

Development of Differentiated Learning Methods on Basic Soccer Skills for Tenth Grade Students

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Abstract: This journal discusses the development of differentiated learning methods on the basic soccer skills of tenth-grade students at SMK SMTI Bandar Lampung. This research was conducted quantitatively using questionnaires and observation instruments. The results showed that differentiated learning can improve student learning outcomes and provide a better learning experience. Additionally, students showed a positive response to the learning of basic soccer skills. Differentiated learning can be a useful method to enhance student learning outcomes in basic soccer skills.

Keywords: Differentiation, Development, Soccer

A. Introduction

One of the most important aspects of human life is education. According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. Education is important in every society as it is a source of growth and development that shapes the lives of individuals and helps them achieve a better society (Pradana et al., 2021). Education is crucial for better employment opportunities and problem-solving skills in modern society. Education plays a vital role in economic growth and prosperity, transforming the lives of people and marginalized communities (Liu et al., 2021). In Indian society, education is promoted, with a focus on increasing literacy rates and bridging the rural-urban gap. Female education is essential for societal progress, as educated women contribute to the advancement of the entire nation.

Educational institutions are crucial for formal education, teaching important values and skills to create a peaceful and progressive society (Darweish & Mohammed, 2018). Education is crucial in modern society as it helps build a more sustainable environment, fosters critical thinking, and provides better job opportunities and higher income. It also plays a significant role in eradicating poverty, improving

moral values, and creating equal opportunities for all genders in society. Education forms the backbone of society by empowering individuals to make positive changes and contribute to the country's growth and development. Overall, education is essential for personal growth, societal progress, and national success (Malik, 2018).

Education has the power to break down barriers and create opportunities for individuals to reach their full potential. It is a tool for empowerment and social mobility, allowing people to overcome obstacles and achieve their goals. In many civilizations throughout history, education has been a driving force behind innovation, progress, and cultural development (Makarova et al., 2019). From the ancient Greeks to the Renaissance in Europe, education has played a central role in shaping the course of human history. As we look to the future, it is clear that education will continue to be a critical factor in shaping the world we live in. In the field of education, an essential factor that influences students' abilities and skills is the determination of the appropriate learning method. Learning ability satisfaction is influenced by multiple factors, including internal factors like learning motivation, learning self-efficacy, and self-regulated learning ability, as well as external factors like teacher support, platform support, and peer support (Albelbisi et al., 2021). These factors play a significant role in improving students' abilities and skills in the field of education.

Differentiated learning is an approach to teaching and learning that recognizes and accommodates the diverse needs, interests, and abilities of students. Differentiated learning is an approach to teaching and learning that recognizes and accommodates the diverse needs, interests, and abilities of students. It involves identifying students' needs, establishing educational goals, adapting instruction, assigning different types of work, and evaluating progress towards goals. Differentiated instruction supports all students by giving them an active role, accommodating all learners, encouraging student engagement, honoring individual differences, and supporting student equity (Chandra Handa, 2020; van Munster et al., 2019). It is essential in today's diverse classrooms to ensure all students can excel regardless of their backgrounds, abilities, and interests. Differentiated instruction originated in 1999 and is based on multiple intelligences and brain-compatible research literature, focusing on differentiating content, process, and product to meet individual student needs (Puskás, 2021). It involves tailoring instruction, content, and assessment to meet the individual needs of learners, ensuring that all students have the opportunity to succeed.

