

The Effect Of The Edgware Model On Mindfulness And Learning The Skills Of Passing And Dribbling In Futsal For Students

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Research Summary

The importance of this research lies in its being a serious scientific attempt by the researcher, through his experience in the (preparatory) stage, to benefit from the Edgware model and know the extent of its impact on mindfulness and learning the passing and dribbling skills in futsal for students. As for the research problem: Through the researcher's observation of the reality of skills learning among preparatory students, he noticed the existence of difficulties in learning football skills, in addition to weaknesses in psychological aspects such as self-confidence and motivation, which can be addressed by the Edgware model. Therefore, the researcher saw the impact of this model on mindfulness and learning the passing and dribbling skills in futsal for students. As for the second chapter, the researcher addressed the theoretical studies and previous studies. As for the third chapter: the researcher used the experimental method because it was suitable for the nature of the research problem, using the method of two equivalent groups (control and experimental) with a pre-test and post-test. The research population was determined, which is represented by the students of the preparatory stage (morning study) in Dhi Qar Preparatory School for Mathematical Sciences / for the academic year (2025/2026), and their number is 120 students. The researcher conducted his experiment on a sample consisting of 20 students who were divided into two groups, experimental and control, in a random way and by drawing lots. Section (A) was chosen as the control group, which implements the method followed by the subject teacher in learning the skills of passing and dribbling with futsal for students, and Section (B) was chosen as the experimental group, which implements the Edgware model in learning the skills of passing and dribbling with futsal for students. Chapter Four presented the research findings and their application, which were discussed. A clear improvement in the students' mental alertness and futsal skills was observed. Chapter Five presented the researcher's conclusions, demonstrating the development of the experimental group, which worked according to the IDEA model, compared to the control group, which worked according to the teacher's method. The researcher recommended adopting the educational units developed according to the IDEA model and applying them to other samples and skills.

Keywords : Effect of the Edgware model - Mindfulness - Passing and rolling skills

1- Introduction

The field of education has witnessed remarkable development in teaching methods and techniques, particularly in physical education and sports science. The focus is no longer solely on the physical aspect; attention is now directed towards developing the mental and cognitive aspects of learners, given their effective role in improving the learning process and skill performance. Mindfulness is a modern concept that contributes to enhancing attention, focus, and immediate awareness in learners, which positively impacts the acquisition and mastery of motor skills.

The Edgware model is a modern educational model that aims to assist students during the skill learning phase. It relies on active interaction and the organization of learning experiences in a way that contributes to the development of conscious thinking. This model also depends on constructivist tracking, whereby the student moves to the next learning process after mastering the first, through a series of systematic and planned procedures.

In futsal, which requires quick decision-making and high concentration, basic skills emerge as essential factors for the learner's success. Passing and dribbling (ball control) are crucial attacking skills that demand high precision in fast-paced games. This highlights the importance of this research, which scientifically explores the application of the Edgware model and its impact on enhancing mental alertness and improving the accuracy of students' passing and dribbling skills, thus contributing to the ongoing development of game techniques.

1-2 Research Methodology:

The researcher used the experimental method with two equivalent groups, employing pre- and post-tests, as it was suitable for the nature of the research problem.

2-2 Research Population and Sample:

The research population was defined as the second-year students (morning session) at Dhi Qar Preparatory School for Mathematical Sciences (2025/2026), totaling (120) students distributed across two sections (A and B). For the application sample, the researcher randomly selected (20) students from two sections, with (10) students from each section. Section (A) was chosen as the control group, implementing the method used by the subject teacher, while section (B) served as the experimental group, working according to the EDGA model. The pilot study sample consisted of (40) students

2-2-1: Homogeneity of the Research Sample

In order to control for variables that affect the accuracy of the research results, the researcher verified the homogeneity of the research sample with respect to the variables that might influence the accuracy of the results, as shown in Table (1)

Table (1) Homogeneity of the Research Sample

Meaning	Coefficient of variation	The mediator	Standard deviation s	arithmetic mean $\bar{x}$	Unit of measurement	Variables
Homogeneous	4.432	18.000	0.789	17.800	Year	Age
Homogeneous	2.117	175.000	3.718	175.600	Cem	Height
Homogeneous	9.988	78.500	7.781	77.900	Kg	Weight

2-2-2: Equivalence

To ensure that the sample is equivalent in all research variables and to indicate the starting point for the sample members, the value of (t) was calculated between the two groups (control and experimental), and .Table (2) shows this

Table (2) shows the equivalence of the research sample

Significance	value (sig)	(t) value	experimental group		Control group		Variables
			s	$\bar{x}$	s	$\bar{x}$	
0.317	0.549	0.611	2.877	40.500	2.201	39.800	Mindfulness
0.757	0.749	0.325	0.738	2.900	0.632	2.800	Swiping
0.938	0.828	0.221	1.016	14.917	1.012	14.817	Rolling

