The effect of (RONDO) exercises teaching methods of differentiated instruction, gradual and fixed activities on the shooting skill of students in Futsal

El efecto de los ejercicios (RONDO) de métodos de enseñanza de instrucción diferenciada, actividades graduales y fijas sobre la habilidad de tiro de los estudiantes de Futsal

Authors

Ahmed Abdullah Abdulkareem Al Saedi [1]
Abdulrazzaq Jebur Abed Al-Majidi [2]
Ismael Abd Zaid Ashour Al-Kareemawi [1]
Rafia Saleh Fathi Al-Kubaisi [3]

[1] Mustansiriyah University, (Iraq).
[2] Al-Esraa Universiry, (Iraq).
[3] Ashur University, (Iraq).

Corresponding author:
Ahmed Abdullah Abdulkareem Al Saedi
ahmedabdullah@uomustansiriyah.edu.iq

How to cite in APA

Ahmed Abdullah Abdulkareem Al Saedi, Abdulrazzaq Jebur Abed Al-Majidi, Ismael Abd Zaid Ashour Al-Kareemawi, & Rafia Saleh Fathi Al-Kubaisi. (2025). The effect of (RONDO) exercises teaching methods of differentiated instruction, gradual and fixed activities on the shooting skill of students in Futsal. *Retos*, *68*, 503–512. https://doi.org/10.47197/retos.v68.115877

Abstract

Objective: To develop RONDO exercises using the differential learning methods, progressive activities, and fixed activities, to teach the futsal shooting skill to the research sample, and identify the effect of RONDO exercises using the differential learning methods, progressive activities, and fixed activities, on learning the futsal shooting skill to the research sample.
Research methodology: The researchers used a three-group experimental design: two experimental groups and a control group, equivalent in all factors affecting the dependent variable with the exception of one factor: exposure to the independent variable. The researchers intentionally identified the research community from first-year students at the College of Physical Education and Sports Sciences at Mustansiriyah University, numbering (142) students representing the research community, which consists of four classrooms: the first (34), the second (36), the third (34), and the fourth (38). The research sample was randomly selected from 60 students from classrooms (1, 2, and 3), with 20 students for the first, second, and control groups.
Result: The results of the pre- and post-tests showed improvement in shooting for the experimental and control groups. This, the researchers believe, is due to the scientific and efficient teaching methods at the college in shooting.
Conclusions: Students who learned through RANDO exercises based on fixed activities significantly improved their shooting accuracy compared to those who learned through progressive activities, as the fixed repetitions helped consolidate correct technique, and students who used RANDO exercises based on fixed activities gained greater confidence in their ability to score, as a result of the mastery achieved through repeated practice of the same activities.

Keywords

RONDO exercises; differentiated instruction; gradual and fixed activities.

Resumen

Objetivo: Desarrollar ejercicios RONDO utilizando métodos de aprendizaje diferencial, actividades progresivas y actividades fijas para enseñar la técnica de tiro al futsal a la muestra de investigación, e identificar el efecto de estos ejercicios en el aprendizaje de la técnica de tiro al futsal.
Metodología de la investigación: Los investigadores utilizaron un diseño experimental de tres grupos: dos grupos experimentales y un grupo de control, equivalentes en todos los factores que afectan a la variable dependiente, con la excepción de un factor: la exposición a la variable independiente. Los investigadores identificaron intencionalmente a la comunidad de investigación entre los estudiantes de primer año de la Facultad de Educación Física y Ciencias del Deporte de la Universidad de Mustansiriyah, compuesta por 142 estudiantes, que representan a la comunidad de investigación y consta de cuatro aulas: la primera (34), la segunda (36), la tercera (34) y la cuarta (38). La muestra de investigación se seleccionó aleatoriamente entre 60 estudiantes de las aulas (1, 2 y 3), con 20 estudiantes para los grupos de primera, segunda y control. Resultado: Los resultados de las pruebas previas y posteriores mostraron una mejora en el tiro en los grupos experimental y de control. Los investigadores creen que esto se debe a los métodos de enseñanza de tiro científicos y eficientes de la universidad.
Conclusiones: Los estudiantes que aprendieron mediante ejercicios RANDO basados en actividades fijas mejoraron significativamente su precisión de tiro en comparación con quienes aprendieron mediante actividades progresivas, ya que las repeticiones fijas ayudaron a consolidar la técnica correcta, y los estudiantes que utilizaron ejercicios RANDO basados en actividades fijas adquirieron mayor confianza en su capacidad para anotar, gracias al dominio alcanzado mediante la práctica repetida de las mismas actividades.

