مجلة جامعة ذي قار لعلوم التربية البدنية المجلد / 2 العدد 1 الجزء1

مجلة جامعة ذي قار لعلوم التربية البدنية

مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة

The Effect of Using the Baby Model in Learning the Performance of Weight Push Effectiveness for Second Grade Intermediate Students

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Abstract

ARTICLE INFO

Received: Nov 1,2024

ACCEPTED : Dec 12,2024

Keywords

Baby model

learn

push the weight

This study aims to reveal the impact of Bibi model in learning the effectiveness of pushing the middle weight for second grade students in the physical education lesson. The researcher imposed that there are statistically significant differences in the learning results between the two experimental research groups, which are learned by the Bibi model and the control group, which learns in the way followed by the teacher. The researcher used the experimental approach because it corresponds to the nature of the research in progress. The research sample included two divisions of the middle second grade students and their number was (52) divided into an experimental group of (26) students and a control group of (26), where they were randomly selected by lottery method. The researcher conducted the experiment by preparing an educational curriculum according to the Bibi model, which includes four stages (preoccupation, exploration, interpretation, expansion, and evaluation). After the completion of the experiment, the researcher used statistical means to process the data. The most important conclusions were that learning by the Bibi model has a positive and active impact in learning the effectiveness of pushing the weight. The most important recommendations are to apply the Bibi model to teach other sports events and skills that deal with such as the expensive tool.

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1-1 Introduction

The interest in teaching has increased through modern educational models, which have played an important role generally in various sciences and physical education and particularly in sports sciences. Because these models are based on the formation of new knowledge for the learner, by receiving information effectively, because teaching is a set of theories and facts that turn into experiences and skills through practice in addition to application. This will help students to acquire learning quickly, enrich their concepts with experiences and enable them to learn different skills enjoying what they learn. So, these theories, teaching methods and models Education enhanced by advanced technology has a clear impact in the fields of science and knowledge. The researchers and those interested in this field are busy finding new methods, methods and models that have a positive impact on learners in communicating information and ideas were solving problems smoothly and easily, so that the educational process becomes appropriate with the tendencies, intellectual and mental abilities of students to obtain positive and satisfactory results for learners and those in charge of the educational process. Because of these teaching methods, interaction takes place between students on the one hand and between students and the teacher on the other hand. It was entering into targeted and meaningful discussions that enable the student to present the information which possesses at the same time, the students can obtain new information by hearing, sight, or both.

The **importance of the current research** lies in an attempt to apply a new model of constructivist theory, as this application produces outputs of the lesson that are in the interest of the student with the effectiveness to be learned. To reach learners with good results in learning the effectiveness of pushing the weight, in addition to developing creative and reflective thinking for the skillful and motor performance of effectiveness pushing the weight, because this effectiveness is one of the difficult events to learn because it includes sequential stages of performance.

1-2 Problem statement

The effectiveness of pushing weight is one of the sports activities included in the middle school curriculum, it has an important place among other sports activities, educational, psychological and skill requirements. It must be available to various students to bring them to the required level, good performance in the effectiveness of pushing weight, through the researcher's experience and being a teacher in secondary schools. He noticed that there is a difficulty in communicating information about the activities of the arena and field in general and the

effectiveness of pushing weight in particular. So it is necessary to provide effective and new learning moving away from the method used by most teachers, which is the traditional (command) method that does not allow the student to participate effectively, make decisions and solve problems. So that the teacher is the main axis in the lesson to transfer information, this is what prompted the researcher to choose another method of learning, which is the Bibi model, provides a better learning environment because this model gives the student a wider freedom in the learning process and solve the educational problems facing the student during the learning process.

Research objectives:

1- Preparing an educational curriculum using the Baybi model to learn the effectiveness of pushing the weight for the second intermediate grade students at Al-Sayab Boys School.

2- Identifying the differences of the results of the pre and post-test of the experimental - control research groups in learning the effectiveness of pushing the weight for the second intermediate grade students in the Sayab School for Boys.

3- Identifying the differences in the results of the post-test of the experimental and control research groups in learning the effectiveness of pushing the weight for the second intermediate grade students at Al-Sayab School for Boys.

1.5 Research Hypotheses:

1- There are statistically significant differences in the results of the pre and post-test of the experimental group and the control group in learning the effectiveness of pushing the weight for the second intermediate grade students.

2- There are statistically significant differences in the results of the post-test of the experimental and control group in learning the effectiveness of pushing the weight for the second intermediate grade students.

Research fields

1-5-1 Human field: Second grade intermediate students at Al-Sayab School for Boys/ Directorate of Education in Baghdad/ Al-Karkh for the academic year (2023/2024)

1-5-2 The obligatory domain: The period from Monday (26/2/2024) to Thursday (21/3/2024)

1-5-3 Spatial scope: The internal hall and the external yard of Al-Sayab School for Boys / Directorate of Education of Baghdad Karkh II.

