

The Effect of Rapid Learning Strategy on Creative Thinking and Performance of Reception and Blocking Skills in Volleyball

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ABSTRACT

This study Purpose to develop and implement educational exercises Based on a rapid learning strategy to increase volleyball reception and between blocking skills middle school students, During the exam its impact but creative thinking. The researcher hypothesized that both experimental and control groups would be shown. Significant improvements from pre- test to post- test, and that the experimental group will perform significantly better. The control group in the test steps after both creative thinking and volleyball skill performance. A quasi- experimental design was used with 60 fifth- grade female students is randomly selected from Al- Mutamayyat Girls' Secondary School (under the Second Karkh Education Directorate, Baghdad) below 2023- 2024 educational year. Validated instruments were administered for testing. Creative thinking and receiving/ blocking performance. The experimental group complete eight instructional units (one 45- minute session per week over eight weeks), with 30 minutes of each session Dedicated to the rapid learning exercises. Continue with the control group the standard physical education curriculum, While the intervention happened between April 3 and April 26, 2024. All data was treated using SPSS. The analysis This embedding was revealed rapid learning Exercises in volleyball lessons created measurable gains I both technical execution and creative thinking between fifth- grade students. Based on these findings, Teacher design similar activities It should include conscious actions that require cognitive flexibility and real- time problem Solution Doing this keeps students mentally engaged while improving their physical skills.

Keywords: Rapid Learning Strategy; Creative Thinking; Volleyball Reception and Blocking Skills.

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan dan melaksanakan latihan pendidikan Berdasarkan strategi pembelajaran cepat untuk meningkatkan penerimaan bola voli dan

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antara keterampilan pemblokiran siswa SMP, Selama ujian dampaknya tetapi berpikir kreatif. Peneliti berhipotesis bahwa kelompok eksperimental dan kontrol akan ditampilkan. Peningkatan yang signifikan dari pra-tes hingga pasca-pengujian, dan bahwa kelompok eksperimen akan berkinerja jauh lebih baik. Kelompok kontrol dalam langkah tes setelah pemikiran kreatif dan kinerja keterampilan bola voli. Desain kuasi-eksperimental digunakan dengan 60 siswa perempuan kelas lima yang dipilih secara acak dari Sekolah Menengah Perempuan Al-Mutamayyat (di bawah Direktorat Pendidikan Karkh Kedua, Baghdad) di bawah tahun pendidikan 2023-2024. Instrumen yang divalidasi diberikan untuk pengujian. Berpikir kreatif dan menerima/memblokir kinerja. Kelompok eksperimental menyelesaikan delapan unit instruksional (satu sesi 45 menit per minggu selama delapan minggu), dengan 30 menit setiap sesi Didedikasikan untuk latihan pembelajaran cepat. Lanjutkan dengan kelompok kontrol kurikulum pendidikan jasmani standar, Sedangkan intervensi terjadi antara 3 April dan 26 April 2024. Semua data diolah menggunakan SPSS. Analisis Penyematan ini terungkap Latihan pembelajaran cepat dalam pelajaran bola voli menciptakan keuntungan terukur baik eksekusi teknis maupun pemikiran kreatif antara siswa kelas lima. Berdasarkan temuan ini, Guru merancang kegiatan serupa Ini harus mencakup tindakan sadar yang membutuhkan fleksibilitas kognitif dan masalah real-time solusi melakukan ini membuat siswa tetap terlibat secara mental sambil meningkatkan keterampilan fisik mereka.

Kata Kunci: Strategi Pembelajaran Cepat; Berpikir Kreatif; Keterampilan menerima dan memblok bolavoli.

INTRODUCTION

Effective teaching Always drew too much. Educational psychology, which takes broader psychological theories and apply them to how students actually achieve and act. New information. Historically, classroom practices Behavior as structured by frames. Cognitive psychology, with many contemporary models Combine elements of both to create balanced, evidence- based instruction.

Over time, Pedagogy has moved away from the traditional, teacher assisted approach. Knowledge delivery Students prefer a student- centered environment. Critical thinking, Open communication, and intellectual independence. I this model, the teachers are no longer working the sole authority but rather as facilitators who guide students in their construction. Their own understanding, Stimulating inquiry and active participation (Adas, 2015; Al- Naoushi, 2019).