Palabras clave

Ejercicios RONDO; instrucción diferenciada; actividades graduales y fijas.

Introduction

RONDO exercises in futsal are essential as they help students learn how to play in progressive spaces, close passing angles, and choose the right times to apply pressure. They also promote good positioning and coordination with teammates. Everything that happens in RONDO happens in the game except for shooting, making it beneficial for defenders and contributing to the development of offensive shooting skills. Given the wide popularity and numerous advantages of futsal, as well as the possibility of playing it by everyone regardless of their social level and age group, the teacher needs to choose the best methods, exercises, types and timings in order to achieve optimal acquisition and development of its various skills.

Rondos differ from other possession drills because players occupy a pre-defined space rather than running all over the place. Many possession drills will have players move into spaces that are more closely aligned with natural game movements, meaning they move wider across the field (Abdel Salam ,&Fouad, 2025)). Rondo drills have become a modern tool in futsal, with many coaches referring to them as group drills that aim to maintain possession of the ball for as long as possible between the feet of attacking players, away from defenders, by quickly transferring the ball and receiving and delivering it quickly (Hamid et al., 2024: 516).

Differentiation in its two types, gradual and fixed activities, is one of the methods that contribute to conveying the content of the subject. It is also one of the unconventional methods in which learners are provided with exercises in the form of competition or race, helping them to understand their capabilities and the results of their performance, which motivates them to increase their motivation and harness their energies to their maximum in order to achieve better results. In addition, this method plays a role in developing self-confidence and the ability to bear responsibility and make decisions. Since futsal is one of the games that, like all other games, has been affected by developments in teaching methods, the use of a differentiation strategy, with its two types of gradual and fixed activities, can play a significant role in developing skills.

Graded activities are tailored to students of different cognitive or skill levels, who learn the same concepts and skills. Each student can start with an activity appropriate to his or her cognitive or skill level and progress to a distinct level. Teachers can ensure three levels of activity that are appropriate for each student's level. Teachers must also be flexible in assigning a student to an activity above or below their actual level. Fixed activities, on the other hand, are a type of teaching-learning activity designed by the teacher based on the objectives and content of the prescribed curriculum. Each of these activities has clear and specific objectives, and their design ensures that they vary in type and level to suit the different needs of students. These activities are characterized by their positivity and effectiveness in implementing them. (Shuwai': 2018: 20-21)

Based on the above, the importance of this research lies in highlighting the impact of the cooperative approach, with its two types of gradual and fixed activities, on developing and mastering futsal shooting skills, to determine the most appropriate method. This prompted the researchers to conduct an experimental study to contribute to the study of the two differentiation methods, gradual and fixed activities, and to compare them with the method used in learning futsal-shooting skills.

Research Problem

Futsal is one of the sporting activities included in the third-year sports curriculum at the College of Physical Education and Sports Sciences at Mustansiriyah University. It includes a set of shooting skills that require the student to learn how to teach them as well as develop them. The researchers noted that the methods followed in college, although they bear fruit in developing students' skills in the game of indoor soccer, keeping pace with the development of the game in all its fields, including academic indoor soccer, necessitates the use of methods that motivate students more in order to catch up with the development of the game. Hence, the research problem emerged, as the researchers tried to shed light on it and attempt to solve it by using Rando exercises in the differentiated method (gradual - fixed activities), which helps in increasing students' excitement and thus reflects on their skill abilities.

