THE EFFECT OF USING SELF-LEARNING IN LEARNING SOME TYPES OF THE SKILL OF SCOUT PILOT PROJECTS

Noaman Kareem Abdul Hussein¹, Layth Jabbar Nemah¹, Hayder Naji Habash Alshawi²*

¹Faculty of Physical Education and Sports Sciences, University of Al Qadisiya, Iraq
²Department of Physical Education and Sports Sciences, Faculty of Education for women, University of Kufa, Iraq

*Corresponding author E-mail: haydarn.alshawi@uokufa.edu.iq

ABSTRACT

The importance of research was demonstrated in the use of the self-learning method to serve the educational process and achieve its goals. Through informing and following up the researchers on the skill of scout pilot projects in the first stage, they noticed that the research problem crystallized a noticeable weakness in it among students of the College of Physical Education and Sports Science / University of AL_Qadisiyah, especially since the junior students need to diversify the performance and not rely on one style, and the research aims to identify the effect of the self-learning method on learning some types of skill of scout pilot projects, in addition to knowing the preference of the two groups in learning these types, the experimental approach was designed with the design of the two groups equal and controlling and experimental (with pre and sale tests) De) due to its relevance to the nature of the problem, for the first stage students of the College of Physical Education and Sports Science / University of AL-Qadisiyah, who are (150) students representing five study divisions, for the academic year 2018-2019, and the research sample was chosen randomly and with (30) students, they were randomly divided to two groups equal in number (the control group and the experimental group are represented by (15) students for each group, the experimental group practiced the curriculum in a self-learning style while the control group practiced the method followed by the college, the researchers performed the homogeneity and parity in the variables that may affect the variables A For the followers, and in light of the results of the tests, analysis and discussion, the researchers concluded that the self-learning method has an effective effect in learning the skill performance of the entrepreneurial skills under discussion, and the validity of the educational units prepared by the researchers through learning the skill performance for them, and that the students of the experimental group that were taught by the method of self-learning have It exceeded the students of the control group that were taught by the curriculum used in the college in the variables of entrepreneurial skills, therefore the necessity of applying a self-learning method in learning scout skills, especially for beginners and students of the Faculty of Physical Education and Sports Science from The first phase, and diversification in the use of learning styles in different grades, and conduct further studies on the comparison of other educational methods to learn different scout skills. Likewise, conducting similar studies on different age groups and different variables to know their effect on the current research variables.

Keywords: self-learning, entrepreneurial skill, scouting.

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INTRODUCTION

The scout movement has achieved a widespread since its foundation in 1907, thanks to the highness of its goals and the nobility of its principles as well as its vast and many fields that help the scouts under its jurisdiction to innovate in various life conditions through the accuracy of its management and organization, as it works to fine-tune the character and to treat some of them with Others, self-denial, self-reliance, and inclusion in different colors of physical, sports, artistic, social, cultural and scouting skills. Teaching methods do not meet all the requirements and needs of individuals, which led scientists to search for educational strategies that are used in an organized way to achieve educational goals, physical, mental, social and psychological, as they interact with multiple variables aimed at delivering the material objectively to the learner, and that self-learning is one of the educational strategies that help Learners learn to become self-reliant by being integrated into many thinking processes that help them be creative and innovative. “Good learners know how to employ their minds to serve learning goals and achieve them through their capabilities to adapt to the contexts of their assigned duty and the prevailing climate and the required accomplishment of tasks, work and response in partnership with other individuals,” the fundamental idea in learning depends on the ability and willingness The amount of time that the learner needs, as the learner is the focus of the educational process, and the development of his capabilities and capabilities is the basis in this process that requires comprehensive and accurate attention in the availability of various educational situations that serve the learning process, in addition to the opportunity to achieve the optimum performance of different skills reflect the learner's ability to understand the skill or movement parts and components. Many educational methods were used to learn mathematical skills and are still used, as success rates varied in skill and physical performance, and experts and researchers seek to find methods that serve all sports, in a manner compatible with learners' abilities and capabilities, including the method of self-learning, as well as the development The result of the scout movement's programs, methods, and structures made them gain a marked differentiation from the rest of the youth organizations to elevate their goals and principles in a way that helps to make their activities and programs always consistent with the needs of boys and youth and advance the age to depend on the practice. The process to acquire experiences, and in the light of the above demonstrated the importance of research in the use of self-learning style to serve the educational process and achieve its objectives. Through informing and following up the researchers on the skill of scout pilot projects in the first stage, they noticed that the research problem crystallizes a noticeable weakness in it among students of the College of Physical Education and Sports Science / University of Qadisiyah, especially since the junior students need to diversify the performance and not rely on one style, and the research aims to To identify the effect of self-learning style on learning some types of skill of scout pilot projects, as well as knowing the preference of the two groups in learning these types.