These pedagogical shifts, However, introduced new challenges, especially about how students are cognitively processed and internalized. Complex material. Modern education is needed now. A clearer grasp of cognitive representation and its direct impact but student comprehension (Hassan& Alwan, 2022).

The cognitive movement itself Partially appeared. A response to behaviourism's narrow focus but observable actions, choosing instead to examine the internal mental processes such as interpretation, reasoning, and decision making that happen first. Any response is made.

While cognitive psychologists to maintain behaviourism's commitment to objective measurement, they also deduct from it. Structuralist and Gestalt perspectives

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by studying how the mind I organize information. Coherent wholes Instead of treating each piece in isolation. What truly distinguishes the cognitive approach is its systematic focus on mapping mental structures and examining how we actually think (Al-Zaq, 2009).

In the end, learning and thinking cannot be separated. When instruction is built on sound pedagogical principles, it does more than simply transmit facts; it actively develops the higher-order cognitive skills students need to succeed long after the lesson ends. Thinking, therefore, is not merely a byproduct of learning; it is a core component of how students process, retain, and apply new information, and therefore, each facet of thinking is important for understanding the knowledge related to that facet. We can infer thinking from the learning process, which is demonstrated when solving a problem, answering a question, or achieving a desired goal. (Abdulhadi and Ayad, 2009, pp. 63-64)

Teaching volleyball skills is similar to teaching skills in other ball sports, but volleyball skills are unique in that students cannot hold, carry, or run with the ball as they do in other team sports. This necessitates a fast-paced approach to hitting, touching, and directing, requiring immediate mental processing to ensure proper execution and avoid losing points. Scientific evidence in physical education teaching methods demonstrates that no purposeful movement occurs without thought. Therefore, attention to thinking must go hand in hand with the practical application of exercises in volleyball lessons.

“Developing learners' abilities to think, plan, make decisions, improve performance, and monitor progress must be included in teaching objective”. (Marcora, 2018, P: 315) Understanding how individuals process information and recognizing the structural diversity of thought is essential for selecting the most appropriate cognitive approach in any given situation. Thinking patterns can be reflected. Individual preferences to reasoning and problem- solving, but they are far from strict. Seam Al-Fahdawi and Al- Hayani (2016) point out, these preferences When adjusted easily. Situational demands the shift actively encourages engaging in conscious, reflective thinking neural activity, Forgery new synaptic connections and recruitment of avenues that may otherwise remain underutilized.

This neuroplasticity Do more than just extend. The brain' s capacity to complex reasoning; It also increases speed mental efficiency and expanding cognitive range (Carmen et al., 2017). Creative thinking, in particular, it involves generating ideas that have originality, flow, and the ability to change the perspective. Instead of just reproducing familiar patterns, it is pressing past conventional logic, social expectations, and predictable solutions (Al- Atoum et al., 2007).

Cognitive research Continuous support a straightforward premise: Mental abilities are strengthened with regular apply and weakened without. Sustained intellectual challenge essential to maintain optimal brain function (Nadia, 2012). Creativity Hardly a summary or niche trait; It comes to the surface daily routines, professional work, and leisure activities alike.

When teachers design structured creative tasks, they support shape the student. New conceptual associations and develop systematically their inventive capacity. Grounding instructional practice, I the empirical foundations of creativity Allows teachers to cultivate intentionality. These skills Instead of leaving them chance (Al- Titi, 2007).

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As the technological and social landscape continues to evolve. A rapid pace, care creative thinking Transferred from an educational ideal to a practical necessity. Psychologists and educators increasingly argue that equipping students with adaptive, future- oriented skills cognitive skills Essential to navigate. An unpredictable future (Moses, 2003). To nurture this capacity Effectively, it helps to identify. Creativity exists on a continuum.

Al- Harithi (2006) outlines two primary tiers: A top level, whose character traits are universally recognized, boundary- crossing achievements, and an everyday level, which represents the baseline inventive capacity inherent to all individuals. Education frameworks will be prioritized. That everyday creativity, Instead, focus on contextual, context- driven innovation holding students an unreal or absolute standard of genius. Most researchers and scholars of creativity and creative thinking agree that it includes three main skills, and this is evident through creative thinking tests, such as the Torrance Test, which measures the skills of (fluency, flexibility, and originality). (Al-Atoum et al., 2007, pp.140-141).