2- Research Methodology and Field Procedures:

3-1 Research Methodology

The researcher adopted the use of the experimental approach with two equal groups because it fits with the current research problem to be studied. The experimental approach is defined as "a deliberate and controlled change to the specific conditions, incident or phenomenon (the subject of the study) and note the effects of this change on the incident or phenomenon."(Ali Salloum Jawad and Mazen Hassan 2011 , p. 15).

3-2 The research community and sample

The research community was represented in the students of Al-Sayyab Intermediate School for Boys. It is one of the schools of the Second Directorate of Education in Baghdad Al-Karkh for the academic year (2023/2024), their number was (174) students for the second intermediate grade stage, they were distributed to (5) people. The school (the research community) was deliberately selected because of the presence of an external yard and a qualified internal hall. In addition, the physical education lesson was applied by two units per week according to the directives of the Ministry of Education. The method of selecting the experimental and control research groups was randomly by lot. The (E) division was for the experimental group and (F) division for the control group. The total of the two divisions was (64) students, after excluding the failing students and the students practicing the game, the number of students who were over the age of (14) was also excluded. So that the number of the two divisions (52) students was distributed into two groups (26) students for the experimental group and (26) students for the control group. (15) students were selected from Division (B) to apply the exploratory experiment to them and the percentage was 29%. Table (1) shows the equality of the sample.

Table (1)

Demonstrates equivalence between experimental and control research groups in pre-test

Testing	Unit of measure	Control group pre-test		Pilot group pre-test		T Value Calculated	Statistical significance	Significance
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation			
gravity	Degree	14.85	2.185	14.31	.665	0.797	0.082	immaterial

Below Significance Level (0.05)

2-3 **Research methods, devices and tools used :**

2.3.1 Means used:

2- The test in question has been researched.

3- Observation.

4- Information collection form.

5- Student performance evaluation form.

2 – 3- 2 Research devices and tools.

1- Medical balls.

2- Iron weights with a weight of (5) kg.

3- Circle for the performance of ballast thrust effectiveness, legal diameter (2,135).

4- A stop panel.

5- Laptop (lenova).

2 – 4 The test used in the research:

The researcher tested the students to perform the effectiveness of pushing the weight and with the help of the work team by filming the performance stages of the effectiveness for each student. These stages are (holding the weight and carrying it, primary mode, weighted, slide , push mode, stop and balance). Three attempts were given to each student, the best attempt was calculated within the International Athletics Federation Law (International Law of the Athletics Federation 2014, p. 157). Then the imaging was placed on laser discs (CD) to be presented to experts and specialists in athletics to evaluate them and give the grade according to the form prepared by the researcher and then the grades are emptied for statistical processing.

2-5 Exploratory experiment:

The researcher conducted the exploratory experiment on (15) students from Division (B) on Tuesday, 20/2/2024, the purpose of the exploratory experiment is.

1- To know the time of the test.

2- Knowing the difficulties that the researcher may face during the work.

3- Ensure the tools and devices used.

5- Identifying where to put the camera for shooting.

2.6 Main activities:

2 – 6 -1 Pre-test:

The researcher conducted the pre-test, with the help of the work team, at ten o'clock in the morning on Wednesday (21/2/2024) for the experimental group and on Thursday (22/2/2024) for the control group and on the yard of Al-Sayyab External School after giving a lecture to the experimental and control research groups on the law and the correct performance of the effectiveness of pushing the weight.

2-6-2 Educational Units:

After conducting the pre-test for the experimental research groups and the officer, the educational curriculum was started using the Baybie model for the experimental research group on Monday (26/2/2024), where the educational curriculum included (8) educational units and two units per week, where the implementation of the units took four weeks and the time of the educational unit (40) minutes. The educational unit consisted of several sections, namely

1- The preparatory section is 8 minutes long.

2- The main section is 28 minutes long.

3- The concluding section of 4 minutes.

