



The Effect Of A Cognitive Training Strategy On The Development Of Certain Visual Abilities In Futsal

Hayder Majeed Shwayyea¹, Wajdi Mahibs Shati²

Technical Institute, Architecture¹²

haidermajeed693@gmail.com¹, wajdi.alshaty@stu.edu.iq²

Abstract

This scholar emphasises the necessity of employing optimal contemporary models and methodologies tailored to individual learners or trainees to attain, refine, and solidify proficiency in diverse athletic skills, notably the cognitive training strategy, which encompasses planning, reflection, and problem-solving in educational or training contexts; it is a developmental, reflective, and non-evaluative approach that has arisen from a synthesis of psychological, educational, cognitive, and social frameworks, alongside its incorporation with visual training aimed at enhancing the connection between the eyes and the brain through the advancement of visual skills and capabilities. The research issue was recognised as a deficiency in technical performance stemming from inadequate regulation of visual capabilities (visual attention, visual reaction speed, and dynamic visual correctness), due to their direct influence on technical performance in futsal. An experimental methodology was employed, and the research cohort was identified as the athletes of the Faculty of Physical Education team at Misan University for the 2025–2026 academic year, comprising 16 players. The research sample included 12 participants, who were allocated into two categories (experimental and control) using basic randomisation (drawing lots), with six individuals in each category. For the preliminary investigation, four participants were chosen from the identical research cohort. The investigators employed futsal-specific visual ability assessments, and the statistical program SPSS was applied to evaluate the research results. The researchers determined that implementing teaching units aligned with the cognitive training strategy proved effective, enhancing concentration and visual precision in the experimental group relative to the traditional approach. The researchers advised that futsal coaches participate in professional development programs focused on the application of the cognitive training strategy in their instructional practices.

Keywords: Cognitive, Training Strategy, Development, Certain Visual Abilities, Futsal

INTRODUCTION

This evolution has played a crucial role in directing and elevating both individual and collective performance, alongside the application of mind maps for strategising, introspection, problem resolution, and refining performance techniques (King et al., 2024). The cognitive training strategy is among these cognitive strategies, characterised as a composite approach that includes planning, reflection, or problem-solving in educational or training settings; it is consequently developmental, reflective, and non-evaluative, emerging from an amalgamation of psychological, educational, cognitive, and

social frameworks (Lin, Hsia & Hwang, 2025). Cognitive training is centred on promoting the cognitive advancement of the trainee by refining their intellectual skills, therefore constituting an interactive method that supports the learner's thought processes (Vealey, 2024). This program additionally strives to enable learners to utilise their internal resources for the advancement of self-directed learning; therefore, the overarching aim of cognitive training is to realise self-directed and self-organised learning, encompassing self-management and self-assessment (AbdelWahab & Kasim, 2026; Rui, Mohamad Nasri, & Mahmud, 2024). This approach is both unique and unusual in its strategy for developing and preserving motor skills through relentless practice and performance assessment (Schmidt & Lee, 2025) .

The sport of futsal has undergone significant progress through the application of a scientific perspective at top tiers and the introduction of instructional initiatives intended to bolster the physical, technical, and tactical competencies of athletes (Armoh, Omoniyi & Agyapomah, 2025; Raheem & Kasim, 2026). The visual system functions as a sensory mechanism that significantly relies on information from the environment and utilises visual cues to guide movement choices; sensory information is gathered from the external environment through the visual system, where vision emerges from the visual process (Picot et al., 2025). The brain receives and processes visual data via sight, sending nerve signals to the motor area to perform the necessary movement (Buscemi et al., 2024; Yassin & Kasim, 2026). As a result, visual skills are viewed as multifaceted competencies (physiological functions and sensory perception abilities), with the visual system responsible for managing and evaluating the effectiveness of various visual skills. It serves to supply insights into colours and object dimensions, distance perception, and movement tracking. Therefore, visual training endeavours to strengthen and advance the interplay between the eyes and the brain by honing visual capabilities through exercises of escalating complexity that improve the coordination and adaptability of the ocular muscles while enhancing their control . Consequently, the relevance of this study is the utilisation of a cognitive training methodology in the education of particular visual abilities in futsal.