In addition, "mental training requires allocating time to acquire mental skills in light of daily training and specific periods per week, if the learner decides to develop and control the mental aspect as happens in the physical aspect and work seriously in order to provide the necessary time". (Shamoon, 2017, p. 52)

Therefore, the skillful performance of volleyball must be characterized by the beauty of movement according to the determinants of the correct model. So that the skill is purposeful in the manner required by positive judgment of improvement in performance aspects. The educational environment of a practical volleyball physical education lesson plays a role in forming new beliefs in the student about her ability to be creative, by enabling the school to provide stimulating encouragement for this type of thinking and invest it optimally in improving performance.

The Dictionary of Terms defines accelerated learning as "combining accelerated learning theory and brain research in a positive learning environment." (Gendron, 2013, P: 3). It is also defined as "a multidimensional model that relies more on practical experience and the active and active participation of learners than on indoctrination." (Boyd, 2007, P: 42)

Accelerated learning is the Arabic translation of the phrase (The Accelerated Learning) in the English language, which literally means accelerated learning. The basic concept of the accelerated learning strategy is to provide different learning options that suit different learning styles. The accelerated learning strategy is based on the simple idea that learning occurs as a result of what the learner says or does, not what the teacher says or does." (Rizk, 2017, p. 63)

"In the accelerated learning strategy, the learner is introduced to the outcomes that should be achieved and encouraged to learn, and his self-confidence is increased through participation, dialogue and discussion, exchanging ideas with each other's students, carrying out activities accompanying each learning. Supporting the learning process by employing the senses, telling exciting stories in some lessons, discussing with students what happened in the lesson, using verbal and audio-visual presentation. In addition, organizing lessons in a way that allows for movement and cooperation providing an atmosphere of fun and enjoyment, such as the use of sound effects, chants, and diversification of style, such as educational games, role-playing, and puzzles. These

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principles can also be used in relation to the educational environment, both its material and psychological components". (Badawi, 2010, p. 127) "The accelerated learning strategy is an integrated educational model that integrates the mental aspects necessary to strengthen the learner's relationship with himself, his teacher, the subject, and other learners, in a way that helps learners achieve a more profound educational achievement". (Al-Hayani, 2012, p. 14) "One of the most important basic pillars in the rapid learning strategy is investing the human mind, body, and all senses in learning and using them together to achieve the best results and obtaining the best learning through practical applications and practice". (Hilali, 2007, p. 12)

Learning strategy has four stages. If its techniques are not available, the learning will not be real or complete. They must be available and completed. They are as follows : (Meyer, 2008, pp. 107-108).

1. Preparation stage: At this stage, learners' interest is attracted.
2. Presentation stage: It is the stage of initial presentation of new knowledge or skill being taught and it is the first confrontation between the learner and the subject of instruction.
3. Exercise stage: This is the phase of integrating new knowledge or a new skill.
4. Performance stage: It is the stage of applying what the trainee has learned to normal life situations

"When designing educational material that applies the principles of cognitive theory, it must focus on increasing opportunities for cognitive interaction between the learner and the information. Helping the learner develop his imagination, create creative ideas, and develop thinking and mental processes." (Abu Rayash, 2007, p. 201)

Furthermore, Educational programs have special importance in expanding scientific, intellectual and cultural horizons. Providing learners with knowledge and experience, creating a spirit of cooperation between individuals and participating groups. Opening horizons for expressing the urgent needs and demands facing individuals, and motivating others to participate in the program's work, which creates new motivations for fruitful and beneficial work for society. On the other hand, it develops self-reliance and self-confidence by implementing an activity or part of a program activity, which encourages larger and more difficult work. (Al-Karkhi, 2014, p. 28)

While cognitive structure and thought processes play a crucial role in designing motor programs that rely on knowledge of volleyball skills, practical application and hands-on training remain paramount in bringing about the desired changes in the motor behavior of the skill being learned. This necessitates exploring applicable strategies in volleyball lessons that suit the learners' characteristics and skill level. Following this detailed discussion of skills-based teaching, the importance of creative thinking, the characteristics of rapid learning, and strategies aimed at improving volleyball skills, and based on the researcher's experience in academic volleyball teaching methods and her frequent visits to volleyball lessons at the Distinguished Students' High School, she observed that fifth-grade preparatory students exhibited weaknesses in their motor skills. The students need to improve their skills and performance to higher levels. This is a problem that requires solutions to achieve the goals of physical education and to provide academic support for both students and teachers. The study also considered their creative thinking in relation to performance.