Differentiated learning promotes engagement, motivation, and academic growth by providing various learning experiences and opportunities for students to demonstrate their understanding in different ways (Gheysens et al., 2022; Ismail & Al Allaq, 2019). Differentiated learning is a type of learning where each student has the opportunity to learn according to their abilities and needs. Differentiated

learning is defined as a learning process that adjusts to the learning profile, learning interest, and readiness of students to achieve optimal learning outcomes (Herwina, 2021). Basic soccer skills are one of the subjects in the Physical Education curriculum at Vocational High Schools. This subject is interesting because it can develop students' motor skills and spatial intelligence. However, some students may have difficulty understanding and practicing this material. Soccer is a sport that requires a combination of physical fitness, technical skill, and strategic thinking (Francesco Sgrò et al., 2018). Soccer is a form of football played between two teams of 11 players, in which the ball may be advanced by kicking or by bouncing it off any part of the body but the arms and hands, except in the case of the goalkeepers, who may use their hands to catch, carry, throw, or stop the ball. The objective is to kick or head a ball into the opponent's goal, with only the goalkeeper allowed to touch the ball with hands and arms except during throw-ins.

For student athletes, mastering basic soccer skills is essential for success on the field (Pierce et al., 2020). Mastering basic soccer skills is crucial for players to excel in the sport. Developing basic soccer skills is essential for players to build a strong foundation in the sport. These skills, including dribbling, passing, shooting, and defending, form the building blocks for more advanced techniques and strategies on the field (Mota et al., 2021). Mastering these fundamental skills not only improves a player's individual performance but also enhances their overall understanding of the game. As players progress in their development, these basic skills serve as the groundwork for more complex tactics and abilities that are necessary for success at higher levels of competition. Fundamental techniques such as heading, kicking, controlling, dribbling, throwing in, and goalkeeping are essential for success on the field (Tienza-Valverde et al., 2023). Regular practice and training outside of physical education classes are necessary to improve these skills. Dribbling in soccer is a fundamental skill that involves moving the ball down the field with control, creativity, and precision (Mohammadi Orangi et al., 2021). It includes elements like close control, change of direction, speed variation, and body movement. Effective dribbling requires footwork, speed, balance, and agility (Malaifani et al., 2023). Players must protect the ball from opponents and make quick changes in pace and direction.

Confidence and practice are key to successful dribbling in soccer. Various drills and small-sided games can help improve dribbling skills. Sports assessment apps like SkillShark can also be beneficial for tracking progress and receiving feedback on dribbling performance. Accurate passing is crucial in soccer as it is one of the most important aspects of being successful in the sport, just behind individual ball control (Hasan & Clemente, 2021). Players need to focus on improving their passing accuracy, controlling touch when receiving the ball, and spacing/movement in relation to each other. Coaches play a vital role in emphasizing the importance of accurate passing and showing players the proper techniques. Teaching players the

significance of making a good pass and helping their team keep possession is essential for success on the field. Various drills, such as the Passing Square, Targeted Long Balls, and Progressive Passing Patterns, can help enhance passing precision and decision-making skills (Coutinho et al., 2023). Rondos and Functional Possession Play drills are also beneficial for simulating game scenarios and improving passing under pressure. Overall, mastering the basics, improving techniques, and consistent practice are essential for becoming a proficient dribbler in soccer (Pacheco et al., 2023). Teachers should focus on training students in basic technical exercises for playing soccer to enhance their abilities.

Research emphasizes the importance of mastering basic techniques in football, especially in early childhood, to enrich student motion and skill levels (Subhan & Agus Widodo Suripto, 2024). The role of defending in soccer involves intercepting the ball, supporting the goalie, performing tackles, and preventing opponents from receiving passes in dangerous spots. Defenders play close to their team's goal and must have speed and physicality to stop the opposing team's attacks. There are five defense positions in soccer: goalkeeper, center back, sweeper, wing back, and full back. Popular defensive formations include 5-4-1 and 4-5-1. Effective defense requires anticipation, proper positioning, communication, and teamwork. These skills not only help players perform better during games but also contribute to their overall development as athletes. From dribbling and passing to shooting and defending, each basic skill plays a crucial role in a player's ability to contribute to their team's success. By focusing on these fundamental skills, student-athletes can build a strong foundation for their soccer careers and improve their performance on the field. A learning method that can make it easier for students to understand basic soccer skills is needed to overcome the emerging problems.