Futsal is a rapid activity characterised by successive postural adjustments in confined areas, demanding significant cognitive and sensory-motor skills from participants, particularly visual capabilities (Vanttaja, 2025). These competencies

(including visual concentration, visual reaction time, and visual motor precision) coalesce to establish the foundation of proficient tactical decision-making and the execution of defensive and offensive manoeuvres with remarkable accuracy and rapidity under optimal playing circumstances (Shanan, 2026). Drawing from the extensive practical and academic expertise of the researchers, who are former players, coaches, and current futsal lecturers, alongside meticulous observation of Misan University's futsal tournaments and exploratory interviews with various coaches and academic instructors, a notable deterioration in the technical and skill performance of the players was identified. Specialised theories and research have linked this decline to a notable inadequacy in the effectiveness and utilisation of visual skills, particularly concerning inadequate visual focus amid competitive pressure, sluggish visual response times to swift field changes, and imprecision in visual-motor coordination during both defensive and offensive actions.

Given that conventional training and educational approaches may fall short of addressing the present cognitive demands of this game, there exists a scientific and practical necessity to implement modern and creative pedagogical and training methodologies, with the Cognitive Training Strategy being paramount. This approach enhances the assimilation of visual data and fosters the advancement of strategic reasoning and physical actions with remarkable efficacy, aiming for more productive education and training while minimising the time and effort required. Drawing from the prior data and field observations, the issue at hand in the current study is encapsulated in the following principal inquiry: What effect does employing the cognitive training method have on enhancing certain visual skills and the technical proficiency of the futsal team at the College of Physical Education and Sport Sciences, Misan University.

The study aims to develop teaching modules based on a cognitive training strategy for teaching certain visual skills in futsal, investigate the impact of teaching units based on the cognitive training strategy on the development of these visual skills, and determine the significance of differences between the experimental and control groups regarding the use of the cognitive training strategy in teaching certain visual skills in futsal. Based on these objectives, the study hypothesizes that there are statistically significant differences between the pre-test and post-test results of the experimental and control groups regarding the cognitive training strategy in teaching certain visual skills in futsal. Furthermore, it is

hypothesized that there are statistically significant differences between the post-test results of the experimental and control groups regarding the use of the cognitive training strategy in teaching certain visual futsal skills.

RESEARCH METHODOLOGY

The human area of the research consisted of the players of the College of Physical Education and Sports Sciences team at Misan University during the 2025–2026 academic year. The spatial area was the sports hall at the College of Physical Education and Sports Sciences, Misan University, while the temporal area extended from 23 November 2025 to 29 January 2026. The researchers employed an experimental methodology using a two-group experimental design, as it was considered appropriate to the nature and objectives of the research problem. The research population consisted of 16 players from the College of Physical Education and Sports Sciences team at Misan University for the 2025–2026 academic year, representing 100% of the population. The research sample included 12 players, representing 75% of the total population, who were divided equally into an experimental group and a control group, with six players in each group. The remaining four players, representing 25% of the population, participated in the pilot study. To ensure the homogeneity of the research sample and minimize the influence of pre-existing differences that could affect the experimental results, the researchers assessed the sample's homogeneity using the normal distribution curve and skewness coefficient for the variables of height, weight, and age. The results of the homogeneity analysis are presented in Table 1.

Table 1: Shows statistical parameters for the variables of height, body mass, chronological age and training duration

Variables	Unit of Measurement	M	SD	Median	Skewness
Height	cm	159.60	5.48	159.50	0.05
Weight	kg	56.10	5.44	55.00	0.61
Age	year	22.60	0.62	21.50	0.48

Equipment, Tools, and Methods of Data Collection

The researchers used a range of equipment, tools, and data collection methods in the study. The equipment included a computer or electronic calculator, a Casio stopwatch,

and a camera. The sporting equipment consisted of indoor futsal balls, cones, small plastic goals, and a whistle. The methods of data collection included Arabic and foreign sources, observation, questionnaires, tests, and measurements. Field Research Procedures The field research procedures involved the administration of the tests selected for the study. One of the tests used was the Visual Concentration Test (Pratama et al., 2026), which was designed to measure the players' visual concentration ability. The equipment required for the test consisted of four futsal balls with different coloured markings, with capital English letters affixed to both sides of each ball, and a whistle.