Research Objectives

- To develop RONDO exercises using the differential learning methods, progressive activities, and fixed activities, to teach the futsal shooting skill to the research sample.
- To identify the effect of RONDO exercises using the differential learning methods, progressive activities, and fixed activities, on learning the futsal shooting skill to the research sample.

Research Hypotheses

- There are no statistically significant differences between the pre- and post-tests on the shooting skill tests under study, in favor of the post-test.
- There are no statistically significant differences between the post-tests of the three groups on the shooting skill tests under study.

Research fields

- Human field: A sample of third-year students in the College of Physical Education and Sports Sciences at Mustansiriyah University for the academic year (2024-2025).
- Time field: From October 10, 2024 to January 26, 2025.)
- Spatial field: Futsal Stadium at Mustansiriyah University.

Method

Research Methodology

The researchers used a three-group experimental design: two experimental groups and a control group, equivalent in all factors affecting the dependent variable with the exception of one factor: exposure to the independent variable.

Community and sample research

The researchers deliberately selected the research community from among the third-year students in the College of Physical Education and Sports Sciences at Al-Mustansiriya University, numbering (142) students representing the research community, which consists of four halls: the first hall has 34, the second hall has 36, the third hall has 34, and the fourth hall has 38. The reason for deliberately selecting the community is for several reasons, including the availability and accessibility of the selected community, which facilitates the data collection and implementation process. Researchers can select specific individuals who possess the characteristics or experiences they wish to study, ensuring that the sample aligns with the research objective. If the community is limited or specifically directed, deliberate selection reduces the time and resources expended on the research, as well as reducing the researchers' interest in a specific category of individuals or phenomena that require a specific selection. In addition to selecting specific individuals, the researcher can ensure the quality and reliability of the data, especially if the selected category has distinctive experiences or characteristics related to the subject of the study. The research sample was selected using the rondo exercise method, using gradual and regular activities. It consisted of 72 students from halls (1, 2, and 3), with 24 students for the first and second experimental groups and the control group, representing 50.70% of the research population.

The researcher excluded a number of students to ensure homogeneity within the groups. The excluded students were:

- Students who failed and were deferred (8 students).
- Club players (3 students).
- Students in the exploratory experiment (8 students).
- Female students, as the scope of the research was limited to males (14 students).

Defining Research Variables

Defining Futsal Shooting Skill

The researchers defined futsal shooting skill based on the scientific curriculum prescribed for futsal for first-year students, which is the skill of shooting with a futsal ball.

Determining tests for futsal shooting skills

The researchers selected standardized scientific tests applied to recent years in the Iraqi context and at the same age level as the students.

Test Specifications

Shooting towards a goal divided into squares (Hammad , 1994)

Shooting on overlapping rectangles. (Yassin: 2015: 105)

Purpose of the test: To measure the accuracy of close-range shooting.

Equipment used: (3) soccer balls (9) feet from the center of the starting line, electronic stopwatch.

Test procedures:

Four rectangular targets are drawn on a smooth wall perpendicular to the ground, with the following dimensions:

First rectangle: 2 x 6 feet

Second rectangle: 4 x 12 feet

Third rectangle: 6 x 18 feet

Fourth rectangle: 8 x 24 feet

A line is drawn parallel to the wall (20) feet from the target. The player stands with the ball behind the starting line. When the start signal is given, the player kicks the ball with one foot toward the wall, attempting to hit the small target (2 x 6) feet as many times as possible within the specified time of the test, which is (30) seconds.

Shooting Method:

First rectangle: 4 points

Second rectangle: 3 points

Third rectangle: 2 points

Fourth rectangle: 1 point

Zero when the ball does not touch any of the rectangles.

Directions:

- The ball may be kicked with either foot.

- A player may not kick the ball toward the goal until it has returned to the starting line.

