



The Effect of Selective Thinking Strategy Supported by Hypermedia on Learning Some Basic Football Skills for Students

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Abstract: *The aim of the research is to: design educational units according to the strategy of selective thinking supported by hypermedia and design educational units according to hypermedia and identify the effect of the strategy of selective thinking supported by hypermedia in developing the performance of the most important basic skills in football for students and identify the effect of hypermedia in developing the performance of the most important basic skills in football for students. And identify the significance of the differences between the three research groups (the control group and the two experimental groups) in the results of the post-tests. The researcher used the experimental method by designing equivalent groups, as shown in the experimental design of the research. The researcher used the experimental design with two experimental groups and one control group. The research community consisted of second-grade students at Tariq Bin Ziyad Intermediate School for Boys, Diyala Governorate Education Directorate, for the academic year 2024-2025, numbering (93) students, so that the number of sample members became (60) students, constituting a percentage of (64.51%) of the original community, who were randomly divided by lottery into three groups, a control group and two experimental groups, with (20) students for each group. The researcher then conducted equivalence and prepared learning units according to the first and second experimental groups. A post-test was then conducted, followed by a statistical kit. Conclusions were reached, the most*

important of which is that using a hypermedia-supported selective thinking strategy significantly improves students' performance in basic soccer skills, such as passing, dribbling, and scoring. One of the most important recommendations is the need to apply a hypermedia-supported selective thinking strategy to teaching other sports skills, not just soccer, to enhance learning effectiveness.

Keywords: *Selective Thinking Strategy, Hypermedia, Soccer.*

Introduction

Football is one of the most popular and well-known sports worldwide, and is extremely popular among students and school activities. It is not just a game; it is an effective means of developing numerous physical, motor, and social skills, such as balance, flexibility, coordination, and teamwork. With the advancement of educational technology, it has become possible to employ modern technological means to improve learning processes, especially in the field of physical education. Among these means is hypermedia, which allows for the interactive integration of texts, images, videos, and other supports, enhancing the effectiveness of education and motivating students to actively learn. Given

the challenges facing the process of learning basic football skills, especially in educational institutions, it is necessary to adopt modern educational strategies that combine effectiveness and innovation.[1] The hypermedia-supported selective thinking strategy may provide a stimulating learning environment, help simplify technical concepts, and guide students more effectively toward acquiring skills in a systematic and gradual manner. The importance of this research lies in its attempt to explore the effectiveness of a new and advanced strategy for teaching basic football skills, which relies on the use of hypermedia as a supportive educational tool. Implementing this strategy can effectively contribute to improving student performance and increasing interaction and participation during training and matches.[2] The expected results of this research will also provide a scientific framework for developing physical education curricula and encourage coaches and teachers to adopt the use of modern technological means in learning and teaching processes. Furthermore, this research supports efforts to develop educational methods that are compatible with the requirements of the digital age and enhances students' preparation to meet modern sports challenges with superior technical and physical skills.

Methodology

Research Problem

Football education and teaching face numerous challenges, particularly in educational settings that rely on traditional teaching methods. Students face difficulty understanding and applying basic skills effectively and quickly. Poor teaching methods and direct instruction, along with students' reliance on interactive activities that require a variety of support, hinder optimal skill acquisition. Furthermore, many coaches and teachers lack the use of modern technological tools in the educational process, reducing the effectiveness of training and limiting student engagement and motivation.

With advances in technology, multiple supports and hypermedia have become effective tools for enhancing learning processes. However, the use of modern learning strategies, such as hypermedia-enabled selective thinking, has not been adequately studied in the context of students learning basic football skills. Therefore, there is a need to understand the extent to which this strategy impacts students' performance in basic skills, determine its suitability for achieving the goals of sports education and training in the educational environment, and whether this method contributes to raising student performance and increasing their engagement and enjoyment of learning.

Research Objectives

1. Design educational units based on a hypermedia-supported selective thinking strategy.
2. Design educational units based on hypermedia.
3. Identify the effect of a hypermedia-supported selective thinking strategy on developing students' performance in the most important basic soccer skills.
4. Identify the effect of hypermedia on developing students' performance in the most important basic soccer skills.
5. Identify the significance of the differences between the three research groups (control and two experimental groups) in the post-test results.