During the test, the player stands on the penalty-area line while a teammate passes four balls indicating the directions of the goal, represented by the letters G–B and Y–R, with each letter corresponding to a specific colour. After controlling the ball and before taking a shot, the player must identify the letter marked on the ball and then attempt to score. Thus, the test consists of controlling four balls, identifying the letters marked on them, and taking a shot at the goal. Each player is given four attempts. If the player correctly identifies the letter marked on the ball, attempts to score, and the ball enters the goal, a score of three points is awarded. If the player correctly identifies the letter but the ball does not enter the goal, two points are awarded. If the player fails to identify the letter but successfully scores a goal, one point is awarded. If the player fails to identify the letter and the ball also fails to enter the goal, zero points are awarded. Accordingly, the maximum possible score is 12 points, while the minimum score is 0 points.

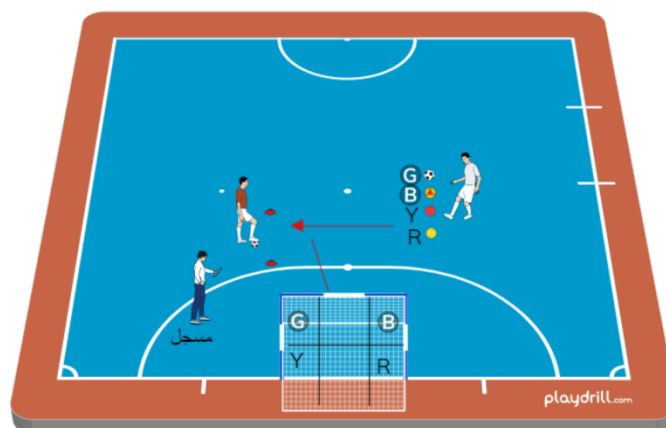


Figure 1: illustrates the visual concentration test

Visual Reaction Time Test

The Visual Reaction Time Test (Rozi et al., 2023) was used to measure the players' visual reaction time. The equipment required for the test consisted of a futsal ball, a whistle, a stopwatch, and three cones. During the test, the player stands with their back to the ball at a distance of 1 m. Three cones of different colours are placed inside the goal, with a distance of 2.44 m between each cone and 10 m between the cones and the player. When the coach raises one of the three coloured signals, the player quickly turns, reacts to the visual stimulus, and kicks the ball using the inside of the foot toward the cone corresponding to the displayed colour, as illustrated in Figure 2.



Figure 2: illustrates the visual reaction time test

Scoring Method and Moving Visual Accuracy Test

For the Visual Reaction Time Test, each participant was given three attempts. The time was measured from the moment the coach provided the visual signal until the ball passed one of the three cones. If the ball was directed toward a cone of the wrong colour, one second was added to the recorded time. After each attempt, the positions of the three cones were changed to reduce the possibility of memorizing their locations and to ensure that the participant responded to the visual stimulus. The Moving Visual Accuracy Test (Mohammed et al., 2025) was used to measure visual accuracy during movement and goal-scoring using various methods. The equipment required for the test consisted of an indoor futsal goal, four indoor futsal balls, and coloured bibs in red, yellow, green, and blue.

involving four players from the Physical Education and Sports Sciences College team at Misan University who were not included in the main research sample, with the assistance of the research team. The exploratory study was conducted on 27 November 2025. The study aimed to verify the suitability of the sports hall, the safety and suitability of the equipment, and the time required to administer the tests; determine the suitability of the selected tests for the research sample; identify any practical difficulties that might arise during the research procedures; verify the competence of the research team in administering the tests and accurately recording the results; assess the suitability and clarity of the data collection forms; and identify any practical difficulties that the researchers might encounter during the implementation of the teaching units.