Experimental Experiment

The researchers conducted an exploratory experiment on Monday, February 3, 2024, on a sample of 20 first-year students, Section (C), at the College of Physical Education and Sports Sciences, Mustansiriyah University. The experiment aimed to verify the suitability of the tests, determine the difficulties, validity of the tools, time spent, the competence of the work team, and the shooting method. The results of the experiment indicated that it took 90 minutes, and that the work team was highly competent. It was necessary to increase the number of balls in the pre-tests.

Pre-tests

The pre-tests were conducted for the research sample from October 13-14, 2024, on the futsal field at the College of Physical Education, Mustansiriyah University. The tests were administered to the first

experimental group, Section D, on February 10 at 8:30 a.m., and to the second experimental group, Section B, on February 11 at 10:30 a.m. The tests were administered to the control group, Section A, at 8:30 a.m. The researchers ensured that the conditions and method of test implementation were consistent. The shooting skill was explained to the sample members, and the tests were administered, with the results recorded according to the specified conditions. The researchers evaluated the three groups on the skill test based on the pretest, as shown in (table 1).

Table 1. Equivalence of the three research groups in shooting skill

shooting skill	variance	sum of squares	degree of freedom	mean squares	Calculated F value	Tabled F value	Sig
shooting	between groups	1.60	2	0.8	0.2	3.13	Non.sig
	within groups	260.11	69	3.76			

Significant ≤ 0.05

The tabular F value under a degree of freedom of (69) and a significance level of (0.05)

It is clear from Table (1) that the calculated F value is smaller than the tabular F value in all pre-tests, indicating that there are no significant differences between the control and experimental groups.

Implementation of RONDO exercises using the two teaching methods: differentiated instruction and gradual and fixed activities

The main experiment for the research sample began on Monday, February 17, 2024, and ended on Wednesday, April 9, 2024. The curriculum was implemented using the differentiated method, with RONDO exercises applied to the experimental groups (D) and (B), while the control group (A) used the traditional method. The curriculum consisted of 16 instructional units, at a rate of two units per week. Each unit lasted 90 minutes, divided into preparation (20 minutes), a main section (60 minutes) including application, and a concluding section (10 minutes) for recreational exercises and feedback.

- The main experiment for the research sample began on October 17, 2024, and continued until January 20, 2025.
- The differentiated approach was adopted for the experimental groups (D) and (B), while the control group (A) used the traditional approach.
- The RONDO exercise method was included in the curriculum to develop tactical and collective shooting skills.
- The curriculum implementation spanned 16 instructional units.
- The units were divided into two instructional units per week.
- Each instructional unit lasted 90 minutes.
- The preparatory section lasted 20 minutes, during which exercises were conducted to prepare the students.
- The main section lasted 60 minutes and focused on teaching the application of shooting skills.
- The concluding section lasted 10 minutes, providing feedback and performing recreational exercises.
- The objectives included teaching shooting skills, motivating students to perform well, and enhancing future performance.

Trial Group: Rondo (Focus on Ball Retention)

Start with a small circle with four attackers and one player. The goal is for the attackers to retain possession while avoiding tackles. This drill encourages vision, quick decision-making, and accurate passing.

Rondo (Focus on Penetration)

Introduce an additional defender to make the drill more challenging. The attackers must now work harder to create passing opportunities and avoid pressure from both defenders. This increases the intensity of the drill and encourages teamwork.

Rondo with a Goal (Focus on Shooting)

Increase the number of attackers to five and add a small goal outside the circle. Attackers can score by passing to a teammate, who then scores. This adds a shooting element to the drill and encourages attackers to think about how to create shooting opportunities.

Trial Group Rondo with a Standing Player

One player is positioned in the center of the circle as a static support. The outside players focus on accurate passing and finding passing angles, while the stand-in player helps maintain possession.

Rondo with Fixed Shooting Zone

A small area outside the circle is designated as the shooting zone. Players must successfully pass the ball to this area to score a point, which emphasizes accuracy and directed passing.

Rondo with Fixed Target

A small target is placed outside the circle. Players aim to pass and score at this target, focusing on quick passing and decision-making under pressure.

