research

Educational Tools

The researcher utilized educational tools designed by Alaa Al-Obaidi (2022), which consist of:

Light Wall Device

The light wall device consists of steel pipes with a thickness of 2 mm and a total length of 17 meters, painted white. It includes five light panels [5] in different colors, with a total length of 20 meters. Plastic goal nets are fixed at the back of each square in the five squares, with a total area of 7 square meters. A 1-meter square sticker, shaped like a goalkeeper image, is attached to the square designated for the ball-throwing machine. A circular opening is created for the ball shot from the ball-throwing device to pass through.

The light panel is controlled via a control unit, made from electrical materials, which is connected to the light wall device. This controls the release of electrical current to the light panels surrounding the five target squares randomly, making it difficult for the student to predict which square will light up next. This educational tool is used to develop shooting accuracy (Figure 1).

Light Columns Device

It consists of vertical posts made from a circular concrete base with a diameter of 20 cm. Each post has a hole in the center where a hollow plastic tube (90 cm in length) is placed. An electrical wire with two lines passes through the tube, connecting to the base of a red LED light bulb fixed at the top. The device is connected to a control unit that activates each of the five light bulbs fixed on the five posts randomly, with varying time intervals that suit the nature of the exercises.

The performance involves the student running with the ball towards the illuminated post, then returning to the center of the circle and repeating the exercise until all five posts are completed. This educational tool is used to develop dribbling skills (Figure 2).

Skill Tests

Measurement of Shooting Accuracy

Test Name

Measurement of Foot Shooting Accuracy

Tools

- Measuring tape
- 10 footballs
- Goal divided by ropes

Procedure

Place the 10 balls at specific locations within the penalty area.

The player takes turns shooting the balls one by one in sequence at square targets (1.50 x 1 meter)



Figure 1: Illustrates the light wall device



Figure 2: Illustrates the light columns device during the execution of the ball rolling

marked within the goal. The targets are indicated by the corners and the attempt is invalid if no target is hit.

The test begins with ball number 1 and ends with ball number 10.

Test Instructions
The player must kick the ball from behind the starting line. The kick is invalid if the player crosses the starting line during the attempt.

Test Administration
A recorder is responsible for counting the errors and successful kicks.

Scoring
The number of successful kicks that hit or touch any of the four targets is counted

Test Description
The player stands 11 meters away from the goal. Upon receiving the start signal, the player performs the shots. The player is given 3 attempts with their preferred foot and the points are recorded based on the location where the ball hits the target.

Ball Rolling Test

Test Name
Zigzag Running with the Ball

Tools
- Start and finish lines, with a distance of 25 meters between them
- 10 cones placed at equal distances (2 meters apart), with the start and finish lines positioned 2 meters from the first cone

- Football
- Stopwatch
- Timer

Procedure
Perform zigzag running with the ball between the 10 cones, with 2 meters distance between each cone, running both ways (back and forth).

Test Instructions

- The player runs in a zigzag pattern between the cones in both directions (out and back)
- The player is given two attempts
- The best time recorded is considered
- The player may run between the cones in any direction and on either side of each cone (left or right)

Exploratory Experiment
The exploratory experiment is "an initial trial study conducted by the researcher on a small sample before starting the main research to test the research methods and tools" [1]. The researcher conducted an exploratory experiment on 20/10/2023, involving 6 players from outside the research sample, in order to evaluate the validity of the tools and methods used in the tests and exercises and to assess the organization, time spent on their application and the scientific foundations of the tests.

Pre-tests
The pre-tests were conducted on the research sample, which included 60 students from the fifth preparatory grade. The pre-tests took place on 26/10/2023.

Main Experiment
The researcher prepared special exercises using educational tools to develop specific skill abilities in students. These exercises included drills to improve basic skills in futsal, such as ball rolling and shooting, along with skills incorporated into the execution of some exercises used in the study.

To achieve maximum benefit in developing the skills under study, certain considerations were made when designing and implementing the exercises. These included ensuring the exercises were appropriately graded in difficulty according to the students' age and skill levels. Most of the exercises used were engaging because they involved new educational tools that the students had not trained with before, adding excitement and enjoyment to the exercises. The safety of students and those handling the educational tools was also ensured by setting up the tools safely to minimize the risk of injuries during their use.

The researcher began applying the special exercises with the educational tools for 6 weeks, with each week consisting of two teaching units, starting from 29/10/2023 to 10/12/2023. The time allocated for the main part of each unit, which involved the implementation of the exercises using the educational tools, ranged between 25-30 minutes. A total of 12 teaching units were conducted. The experimental group (class A) trained using the special exercises, while the control group (class B) trained with the same teacher according to the curriculum he had prepared.

Post-tests
After completing the main experiment over a period of 6 weeks with 12 teaching units, during which the special exercises with educational tools were applied, the researcher conducted the post-tests for both the control and experimental groups on 14/12/2023. The post-tests were conducted with consideration of the same spatial and temporal conditions and variables as those present during the pre-test.