Research Hypotheses

1. There are statistically significant differences between the pre- and post-tests in the performance of the most important basic soccer skills among students of the four research groups (control and three experimental groups), in favor of the post-test.
2. There are statistically significant differences in the post-tests in the performance of the most important basic soccer skills among students of the four research groups (control and three experimental groups), in favor of the third experimental group.

Research Areas

- Human Area: Second-grade middle school students at Tariq Bin Ziyad Intermediate School for Boys in the Diyala Governorate Education Directorate for the 2024-2025 academic year.
- Temporal Area: From October 2, 2024, to January 20, 2025.
- Spatial Area: The schoolyard of Tariq Bin Ziyad Intermediate School for Boys in the Diyala Governorate Education Directorate.

Research Methodology

The researcher chooses the appropriate method dictated by the nature of the problem he intends to study. "Therefore, the research problem necessitated the use of the experimental method with an equivalent group design. The experimental design of the research is shown below. The researcher adopted an experimental design with two experimental groups and one control group."

Table (1). Shows the experimental design of the research

Groups	Pre-measurement	Experimental treatment	Dimensional measurement	Making comparisons	
Control	Pretest	The teacher's teaching style	Post-test	The difference between pre- and post-tests	Differences between the four groups in the post-test
First Experiment	Pretest	Hypermedia	Post-test	The difference between pre- and post-tests	
Second Experiment	Pretest	Hypermedia-enabled selective thinking strategy	Post-test	The difference between pre- and post-tests	

Research Community and Sample

The research community consisted of (93) second-grade students at Tariq Bin Ziyad Intermediate School for Boys, Diyala Governorate Education Directorate, for the 2024-2025 academic year. The researcher excluded several students who had failed the main experiment for the following reasons:

- (3) students with a good skill level.
- (7) students who did not attend the pre-tests.
- (10) students from the pilot sample.

This brought the total number of sample members to (60) students, representing (64.51%) of the original population. They were randomly divided by lottery into three groups: a control group and two experimental groups, with (20) students in each group. The research sample is considered homogeneous, as they are all of the same age group.

Information Collection Methods, Devices, and Tools Used

1. Information Collection Methods

- a. Arabic and foreign sources and references.
- b. Questionnaire Forms:
- c. A questionnaire to determine the validity of technical performance evaluation forms for some basic soccer skills.
- d. Personal interviews.
- e. Tests and measurements.
- f. Observation and experimentation.

2. Devices and Tools Used

- a. (4) Dell laptops.
- b. (2) Japanese-made Sony video cameras.
- c. (2) Japanese-made Sony cameras.
- d. Korean-made Acer data show projector.
- e. CROWN UPS.
- f. Programs used in preparing and designing the hypermedia-supported program (hypermedia).
- g. CDs and DVDs.
- h. Screen.
- i. Tripod (2)
- j. (20) legal footballs.
- k. (50)m linen measuring tape.
- l. (4) Chinese-made electronic stopwatches for measuring time.
- m. (48) Chinese-made Idris sports shoes.
- n. Casio hand calculator.
- o. (3) whistles.
- p. (3) indicators, obstacles, flags, hoops, platforms, ground ladders, car tires, and a treadmill for planning and defining test areas.

Research Procedures

1. Identifying the most important basic soccer skills under investigation.

The researcher identified the basic soccer skills based on the physical education teacher's guide for intermediate school, prepared by the Curriculum Education Directorate of the Iraqi Ministry of Education.[3]

2. Identifying the basic skill tests under investigation.

The researcher adopted standardized scientific tests applied to the Iraqi environment, for the same age level, and for recent years. These tests have a validity coefficient ranging from 0.88-0.89 and a reliability level ranging from 0.90-0.89, in addition to high objectivity, with a degree of 0.93-0.91.

3. Test Description

Test One: Passing (2). Test Name: Average passing accuracy test towards three circles drawn on the ground over (20) m.

Test Three: Rolling (3). Test Name: Rolling back and forth between five markers.

Test Three: Scoring (2). Test Name: Accurate scoring towards a divided target.

4. Exploratory Experiment

After completing the required procedures," and to identify the factors and obstacles that the researcher might encounter when implementing the main experiment, and to obtain accurate and valid results in accordance with established scientific methods, the researcher conducted the exploratory experiment on October 14, 2024, on a sample of (10) students from Tariq Bin Ziyad Intermediate School for Boys, from outside the research sample and from the original community. The researcher aimed to conduct this exploratory experiment to achieve the following:"

- a. Identify work obstacles that might hinder the field experiment.
- b. Explain the work to the physical education teacher.
- c. Identify the requirements for balls and other supplies.
- d. Ensure the safety and suitability of the tools and equipment used.
- e. Identify the time required for each test.
- f. Identify the competence of the support team and their needs during the experiment.