Control group

Worked using the instructor's method.

Post-tests

The researchers conducted the post-tests for the research sample on April 14-17, 2024. The researchers administered the post-test to the first experimental group, Section D (fixed activity differentiation), on Monday, April 14, 2024, at 8:30 a.m. The second experimental group, Section B (gradual activity differentiation), was administered on Tuesday, April 15, 2024, at 10:30 a.m. The control group, Section A, was administered on Thursday, April 17, 2024, at 8:30 a.m. The researchers followed the same method for the pre-tests after completing the specified period for implementing the exercises. The researchers ensured that the post-tests were conducted under the same conditions as the pre-test, in terms of time, location, tools used, implementation method, recording, and the pre-test support team.

Statistical Methods

The researchers used the statistical package (SPSS).

Findings

Presentation, analysis, and discussion of the shooting test results for the research groups
Presentation and analysis of the shooting test results (pre- and post-test) for the research groups

Table 2. shows the arithmetic means, standard deviations, calculated and tabulated t-value, and the variance function for the three research groups in the shooting skill

Groups	Pre-tests		Post-tests		(t) calculated	(t) tabular	type sig
	Mean	Standard deviation	Mean	Standard deviation			
Control group	18.5	3.1	21.10	2.0	3.7		sig
First experiment (differentiation and fixed activities)	18.0	3.3	22.5	2.4	5.6	2.07	sig
Second experiment (differentiation and progressive activities)	18.10	3.6	22.0	2.5	4.3		sig

With a degree of freedom of (23) and a significance level of (0.05), it is clear from Table (2) that the calculated t-value for the control group, which used the control test for the shooting skill, was (3.7). The calculated t-value for the first experimental group, which used rondo exercises with fixed activities, was (5.6), while the calculated t-value for the second experimental group, which used rondo exercises with progressive activities, was (4.3). Since the calculated t-value for the three research groups is greater than the tabular t-value of (2.07), with a degree of freedom of (23) and a significance level of (0.05), this means that there are significant differences between the pre- and post-tests for the three research groups, in favor of the post-tests.

To determine the value of the differences in the post-tests for the shooting skill for the three research groups, the researcher used the F test to analyze the variance between and within the three groups, as shown in Table (3).

Table 3. Shows the analysis of variance for the post-tests of shooting skills for the three research groups.

Source of variance	Sum of squares	Degree of freedom	Mean squares	Calculated f value	Tabled f value	Type sig
Between Groups	60.30	2	30.15	10.3	3.18	Sig
Within Groups	200.20	69	2.9			
Total	260.50	71				

Table (16) shows significant differences in the post-tests of the three research groups in shooting skills, as the calculated F value was (10.3), which is greater than the tabular F value (3.18). To identify the smallest significant difference between the research groups used in the impact on learning, the researchers used the LSD test, as shown in Table (4).

Table 4. Shows the results of the (L.S.D) test to determine the least significant difference in the shooting skill test between the three research groups.

Comparative groups:	Difference between the Mean	Difference results	L.S.D	Type Sig
Control group - rondo exercises with static activities	22.5-21.10	1.4	0.2	For rondo exercises with static activities
Control group - rondo exercises with progressive activities	22.0-21.10	0.9		For rondo exercises with progressive activities
Rondo exercises with static activities - rondo exercises with progressive activities	22.0-22.5	0.5		For rondo exercises with static activities

It is clear to us from Table (4) that the highest significant difference was (1.4) between the control group and the rondo exercises with fixed activities, in favor of the rondo exercises with fixed activities, and the lowest significant difference was (0.5) between the rondo exercises with fixed activities and the rondo exercises with graded activities, in favor of the rondo exercises with fixed activities, while the significant difference between the control group and the rondo exercises with graded activities was (0.9) in favor of the rondo exercises with graded activities, which means that the best method for learning this skill was the rondo exercises with fixed activities in the first experimental group.