Pre-tests:

Pre-tests were conducted on the two research groups (experimental and control) prior to the implementation of the teaching units, in order to determine the level of dynamic visual accuracy and the speed of defensive movements in indoor Futsal amongst the research sample. The test was conducted on Thursday 4 December 2025 in the sports hall of the College of Physical Education and Sports Sciences, Misan University. In order to control for variables that might affect the accuracy of the results, the researchers adopted the calculated 'T' value to assess dynamic visual accuracy and the speed of defensive movements in futsal, as shown in Table (2).

Table 2: Shows the statistical parameters (mean, standard deviation, calculated (T) value and significance of differences) for the pre-tests between the experimental and control groups

Variables	Unit of measurement	Experimental		Control		T	Sig
		M	SD	M	SD		
Visual acuity	Grade	5.83	0.75	5.66	0.81	0.368	0.721
Visual reaction	Degrees/s	3.81	0.46	3.85	0.38	0.149	0.884
Moving optical accuracy	Grade	3.00	0.63	3.16	0.75	0.415	0.687

* Significant at the (0.05) significance level.

Learning units based on the cognitive training strategy:

After reviewing numerous scientific sources, the researchers developed teaching

units specific to the cognitive training strategy for the experimental group sample to improve certain visual abilities in indoor Futsal. A total of eight teaching units were developed, at a rate of two units per week, with each unit lasting 90 minutes. The programme was implemented from 11 December 2025 and continued until 4 January 2026. The stages of implementing the cognitive training strategy are outlined below: Stage (1): the planning session: This stage involved identifying the skills associated with visual abilities, explaining the skill to be worked on, and discussing how to improve performance relating to visual focus and the impact of colours during performance, accompanied by an instructional video demonstrating the skill. This stage lasted 10 minutes. Stage (2): Lesson Observation: In this stage, the players take notes on the skill and how to apply it in conjunction with visual focus and reaction, and record the decisions that correspond to the answers. This stage lasted 10 minutes.

Stage (3): Reflection session: In this stage, the players present their findings from the previous two stages and link the information relating to the skill; they then move from the instructional activity to the practical activity. This stage lasts 10 minutes. Stage (4): Application session: At this stage, work is carried out in pairs, with the player of a higher standard teaching and coaching the player of an intermediate standard to pass on their experience and help their teammate progress from their current level to the desired level. The teaching and coaching process and the duration of this stage are 25 minutes.

Post-tests:

Following the completion of the teaching units, post-tests were conducted on both groups (the experimental and control groups) to assess the level of certain visual abilities in futsal. These took place on Sunday 11 January 2026 in the sports hall of the College of Physical Education and Sports Sciences at the University of Misan. The researchers endeavoured to replicate the same conditions in terms of time, location, instruments and method of implementation in order to recreate the conditions under which the pre-tests were conducted.

Statistical Methods:

The researchers used the statistical package (SPSS-25) on a computer to analyse the results in order to achieve the research objectives and test the hypotheses.

RESULTS

Presentation and analysis of the pre- and post-test results for the experimental group regarding certain visual abilities in indoor Futsal:

After the researchers had extracted the data from the pre- and post-tests for the experimental group and processed it statistically, the results are shown in Table (3).

Table 3: Shows the statistical parameters, the calculated t-value and the significance level for the pre- and post-tests of the experimental group regarding certain visual abilities in indoor Futsal

Variables	Unit of measurement	Pre-test		Post-test		T	Sig
		M	SD	M	SD		
Visual acuity	Grade	5.83	0.75	8.16	0.75	11.06	0.001
Optical response	Second	3.81	0.46	3.03	0.08	3.86	0.012
Moving optical accuracy	Grade	3.00	0.63	6.50	0.54	15.65	0.001

* **Statistically significant at a significance level $\leq (0.05)$.

