THE EFFECT OF AN EDUCATIONAL CURRICULUM USING THE (DRIVER) MODEL IN LEARNING AND DEVELOPING THE CRUSHING SKILL OF STUDENTS IN VOLLEYBALL

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ABSTRACT

As a result of the progress made in various sports sciences, including kinesiology, and in order to advance the educational reality, which prompted researchers to find a solution to its problem, which included a weakness in developing the technical performance of the skill of crushing students in volleyball through qualitative exercises using the Driver method. The research also aimed to identify the impact of the educational curriculum Using Driver’s method in developing the skill of hitting the crushing ball with volleyball for students of the third stage in the College of Physical Education and Sports Sciences, University of Kufa, as the research community was determined by students of the third stage in the College of Physical Education and Sports Sciences, University of Kufa, who numbered (66) students. Dividing them into two control and experimental groups with (20) students per group by simple random method, and thus the sample percentage is (60.606%) and the experimental method was used to suit the nature of the problem, then homogeneity, equivalence and tribal tests were conducted, and then the program was applied to the experimental sample, which includes a group From the educational curriculum using the Driver method in the main section of the educational unit only, where the total units of development amounted In 12 developmental units for a period of (6) weeks, two units per week. As for the control group, it continued to implement its own curriculum, and after obtaining the data and processing it statistically, the most important conclusions and the following recommendations were reached.

Conclusions: The educational curriculum using Driver’s method has a positive effect in developing the technical performance of the students’ volleyball crushing skill.

Recommendations: The necessity of using the educational curriculum using Driver’s method in learning and developing the rest of the volleyball skills in order to identify the extent of their impact on learning those skills.

Keywords: The educational curriculum using the Driver's method.

I. INTRODUCTION

Introduction and importance of the research

The science of motor learning for the thesis, which depends on the educational process in all its fields, including the sports field, where Kassab teaches Yen motor skills through the changes that we observe in motor behavior. Volleyball is one of the outstanding team matches, which created the opportunity for competition and team practice, where team players can perform basic playing skills with few errors through accuracy and smoothness of performance. Skills, as they have developed significantly during the past years, and the volume of interest in them in some countries was a high rank for excellence with some physical qualities and motor ability, and as a result of the development of the scientific movement through the search for the best means of construction and advanced methods that have a positive impact on learning, skills development and mastery of arrangement To raise the level of team performance and get the best results. As volleyball is an open skill game that requires high concentration of arrangement to learn and its overwhelming hitting skill, it is a mission
offensive skill in volleyball that requires researchers to research the latest technology and techniques, so you must. Taking into account the importance of the curriculum in terms of quality and quantity and how to implement it to provide the learner with the correct technical performance. Through the foregoing, it becomes clear the importance of researching the effect of the quality of exercises using the driver's method in developing the skill of smashing for students of ball trip.

**Research problem**

The skill of overcoming the overwhelming offensive skills in the ball flight, so it must be emphasized when learning taking into accounts the technical performance of the correct motor path. Through the experience of researchers, brevity and field, they found that there is a problem in the poor performance of the skill of hitting smash, as it is a relatively difficult skill in the process of learning, which motivates the researchers to find a solution to this problem instead of relying on the quality of exercises using the driver's method to develop the skill. From the crushing beating of volleyball students.

**Research aims**

Recognizing the impact of the driver education curriculum in developing the skill of hitting by crushing volleyball for third year students in the College of Physical Education and Sports Sciences, University of Kufa

**Force search**

There is a positive effect of an educational curriculum that uses the driver's method in developing the skill of hitting by crushing volleyball for third-year students in the College of Education, Physical Sciences and Sports, University of Kufa.

**Research areas**

- The human field: Third-year students in the College of Education for Physical Sciences and Sports, University of Kufa, for the academic year (20-20-201)
- Date range: Length (2 5/9/2020) to (2 7/11/2020)
- Spatial domain: the stadium of the College of Physical Education and Sports Sciences, University of Kufa.

**Define the conditions**

The education curriculum “is a similar educational method conducted according to the nature of the performance of motor skills using muscle groups that work with the same skill and in the same motor, temporal and dynamic path that changes or attempts to change the level of learning and the performance of learners in accordance with new methods or models” (1).

**Systematic research and procedures field**

**Curriculum Search**

The researchers used a Total Tin equal's Tin experimental design approach with pretest dimensions and a “system for testing or comparing two or more dimensions” (2). To match the nature of the research problem to be solved, Table No. (1) Shows the experimental design used.