Discussion

The results of the pre- and post-tests showed improvement in shooting for the experimental and control groups. This, the researchers believe, is due to the scientific and efficient teaching methods at the college in shooting. Furthermore, the researchers also demonstrated the success of the two curricula developed using differentiated instruction and gradual and fixed activities using RONDO exercises in the skill of shooting in futsal. These RONDO exercises are a modern training tool aimed at gaining possession of the ball through quick passes and dynamic movement. It enhances physical and tactical skills, stimulates decision-making and collective understanding, making it enjoyable and effective in a competitive environment. "Competition-like training exercises aim to enhance match performance. They are similar to a match, but differ from it in some performance characteristics. The primary goal of performing them is to practice match-like performance and to train to meet all tactical requirements encountered during the match, so as not to surprise the player with a situation in competition that they have not experienced. These requirements should be acquired early in training, thus allowing sufficient time to practice these

skill-based motor requirements, thus achieving outstanding performance with precision, fluidity, and coordination."(Al-Dasouki ,2021)

The researchers also confirm that they designed rondo exercises in fixed activities by applying the exercises in small, geometrically shaped spaces, with the aim of teaching the skill of shooting in futsal and making sound decisions. The exercises designed differ from traditional possession training in that they focus on defining spaces, playing under pressure, good positioning, and creating opportunities. They enhance collective understanding, quick response, and improve mental processes. It also develops players' ability to make sound decisions and act quickly and accurately, which positively impacts actual performance during matches. "Rondo drills help players know when to play the ball quickly, when to put their feet on the ball, and when to adjust the rhythm of the game or play. This depends on how close the opposing player is to you." (Ibrahim, 2022) .

Researchers emphasize that differentiated instruction is an educational philosophy that takes into account students' differences in backgrounds, aptitudes, interests, and learning styles. It aims to adapt the curriculum and teaching methods to meet these diverse needs, provide equal opportunities for learning, develop life skills, and raise the level of achievement for all students. "One of the most important foundations of differentiated instruction is the active and positive participation of the learner. Students must know their abilities and learning styles, participate in setting goals in light of these characteristics, strive to achieve those goals, and then evaluate their achievements and the extent to which they have achieved the desired goals." (Karim ,2024).

This is what researchers agree with (Sadiq Abdul Amir 2024): "Rondo drills have become a modern training tool in football. Many coaches have referred to them as group drills aimed at controlling the ball and keeping it for as long as possible between the feet of attacking players, away from defending players, by passing the ball, receiving and passing it quickly and correctly, and occupying empty spaces. Rondos are usually set up in various and diverse spaces, which can range from half the field, depending on the skill level of the players or the aspect desired by the coach." (Al-Tuwairiqi , 2013).

The researchers also emphasize that differentiated instruction is based on fundamental principles, most notably clarity of educational material objectives, recognition of individual differences among students, integration of assessment into instruction, and modification of content, process, and outcomes according to students' readiness and interests. It aims to engage students in meaningful work, collaborate with teachers, and achieve maximum growth and success. Its importance lies in taking into account different learning styles, satisfying interests, enhancing motivation, fostering innovation, integrating strategies, achieving conditions for effective learning, opening diverse opportunities for students, and assisting teachers in effective assessment. "Differentiated instruction focuses on responding to student differences, meeting their educational needs, and achieving the learning goals of each student. It involves designing educational tasks based on basic concepts and skills, providing appropriate challenges, and providing diverse methods for teaching content and demonstrating learning outcomes. It aims to create classrooms that include the learner, the respondent, and the facilitating teacher." (Al-Halisi, 2023).

The researchers demonstrate the superiority of the first experimental group using the differentiated instruction method with fixed activities. The researchers also point to the role of fixed activities in futsal, as they provide students with a basic structure and familiar routine, which reduces stress and enhances focus on the goal. They help consolidate the basics of shooting, develop passing and positioning skills, and free up time for the teacher to focus on developing the skills of players in need. They also allow students to practice independently, which enhances their confidence in their shooting abilities. In differentiated instruction, fixed activities provide a structured and comfortable environment for students, reducing stress and boosting self-confidence. These activities help consolidate basic concepts and develop skills, and they also allow the teacher to customize (Al-Tuwairiqi, 2013).