MATERIAL AND METHODS

Field search procedures

The experimental curriculum with the design of the two controlling and experimental groups (with pre and post-tests) was used to suit the nature of the problem, for the first stage students of the Faculty of Physical Education and Sports Science / University of Qadisiyah, who are (150) students representing five
study groups, for the academic year 2018-2019, and was Selecting the research sample randomly and with (30) students, they were randomly divided into two equal groups by number (the control group and the experimental group represented (15) students for each group. The experimental group practiced the curriculum with a self-learning method while the control group practiced the College curriculum, the researchers conducted the processes of homogeneity and parity in the variables that may affect the dependent variables.

the exams:

1- **Test name: Flagstaff**
   - **The objective of the test:** To measure the level of mastery of a masthead skill
   - **Tools used:** a stick with a length of (160) cm, a number (3) and a diameter of (2-2.5) cm, a rope with a length of (2.5) meters (3 tiger thickness), a stopwatch.
   - **Performance description:** The scout stands behind the starting line and when you hear the instructions to start, go and go to the workplace and do a flagpole, and after completing the work, return to the starting line.
   - **Registration (score calculation):** It is calculated according to the law on measuring the level of scouting performance, through:
     
     \[
     \text{Total score for leading business evaluation} = \frac{\text{Time spending}}{ \text{Measuring time} \times \text{Skill performance evaluation} \times \text{The final overall score for the assessment}}
     \]

   - **Measuring time:** The time is calculated from when the first beep is heard until the end. Return to the starting line, noting that time is divided into (60) seconds.
   - **Skill performance evaluation:** measured through an evaluation form for entrepreneurial skill, as scores are given for each axis of performance assessment and then combined.
   - **The final overall score for the assessment:** Dividing the total performance assessment score by the time taken.
   - **Test conditions:**
     - To perform (8) laps in the work of any session or scout tie.
     - Speed in performance by the laboratory and each searchlight has only one attempt.

2- **Test Name: Entrance Gateway Work**
   - **Test Objective:** To measure the level of gate skill performance.
   - **Tools used:** (2) columns, length (210 cm), thickness (5 cm), stick number (2) length (2 cm), and thickness (2.5 cm), ropes length (3) meters, thickness (3) tiger, stopwatch.
   - **Performance description:** The scout is behind the starting line when instructed to start starting and undertaking a project to build a gate, after completing the return and standing behind the starting line.
• Registration (score calculation): It is calculated according to the law on measuring the level of performance

• Measuring time: The time is counted from the time the beep is heard until the start and back to the starting line.

\[
\text{Total score for leading business evaluation} \quad \text{Time spending}
\]

• Division of time by (60)

• Skill performance evaluation: measured by the Entrepreneur projects evaluation form

• A final total score for assessment: outcome division

• Test conditions:

• To perform eight turns in any scouting session or bundle.

• Speed in performance by the laboratory and each searchlight has only one attempt.

3- Test Name: Fencing Work

• Test Objective: To measure the level of fence skill performance.

• Tools used: stick (2) length (160) cm and thickness (5) cm, sticks number (2) length (50 cm) and thickness (2.5) cm, ropes length (3) meters thickness (1 tiger) wooden hammer number (1), stopwatch.

• Performance description: The scout stands and when you hear the instructions start to go and go towards the fence work place and start working, and the starting line is away from the tools a distance of (3) meters, and after completion return to the starting line.

• Registration (score calculation): calculated according to the law of measuring the level of performance

\[
\text{Total score for leading business evaluation} \quad \text{Time spending}
\]

• Measuring time: The time is counted from the time the beep is heard until the start and back to the starting line.

Division of time by (60)

• Skill performance evaluation: measured by the Entrepreneur projects evaluation form

• A final total score for assessment: Divide the outcome of the performance appraisal by the time spent

• Test conditions:

• To perform eight turns in any scouting session or bundle.
• Speed in performance by the laboratory and each searchlight has only one attempt.

