A Proposed Model for Teaching Positivity Values in School Curriculum

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ABSTARCT

The main point of this paper is to introduce a shared connection between price preparation and good mind study. High-quality brain technology began as any other psychological location in 1998. Psychology profitable is a new part of psychology that is seen recognizing extraordinary feelings, such as euphoria, confidence, and pleasure. Dreams of this paper are 1) to remember the concept of profitable psychology, 2) to examine the concept of large practices, 3) to clarify instructors and observe corridors practicing incentives through certain psychology. Subjective examinations are utilization for modern investigations. Information accumulates through additional sources such as books, magazines, journals, newspapers, and websites begin subjective examinations. Some humanistic therapists, for example, Abraham Maslow, Carl Rogers and Erich Fromm create hypotheses and practices of complex human happiness. In the past because the human hypothesis of the human being made with the help of humanistic doctors had observed experimental assistance from concentrates using positive analysts

Introduction and problem

By observing what is going on in societies, educational, cultural, social and economic problems emerge. This shows the importance of highlighting the features of good education and aspects of life and living in a way that achieves happiness and tranquility, especially with media openness, technical development, big events and calamities. These cause fear among people about the future or dependency, negativity, or lack of action and initiative This calls for educational institutions to play their desired role in this matter (Khudhair & Hamid, 2015). This is represented in some aspects of linking individuals and societies with bonds of cooperation and solidarity.

Sound education is characterized by comprehensiveness and diversity, and taking into account aspects of the learner's growth in all its stages. This requires the school to play its educational and societal role in its various fields. The human being is a social being and he/she is a member of his/her society (AL MANSOORI, ALSAUD, & YAS, 2021). One's effectiveness with the society is one of the pillars of the success of the society. Any person faces a struggle concerning what is happening around him/her of stressful situations as a result of personal, family, school and professional problems that may involve a lot of

tension and anxiety in various life. This is reflected in one's life and performance, which requires the individual to have a positive personality (Abu Nimah, 2013).

A person faces conflicts about what is happening around him/her in stressful situations as a result of personal, family and professional problems that include events that may involve a lot of tension and anxiety in various different areas of life. This is reflected in his/her life and performance. This requires that the individual with a positive personality is able to plan to face the challenges (Bakhit, 2008).

In the past, scholars talked about positivity and its manifestations and calling for it, such as Al-Ghazali in his book *Revival of the Sciences of Religion*. He is followed by others and even others preceded him. Then this type of thinking entered the academic field through positive psychology at the hands of Martin Seligman and others. The investigations of positive psychology revolve around studying and analyzing personal experiences of high value. At the group level and research on virtues and civic institutions, it moves individuals towards good citizenship in all its fields with a sense of responsibility to achieve this (Al-Kawani, 2017). Positivity is the self-movement that makes a person have a role in life and a role in the service of religion, country and people. In such a way, he/she will not be idle, without value, work, or grace (Abu Nimah, 2013).

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With the emergence of some manifestations of impotence and negativity among some members of societies, a study (Al-Kourani, 2017) recommended directing students to take care of the positive personality, together with and assigning graduate students, studying human and cognitive graduate studies, to conduct research on positive and negative personality features (Harith Yas, Mardani, & Alfarttoosi, 2020). For this background in mind, the current paper seeks to answer the following questions:

1- What are the values of positivity that would be appropriate to develop for high school students?
2- What is the suggested proposal for teaching the values of positivity to high school students?

The importance of the study appears in the fact that the paper keeps pace with modern educational interests and trends that call for the activation of values and their employment in the sources of education. Also, it may contribute to drawing the attention of researchers to carry out studies and research related to the values of positivity, so that a list of positivity values can be reached and a proposed model for teaching it.

- Values of positivity

People's affairs in life go well when their lives, whether in coexistence with themselves or with others, are proceeding according to a clear system and format that guarantees them rights and duties (H Yas, Alsaud, Almaghrabi, Almaghrabi, & Othman, 2021). This requires that they have adequate skills and standards through which they know right from wrong, in the midst of developments and events, together with the rapid changes in life. As a result, values and their development among individuals are of great importance so that through which they can live and prosper peacefully. One of the most important components of this is the development of values among individuals, and as mentioned by Abu Al-Enein (2004). It is necessary to realize the importance of having a system of values distinguished by plurality and flexibility in light of scientific and technical progress.

The issue of preserving moral values and ideals in human societies is badly needed nowadays. Values are in danger as a result of the continuous intellectual and cultural decay; as a result of the conflict between ideals and human development. There has been a focus on the development of human scientific and technical capabilities and skills to catch up with a rush of technological progress at the expense of neglecting the role of values (Ibn Melhouh, 2004). Among the values that require

attention and development is positivity, as Al-Hourani (2003) points out that it is essential at this time to pay attention to positivity and to instill it in the hearts of young people.