5. Hypermedia Procedures

The researcher relied on the hypermedia program developed by researcher Jaafar Redha, which was characterized by standardized scientific conditions appropriate to the Iraqi environment and for the same age group of students. However, he designed it for five skills, while the researcher relied on three methodological skills.[4] Within the hypermedia program, the researcher uses educational units in a manner consistent with the selective thinking strategy, through an application that integrates images and an interactive interface. A soccer ball appears on the field with a title. When pressed, basic skills are taught in an interactive manner, similar to the other skills. We will explain the skill of "dribbling" only, and the same explanation steps are followed for the other skills. When we press the key for the dribbling skill, an interface specific to the dribbling skill will appear. When we press the key for the dribbling skill with the front of the foot, its interface will appear.

6. Pretests.

After preparing all test requirements and providing all the necessary conditions for conducting them, the researcher and his support team conducted the pretests on students of Tariq Bin Ziyad Intermediate School for Boys in the Diyala Education Directorate on October 29, 2024 AD, in the playground of Tariq Bin Ziyad Intermediate School for Boys in the Diyala Education Directorate. The researcher relied on the students' level assessment to evaluate the development level of basic soccer skills (passing, blocking, scoring). In order to control some variables that affect the accuracy of the research results and to attribute differences in effect solely to the independent variable, it is necessary to ensure the homogeneity of the research sample in the basic skills under study. To ensure the equivalence of the three groups in the variables (basic skills) under study, the researcher conducted an equivalence analysis of variance (F), as shown in Table (2).

Table 2. Shows the equivalence between the sum of squares and their mean for the differences between and within the research groups for the skill tests

Skills	Differences site	sum of squares	degree of freedom	mean square	F	moral value
Passing	Between groups	3.233	2	1.617	0.473	0.626
	Within groups	194.950	57	3.420		
Dribbling	Between groups	8.377	2	4.188	0.462	0.632
	Within groups	516.338	57	9.059		
Scoring	Between groups	14.700	2	7.350	0.573	0.567
	Within groups	730.950	57	12.824		

Below the significance level of (0.05)

It is clear "from Table (1) that the calculated (F) value for all research variables has a significance level greater than (0.05), indicating the presence of insignificant differences. This indicates the equivalence of the three research groups in all research variables."

7. Main Experiment

- The main experiment began, and the implementation of the educational units began from November 4, 2024, until October 7, 2025.
- The duration of the educational curriculum was ten weeks.
- The number of educational units throughout the curriculum was (20), with one educational unit per week and (6) educational units for each skill.
- The educational units were implemented by the four groups (the control group and the three experimental groups) at a rate of (2) educational units per week.
- The duration of each educational unit was (45) minutes.
- The educational units were implemented on the four research groups, ensuring their work as follows:
- Implementing the main experiment using the hypermedia learning method and the hypermedia-supported selective thinking strategy:

8. Implementing the Selective Thinking Strategy:

The main experiment began on November 14, 2024, at 9:00 AM. The research experiment, prepared by the researcher, was applied to two experimental groups, representing the hypermedia approach and the hypermedia-supported selective thinking strategy. Each group consisted of 20 instructional units, lasting ten weeks.

The educational program was divided into eight weeks for each method, with two instructional units per week, each lasting (45) minutes. The total time was (900) minutes.

The subject teacher implemented the program, prepared by the researcher, on the research sample, for the period from November 5, 2024, to January 13, 2025, using three methods (hypermedia, hypermedia-supported selective thinking strategy, and the established method).

The researcher followed the following steps:[4]

- The first experimental group taught the educational material covered by the research using the hypermedia learning method. Twenty students were taught the

educational material covered by the research using the hypermedia-enhanced learning method. This was done by increasing the educational effectiveness of employing hypermedia in the preparatory class.