<table>
<thead>
<tr>
<th>post test</th>
<th>experimental treatment</th>
<th>pre test</th>
<th>the group</th>
</tr>
</thead>
<tbody>
<tr>
<td>smash hit skill</td>
<td>Experimental curriculum The educational curriculum using the Driver's method</td>
<td>smash hit skill</td>
<td>experimental</td>
</tr>
<tr>
<td>smash hit skill</td>
<td>normal syllabus</td>
<td>smash hit skill</td>
<td>officer</td>
</tr>
</tbody>
</table>
Community research and appointed

Determining the research community for the students of the third study stage at the College of Education for Physical Sciences in Riyadh, the University of Kufafor the academic year (20 20-2021), and their number (66) students, and then a sample was chosen. By random subtraction by lottery. From the original community research and by 40 students, where they were divided into a control group with 20 students and the experimental group with (20) students as well, where the proportion of the research sample (60.606%) of the community research was a percentage. It represents the true and honest community.

Homogeneity of the sample

Before starting the implementation of the program, the researchers resorted to modifying the Elmo-Fluidic variables (weight, height, and age) that affect the accuracy of the research results, deceiving the skew coefficient, as shown in Table No. (2)

Table (2) it shows the variables (weight, height, age) and the deviation coefficient

<table>
<thead>
<tr>
<th>skew modulus</th>
<th>mode</th>
<th>+P</th>
<th>S</th>
<th>+P</th>
<th>Statistical parameters</th>
</tr>
</thead>
<tbody>
<tr>
<td>63 , 0</td>
<td>47</td>
<td>85.2</td>
<td>86 , 57</td>
<td>kg</td>
<td>Length</td>
</tr>
<tr>
<td>77 , 0</td>
<td>517</td>
<td>52.1</td>
<td>617</td>
<td>cm</td>
<td>the weight</td>
</tr>
<tr>
<td>37 , 0</td>
<td>21</td>
<td>47.0</td>
<td>34 , 21</td>
<td>Year</td>
<td>Age</td>
</tr>
</tbody>
</table>

Table (2) shows that the values of the deviation coefficient are limited to (1), which indicates the homogeneity of the research sample in the variables (weight, height and age), that is, the moderation of their normal distribution.

Equal groups Search

In order to verify the equality of the two research groups in the nature of their work, the researchers based on the pre-test do not test the technical performance with the skill of hitting the volleyball, using what is the law (R) of two related means and two equal samples as shown in Table (3)

Table (3) It shows the equivalence of the research summaries in the preliminary test of technical performance of the skill of smashing in volleyball.

<table>
<thead>
<tr>
<th>Indication type statistic</th>
<th>Values calculated</th>
<th>experimental group</th>
<th>control group</th>
<th>measuring unit</th>
<th>the group of the exams</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>±p</td>
<td>s</td>
<td>±p</td>
<td>s</td>
<td>Degree</td>
<td></td>
</tr>
<tr>
<td>insignificant</td>
<td>4.12</td>
<td>0.268</td>
<td>0.308</td>
<td>4.66</td>
<td>Technical performance</td>
<td></td>
</tr>
</tbody>
</table>

Tabular t-value = (2.03) at the significance level (0.05) and the degree of freedom (38)

Table (3) shows that all the differences in the technical performance tests of the skill of hitting the volleyball smash between the two research groups showed a significant change, because the calculated value (t) is less than its tabular value of (2.03) at the level of significance (0.05) and the degree of Freedom (38), which indicates the equality of the two research groups in this test.

Research means, devices and tools used:

Research methods:-

The researchers used the following questions:
Arabic references and sources

Test and measurement

Equipment and tools used:

The researchers used the following devices and tools:

1. An electronic calculator (computer).
2. Whistle (3).
4. Sony video camera (1).
5. Volleyball number (15).
6. A tape measure to measure the length.
7. A legal volleyball court.

Define tests:

Technical performance evaluation test for the skill of hitting the crush with volleyball:

Objective of the test: Evaluate the technical performance of smashing through the three sections of the skill (Preparatory, President, Final)

Equipment used: a legal volleyball court, (3) volleyballs, and a pre-made assessment form.

The method of performance: The tester performs the skill of the high facing crush from the specified area of the performance, that is from the center (4) so that the teacher or one of the members of the assistant team prepares the ball for the tested player correctly and for three attempts and the tester performs the crushing attack trying to drop the ball in the opposite court.

Registration: Three assessors evaluate the three attempts of each student in a laboratory, through the presentation of the imaging of the sample, and give them three marks for each assessment, noting that the final assessment score for each attempt is (10) marks, divided into the three skill sections, which are (3) marks for the section. Preparatory and (5) marks for the main section, and (2) two marks for the final section. Then the best score for each of the assessors is selected, and by extracting the arithmetic mean of the best three scores, the final score for each laboratory is extracted.