(Significant at the significance level <(0.05)

2-3: Research Methods, Equipment, and Tools

(.Arabic and foreign sources and references --HP laptop - Metal) --(Electronic stopwatch (2(Manual calculator (1) --(Footballs (10).Questionnaire --.Personal interviews - .(measuring tape (5 m .Whistle --(Medical scale (1) --.Paper and pen -

2-4: Tests Used in the Research

(First: Passing test towards a small target (10m). (1:68)

Second: Alternating roll test, going with the right foot and returning with the left foot, for a distance of 20m. ((2:64)

Pilot Test: The researcher conducted a pilot test of the skills tests and the IDEA model on a group of (20) 5-2 students from the original population (out of (40) on Sunday, February 18, 2026, and Thursday, February 19, 2026, for the following purposes :

- To identify the obstacles and difficulties facing the researcher
- .To assess the capabilities and adequacy of the support team
- .To determine the suitability of the tests for the sample group
- .To determine the time required to administer and implement the tests
- .To confirm the suitability of the educational unit sections and determine the duration of each stage

2- 6Field Research Procedures

2-6-1 :Pre-Tests

The researcher conducted pre-tests on the main research sample on Wednesday, February 25, 2026, for members of the mindfulness group. On the second day, Thursday, February 26, 2026, a skills test was conducted. The mindfulness scale test was administered at 9:00 AM in a classroom, followed by skills tests at 10:00 AM on the football field at Dhi Qar Preparatory School for Sports Sciences

2-6-2:Main Experiment

After preparing the learning units for the IDEA model, the researcher divided the experimental group of (10) students into two groups of (5) students each. The learning units were implemented over (6) weeks, divided into (12) learning units for the two research groups, with two learning units per group and three skills divided into the skills of passing and rolling (8) units. The experimental group implemented the learning units according to the IDEA model, while the control group implemented the learning units according to the method used by the subject teacher. The duration of each learning unit was (45) minutes. The sections of the learning unit for the experimental group were

1-The preparatory section, lasting (5) minutes, included lesson preparation (taking attendance and preparing equipment), and a set of exercises to prepare the body for the demands of the main section (general and specific warm-up)

:2-The main section, lasting (35) minutes, aimed to teach some basic football skills and consisted of two parts .
a. The educational activity, lasting (15) minutes

The concluding section, lasting (5) minutes, included relaxation and cool-down exercises or a short game to return to normal activity

2-7:Statistical Methods

The Statistical Package for the Social Sciences (SPSS) was used by the researcher to extract and process the results

3:-Presentation and Discussion of Results

3-1 Presentation and Discussion of the Results of Mindfulness and Futsal Extinguishing Skills for Students in the Control and Experimental Groups

(Table (3) Control Group

Level of significance	Calculate d t value	s	$\bar{x}$	Post-test		Pre-test		Unit of measurement	The variable	T
				s	$\bar{x}$	s	$\bar{x}$			
0.000	7.154	4.111	-9.300	2.201	49.800	2.877	40.500	Degree	Mindfulness	1
0.000	15.000	0.527	-2.50	0.843	5.400	0.738	2.900	Degree	Passing	2

			0							
0.000	14.074	0.682	3.037	0.670	11.880	1.016	14.917	Degree	Rolling	3

Significant at the significance level (0.5)

Table (4) shows the differences between the pre- and post-tests in mindfulness and some futsal skills for the experimental group students

Level of significance	Calculated t value	s	$\bar{x}$	Post-test		Pre-test		Unit of measurement	The variable
				s	$\bar{x}$	s	$\bar{x}$		
0.000	25.835	2.558	20.900	1.889	60.700	2.201	39.800	Degree	Mindfulness
0.000	12.333	0.949	3.700-	0.850	6.500	0.632	2.800	Degree	Passing
0.000	11.354	1.069	3.837	0.648	10.980	1.012	14.817	Degree	Rolling

(Significant at the significance level (0.5))

3-2 Discussion of Pre- and Post-Test Results in Mindfulness and Futsal Skill for the Control and Experimental Groups

By presenting and analyzing the pre- and post-test results in mindfulness and some basic futsal skills (passing and dribbling) for the control and experimental groups, Tables (2-3) reveal statistically significant differences favoring the post-test scores for both groups

The researcher believes that this improvement in the performance of both groups is attributed to several factors, most notably the teacher's experience and competence in delivering information clearly and systematically, as well as their reliance on variety and repetition in the exercises used within the learning units. This contributed to enhancing student learning and developing their performance