Statistical Methods
After data collection, the researcher conducted statistical analyses using the Statistical Package for Social Sciences (SPSS), version V22.0.

Presentation of Results

- Presentation of the Results of the Differences Between Pre- and Post-tests for the Experimental Group's Skill Abilities:
- Discussion of Results for Pre-test and Post-test of the Experimental Group

The results of the tests revealed significant differences between the pre-test and post-test in the skill abilities, with a preference for the post-test. These differences can be attributed to the fact that the variables addressed by the researcher were influenced by the exercises applied through the educational tools. These exercises showed a positive impact on developing the skill abilities under study. Additionally, they had a positive effect on increasing the students' motivation and desire to apply the exercises, as they were new inputs in the educational curriculum. Furthermore, the types of exercises selected by the researcher, which were integrated into the lesson plan, were designed to align with the type of educational tools used. As noted, "The diversity in using tools and applying them scientifically contributes to the development of the educational process" [4]. The reason for the significant improvement in the mentioned skill levels, according to the researcher's opinion, is that the development achieved by the students contributed to enhancing their skill abilities due to the regular training through specific exercises executed using the educational tools. As stated, "The selection of appropriate exercises enables the teacher to develop physical abilities while simultaneously helping the player master the skills" [5] (Table 3).

The skill exercises played a significant role, as each training unit included skill exercises, whether they were simultaneous skills or related to physical abilities. As highlighted, "Performing football skills in their various forms requires certain physical and mental abilities, which vary in type, quantity and timing based on the

Table 3: Shows the results of the differences between the pre- and post-tests and the calculated t-value for the experimental group

No.	Variables	Unit of measurement	Pre-test Mean	Pre-test +SD	Post-test Mean	Post-test +SD	Calculated t-value	Sig.	Statistical significance
1	Shooting accuracy	Degree	17.500	3.477	27.333	1.557	11.096	0.000	Significant
2	Ball rolling	Second	23.736	2.043	18.849	2.196	9.536	0.000	Significant

*Significant at a significance level of ≤0.05 and at degrees of freedom [11]

Table 4: The results of the differences between the pre-test and post-test, along with the calculated (t) value for the control group

No.	Variables	Measurement unit	Pre-test Mean	Pre-test +SD	Post-test Mean	Post-test +SD	Calculated t-value	Sig.	Statistical significance
1	Accuracy of shooting	Degree	18.417	5.680	22.333	3.446	7,603	0.000	Significant
2	Ball Rolling	Second	24.080	3.277	22.301	3.708	1.680	0.121	Significant

*Significant at the significance level ≤(0.05) and at 11 degrees of freedom

specific skill. A lack of these attributes or their limitation clearly reflects the weakness in the student's skill level [6].

The researcher noticed the students' desire to perform exercises involving the ball, such as ball control with multiple repetitions. This enthusiasm led to positive results in improving the player's relationship with the ball. This is consistent with the findings of Owen and Clark, who emphasized that "repeated practice of a skill as many times as possible, while ensuring adequate rest periods, preferably positive rest, provides the player with enough opportunity to master the skill and perform it better. This is because frequent practice of compound skills and performing them correctly helps ensure their proper execution during the game."

Additionally, the combination of two or more skills in compound exercises positively contributed to the development of ball control skills [7].

Successful shooting is the culmination and endorsement of the team's efforts through cooperative work between the various lines of play. Al-Rubaie and Al-Mashhadani (1991) state, "It is essential to build training units focused on learning how to score, with an emphasis on accuracy and progression to achieve dynamic and powerful shooting."

This highlights the importance of structured training, emphasizing both the technical aspects of shooting accuracy and the gradual development of dynamic, effective scoring skills [8]. This was achieved through the use of the light boxes, which provided an opportunity to practice shooting from different angles and with a large number of repetitions, ensuring the development of the students' skills. As the development of neuro-muscular coordination between the eye and foot and the ability to link movements to improve the work of the nervous system, is crucial, especially when combining more than one skill in a single exercise, such as accuracy and speed, with attention to concentration. Qasim Hussein (1990) emphasizes, "It is essential to focus on training coordination and movement integration, incorporating it into the training curriculum. Long-term use and continuous repetition of movement coordination will lead to adaptation to the ideal motor and temporal trajectory."

This approach emphasizes the importance of consistent practice and integration of various physical and cognitive elements to enhance motor skills and coordination, leading to improved performance in dynamic tasks like shooting [9].

Presentation of Results of Differences Between Pre-test and Post-test for the Control Group on the Skills under Study

The results of the tests for the control group (Table 4) show significant differences between the pre-test and post-test, favoring the post-test in the skill of shooting. However, in the ball rolling test, there were no significant differences between the pre- and post-tests. This suggests that there were only slight differences between the two tests for the control group, which did not undergo the experimental study with the educational tools and the specific exercises that were applied in the main section of the educational units. Instead, they followed the teacher's regular lesson plan.