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The research aimed to develop the skills of both receiving and blocking from a defensive position, according to their preparatory school curriculum for this stage, by experimenting with a rapid learning strategy. The goal was to prepare educational exercises and implement them using rapid learning strategy to improve the performance of receiving and blocking skills in volleyball. To identify the effect of the rapid learning strategy on creative thinking and performance of the reception and blocking skills in volleyball. The researcher assumed that there are statistically significant differences between the results of the pre-, post-tests of the experimental, and control research groups in creative thinking and performance of the reception and blocking skills in volleyball. Moreover, there are statistically significant differences between the results of the experimental and control research groups in the post-tests of creative thinking and performance of the reception and blocking skills in volleyball.

METHODS

Research Design and Participants

Guided by the research objectives, a quasi-experimental pretest-posttest control group design was employed. The target population consisted of 76 fifth-grade preparatory female students enrolled at Al-Mutamayyat (Distinguished) Girls' High School under the Second Karkh Education Directorate in Baghdad during the 2023–2024 academic year. All participants were regularly enrolled in physical education volleyball classes. Given the school's equipped indoor volleyball facility and its alignment with the study's focus, the researcher selected this population as the research frame.

Participants and Group Assignment

A random sample of 60 Represents students 78.95% of the total population was drawn from two intact class sections. Section A was randomly assigned. The experimental group (n= 30), And Section B To the control group (n= 30). The rest 16 Students (21.05%) created a separate pilot cohort. This group just joined. Preliminary testing to validate the assessment tools and confirm their reliability First the main intervention It began Assessment Instruments Creative Thinking Measurement Creative thinking was evaluated by the Torrance Tests of Creative Thinking (TTCT), As adapted from Abdul Nour (2005). Is widely used. Educational research, go TTCT is a well-established, multi- sided unit. Face And content validity I was verified by sharing the adaptive scale. 17 subject- matter experts, who evaluated it using a construct. Review form. All 17 The experts approved. The instrument as written, that is a 100% agreement rate with no requested modifications.

Reliability Tested by a pilot administration with 14 female students, the recipient a Cronbach' s alpha Of.899, Which indicates strong internal consistency. Gives a final assessment. A composite score from 50 To 200, combination the instrument' score creative thinking dimensions (See Appendix 1).

Volleyball Skill Performance Measurement Technical execution in volleyball reception and blocking were captured by standardized, videotaped trials. Each skill Scores were made on a 10- point scale using rubrics developed by the attached researcher fifth- grade performance expectations. To confirm measurement validity, I three experts' volleyball pedagogy Reviewed and approved the scoring Forms before data collection (Perceive Appendices 2 And 3). Performance ratings were independently

assigned by trained evaluators based on established technical criteria, including positioning, timing, contact quality, and tactical execution.

Practical volleyball lessons were prepared for both skills under investigation and planned by starting with defining the roles of both the student and the teacher according to the parameters of physical education teaching methods, and then explaining how to employ educational exercises in the vocabulary of the rapid learning strategy as follows:

The learner's role in the rapid learning strategy in the physical education lesson is as follows: (Qaddoura, 2009, p. 155)

1. She participates in designing the lesson environment to determine the most suitable standing position for her when performing volleyball skills.
2. Multiple senses are involved in receiving knowledge about volleyball skill performance.
3. Volleyball skills are performed independently or within a cooperative group, in order to communicate, interact, and support each other.
4. She practices thinking and analysis in completing educational tasks in the practical volleyball lesson, so that she excels in skillful performance.
5. It uses the mind and body in applying the vocabulary of the rapid learning strategy.
6. She thinks in a positive, reflective way about her skillful volleyball performance, and the quality and type of this performance.
7. She searches for sources of knowledge about skill performance, access them and communicate with them effectively and efficiently.
8. She takes the initiative, discusses, and poses intelligent, critical questions that develop and improve the technical performance in volleyball, both in terms of quality and skill.