The researcher also attributes this improvement to the active role of continuous practice and direct guidance from the teacher during practice, in addition to the use of feedback, which had a significant impact on correcting errors promptly, thus helping to improve the students' skill level. Thus, it can be said that the improvement achieved in both groups was not accidental, but rather the result of the interaction of a set of organized educational factors that contributed to tangible progress in the research variables. Furthermore, the implementation of the educational curriculum in a planned and deliberate manner, based on sound scientific principles, naturally leads to positive results for learners. Gradual progression, providing appropriate repetitions for learners over suitable time periods, and considering safety factors all enhance their ability to perform better. As for the experimental group, the researcher believes that the noticeable improvement in their performance is attributed to the teacher's reliance on sound and organized teaching methods for developing mental alertness and teaching futsal skills, particularly through the use of the EDGA model, which is based on a systematic sequence (explanation, demonstration, guidance, application). The researcher also believes that using questioning techniques stimulates students' thinking and increases their focus and attention during learning, which leads to raising their level of mental alertness. This, in turn, positively impacts their speed in grasping motor skills. Adopting a systematic teaching method based on gradual progression, repetition, and continuous feedback helps students understand the stages of skill performance (extinguishing) clearly, which facilitates the process of learning and performing them more accurately and smoothly. The researcher also attributes this development to the interactive learning environment provided by this model, which encouraged students to actively participate, experiment, and correct their mistakes directly. This, in turn, led to the consolidation of learning and an improvement in their skill performance

Therefore, it can be said that the superiority of the experimental group resulted from the integration of several factors, including the effective organization of the educational process, the development of cognitive skills, and the use of modern teaching methods that contributed to achieving better learning compared to the traditional method

The teacher is considered the designer of the learning environment. They are the one who creates educational systems, sets lesson objectives, prepares educational and pedagogical situations, and determines the strategy the learner will follow to facilitate interaction with the elements of these situations. They also determine the number of performance levels the learner is expected to achieve and the methods for evaluating performance. (3:16)

The results of the control group indicated an improvement in student performance on post-tests compared to pre-tests. The researcher attributes this improvement to the positive impact of the teacher's teaching method, which involved verbal explanation, providing a comprehensive understanding of correct performance techniques, presenting a demonstration model, and then offering a series of exercises progressing from easy to difficult and from simple to complex. This was followed by practice and repetition by the students, and finally, feedback from the teacher to correct errors. This is confirmed by (4:152), which states that it is a natural phenomenon of the educational process that there must be development in education as long as the teacher follows sound educational steps and principles. For learning to begin correctly, it is essential to provide explanation, demonstration, and practice of correct performance, focusing on it until it is firmly established. Consistent performance

3-3Presentation, Analysis, and Discussion of the Results of Mindfulness and Some Futsal Skills Tests for :Students in the Control and Experimental Groups

Table (5) shows the differences between the control and experimental groups in the post-test for .mindfulness and some futsal skills for students

Level of significance	Calculated t value	Experimental group		Control group		Unit of measurement	The variable	T
		s	$\bar{x}$	s	$\bar{x}$			
0.000	11.885	1.889	60.700	2.201	49.800	Degree	Mindfulness	1
0.009	2.905	0.850	6.500	0.843	5.400	Degree	Passing	2
0.007	3.054	0.648	10.980	0.670	11.880	Degree	Rolling	3

By presenting and analyzing the post-test results for the variables of mindfulness and learning certain futsal skills in both the control and experimental groups, Table (5) reveals statistically significant differences favoring the experimental group

The researcher believes that this clear superiority of the experimental group is attributed to the precise scientific organization of the learning units prepared according to the EDGA model. This model relied on its four stages (explanation, presentation, guidance, and application) in implementing both the educational and practical activities, which contributed to achieving structured and progressive learning

Furthermore, the use of assistive teaching aids played a significant role in facilitating students' understanding and comprehension. These aids helped clarify the skills more precisely, increased their attention and concentration levels, and boosted their motivation to learn by engaging multiple senses in the educational process. The researcher also attributes this development to the fact that the application of the EDGA model contributed to activating the learner's role and making them a central figure in the educational process. This allowed them to interact directly with learning experiences, utilize their abilities in comprehension and exploration, practice thinking, and solve problems encountered while learning skills

Thus, it can be said that the advanced performance of the students in the experimental group resulted from the integration of the elements of the educational process based on organization, interaction, and the development of cognitive aspects. This was reflected positively in their level of mental alertness and skill performance. This was confirmed by Raja Hassan (2009), who stated that variety and innovation are the most suitable for creating excitement, enjoyment, and thus rapid acquisition of athletic movements and activities (5:103)

4- Conclusions and Recommendations

4-1:Conclusions

In light of the results obtained by the researcher through the analysis and discussion of the study data, the :following conclusions can be drawn

1-The IDEA model proved to be clearly effective in developing mindfulness among students in the experimental group compared to the control group

2-The IDEA model contributed to improving the performance level of basic futsal skills (passing and dribbling) better than the traditional method

4-2:Recommendations

:In light of the study's findings, the researcher recommends the following

- 1- Adopting the IDEA model in teaching physical education, especially in teaching futsal skills
- 2- Focusing on developing mindfulness among students due to its important role in improving the performance of passing and dribbling skills

Sources

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