![Diagram](image)

Figure (1) Shows evaluation of the technical performance of the skill of crushing volleyball

Experience reconnaissance
The result of the survey experiment on 2/9/20 was exactly 20 at (10) in the morning and on a sample from outside the research sample and the number (10) laboratory. The aim of this experiment is to identify the efficiency of the work team assistant and to know the difficulties that researchers may face during the implementation of the tests in the main experiment, as well as knowing the time tests and determining the time period that each test takes and recognizing their validity. Of the tests, it was a stability factor, by retesting after (7) days, where the correlation coefficient (Pearson) was used, where the validity and objectivity coefficients were found as shown in Table (4).

Table No. (4) Shows the scientific coefficients, reliability coefficient, and validity coefficient and objectivity lab.

<table>
<thead>
<tr>
<th>No</th>
<th>Scientific Transactions</th>
<th>Self-honesty Coefficient</th>
<th>Stability Coefficient</th>
<th>Alone Measurement</th>
<th>Scientific Transactions the exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technical performance</td>
<td>0.91</td>
<td>3.9, 0</td>
<td>7.8, 0</td>
<td>Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Technical performance</td>
</tr>
</tbody>
</table>

**Main search procedures**

**Pre-Tests**

The pre-measurement of the crushing disease was tested with technical multiplication skill on 29/9/20 exactly at (10) am, and two groups were the control and the experimental.

**Tutorial using Style Driver**

Implementation of the program started on 10/30/2020 and lasted for (6) weeks by (12) development units, ie, at a rate of two units per week, where the education curriculum is introduced using the method. A driver in only a major section of the educational unit, and the time for the main section was 60 minutes.

**Dimensions of tests**

The post-test was carried out after the completion of the implementation of the program, the experimental group, and the control group on November 27, 2020 at (10) in the morning.

**Objective sum: (4)**

1. Pearson's correlation coefficient.
2. Calculate the mean.
4. Test for two uncorrelated arithmetic samples and for two equal samples.
5. Test of two related calculations (corresponding samples)
6. Percentage.
7. Coefficient of deviation;

**Presentation, analysis and discussion of the results**

Presentation, analysis and discussion of the results of the pre and posttest of the technical performance of the volleyball crushing skill of the control group:

In order to find out the significance of the differences for the pre and posttests of the technical performance tests of the skill of crushing volleyball for the control group, the (t.test) test was used for identical samples as shown in table (5).

Table (5)Arithmetic circles and diffraction t show the calculated standard value (t) and the statistical significance of the pre and posttests of the technical performance of the skill of crushing hitting in volleyball for the control group.
And the tabular value (t) = (2.09) at the degree of freedom (19) and the level of significance (0.05).

Table (5) shows the arithmetic means, standard deviations, and the calculated and tabular (t) value between the tribal and remote tests of the technical performance of the skill of overwhelming hitting in volleyball for the control group of (20) students, as the arithmetic mean in the tribal test of technical performance is (4.66) and with a standard deviation of (0.308), while the arithmetic mean in the distance test is (7.30) with a standard deviation of (0.48), and the calculated (t) value is (7.9) which is greater than its tabular value of (2.09) at a degree of freedom (19) and a level of significance (0.05). Which indicates the existence of moral differences in favor of the post-test, and the researchers attribute this development to the curriculum followed by the subject teacher.

Presentation and analysis of the results of the tribal and remote tests of the technical performance of the skill of crushing hitting in volleyball for the experimental group and their discussion:

In order to know the significance of the differences for the tribal and remote tests of the technical performance of the skill of crushing, a test (t.test) was used for the corresponding samples, as shown in Table (6).

Table (6) shows the arithmetic means, standard deviations and the calculated (t) value

<table>
<thead>
<tr>
<th>Statistical significance</th>
<th>Values calculated</th>
<th>post test ±p Q-</th>
<th>Kisses test ±p Q-</th>
<th>measuring unit the exams</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>moral</td>
<td>4 2 , 7</td>
<td>2 5 1 , 0</td>
<td>8 5</td>
<td>0 , 2 6 8</td>
<td>4 , 5 6</td>
</tr>
</tbody>
</table>

And the tabular value (t) = (2.09) at a degree of freedom (19) and a level of significance (0.05).

When looking at Table (6), it was found that the values of the arithmetic mean and standard deviation were different in the two tests (pre and post), as the experimental sample of (20) students in the (preliminary) test for the variable of technical performance achieved an arithmetic mean (4.56) and a standard deviation of (0.268), while the sample achieved in the post-test an arithmetic mean of (8.5) and a standard deviation of (0.512), while the calculated (t) value is (7.24) which is greater than its tabular value of (2.09) at the degree of freedom (19) and the level of significance (0.05), and this indicates the existence of significant differences between the two tests and in favor of the post-test, and the researchers attribute this development to the effect of the educational curriculum using the Driver’s method, as “the educational curriculum contains one or more elements of similar effectiveness. of motion, or close to it, in the direction of motion or the force of motion”.