**Exploratory experience**

Before conducting the main experiment, the researchers gave one introductory educational unit, after which the researchers conducted an exploratory experiment on (5) students who were randomly chosen from the research community to verify the following:

1. Determining the most important obstacles facing researchers in their current research.
2. Determination of errors and difficulties that can be overcome.
3. Maintaining the validity of the tests.
4. Determine the efficiency of the assistive work team.

**Scientific foundations of the tests**

To identify the scientific foundations of (sincerity, consistency, and objectivity) of the tests that are developed, their suitability and suitability for establishing a sample of the research.

**The validity of the test:**

The test validates its meaning, "An honest test measures what is set to measure it." (3:23), One of the important things that must be met in the test is honesty, and to obtain the honesty lab for the tests used, apparent honesty (the honesty of the arbitrators) was used by presenting the tests to a group of experts and specialists, as the scale and the handball skills tests were presented to the experts. The reliability of the tests and the apparent scale have been proven after the experts agreed that they achieve the purpose for which they were put in place and their suitability for the age group under consideration.

**Stability of tests**

The stability factor for the skill tests was found using the test method and retesting on a sample of (5) students, and after four days, the tests were repeated on the students themselves.

**Educational programs**

The researchers formulated the educational program for the self-learning strategy for the purpose of learning entrepreneurial skills in scouts. The program took 8 weeks, with an educational unit per week and a time of 90 minutes per educational unit, equivalent to (480) minutes for all educational units. The researchers put their plans in formulating the curriculum. The educational progression in teaching the skill from easy to difficult in a way that guarantees the good base and development for the learners in this skill, then the division of the educational unit that dealt with the division of the educational program and these sections are:

- **First** - preparatory section.
- **Secondly** - the main section.
- **Third** - the final section.
As the educational unit is an educational situation that collectively is an integrated unit that has a specific purpose and can be reached through these positions⁶, therefore, and in light of the exploratory experience conducted by the researchers, the teaching educational program was prepared according to the self-learning strategy, which was applied. On the first stage students who are studying scouting, the objective of the educational program has been determined, which is teaching entrepreneurial skills.

**The educational aspect**

This aspect is summarized by discussing and explaining the basic principles of mathematical skills with scouts and then presented by the subject teacher. As for the students, they are provided with a homework sheet which includes the basic principles of skills and it helps in delivering work to the students of the class.

**The applied side**

Class students are divided into four groups, namely

1- The first group, which includes four students.
2- The second group, which includes four students.
3- The third group, which includes three students.
4- The fourth group, which includes four students.

Then he assigns a student from each group who has the experience and ability to teach his colleagues who find it difficult to learn or who have no experience about skill and here the student who teaches his peers in the class will be responsible for the quality of the learners’ performance and builds the evaluation based on the criterion (the assignment paper). As for the role of the teacher, it is to supervise the groups and provide them with feedback and evaluation, as well as to encourage (the student’s teacher) to explain each part of the skill and then direct his colleagues to apply, practice and perform on it.

**The final section**

This section includes the teacher giving the students some recreational exercises that help to relax and keep out the boredom. The teacher in this section can provide the students with feedback and evaluation, as well as distribute the assignment paper for the next educational unit. And after the tools are returned to their places, then the departure greeting is performed.

**Tribal tests**

The pre-test of the research sample was conducted at exactly nine o’clock in the morning, and all variables were set in terms of time, tools and devices, as well as the auxiliary work team to be applied when conducting the (post-test) i.e. after the implementation of the educational curriculum and the tests, were conducted on the stadium of the College of Physical Education and Sports Science University of Qadisiyah. As the researchers, and with the assistance of the auxiliary team, applied the tests according to a previously established sequence, the pilot skills (flagpole work, entrance gate work, fencing work) were tested for the two research groups.
Program application

The researchers applied the educational program of the self-learning strategy to learn entrepreneurial skills in scouts. The program took 8 weeks with an educational unit per week and a time of (90) minutes per educational unit, equivalent to (480) minutes for all educational units.

Post-test

After completing the implementation of the educational program, the post-test of the research sample was conducted, as the researchers conducted the post-test on the pioneering skills in the research, which are (flagpole work, entrance gate work, fencing work) in the stadium of the College of Physical Education and Sports Science, University of Qadisiyah, and that After completing the implementation of the educational units in a self-learning style, as the researchers made sure that the conditions were similar to the pre-test in terms of location and conditions and the presence of the assistant work team itself, and using the same steps that were applied in the pre-test.