- The second experimental group taught the educational material covered by the research using the hypermedia-enhanced selective thinking strategy. The hypermedia-enhanced selective thinking strategy was also implemented. The preparatory class was also expanded to utilize the hypermedia program to present skills to students, as well as to implement the strategy's steps and its interplay with the lesson sections, as follows:

Preparatory class (20 minutes)

- Objective: To prepare students physically and mentally, exposing them to examples without revealing the concept.
- Present the skill with audio and video in multiple video clips using the hypermedia program.
- Motor warm-up: General exercises incorporating movements similar to passing and rolling without naming them.
- Presentation of Examples:
 - Positive examples: Correct passes between students, improved dribbling, technical shooting on goal.
 - Negative examples: Inaccurate passing, stopped dribbling, off-target scoring.
 - No answers (yes/no) are given.
 - Exploratory Discussion:
 - Students are asked to classify the situations as successful or unsuccessful based on their observations.

Main Section (20 minutes)

- Objective: To reinforce students' understanding of the concept through tests, applications, and personal experiences.
- Application Activities:
 - Divide students into groups and experiment with passing, dribbling, and scoring using training situations.
 - They are asked to provide examples from their own experiences (what worked and what didn't).
 - Consolidation of the Concept:
 - The teacher proves the hypothesis (e.g., accurate passing requires an appropriate angle and position).
 - The concept is stated after it has become clear (e.g., motor precision or complex skill).
 - Students redefine the skill in their own words based on the discovered features.

Final Section: (5 minutes)

- Objective: Analyze the mental and motor strategies used by the students.
 - Group Discussion:

- Describe their understanding through examples.
- Analyze hypotheses (why did they think a particular pass was successful?).
- Propose new hypotheses about improving performance (such as changing the body angle or shooting power).
- Summative Assessment:
- A quick exercise in which students are asked to perform the skill and explain their success in terms of the concept.
- Third Teaching the control group: The educational material covered by the research according to the method used (the method followed), with a total of twenty students.

9. Post-tests:

The post-tests were conducted on January 16, 2025, at 9:00 a.m., at the Tariq Bin Ziyad Intermediate School for Boys in the Diyala Education Directorate. The researcher ensured the same conditions and methods used for the pre-tests, with the same support team.

10. Statistical Methods:

To process the results, the researcher used the statistical package (SPSS).

Result and Discussion

Presentation, Analysis, and Discussion of the Results of the Pre- and Post-Skill Tests for the Three Research Groups:

Table 3. Means, Standard Deviations, Mean Differences, Standard Error, Calculated T-Value, and Significance Value for the Results of the Pre- and Post-Skill Tests for the Three Research Groups

The group	Skills	Pre-test		Post-test		Mean diff.	SD diff.	(t) value*	Sig. value
		Mean	SD	Mean	SD				
Control	Passing	1.800	1.908	1.950	.8870	.1500	.5040	.2980	.7690
	Dribbling	26.298	3.228	26.561	1.664	.2630	.7470	.3520	.7290
	Scoring	5.550	3.103	5.700	3.230	.1500	1.001	.1500	.8820
First Experimental	Passing	2.200	1.963	5.750	0.851	3.550	.4500	7.889	.0000
	Dribbling	25.439	3.196	19.930	1.422	5.510	0.620	8.891	.0000
	Scoring	5.100	3.059	10.050	3.017	4.950	0.863	5.736	.0000
Second Experimental	Passing	1.650	1.663	7.250	0.967	5.600	.5150	10.873	.0000
	Dribbling	25.594	2.558	18.585	.7840	7.010	0.522	13.429	.0000
	Scoring	6.300	4.414	12.750	1.773	6.450	1.022	6.311	.0000

*Below the significance level of (0.05) and degrees of freedom of (19)

Presentation and discussion of the results of the pre- and post-skill tests for the first experimental group (using hypermedia):

A review of the mean difference values for all test results for the first experimental group reveals that they showed clear and good differences compared to the control group, indicating the development achieved by this group. However, the significance value appeared to be less than the significance level of (0.05), indicating the presence of significant

differences between the results of the pre- and post-skill tests for the first experimental group.[5]

The researcher attributes this result to the effectiveness of the hypermedia program used in the educational units prepared by the researcher and which the experimental group underwent. Hypermedia is of great importance in teaching soccer skills, as it provides an effective and diverse means of conveying information and knowledge. Through explanatory videos, interactive images, and educational software, learners can understand movements and techniques more quickly and accurately. In addition, hypermedia provides coaches and students with access to advanced educational materials, match analysis, and targeted training. This contributes to continuous improvement in performance and skill development. Hypermedia also helps motivate students and increase their engagement with education, enhancing their abilities and accelerating the learning process.[6]