Conclusions

- Students who learned through rando exercises based on fixed activities significantly improved their shooting accuracy compared to those who learned through progressive activities, as the fixed repetitions helped consolidate correct technique.

- Students who used rando exercises based on fixed activities gained greater confidence in their ability to score, as a result of the mastery achieved through repeated practice of the same activities.
- The fixed activities enhanced students' ability to identify and exploit available shooting spaces more effectively.
- The consistent focus on the same area based on the fixed activities led to a better understanding of the technical steps of futsal shooting.
- The rando exercises based on progressive activities followed the fixed activities in improving students' positioning ability. In strategic locations on the field, increasing their chances of receiving passes and shooting goals.
- The method used by the subject teacher has an acceptable effect on students' learning of the skill of shooting in futsal.
-

Recommendations:

- It is recommended that rando drills based on static activities be incorporated as an essential part of the teaching program for the skill of shooting, with an emphasis on repetition to consolidate correct technique and improve accuracy.
- Rando drills based on static activities should be designed to achieve skill mastery, which helps build students' confidence in their ability to score.
- Teachers should emphasize a technical understanding of the technical steps of the skill of shooting, using static activities to reinforce this understanding.
- It is recommended that rando drills based on static activities be introduced to enhance the ability to position themselves in strategic locations on the field.

Acknowledgements

Non.

Financing

Non.

References

Al-Dasouki ,M. M. M.(2021); The Effect of Rondo in Small Spaces on Learning Passing and Receiving Skills with the Foot for Goalkeepers in Football Academies, Published Research, Journal of the Faculty of Physical Education, Benha University.

Al-Halisi ,M. H.(2023); The Effect of Using the Differentiated Instruction Strategy on Academic Achievement in the English Language Curriculum for Sixth-Grade Primary School Students in Makkah Al-Mukarramah, Umm Al-Qura University.

Al-Tuwairiqi ,H. M.(2013); Differentiated Instruction and Its Impact on Motivation, Thinking, and Academic Achievement, Jeddah, Khwarazm Scientific.

Hammad M.I. (1994); New Developments in the Physical, Skill, and Tactical Preparation of Soccer Players; Cairo, Dar Al-Fikr Al-Arabi.

Ibrahim ,A. S.(2022), The Effect of Rondo Exercises in Different Forms and Spaces on Developing the Level of Complex Skill Performance and the Flexibility of Offensive Tactical Thinking in Advanced Soccer Players, Master's Thesis, University of Anbar, College of Physical Education and Sports Sciences.

Karim ,S. A .(2024); The Effect of Rondo Weight Training on Some Biomotor Abilities, Basic Skills, and Possession of Second Division Soccer Players, PhD Thesis, College of Physical Education and Sports Sciences, University of Karbala.

Abdel Salam , M., M. and Fouad, S. (2025). The effectiveness of Rondo game exercises during a training program on developing the complex skill performance of football players under 19 years old, published research, Scientific Journal of Physical Education and Sports, Volume 24, Issue 1.

Hamid and et al. (2024). Badour Badri; The effect of Rondo exercises in developing some basic skills for futsal players under the age of 18 years, published research, Journal of Sports Education Studies and Research, Volume 4, Issue 34.

Authors' and translators' details:

Ahmed Abdullah Abdulkareem Al Saedi	ahmedabdullah@uomustansiriyah.edu.iq	Author
Abdulrazzaq Jebur Abed Al-Majidi	dr.abdulrazaq@esraa.edu.iq	Author
Ismael Abd Zaid Ashour Al-Kareemawi	dr_ismail1975.edbs@uomustansiriyah.edu.iq	Author
Rafia Saleh Fathi Al-Kubaisi	rafia.saleh@au.edu.iq	Author