The purpose of this research is to determine the perceptions of tenth-grade students at SMK SMTI Bandar Lampung towards differentiated learning on basic soccer skills. This research will discuss the effectiveness of differentiated learning on basic soccer skills and students' perceptions of differentiated learning. This research is expected to provide an overview of how effective differentiated learning is on basic soccer skills and help teachers develop effective and efficient learning strategies that can improve students' learning outcomes. This research is expected to help develop education in Indonesia.

B. Methods

A quantitative descriptive method was used in this research to understand how tenth-grade students at SMK SMTI Bandar Lampung perceive differentiated learning on soccer skills. The quantitative descriptive method involves collecting numerical data to describe a phenomenon or relationship. The quantitative descriptive method involves collecting numerical data to describe a phenomenon or

relationship. This method aims to generate numerical data that can be measured and processed statistically. Surveys can involve large samples and produce representative data from a larger population. Additionally, the experimental method is also commonly used in quantitative research. Correlational research is used to study the relationship between variables. Correlation research is a type of research method that involves studying the relationship between two or more variables. It seeks to determine whether a change in one variable is associated with a change in another variable. By examining the strength and direction of the relationship between variables, researchers can better understand how they are interconnected and how they may influence each other.

Correlation research is often used in psychology, sociology, and other social sciences to explore patterns and trends in data. The descriptive research method is used to describe the level, characteristics, or distribution of a phenomenon or variable. This method is crucial in research as it provides objective and measurable data, allowing for statistical analysis and generalization of findings. By utilizing quantitative data, researchers can make informed decisions, identify patterns, and draw conclusions based on evidence. This approach adds rigor and credibility to research studies, enabling researchers to effectively address research questions and hypotheses. All tenth-grade students at SMK SMTI Bandar Lampung were subjects in this research. The independent variable in this research is differentiated learning on basic soccer skills. The dependent variable is students' perceptions of differentiated learning.

The research instrument used a questionnaire to measure students' perceptions of differentiated learning on basic soccer skills. Questionnaires are commonly used as data collection tools in research studies to gather information from participants. Correlational research is a type of non-experimental research that measures the relationship between two variables without manipulating them. It is used to describe relationships, make predictions, and assess the strength and direction of the relationship. Correlation does not imply causation, and researchers use correlation coefficients to interpret the strength and direction of the relationship between variables. Researchers choose correlational studies when they are not interested in causal relationships or when manipulation of variables is impossible, impractical, or unethical. Correlation is also used to establish the reliability and validity of. The quality and accuracy of data collected depend on how the questionnaire is designed, used, and validated. It is essential to select the correct methodological approach at the start of a research project to ensure the questionnaire is suitable for the research question and object.

Questionnaires should be attractive, easy to read, and arranged in a specific sequence for effective data collection. The questionnaire consisted of several items to measure students' opinions about the differentiated learning approach, the effectiveness of differentiated learning, and their satisfaction with the lessons. Data

analysis used descriptive statistics to describe the perceptions of tenth-grade students about differentiated learning on basic soccer skills at SMK SMTI Bandar Lampung. Descriptive statistics is a means of describing the features of a data set by generating summaries of data samples. It includes frequency distribution, central tendency, and variability of a data set. Descriptive statistics help summarize and explain the characteristics of a specific data set by providing short summaries about the sample and measures of the data. Measures of central tendency include mean, median, and mode, while measures of variability include standard deviation and variance. Descriptive statistics are used to repurpose quantitative insights into bite-sized descriptions, such as a student's GPA reflecting their mean academic performance. Descriptive statistics are not used for making predictions, unlike inferential statistics. Based on data analysis results, conclusions were made about the effectiveness of differentiated learning on basic soccer skills and recommendations for creating more efficient learning approaches that will improve students' learning outcomes in basic soccer skills at SMK SMTI Bandar Lampung.