Therefore, the researcher emphasizes that the use of educational technology in physical education activities achieves the principle of calculated speed. In other words, it can be said that the effectiveness of physical education is diminished in the absence of a good implementation approach and correct teaching methods based on sound intellectual and scientific foundations, and the efficient use of time and resources. All of this is possible with the presence of an educational technology system. Therefore, educational technology is essential for the success of this vital type of education and the achievement of its desired goals.[7]

Numerous studies have indicated the importance of incorporating educational technology into physical education. Larry Kats (2004) notes that the use of technology in teaching sports skills has aided learning and saved a great deal of time and effort.⁸

Also points out that much research in the field of sports activities has emphasized the importance of the relationship between the effectiveness of education and educational technology, leading to the advancement of the educational process. Educational technology, which uses a variety of methods, can assist in the process of motor visualization by building and developing the learner's motor visualization. Through the presentation process and then using the information feedback, it is possible to positively influence the construction and development of motor visualization, improving performance specifications and learning speed.[9]

Presentation and discussion of the results of the pre- and post-skill tests for the second experimental group (hypermedia-supported selective thinking strategy):

A review of the mean difference values for all test results for the second experimental group reveals that they showed very clear and good difference values compared to the control group and the first experimental group. This indicates that the development achieved in this group was at a level that exceeded the development achieved in the first experimental group. The significance value appeared to be lower than the significance level (0.05), indicating the presence of significant differences between the results of the pre- and post-skill tests for the second experimental group.

The researcher attributes this result to the high efficiency of the hypermedia-supported selective thinking strategy, which the researcher used with the second experimental group, and which raised its level above that of the first experimental group. The hypermedia-supported selective thinking strategy is one of the most effective methods for teaching soccer skills, as it focuses on developing students' ability to select and focus on important information during the learning process. Hypermedia enhances this strategy by employing multiple tools, such as interactive videos, images, texts, and graphics, which engage more than one learning sense at the same time. For example, a trainer can display a technical video demonstrating a specific movement, along with graphics or diagrams explaining the details, in addition to an audio explanation, stimulating both hearing and sight. This diversity of tools helps improve students' comprehension and retention of information, and enhances their ability to apply skills practically.[10] Furthermore, selective thinking strategies supported by hypermedia encourage students to analyze and select relevant information on their own, developing their critical and deductive thinking abilities. Thus, learning becomes more effective and efficient, as learners interact in diverse ways, achieving higher results in learning football skills and continuously improving their performance.[11]

"This selective thinking strategy contributes to enhancing students' ability to focus on important information and analyze it accurately. Selective thinking helps students filter out unnecessary information and focus on key concepts, which contributes to improving the learning process and increasing the effectiveness of knowledge absorption".[12]

Selective thinking also enhances critical thinking skills and encourages students to scrutinize information and evaluate its validity and relevance, rather than blindly accepting it. This contributes to building an independent personality capable of making informed decisions. Furthermore, using this strategy makes the learning process more organized, as students can prioritize their study material and thus manage their time more efficiently.

At the teacher level, the selective thinking strategy helps design more effective learning activities, as students can be directed toward activities that enhance their understanding of core concepts. In short, implementing the selective thinking strategy leads to deeper and more sustainable learning and is an effective method for improving the quality of education and achieving educational goals more efficiently.

In addition, the researcher emphasizes the role of hypermedia according to the selective thinking strategy of the effect of hypermedia prepared by the researcher, as these media contributed to the development of the technical performance of basic football skills for students, as these media facilitated the process of understanding and realizing the detailed parts of the skills required to be learned through the clear gradation in presenting and explaining the skill."[13] The use of hypermedia programs through the computer in educational units leads to the clarity of the educational duties required to be implemented during the activities of the educational unit, which leads to a clearer understanding of the movements performed, and then the player is able to complete the motor duty accurately and economically in time and effort, and this is reflected in the level of motor performance".[14] In addition, hypermedia increases students' knowledge of the method of performing

the motor skill and its relationship to other principles, which is an important aspect. The understanding and application of performance and technique play a role in knowledge and has a major impact on the development of skill performance.[15]

Presentation, analysis, and discussion of the results of the post-post skill tests for the first and second experimental groups:

Table 4. means, standard deviations, calculated (T) value, and significance value for the results of the post-post skill tests for the first and second experimental research groups

Variables	First Experimental		Second Experimental		(T) value*	Sig. value
	Mean	SD	Mean	SD		
Passing	5.750	0.851	7.250	0.966	5.210	0.000
Dribbling	19.929	1.422	18.584	0.784	3.705	0.001
Scoring	10.050	3.017	12.750	1.773	3.450	0.001

*Below the significance level of (0.05) and degrees of freedom of (38).