The researcher attributes the improvement between the pre- and post-tests of the control group to the efficiency of the teacher and the repeated practice by the students. When examining the mean values and the t-values for both the experimental and control groups, the researcher notes that the differences are not the same. This difference is attributed to the traditional nature of the exercises, which lacked innovation in creating exercises that achieve the same goals in a new format, using educational tools that meet the needs of the game, simulate its scenarios and align with the latest developments in training.

The researcher emphasizes that essential principles in training and education must include providing tools and auxiliary devices that facilitate faster learning, foster a sense of capability and self-confidence and help develop motor skills and performance. Additionally, the element of engagement and motivation is critical, as it encourages players through performance while using tools that positively influence the development of these fundamental skills [10]

Presentation of Post-test Results for the Control and Experimental Groups

The results of the post-tests for both the experimental and control groups (Table 5) show significant differences in most tests, with the experimental group outperforming the control group in the post-tests. Specifically, the ball rolling and shooting accuracy tests showed significant differences. The researcher attributes these improvements to the impact of the

Table 5: The results of the differences between the post-tests for the experimental and control groups in the research variables

No.	Variables	Measurement Unit	Pre-test Mean	Pre-test +SD	Post-test Mean	Post-test +SD	Calculated t-value	Sig.	Statistical Significance
1	Accuracy of Shooting	Degree	22.333	3.446	27.333	1.557	4.580	0.000	Significant
2	Ball Rolling	Second	22.301	3.708	18.849	2.196	2.775	0.011	Significant

Significant at the significance level ≤(0.05) and at 22 degrees of freedom

independent variable, which is the use of educational tools through specific exercises incorporated into the lesson plan.

The post-test results for both groups, as analyzed through the statistical operations conducted by the researcher, were compared and balanced. This comparison was made with the results of the control group, which served to control the variables by isolating it from the experimental treatments. The control group only followed the standard curriculum set by the teacher, allowing the researcher to ensure that the observed differences were due to the application of the educational tools in the experimental group.

This approach supports the findings and contributes to the achievement of the research objectives and hypotheses, particularly in regard to the development and differences between the results of the experimental sample in both the pre- and post-tests. The significance of these differences reflects the positive effect of the educational tools on improving the students' skills, thus reinforcing the conclusions drawn from the study. The use of new educational tools, such as the lightboard system, which students were not accustomed to, greatly contributed to their increased interest and engagement. This led to a higher level of enthusiasm for performing exercises related to these tools and they did so eagerly, without experiencing the psychological fatigue or boredom that might have typically occurred. This increased motivation significantly contributed to the development of the skills being targeted in the study.

As Al-Basir (1999) points out, "The diversity in the use of educational tools, when grounded in scientific principles, contributes to the enhancement of the training process. It allows the principle of adaptation to work effectively at improving athletes' physical and technical levels."

This suggests that the introduction of innovative teaching aids can positively influence students' performance and motivation, leading to greater improvements in their athletic abilities [11]. "As Munir Jirgis (2004) mentions, "The strength of a coach is measured by the variety of training methods he has. To prevent players from getting bored due to the constant use of traditional drills that may be familiar to some, every coach should arm themselves with a diverse set of exercises that enrich their players, fueling their enthusiasm, continuity and improving both their physical and technical skills."

In line with this, the use of drills that simulate various game situations has played a crucial role in skill development. The more training sessions resemble actual competition scenarios, the better the players learn the correct techniques needed for effective performance. This approach not only enhances their skills but also ensures that they are better prepared for real-game conditions, thereby fostering greater adaptability and readiness in competition [12].

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

- **Notable Development:** Both the experimental and control groups showed notable improvement in skill levels, with varying degrees of progress between the groups
- **Effect of Educational Tools:** The use of educational tools had a positive impact on developing the skills under study. Statistically significant differences were observed in favor of the experimental group, which was exposed to the independent variable — special exercises conducted through educational tools. These exercises were integrated into 12 instructional units over six weeks
- **Students' Enthusiasm:** The research sample showed a great willingness to perform exercises using the training tools

Recommendations

- **Focus on Educational Indicators:** It is essential to pay attention to educational indicators at the school level in general and for each subject and teacher specifically. To achieve the benefits of these indicators, a system of educational indicators should be established. This system should consist of measurable units, with each unit being represented by the administration of each school. Schools should continuously evaluate their performance and that of their teachers, identifying and comparing the performance levels of schools, both locally and internationally
- **Adopt Special Exercises and Educational Tools:** The researcher recommends continuing to use special exercises and educational tools to develop the skills under study. It is also important to innovate educational tools in line with advancements in the educational process and to meet students' desires for learning and training in an enjoyable manner.
- **Regular Assessments:** Regular periodic assessments should be conducted to evaluate the effectiveness of the instructional curriculum. These assessments will help in making necessary adjustments to ensure the achievement of set objectives
- **Diversify and Update Exercises:** It is crucial to diversify and update the exercises continually, as this helps increase students' motivation for learning and training

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