Starting the work of the educational units of the experimental group through the application of the stages of the Bebe model. These stages are (preoccupation, exploration, interpretation, expansion, evaluation) at each performance stage of the effectiveness of pushing the weight, namely (holding and carrying the weight, primary mode, weighted, gliding, push mode, stop and balance) in the rheumatic part of the educational unit, which begins with the busy stage. The teacher of the subject in the educational part of the main section arranges the students to form a square minus the rib and the (flex bar) is placed in front of them. He explained to the students how to perform the weight-grabbing stage and a campaign in the first educational unit in the form of sequential pictures with video clips. The teacher allows the students to ask examples in the weight-grabbing stage and a campaign which are shown in the pictures presented. The second stage of the model which is the exploration stage, implemented in the applied part of the main section. The students are divided into two opposite groups to apply what they saw in the previous stage of weight-grabbing performance and a cooperative campaign between one student and another. At this stage, the teacher records the errors and problems that students face in performance. As for the third stage, is the interpretation stage, the teacher gathers the students again and explains the common mistakes and problems that they were exposed to during the application and the development of appropriate solutions, either the fourth stage, As the teacher gives immediate feedback during the application of performance and error

correction to reach students to a good application and the last stage of the model, which is the evaluation stage. At this stage, the teacher gives students the freedom to ask questions and mutual evaluation between students and the teacher to know the amount of information obtained by students. This is reflected in the good performance of the effectiveness. The control group learned according to the method followed by the teacher.

2 – 6 – 3 Post-test:

The researcher and the assistant team conducted the post-test after the completion of the implementation of the educational units of the experimental group on Sunday (24/3/2024) the control group on Monday (25/3/2024). The post-test was carried out under the same temporal and spatial conditions and specifications for the pre-test

2 – 7 Statistical means:

To achieve the objectives and hypotheses of the research, the researcher used the statistical bag (spss) :

3- Presentation, analysis and discussion of the results:

3 – 1 Presentation of the results of the test of the effectiveness of pushing the weight and analysis of the control group.

Schedule 2-

Shows the arithmetic mean and standard deviation and the values of (t) calculated in the pre and post test to perform the effectiveness of the weight push of the control group

Testing	UNITS OF MEASUREMENT	Pre-test		Post-test		Calculated t value	Statistical significance	The Real Significance
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation			
Thrustingthe weight	Degree	14.85	2.185	33.58	419	314.	0.000	**Legal**

At a level of significance (0.05) and a degree of freedom (25)

3-2 Presentation of the results of the test of the performance of the weight thrust and analysis of the experimental group

TABLE 3

Shows the arithmetic mean, standard deviation and the values of (t) calculated in the pre and post-test of the experimental group

Testing	UNITS OF MEASUREMENT	Pre-test		Post-test		Calculated t value	Statistical significance	The Real Significance
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation			
Thrustingthe weight	Degree	14.31	.665	96	877	314.	0.000	**Legal**

At a level of significance (0.05) and a degree of freedom (25)

2 – 3 **Presenting the results of the differences in the post-test of the technical performance of the effectiveness of pushing the weight between the** experimental and control **research groups and analyzing them.**

table (4)

Shows the arithmetic media, standard deviations and the value of (t) calculated for the post-test of the two control research groups and the experimental in learning the technical performance of the effectiveness of pushing the weight for students

Testing	UNITS OF MEASUREMENT	Control group		Trial Total		Calculated t value	Statistical significance	The Real Significance
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation			
Thrustingthe weight	Degree	33.58	419	96	877	326.	0.004	**Legal**

At a level of significance (0.05) and a degree of freedom (50)

DISCUSSION OF RESULTS

Through the above in Table No. (2), we note that there are significant differences between the pre-test and post-test and in favor of the post-test of the control group.

This indicates that the control group has made progress in learning the effectiveness of pushing the weight. This confirms that the method followed by the teacher has a positive and successful role in the learning process for the effectiveness of pushing the weight by applying the movement performed by the teacher and the repetitions performed by students during the lesson without involving students in the learning process. The learning occurs through the teacher's method and presenting and explaining the effectiveness to be taught in accordance with (Wajih Mahjoub and Ahmed Al-Badri,2002 , p. 31) "That motor learning is affected by presentation, attention, explanation, teaching method, observation of comprehension factors, gradual learning from difficult to easy, thrilling, excitement and practice" and also agrees with (Ammar Fleih and Muhammad Hassan Allawi,1987 , p. 40) "that methods affect learning and the degree of saturation in learning and that the appropriate method or method depends on a proper understanding of the factors that are relevant to the topic to prove their impact and value in learning." The results also showed in Table No. (4) that there are significant differences in the post-tests of the two research groups The reason for this progress in the results is due to the use of the Barbie model which has a new style in the learning process through the use of various educational means that lead to students to ask questions and investigate the effectiveness of pushing the weight in addition to increasing thinking and mutual dialogue between students on the one hand and between students and the teacher on the other hand to collect information and build a good kinetic path about the effectiveness of pushing the weight. (Amin Attasan,2012,p. 42) "The use of explanatory means leads to increase learners' inquiries and encourage them to ask questions and mutual dialogue to collect information and benefit extensively to build a good kinetic perception about the effectiveness or skill to be learned. The researcher also attributes the superiority of the experimental group over the control group in learning the performance of pushing the weight of the students to the use of modern techniques in the presentation of the model movement in front of the students by the teacher .This presentation provides students with sufficient information about the performance of the effectiveness which is a visual external feedback in the development of students' mental processes through the perception and awareness of the correct performance to be learned actually push the weight and then link it with the rest of the stages of performance. This is confirmed by (Muhammad Saad Zaghloul et al., 2002,p. 78) is that "computer technologies are one of the most important basic elements in the teaching and learning process for conveying a clear picture of the movement completely or fragmented. As there are skills that must be fragmented to be understood by the learners and can be viewed