C. Results and Discussion

This research focuses on students' perceptions of learning basic soccer skills in tenth grade at SMK SMTI Bandar Lampung. Perception is the interpretation of objects, events, and information based on one's life experiences (Zacks, 2020). There are three components that form the structure of perception: the cognitive component, also known as the perceptual component, includes elements related to knowledge, views, and beliefs; the affective component, also known as the emotional component, is the aspect related to feelings of liking or disliking towards the attitude object; the conative factor, also known as the behavioral component, is the factor related to how someone acts towards the attitude object. Studying cognitive processes is important because it helps us understand how we process information, make decisions, and interpret the world around us. Cognitive processes include learning, attention, memory, language, reasoning, and decision making, all of which are essential for our intellectual development and experience (Kotseruba & Tsotsos, 2020). Different disciplines like neurology, psychology, anthropology, and philosophy have studied cognition to understand how it influences behavior and emotions. Advancements in neuroimaging have contributed to our physiological and neuroanatomical understanding of cognitive processes. Based on the processed questionnaire results, the data obtained on students' perceptions of differentiated learning on basic soccer skills are as follows.

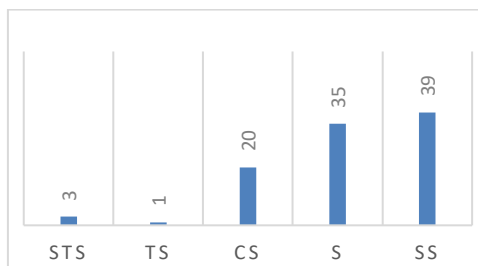


Figure 1. Graph of Students' Cognitive Perceptions through Differentiated Learning

Based on the graph in Figure 1, it can be seen that tenth-grade students have a positive perception in the cognitive aspect towards differentiated learning on basic soccer skills. According to Karpinski et al. (2018), to ensure that students can develop their intellectual abilities, psychological conditions must be created. Differentiated learning is an appropriate strategy in recognizing students' psychological conditions by considering students' learning readiness, interests, and learning profiles. Differentiated learning can enhance students' cognitive development in basic soccer skills.

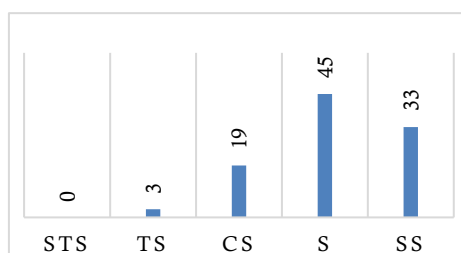


Figure 2. Graph of Students' Affective Perceptions through Differentiated Learning

The graph in Figure 2 shows that tenth-grade students have a positive perception in the affective aspect. Differentiated learning provides good affective perceptions in learning basic soccer skills. Learning motivation is the inner strength of an individual shown by active and enthusiastic interest in learning (Filgona et al., 2020). The application of differentiated learning in basic soccer skills can increase students' learning motivation and affective perceptions.

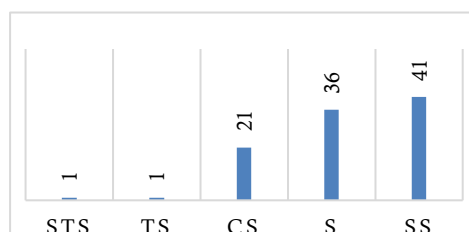


Figure 3. Graph of Students' Conative Perceptions through Differentiated Learning

Based on the graph in Figure 3, it can be seen that tenth-grade students have a positive perception in the conative aspect towards differentiated learning on basic soccer skills. Differentiated learning can improve changes in attitudes and behaviors that are more active in students.

D. Conclusions

Based on the research results, it can be concluded that differentiated learning on basic soccer skills can be an effective approach to improving student learning outcomes. The research results show that differentiated learning can make education more enjoyable and better. The comparison of student engagement levels with traditional teaching methods versus differentiated learning methods clearly indicates that the latter is more effective in capturing the interest and attention of students. Additionally, the evaluation of teacher feedback on the effectiveness of the differentiated learning methods further supports the notion that this approach is beneficial for enhancing student learning outcomes.