Presenting the results of the post-tests of the technical performance tests of the skill of crushing hitting in volleyball between the experimental and control groups, analyzing and discussing them-

For the purpose of knowing the significance of differences for the post tests of technical performance of the skill of crushing hitting in volleyball between the experimental and control groups, the researchers used the (t) test between two equal (independent) samples as shown in Table (7).

Table (7) shows the arithmetic means, standard deviations, the calculated (t) value and the statistical significance of the post-tests of the technical performance of the skill of crushing hitting in volleyball for the control and experimental groups

<table>
<thead>
<tr>
<th>Statistical significance</th>
<th>Values calculated</th>
<th>control group ±p Q-</th>
<th>experimental group ±p Q-</th>
<th>measuring unit the exams</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>moral</td>
<td>4 5 , 5</td>
<td>8 4 , 0</td>
<td>7 , 3 0</td>
<td>2 5 1 , 0</td>
<td>5 , 8</td>
</tr>
</tbody>
</table>

Tab value (t) = (2.03) at degree of freedom (38) and significance level (0.05)
Table No. (7) Shows the arithmetic averages, standard deviations, and (t) value calculated in the post tests of technical skill performance by hitting the overwhelming volleyball between the experimental group and the control group, and the number of students is 40. The results showed that the arithmetic mean of the technical performance of the post-test for the experimental group is (8, 5) and standard deviation is (0, 512) dollars. The arithmetic mean of the control group is (30, 7), with standard deviation (0, 48), and the calculated value (t) (5, 5 4), its largest value. Serious guardian of the amount (2, 03) at the degree of freedom (38) and the level of significance (0, 05), and this indicates that there are statistically significant differences between the two tests in favor of the experimental group after-test. Contribute to increasing motivation and drawing students' attention, which motivates them to make more effort in performing the skill, and including the educational curricula, you need to "collect all ideas and intellectual processes for one point and work to achieve it." (6) Through what was presented on the results of the analysis and discussion, achieving the goal of the research and imposing it as an educational method using the driver's method has achieved its goals in developing the skill of seduction among volleyball students.

II. CONCLUSIONS AND RECOMMENDATIONS

Conclusions
By discussing the results that were reached, the conclusions were as follows

1. The educational curriculum in the style of the driver had a positive impact in developing the technical performance of the students' volleyball smashing skill.

2. The educational curriculum in the style of the driver and through the developmental units was better in developing the skill of smashing volleyball than the method used by the subject teacher.

Recommendations
Among the most important recommendations made by the guardian to the researchers

1. The necessity of using the educational curriculum in the style of the driver in learning and developing the rest of the volleyball skills to know the extent of their impact on learning those skills.

2. As a result of more research and similar studies to prepare modern cognitive development methods to develop the level of performance of the technical level of football.

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10. Wissam Riyad Hussein: The subjective and cooperative effect of alloglobin on the thyroid motor, software, and the most important flowering attention skill, erhtaira, published master's thesis, as soil for physical and mathematical sciences / University of Babylon 2008, p. 74.
APPENDIX

Example of a learning unit for the experimental group

Group: Experimental Number of students: 20 male and female students

Educational objective: To develop the technical performance of the skill of smashing volleyball.

Tools: volleyball court, whistle, volleyballs, cones.

<table>
<thead>
<tr>
<th>Details</th>
<th>Time</th>
<th>Sections of the educational unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how to perform the skill with a demonstration of the skill</td>
<td>15 minutes</td>
<td>educational aspect</td>
</tr>
<tr>
<td>Zigzag run between the cones and then perform the skill of hitting the crush.</td>
<td>45 minutes</td>
<td></td>
</tr>
<tr>
<td>Jumping to the side with folded feet from above the cones and then performing the skill of crushing beating with giving feedback from the teacher.</td>
<td>10 minutes</td>
<td></td>
</tr>
<tr>
<td>Draw circles of different colors in each attempt. The learner tries to perform the skill of smashing and directing the ball into these circles.</td>
<td>9 minutes</td>
<td></td>
</tr>
<tr>
<td>Perform approximation steps and perform the stage of advancement.</td>
<td>8 minutes</td>
<td></td>
</tr>
<tr>
<td>Jump to the right and left over the barrier or the platform and then perform the skill of crushing.</td>
<td>10 minutes</td>
<td></td>
</tr>
</tbody>
</table>