Presentation and analysis of the results of the pre- and post-tests for the control group in certain visual abilities in indoor Futsal:

Having completed the pre- and post-tests for the control group within the research sample, the researchers proceeded to collate and statistically analyse the data as shown in Table (4)

Table 4: Shows the statistical parameters, the calculated t-value and the significance level for the pre- and post-tests of the control group for certain visual abilities in indoor Futsal

Variables	Unit of Measurement	Pre-test		Post-test		T	Sig
		M	SD	M	SD		
Visual acuity	Grade	5.66	0.81	7.16	0.41	3.50	0.017
Visual reaction	Second	3.85	0.38	3.77	0.41	2.98	0.031
Moving optical accuracy	Grade	3.16	0.75	5.50	0.55	11.06	0.001

*Significant at a significance level $\leq (0.05)$.

Presentation and analysis of the results of the post-test for the experimental and control groups in relation to certain visual abilities in indoor Futsal:

After the researchers had compiled the data from the post-test for the experimental and control groups and carried out statistical analysis, the results are shown in Table (5).

Table 5: Shows the results of the post-test for the experimental and control groups regarding certain visual abilities in indoor Futsal

Variables	Unit of measurement	Experimenta l		Control		T	Sig
		M	SD	M	SD		
Visual acuity	Grade	8.16	0.75	7.16	0.41	2.86	0.017
Optical response	Second	3.03	0.08	3.77	0.41	4.29	0.002
Moving optical accuracy	Grade	6.50	0.54	5.50	0.55	3.16	0.010

***Statistically significant at a significance level $\leq (0.05)$**

DISCUSSION

The results derived from the researchers, illustrated in Table 3, indicate that there are statistically significant variances between the pre- and post-tests for the experimental group, with the post-tests demonstrating superior outcomes for particular visual skills and the instruction of specific indoor Futsal techniques. The investigators ascribe these variations to the efficacy of the cognitive training approach, which enhanced and invigorated the mental and cognitive functions linked to visual perception. This was accomplished by directing the players to scrutinise and evaluate visual inputs before executing their motor responses and performances, therefore aiding in the enhancement and assimilation of visual information throughout the training sessions.

Badaru and Santoso (2026) observed that efficient motor functions rely on the acquisition and analysis of information, as well as the selection of the most suitable response, which in turn fosters cognitive development and elevates motor and skill performance. Consequently, the cognitive training approach afforded participants chances for contemplation, observation, and methodical examination of visual signals, thereby enhancing information-processing efficacy. This was corroborated by Mohammed et al. (2025), who asserted that athletes' utilisation of visual signals leads to enhanced cognitive and motor performance, as well as increased decision-making efficacy in diverse athletic contexts. The scholars additionally ascribe this enhancement in performance to the necessity for swift perception and focus in reaction to evolving game scenarios, along with Rozi et al. (2023) and Lhemus, Jayan, and Al-Lami (2025).

The finding that the enhancement and refinement of visual skills lead to increased response time and performance excellence in team sports.

The control group exhibited a significant enhancement in test outcomes, which the researchers ascribe to the influence of ongoing skill repetition and consistent practice during the instructional and training periods. This aligns with the findings of Fitrianno and Romadhoni (2026), as well as Mulloh et al. (2025), which assert that consistent repetition enhances motor programs, boosts performance, and fosters cumulative skill acquisition. Moreover, the managerial component of the skill within this cohort was more significant than the emphasis on performance-oriented cognitive functions, which marginally enhanced the likelihood of cultivating advanced visual capabilities.

The findings reported by the researchers in Table 4 indicate that there were statistically significant disparities in the post-tests between the experimental and control groups, with the experimental group exhibiting superior performance in particular visual skills and the mastery of specific indoor Futsal techniques. The investigators credit this to the utilisation of the cognitive training approach, executed through its diverse phases, exercises, and techniques employed throughout the program, as the tools and instructional resources utilised promote swift learning and mitigate learner fatigue, while also aiding in the retention of motor skills and cultivating a passion for learning. The learning scenarios and tasks emphasised cognitive elements and advanced reasoning, hence facilitating the amalgamation of thought, perception, and practical implementation.