The results of this research can provide significant contributions to efforts to improve the quality of education in schools. Differentiated learning can give students with different abilities the opportunity to learn according to their needs. Therefore, to improve the quality of education in schools, teachers and educational institutions must consider differentiated learning strategies. Programs cannot be overstated. By catering to the diverse needs and abilities of each student-athlete, coaches, and educators can create a more inclusive and effective learning environment. Moving forward, it will be essential for researchers and practitioners to collaborate on further studies that explore the impact of differentiated learning methods on skill acquisition and overall athletic performance. Additionally, ongoing professional development and training opportunities should be provided to ensure that coaches and educators are equipped with the knowledge and skills necessary to effectively implement these strategies in their programs.

Ultimately, by prioritizing individualized instruction and promoting a growth mindset, sports education programs can empower student-athletes to reach their full potential and achieve success both on and off the field. Programs to enhance student learning and skill development, overall, the study found that students who received differentiated instruction in basic soccer skills showed greater improvement compared to those who did not. This suggests that incorporating differentiated learning methods in physical education can be beneficial for enhancing student performance and engagement in sports activities. It is important for educators to continue exploring and implementing various teaching strategies to meet the diverse needs of students in physical education classes. By doing so, we can create a more inclusive and effective learning environment that supports the development of essential skills and knowledge in sports.

These efforts can also help to foster a sense of inclusivity and support among all participants, regardless of their skill level or background. By creating a positive and nurturing environment, student-athletes are more likely to develop a strong sense of self-confidence and motivation, which can have a lasting impact on their overall well-being. Furthermore, by embracing a holistic approach to sports education that focuses on both physical and mental development, programs can better prepare individuals for the challenges they may face in their athletic pursuits and beyond.

In order to effectively implement differentiated learning methods in the classroom, teachers must first assess the individual needs and learning styles of their students. This can be done through pre-assessments, observations, and discussions with students to gather information on their strengths, weaknesses, and preferences. Once this information is gathered, teachers can then tailor their instruction to meet the diverse needs of their students. Assessment of student progress in a differentiated classroom may involve a variety of methods, such as formative assessments, student self-assessments, and performance-based assessments. By continuously monitoring student progress and adjusting instruction accordingly, teachers can ensure that all students are challenged and supported in their learning. The effectiveness of differentiated instruction can be evaluated through student achievement data, feedback from students and parents, and observations of student engagement and motivation. Ultimately, differentiated instruction has the potential to greatly impact student learning and should be considered as a valuable approach in education.

Call to action for educators and coaches to continue exploring and implementing differentiated learning methods in sports education for the benefit of all students. The findings of this study provide valuable insights into the effectiveness of differentiated learning in improving student achievement and can serve as a foundation for further research in this area. By incorporating these strategies into their teaching and coaching practices, educators and coaches can help students of all abilities reach their full potential in basic soccer skills. In implementing differentiated instruction for teaching soccer skills, it is important to consider the various learning styles and abilities of students. For example, visual learners may benefit from watching demonstration videos, while kinesthetic learners may prefer hands-on practice drills. By incorporating a variety of teaching strategies and activities, such as small group work, individualized coaching, and peer feedback sessions, teachers can effectively accommodate diverse learners in the classroom.

Assessment of student progress can be done through observation, skills assessments, and student self-reflections to gauge the effectiveness of the differentiated instruction methods. Overall, the research findings suggest that implementing differentiated instruction in teaching basic soccer skills to tenth grade students can lead to improved learning outcomes and increased student engagement. However, implementing differentiated instruction may require more time and resources from

teachers, potentially leading to increased workload and stress. Additionally, some students may feel singled out or stigmatized if they are constantly receiving different levels of instruction from their peers. The analysis of data collected from the training sessions revealed a significant improvement in skill development among participants who utilized these methods. Feedback from coaches and participants further supported the effectiveness of differentiated learning in enhancing basic soccer skills. In the discussion section, the results were interpreted in relation to previous research, highlighting the potential implications of differentiated learning methods on overall skill development.