through these techniques, as they have many advantages as an educational means that provide the learner with several information of great benefit." The display of images is important in adding an atmosphere of fun and excitement to the learning process. Moreover, learning in this way increases the attraction of attention and motivation towards learning by students. This works to make the process of learning more positive and helped to motivate, encourage and suspend students to practice the effectiveness of pushing the weight. Although this effectiveness is considered one of the difficult events to learn because it needs unfamiliar motor paths for students, this is confirmed by (Mustafa Abdul Sami Mohamed et al.,2001, p. 130) "Frequent viewing and the diversity of teaching sources add vitality and a new dimension to the learning process and move the learner from the traditional learning atmosphere to a state of suspense and attraction towards learning." The process of looking at the performance of the effectiveness, diagnosing errors and treating them accurately through a video film leads to raising the level of performance and reducing the percentage of errors and difficulties faced by students during the performance of the effectiveness because the means of assistance in the learning process are positive and help students to give the correct motor perception of the skill and make them able to correct errors and enhance the response. This is consistent with (Muhammad Hassan Amaira,2000, p. 312) "Watching performance works to increase self-confidence and reduce fear and hesitation that is generated during the practice of difficult events and increase successful repetitive attempts, which gives positive results for learning, placing the student in appropriate educational situations or atmosphere can be invested to achieve better performance comes through helping him to obtain information and experiences in a scientifically studied and planned manner correctly. “He also stressed (Abdul Moneim Suleiman,1999, p. 265) " that the use of explanatory means leads to an increase in learners' inquiries and encourages them to ask questions and mutual dialogue to collect information and benefit the host to build a good kinetic perception of the effectiveness to be learned, because by watching the model (kinetic model) through written explanation and description, or the photographer , the kinetic perception of new skills is acquired correctly, in order to create a guiding system for the learner, he can compare what has already been done and what must be done." (Essam Al-Shintawi and Hani Al-Obaidi,2006, p. 215) "The structural model used in five stages is a teaching strategy to achieve learning by linking new knowledge to previous learning and the role of the learner in the linking process and building his new knowledge by himself by making an effort to obtain knowledge through its various sources." The researcher believes that the presentation of images through the computer is important in adding pleasure to the educational

process, so it works to motivate students, attract their attention and encourage them to practice mathematical skills, make the educational process more positive by accurately diagnosing and treating errors, which in turn leads to raising the level of students' performance and reducing differences between them, looking to perform the skill accurately through a video without sound (silent) leads to the students getting rid of the difficulties mentioned during the process of learning the performance of the skill . Because it makes them able to correct the performance of events such as the effectiveness of pushing the weight through the correct motor perception and enhancing the response, as well as strengthening self-confidence and moving away from the hesitation and fear that may arise during the practice of difficult sports events, increasing the frequency of attempts which results in positive learning, and this is confirmed (Muhammad Hassan Al-Amaira, 2000, p. 230) " Putting the student in situations or educational atmosphere can be invested to achieve better performance comes by helping her to obtain information and experiences in a scientifically studied and properly planned manner." The Bibi model is characterized by the subjectivity of the formation of information among learners and the way that suits them, which allows them to access the learning of the skill or effectiveness to be learned in a sequential and gradual manner from easy to difficult, this in turn makes learners acquire new experiences and information, and this is indicated by (Ali Mohammed Abdul Majeed,2000,p. 7) "The Bibi learning model allows learners to think about the largest number of solutions to a single problem, which leads to the use of innovative thinking, which leads to its development among learners."

4. Conclusions and recommendations:

4-1 Conclusions:

1- The use of the Baybee model and the method followed in teaching by the teacher has made it possible to learn the effectiveness of pushing the weight.

2- Learning through the Bibi model has a positive and active impact on learning to effectively push the weight.

3- Learning with the Bibi model helped students recognize difficulties and errors when performing effective weight pushing.

4.2 Recommendations

1- Work on incorporating the Bibi model in learning the effectiveness of weight pushing.

2- Working on the application of the Bibi model to teach sports events and other skills that deal with the tool, such as the effectiveness of pushing the weight.

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