Martinez-Perez et al. (2025) affirmed that the advancement of visual training and its underlying mechanisms aids athletes and trainees in swiftly and accurately perceiving learning and training scenarios, hence enhancing athletic performance. Recent studies in sports vision indicate that training that combines visual stimuli with cognitive processes enhances visual perception, tracking, and decision-making speed more effectively than conventional training. (Badaru & Santoso, 2026; Monteiro et al., 2026). As a result, the investigators credit the efficacy of the cognitive training approach to its emphasis on directing trainees' focus toward visual cues linked to skill execution on the futsal field. This approach enhanced the players' capacity to concentrate on critical information while disregarding extraneous stimuli, hence positively influencing their visual performance. Shanan (2026) affirmed that attention is a fundamental cognitive function essential for achieving mastery and excellence in athletic performance.

Consistent training in focus enhances athletes' performance in diverse competitive contexts, as highlighted by Nusri et al. (2025), who assert that proactive and efficient training facilitates the acquisition and accurate processing of pertinent environmental information. The velocity of both the players and the ball, along with the limited dimensions of the pitch, necessitates dynamic visual sharpness; effective execution requires accurate monitoring of mobile inputs and timely decision-making. Hamidi, Manullang, and Tambunan (2026) affirmed that visual abilities associated with tracking dynamic objects have a significant role in enhancing athletic performance and optimising reactions to diverse scenarios.

As a result, individuals with superior perceptual abilities and tracking skills for dynamic visual stimuli excel above their less experienced counterparts. As a result, the cognitive training approach extended beyond mere repetition of technical and skill-oriented tasks, focusing instead on enhancing the cognitive, mental, and perceptual processes linked to performance. This facilitated the improvement of visual information reception and interpretation, leading to informed decision-making. The amalgamation of cognitive tasks and pragmatic implementations enhanced the efficacy of learning and training. While advancements in understanding and awareness contributed to the enhancement of educational results, proficiency execution, and the retention of acquired knowledge and skills.

CONCLUSIONS:

The findings indicate that the teaching units based on the cognitive training strategy contributed to improving dynamic visual accuracy and the learning of certain futsal skills among the experimental group through the use of mental processes related to perception, attention, and concentration. The strategy also enhanced the integration of cognitive and motor skills, enabling players to better understand the requirements of motor performance and skill execution. Furthermore, it developed the players' ability to analyse learning situations and make appropriate decisions during performance, resulting in improved responses to various stimuli in game situations through the integration of theoretical and practical aspects and the understanding and application of visual stimuli. The implementation of the stages of the cognitive training strategy also contributed to the development of certain visual and technical abilities, highlighting the importance of integrating cognitive aspects with practical application in the educational process to

improve learning outcomes and achieve educational objectives effectively.

Based on these findings, it is recommended that the cognitive training strategy be adopted in teaching and training futsal skills because of its contribution to developing visual abilities and technical performance. Training courses should be organised for futsal teachers and coaches to familiarise them with the principles and application of the strategy in various educational and training contexts. Cognitive activities, as well as perceptual and visual exercises, should be incorporated into teaching and training units to improve skill performance and develop mental and visual abilities. Modern technologies and diverse teaching aids should also be utilised to increase learner motivation and enhance learning outcomes. In addition, learners should be encouraged to use modern knowledge sources and information technology to develop their sporting knowledge and cognitive and skill-based abilities. Further studies are recommended to examine the effects of the cognitive training strategy on other variables, such as attention, concentration, decision-making, and strategic intelligence, across different age groups and sports.

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Teaching modules using the cognitive training strategy

Week: 1

Teaching unit: 1

Duration: 90 minutes

Date: / / 2026

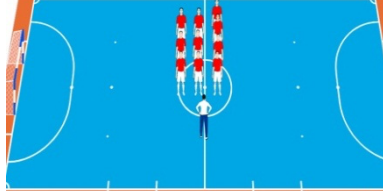
Venue: Indoor

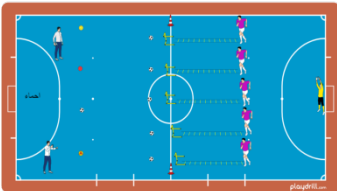
Number of students: (6)