Recommendations for future research and practical applications were also provided to further enhance the use of these methods in soccer training. In conclusion, the study demonstrated that differentiated learning methods are a valuable tool in improving skill development in soccer players. assessment of the impact of differentiated learning on student performance and engagement in physical education classes. The comparison between traditional teaching methods and differentiated learning approaches reveals the potential benefits of tailoring instruction to meet the individual needs and learning styles of students. The findings suggest that implementing differentiated learning strategies can enhance student learning outcomes and improve overall satisfaction with the physical education curriculum. Additionally, the study highlights the importance of ongoing research and professional development to refine further and expand the use of differentiated learning methods in physical education settings. It also examines the effectiveness of differentiated learning methods in improving student performance in basic soccer skills. The results suggest that utilizing different instructional approaches tailored to individual student needs can lead to significant improvements in skill acquisition and overall achievement levels.

However, it is important to consider the limitations of the study, such as the small sample size and potential bias in data collection. Future research should explore additional factors that may impact the effectiveness of differentiated learning in sports education, and educators and coaches should continue to experiment with various instructional strategies to enhance student learning outcomes. Overall, this study highlights the potential benefits of personalized learning approaches in sports education and underscores the importance of ongoing research and implementation in this area. Overall, the study found that tenth grade students who were taught using differentiated learning methods showed a significant improvement in their performance compared to those taught using traditional teaching methods. The feedback from both students and teachers also indicated that differentiated learning methods were more effective in enhancing the students' understanding and retention of basic soccer skills. These results suggest that incorporating differentiated learning methods in sports education can lead to better outcomes for students. Moving forward, it is recommended that educators continue to explore and

implement these methods in order to improve the overall quality of sports education. Future research in this area should focus on further investigating the specific strategies and techniques that are most effective in enhancing student learning in sports.

One potential recommendation for future research on differentiated learning methods in sports could be to explore the impact of individualized coaching techniques on player development. By tailoring instruction to meet the specific needs and learning styles of each athlete, coaches may be able to more effectively enhance skill acquisition and performance on the field. Additionally, further investigation into the long-term effects of differentiated learning methods in sports could provide valuable insights into the sustainability of these approaches over time. Ultimately, by continuing to study and refine the use of differentiated learning methods in sports, educators and coaches may be better equipped to support the diverse needs of athletes and promote overall skill development in the field of sports.

Implications of the study on the use of differentiated learning methods in teaching basic soccer skills to tenth grade students. Overall, the results suggest that incorporating differentiated learning methods can lead to improved performance and engagement in soccer skill development. Furthermore, feedback from both students and teachers indicates a positive response to this teaching approach. Moving forward, it is recommended that educators continue to explore and implement differentiated learning methods in sports education to enhance student learning outcomes. Future research in this area could further investigate the long-term effects and benefits of using differentiated learning methods in teaching basic soccer skills. In conclusion, this study highlights the potential of differentiated learning methods in enhancing the development of basic soccer skills among tenth grade students.

The results of the analysis show that students who received differentiated instruction demonstrated greater progress in developing basic soccer skills compared to those who did not. This suggests that implementing differentiated learning methods in physical education classes can be effective in improving student outcomes. Moving forward, further research is needed to explore the impact of differentiating instruction in other sports and grade levels, as well as to determine the most effective strategies for implementing differentiated learning in physical education. Overall, this study highlights the importance of personalized instruction in helping students achieve success in developing their athletic abilities. In advancing the field of physical education and coaching, the results of this study provide valuable insights into the impact of differentiated learning methods on student performance in soccer skills. By comparing student performance before and after implementing these methods, we were able to identify significant improvements in

skill acquisition and retention. Additionally, our analysis of correlations and patterns in the data revealed important trends that can inform future teaching practices. Overall, the findings of this study highlight the importance of tailored instruction in enhancing student learning outcomes in physical education.

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