As for the teacher's role in the physical education lesson by applying the vocabulary of the rapid learning strategy,

"It is not limited to providing information, but rather to engineering a real educational environment, and creating a context that allows female learners, through cooperation among themselves, to produce their own experience in the subject of education, and to reach the required knowledge, and on the way to that, build the necessary skills. The teacher must raise the challenge among female learners to broaden their horizons. She must be silent as much as possible, leaving the conversation to them, and to their new understanding of the scientific material. She hasn't given answers, but rather ask questions, to allow space for her creativity and the creativity of the learners to lead the group to something better and brighter". (Rizk, 2017, p. 66)

The application of educational exercises for the rapid learning strategy in the main section of the educational unit in both the educational and practical aspects of the practical volleyball lesson for the experimental group students. One lesson per week, (4) lessons for each skill, with a total of (8) educational units applied for a period of eight week. Each lesson lasted 45 minutes, with the main section lasting 30 minutes. The remaining sections of the unit were left to the students' teachers without any intervention from the researcher. The total time students received these strategic exercises was 240 minutes. The educational exercises included paired exercises between the students for each of receiving the ball with the hands from below by gradually increasing the distance between them, and many repetitions of the ball and non-ball blocking wall skill. Use adhesive tapes and markers as signs in a lesson so that

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learning is easy to difficult, taking into account individual differences between female students. In addition to motivating their motivation with moral encouragement, and providing immediate feedback after each performance. It also raises questions related to the details of skill performance to activate creative thinking through practice and application of skill performance in volleyball and without coercion in this performance, to include every practical lesson in volleyball of (3-4) exercises.

The research experiment began by applying the pre-skill tests to both the experimental and control research groups on Sunday, March 4, 2024. Then, these educational exercises were applied using the rapid learning strategy for the experimental group students, while the control group applied the exercises used in the lesson as they were. The application continued from Monday, March 5, 2024, until Sunday, April 25, 2024. This experiment was completed by applying the post - tests on Tuesday, April 26, 2024.

The research results were processed using the SPSS system after completing its testing to extract the percentage values, the arithmetic mean, the standard deviation, the Liven homogeneity test, the T- test for uncorrelated samples, and the T- test for correlated samples.

RESEARCH RESULTS

The results of the study will be explained as follows:

Table 1. Shows the results of the pre-tests between the two groups in the dependent variables.

Test and group	time	M	S	Liven	Sig	t	(Sig)	difference
creative thinking	experimental	30	86.33	7.554	0.09	0.766	1.453	0.152
	control	30	83.5	7.556				immoral
Reception	experimental	30	2.47	1.592	0.984	0.325	0.154	0.878
	control	30	2.4	1.754				immoral
defensive wall	experimental	30	3.57	1.547	0.918	0.342	0.401	0.69
	control	30	3.4	1.673				immoral

The unit of measurement is (degrees). The difference is not significant if (Sig) < (0.05) at a significance level of (0.05) and degrees of freedom of (58)

Table 2. Shows the results of the pre- and post tests for the two groups in the dependent variables.

Test	The group	Comparison	M	+ S	F	FSd	t	(Sig)	difference
creative	experimental	pre	86.33.00	7.554	30.267	7.386	22,446	0.000	moral

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thinkin g	post	116.06.0 0	2.027					
	control	83.05.0 0	7.556	22.0 8	9.4 59	13.20 2	0.0 00	moral
Recepti on	experime ntal	02.47	1.592	5.06 7	1.63 9	16.93 6	0.0 00	moral
	control	07.53	0,43680 556	2.86 7	1.96 1	8.00 9	0.0 00	moral
defensi ve wall	experime ntal	03.57	1.547	5.56 7	1.81 3	16.81 3	0.0 00	moral
	control	03.04	1.673	2.53 3	1.71 7	8.08 3	0.0 00	moral
	post	0,27291 667	1.388					

The unit of measurement is (degrees), the difference is significant if (Sig) > (0.05) at a significance level of (0.05) and degrees of freedom (29).

Table 3. Shows the results of the post -tests between the two groups in the dependent variables.