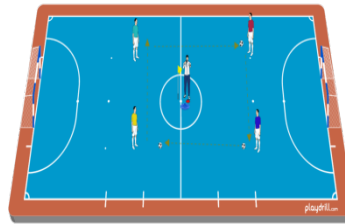
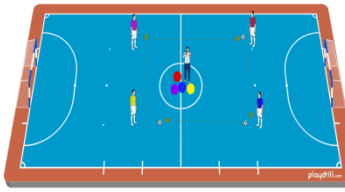
Equipment: Futsal balls, whistle, cones

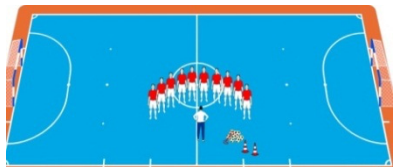
Learning objective: To teach passing skills and visual reaction

Educational objective: To instil a spirit of competition

Sections of the teaching unit		Time	Events and activities	Formations	Notes
Preparatory Section (20) D	Administratio n Educational Environment	3 m	Pupils stand in a single line to sign the attendance register and perform the lesson-start greeting by shouting 'Sport... Activity'.		Emphasis is placed on standing in an orderly manner and maintaining appropriate distances between pupils.
	General Preparation Introduction	10 m	Normal walking – light jogging – jogging whilst swinging the arms forwards – jogging whilst swinging the arms backwards – jogging whilst alternately lifting the knees high forwards – jogging whilst jumping high on hearing the whistle – light jogging – normal walking – stand still.		The general formation is in a circular line with an open circle
	Specific formation Physical exercises	12 m	Gradually prepare all the body's muscles, focusing on the main muscles involved in the skill, by performing specific warm-up exercises that help improve the efficiency of the circulatory and respiratory systems and prepare and warm up the body.		Emphasis is placed on preparing all the muscle groups involved in the activity

Main Section (60) mins	Educational activity 25 mins	Stage (1) Planning session 10 m	At this stage, the teacher begins by introducing the students (trainees) to the skills associated with visual abilities and explains the passing skill, how to improve performance linked to visual reaction times, and the effect of colours during performance, whilst showing an instructional video of the skill.		Ensure that the students understand the skill, paying close attention to the teacher's explanation and demonstration of the composite skill
		Stage (2) Lesson notes 10 m	At this stage, the teacher guides the learners to take notes on the skill and how to apply it whilst focusing on visual reaction, and to record the decisions that correspond to the answers.		
		Stage (3) Reflection session 5 m	At this stage, learners present what they have learnt during the previous two stages and link the information about the skill.		- Divide the students into two groups at random. - Each group, led by its own leader, carries out the exercise.
		Warm-up 5 m	Learners begin with a warm-up involving balls before carrying out the skill exercises. They then move from the instructional activity to the practical activity.		

	Practical session 30 mins	Step (3) Applicati on session 30 m	At this stage, work is carried out in pairs, with the higher-level player teaching and coaching the intermediate-level player to pass on their experience and help their teammate progress from their current level to the desired level through the teaching and training process. - Exercise (1) ... The players stand in a square formation, with the coach in the centre. The players pass the ball amongst themselves and, whilst the ball is in play, the coach raises a coloured flag; the player who receives the ball must pass it directly to a player of the same colour as the one indicated by the coach. And so on.		- Each exercise lasts 8 minutes, making a total of 24 minutes. - (6) Transition between exercises and the arrangement of equipment for each exercise.
			- Exercise (2) ... The players stand in a square formation, passing the ball continuously amongst themselves; when the coach holds up a coloured card, the player in possession of the ball passes it in the specified direction. And so on.		
			Exercise (3)... The ball is passed between all the players. The coach then holds up a coloured number. The player who receives the ball must pass it as quickly as possible to the player with the same number in the shortest time possible. ... and so on.		

Concluding Section (10) m	Concluding section 10 m	Cool-down and relaxation exercises, followed by a light jog around the pitch. Then give instructions and explanations to the pupils, line them up in a single file, and conclude the lesson with a sports cheer.		Maintain order and return the equipment
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