Statistical means

The researchers used the Statistical Package for Social Sciences (SPSS)

RESULTS AND DISCUSSION

This axis included displaying the results of statistics after statistically processing them and in line with the goals.

View, analyze and discuss the results of entrepreneurial skills tests for the individuals in the research sample.

Table 1: The mean, the standard deviation, and the calculated value of t between the pre and post-tests in learning entrepreneurial scouts for students

<table>
<thead>
<tr>
<th>Skills</th>
<th>the unit of measurement</th>
<th>pre-test</th>
<th>post-test</th>
<th>(t)</th>
<th>Significant</th>
<th>Statistical Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>STD.EV.</td>
<td>Mean</td>
<td>STD.EV.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 working flagpole</td>
<td>degree</td>
<td>1.54</td>
<td>0.13</td>
<td>3.73</td>
<td>0.78</td>
<td>6.74</td>
</tr>
<tr>
<td>2 Work of entrance gate</td>
<td>degree</td>
<td>1.52</td>
<td>0.75</td>
<td>3.13</td>
<td>0.91</td>
<td>7.97</td>
</tr>
<tr>
<td>3 Work of fence</td>
<td>degree</td>
<td>1.29</td>
<td>0.64</td>
<td>3.55</td>
<td>0.83</td>
<td>6.01</td>
</tr>
</tbody>
</table>

Table (1), the results indicated that there were significant differences between the pre and post-tests in favor of the post-test in the variables of entrepreneurial skills under study, and the researchers attribute this to the effectiveness of the educational curriculum applied to the research sample where the curriculum contained a set of exercises that were selected and selected in a picture Accurate to fit with the studied skills as well as the nature of the age group of the sample. (QasimLzam) and others mention that “learning does not
happen by simply repeating movements and mathematical skills by the players, but the training must be based on scientific principles codified to advance the level of their capabilities and skills toward the best.

It is known that the age group to which the research sample belongs is the college students and this age stage has specifications and characteristics that distinguish it from other age stages as it has the ability to learn entrepreneurial skills with scouts, and this is confirmed by (Ghazi SalehHammoud) "The student's desire increases at the level of these ages To play among their peers with reliance on the majority of training and practice on basic (technical) skills for scouts and general foundations of the rules of play and the coach must make skills training based on the existence of a purpose or goal that must be achieved or reached by performing exercises correctly and seriously)." The researchers attribute the reasons for these differences in the research sample to the effect of the educational curriculum according to the method of self-learning prepared by the researchers, which is one of the patterns of self-learning, and the traditional method used in the college, and that the basis of the learning process for the skill aspects is the learner acquiring a set of skills to be able to reach To a good level of performance for the skill to be learned, and that the methods and methods of learning play an effective and influential role in the educational process of the curricula to be applied, and these methods and methods differ according to their specificity, as “the methods affect the speed of learning and the degree of satisfaction in learning, and that the correct and appropriate adaptation of the method or method depends on a proper understanding of the factors and principles that are relevant to the issue in order to prove its impact and its value in certain educational situations. To complete the performance, as students implemented the repetitions and thus giving them experience and development in the skillful performance of the skills of the leadership projects and their accuracy, as the researchers' use of repetition and for all students provided equal and equal opportunities for all students to obtain experience, which made learning more interesting and exciting and aggressive students in both groups away from the boredom that may accompany the traditional educational process, which in some aspects of moving away from the confusion and suspense.

CONCLUSION

In light of the results of the tests, analysis, and discussion, the researchers concluded that the self-learning method has an effective effect in learning the skill performance of the entrepreneurial skills under discussion, the validity of the educational units prepared by the researchers through learning the skill performance for them, and that the students of the experimental group that were taught by the method of self-learning have outperformed Students of the control group that were taught by the curriculum followed in the college in the variables of entrepreneurial skills, therefore the necessity of applying a self-learning method in learning scout skills, especially for beginners and students of the College of Physical Education and Sports Science from the first stage And, the diversification in the use of learning methods in the different academic levels, and conducting other studies that deal with the comparison between other educational methods to learn different scout skills. Likewise, conducting similar studies on different age groups and different variables to know their effect on the current research variables.
ETHICAL CLEARANCE

The Research Ethical Committee at scientific research by ethical approval of both environmental and health and higher education and scientific research ministries in Iraq

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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