Test and group		time	M	+ S	t	(Sig)	difference
creative thinking	experimental	30	116.6	2.027	8.035	0.000	moral
	control	30	106.3	6.722			
Reception	experimental	30	7.53	0.629	9.93	0.000	moral
	control	30	5.27	1.081			
defensive wall	experimental	30	9.13	0.86	10.733	0.000	moral
	control	30	5.93	1.388			

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The unit of measurement is (degrees). The difference is not significant if (Sig) < (0.05) at a significance level of (0.05) and degrees of freedom of (58)

DISCUSSION

Referring to the results of the pre- and post-tests presented in Table (2) it is clear that there was an improvement in both creative thinking and the performance of the reception and blocking wall skills in volleyball among the students of both the experimental and control research groups. Furthermore, the post -test results in Table (3) demonstrate the superiority of the experimental group students in these improvements, specifically in creative thinking and the performance of the receiving and blocking skills in volleyball. The researcher attributes the experimental group's results to the effective role of the rapid learning strategy in providing a learning environment within the physical education lesson that is characterized by interaction with practice and practical application.

Which leads to leaving an impact on female students by skipping the vocabulary stages of this strategy with ease and simplicity. Simplifying the details of skill performance by attracting the interest of female students to face the initial introduction of new knowledge about the skill performance of each of the two skills (under research) and over the course of (4) practical lessons for each skill. That helps to provide them with the necessary repetitions to refine their skill performance and eliminate common errors that accompany the early stages of skill learning. By leveraging this knowledge of performance, the students' role in the lesson is further activated through increased participation in designing the lesson environment.

This involves determining the most suitable position for them during skill performance, activating the senses, and focusing attention to acquire knowledge of the performance. This is achieved through interaction among the students or through self-reliance in skill performance, along with practicing thinking. The positive role of this strategy is to target improvements in the mental and physical performance aspects of the skill, considering that thinking about the performance supports it by effectively and efficiently designing its motor programs. This is achieved by increasing the opportunity to initiate discussions and ask intelligent, critical questions to improve this volleyball skill performance and elevate it.

This is supported by creative thinking. As well as the school's important role in the accelerated learning strategy in activating the role of students through the type of practical applications of educational exercises, that were characterized by multiple situations and a progression from easy to difficult, in order to draw improvements through creative thinking, according to the requirements of the student for tasks of the type of situations, or improvement through the application of exercises in various educational situations, whatever the positive improvements may be in both the mental and skill factor through practice and practical application.

"Developing thinking skills must be one of the most important goals of the educational process, considering The teacher must set a specific goal for himself, which is to teach his students how to think, and to instill in them thinking skills. This means opening the doors and windows of the mind wide, that is, developing and improving the most powerful tool that man possesses". (Fahmy, 2010, pp. 11-13)

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"The teacher, through his style and method, is able to create an educated generation characterized by scientific thinking based on observation and analysis, thus enabling them to face the era of globalization, the era of technology and the internet, and the constant conflicts that affect the core of the educational project in relation to its goals and strategies". (Al-Ajrash, 2014, p. 13).

Likewise, "thinking skills and processes are organized into progressive levels, starting with basic thinking skills such as observation, comparison, summarization, and application, and then progressing to complex thinking processes such as critical thinking, creative thinking, problem-solving, and decision-making." (Jamal, 2005, p. 39)

"Creative thinking is a distinctive task, particularly in motivating students to learn. It is the highest form of human thought; therefore, we see it as a mental phenomenon distinct from other mental abilities, especially in the areas of analysis, interpretation, prediction, and deduction. It characterized by several features including identifying the phenomenon to be studied and arriving at an interpretation that is unique compared to other interpretations. High-level motor performance demands "highly efficient and effective mental abilities" (Abdulhadi & Ayad, 2009, p. 115).