Observing the significance values for all skill test results, we find that they are all less than the significance level of (0.05). This means that there are significant differences between the results of the post-skill tests for the first and second experimental groups, in favor of the second group, which underwent the selective thinking strategy. The researcher attributes this result to the distinction of the hypermedia-supported selective thinking strategy from the hypermedia program alone, which focuses on individual sample members. The selective thinking strategy is an effective educational strategy that significantly contributes to supporting students and accommodating their individual differences within the classroom.

The selective thinking strategy focuses on encouraging students to select and identify information or ideas that align with their abilities and interests, allowing them to act more consciously and effectively in the educational process. This strategy enhances students' ability to focus on priority information, facilitating a deeper and faster understanding of concepts. "It is not just a tool to help students organize their thoughts, but rather a means to develop their critical and analytical thinking skills, and train them to make educational decisions based on their personal assessment of the available information." [15]

The researcher emphasizes that the selective thinking strategy plays an important role in taking into account individual differences among students, as each student learns differently based on their abilities and interests. It promotes the principle of personalized learning, which allows the teacher to guide each student according to their level, reducing the achievement gap and increasing the rate of interaction within the classroom. This strategy also helps students develop self-assessment skills, as they learn to assess their understanding of the material and select information that meets their needs. This positively reflects their self-confidence and motivates them to participate in the lesson.[16]

As for the strategy's role in providing feedback, it allows the teacher to continuously monitor students' progress through observations about the extent to which students are able to select relevant and relevant information. Thus, the teacher can provide constructive feedback that helps students improve their selective thinking methods and correct their learning paths, which enhances their skills in self-reflection and continuous improvement.

Feedback provided according to this strategy is more effective because it is based on accurate and realistic assessments of students' performance, and it motivates them toward more analysis and independent thinking.[17]

The selective thinking strategy also enhances student engagement in the educational process, as students feel they have an active role in determining their own learning path and are part of the construction of knowledge. This sense of engagement makes the learning process more enjoyable and motivating, and encourages students to rely on themselves when facing various educational situations. Through this strategy, students acquire problem-solving, decision-making, and independent thinking skills, which are essential to help them face future challenges with confidence and competence.[18]

Thus, the researcher asserts that the selective thinking strategy is an effective tool for achieving effective education and taking into account individual differences. It contributes significantly to developing thinking skills and personal growth, and is one of the fundamental pillars of interactive and purposeful education. Through it, students learn to rely on themselves and acquire tools that enable them to confront educational situations positively and independently, enhancing their ability to succeed in various life and academic situations.

The researcher also attributes the superiority of the second experimental group to the use of hypermedia with the strategy. Hypermedia is a vital tool in teaching football skills, providing an interactive platform that allows coaches and students to access diverse and advanced educational resources. Through explanatory videos, animations, and interactive exercises, technical and tactical skills can be learned and evaluated quickly and effectively. Hypermedia also allows coaches to provide detailed explanations and analyze student performance through imaging and video analysis techniques, facilitating self-learning and enhancing understanding. Furthermore, this technology enhances interaction between students and teachers through engaging assessments and exercises, motivating continuous performance improvement. "Hypermedia is a comprehensive development tool that combines technology and sports to accelerate the educational process, achieve better results in football training, and stimulate the creative energies of practitioners." [19]

Conclusion

1. Using a hypermedia-enhanced selective thinking strategy significantly contributes to improving students' performance in basic soccer skills, such as passing, dribbling, and scoring.
2. The second experimental group outperformed the first experimental and control groups in learning basic soccer skills.
3. It was observed that the use of multimedia increased students' enthusiasm and active participation during training, enhancing the overall learning process.
4. Integrating hypermedia with the selective thinking strategy leads to sustained learning of sports skills compared to traditional training methods.

Recommendations

1. The necessity of applying the hypermedia-enhanced selective thinking strategy to teaching other sports skills, not just football, to enhance learning effectiveness.
2. Emphasize the development of interactive and flexible hypermedia content suitable for different student levels to increase the effectiveness of the selective thinking strategy.
3. It is recommended to conduct future studies on larger samples and over a longer period of time to confirm the effectiveness and sustainability of the results of the hypermedia-supported selective thinking strategy.

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