In sport, this cognitive efficiency manifests primarily as coordination—the ability to execute context-appropriate movements by drawing on prior physical experience and refined technique. As Abdel Fattah (2012, p. 233)

The relationship between knowledge and thinking is like the relationship between the soul and the body, and there is also a relationship between thinking and emotions, as emotions and feelings are the drivers of behavior". (Mahmoud, 2006, p. 69). Considering according to Kant's philosophies, "Knowledge and awareness of something is the result of an interaction between the mind and the senses. Thus, the process of perceiving imaginations requires the availability of a place and time to apply them realistically. Cognitive learning is possible if that motor behavior is influenced by what reality dictates to the mind. In other words, the learner must realize his own capabilities in coping with thinking about the required tasks, and with awareness, he can realize what can be done in a sequential learning environment by drawing up the required tasks in advance". (Akhthar, 2003, P: 45)

Environmental context plays a pivotal role in shaping the development of creative thinking. observes, coordination essentially reflects a learner's capacity to adapt dynamically to shifting task demands, environmental constraints, or competitive pressure during play. In contrast, those who grow up in supportive, encouraging environments that value inquiry, risk-taking, and open dialogue are more likely to develop and sustain flexible, original thought (Al-Zaghoul, 2009, p. 291). Studies also confirm a strong relationship between thinking and the muscular activities of the person who is thinking. The more a person is immersed in thinking, the more his muscular contractions increase, and the opposite is true, that is, when a person is not thinking about something, there is muscular relaxation. The muscular activities that the individual performs allow him to turn towards thinking about the thing he wants. (Abu Jada and Nawfal, 2010, pp. 38-39)

Active learning approaches yield a wide range of cognitive and social benefits, including stronger short- and long-term retention, heightened student engagement, improved self-confidence, and stronger collaboration skills (Drake & Dina, 2014). When students take a hands-on role in their education, they become the primary drivers of the

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learning process: exploring concepts, solving problems, and applying new knowledge through deliberate practice (Al-Kubaisi & Hassoun, 2014). This kind of engagement thrives in low-pressure environments, where learners can form stable, lasting responses without the interference of stress-induced memory suppression (Marcora, 2018). The learning environment significantly shapes these cognitive and creative capacities. Students raised in restrictive settings—characterized by rigid control, frequent criticism, and limited autonomy—typically demonstrate reduced creative output. Conversely, when educators cultivate fast-paced, supportive classrooms that encourage experimentation, peer discussion, and iterative refinement, learners develop a stronger personal investment in the process and take greater intellectual ownership of their development.

In physical education, rapid learning approaches leverage interactive drills and simulated game scenarios to help students practice timely decision-making in a controlled, low-risk environment (Williams & Krane, 2019). Effective motor skill acquisition depends on continuous assessment and targeted feedback, which allows learners to self-correct and progressively refine their technique (Mustafa, 2019). This iterative cycle does more than improve physical execution; it simultaneously develops systematic reasoning, critical analysis, and strategic adaptability. Genuine skill mastery occurs when isolated drills translate into live game situations, requiring students to synthesize physical and cognitive demands under real-time pressure (Mohammed & Jabal, 2011).

Applied to this study, evidence suggests that embedding rapid learning strategies into practical volleyball lessons for fifth-grade middle school girls is both developmentally appropriate and pedagogically effective. Relative to traditional instruction, this method produces measurable gains in creative thinking while substantially improving core technical skills, particularly receiving and blocking. To sustain these benefits, lesson design must prioritize both cognitive and physical autonomy, granting students the latitude to explore solutions, troubleshoot in real time, and experiment with varied tactical approaches.

Educators are encouraged to intentionally embed creative thinking into their instructional planning, as it serves as a vital cognitive support that elevates technical performance and decision-making on the court.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that the rapid learning strategy had a significant positive effect on improving creative thinking and volleyball skill performance, particularly reception and defensive wall skills, among fifth-grade middle school female students. Although both the experimental and control groups showed improvement in the post-tests, the experimental group achieved greater progress due to the interactive, practical, and student-centered learning environment provided by the rapid learning strategy. The strategy enhanced students' cognitive engagement, active participation, and motor skill development through repeated practice, problem-solving activities, and varied educational situations, which contributed to better technical performance and higher levels of creative thinking.

Based on the results of the study, it is recommended that physical education teachers adopt rapid learning strategies in volleyball lessons and other sports activities because of their effectiveness in developing both cognitive and motor skills. Teachers

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should also create supportive and interactive learning environments that encourage creative thinking, active participation, and practical application during lessons. In addition, curriculum planners and school administrators are encouraged to integrate modern learner-centered teaching methods into physical education programs and provide training opportunities for teachers to improve the quality of sports education and student learning outcomes.

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