Definition of positive values

Defining positive values can be made by referring first to the definition of value and secondly to the definition of positivity, as follows:

Value:

Al-Muhaidat (2016, p. 30) defines it as "principles, rules, and goals that carry the meaning of binding and normative judgment in judging the behavior of individuals. They may stem from the conviction of the individual himself/herself, the same thing, or the environment and society in which he/she lives." Values have varied classifications, but the normative and obligatory attribute remains associated with this indication, as it is the evidence, whether in guiding and reaching the desired values, and identifying its value, or based on the aspect of inferring one's character, especially with regard to behavior.

Positivity:

Al-Kourani (2017) indicates that the research on positive values has ancient origins. Al-Ghazali wrote many sections in his book *Revival of the Sciences of Religion* on the topic of things that save man from hell, followed and preceded by others. This type of study entered the academic field in 1998, founded by (Martin Seligman) and others. They called for doing research on positive forces in human beings as an alternative to researching the negative or turbulent aspects of the human personality. Positivity is considered a positive psychology research that was founded by Martin Seligman and others. They took care of studying and analyzing personal experiences of high value. At the group level, it revolves around the virtues and civil institutions that move individuals towards good citizenship in all its fields with a sense of responsibility to achieve it. He called for researching positive forces in human beings as an alternative to researching the negative or turbulent aspects of the human personality and also researching preventive studies.

Definitions of positivity:

- Assigning oneself to something that is not an obligation in the first place because of the high desire and wish to give and donate (Hindi, 2010).
- Taming the soul to work diligently without

boredom, away from negativity in the fields of life, and facing difficulties in a way that guarantees community service in response to development within the framework of the human view of Allah, the universe and life (Al-Hourani, 2003).

- A person's commitment to the initiative to benefit in the sphere of his/her influence by activating his capabilities and characteristics: intellectual, spiritual and behavioral in line with the requirements of faith, with the intention of change that leads to public charity (Al-Bartmani, 2005).

It is also evident from the foregoing discussion that positivity is about self-motivation in activity with life and responsibility towards providing benefit and goodness to others. Thus, positivity can only be achieved at a high level in the intellectual aspect of the person and his/her conviction of initiative and perseverance in various good deeds and their personal and societal impact. Therefore, it is one of his/her responsibilities and also the behavioral aspect so that initiative, cooperation and participation stem from the individual. These positive qualities are one of his/her personal and behavioral traits (Al-Ghadouni, 2019).

Previous studies:

Al-Hourani (2003) aimed to highlight the importance of positivity in Islamic education and its reflection on society. The study used the descriptive and analytical method by reviewing the writings on positivity, analyzing some Qur'anic texts and hadiths of the Prophet. The study extrapolated a number of books on the lives of some of the righteous ancestors. It concluded that positivity is one of the modern terms that are not mentioned in the Noble Qur'an and the Sunnah of the Prophet. It has several manifestations represented in the correct view of Allah, the universe and life. It also recommended reconsidering methods of social upbringing in the family environment and paying attention to the media in a way that enhances positivity. Al-Bartmani, 2005) looked into the instructions of the Noble Qur'an and following its directives that make those addressed to show the trait of positivity. In the Holy Qur'an, there are mechanisms that guarantee an integrated promotion of the individual and the creation of a successful personality in life. It used the inductive, deductive and analytical approach. It tackled the obstacles that weaken positivity in the personality of the individual, as well as the effects of positivity on individuals and society. Al-Kurani (2017) sought to identify the positive personality in the Qur'an

and its effects on the individual, group and society. The study showed the ways to achieve the positive personality in reality. It used the inductive approach and the analytical method. It included three basic chapters, together with conclusions. Positive personality is in the Qur'an: an effective, strong and influential personality. It also recommended directing students to take care of the positive personality and strive hard to achieve it in practice, assigning graduate students, studying human and cognitive graduate studies, to conduct research on positive and negative personality features from the point of view of Islamic sharia in the private and public aspects to show the truth of positive sharia (Al-Ghadouni, 2019). In this research paper, the researcher thanks Sheikh Abdulaziz Al-Sa'awi Chair, for contributing much in this regard.

Analysis and discussion of results:
First: Presenting the results of the study:
Answer to the first question: What are the appropriate values of positivity taught to high school students?
To answer to this question, the researcher did the following:
- Reviewing studies and research related to the topic of positivity.
- Reviewing characteristics and nature of high school students.
- Presenting a list of positivity values to some specialists.

The study came up with a list of positivity values appropriate to be taught to high school students, namely:

1- Initiative 2- Cooperation 3- Mastery 4- Reform 5- Altruism 6- Perseverance 7- High motivation 8- Responsibility 9- Hastening to good deeds 10- Optimism 11- Giving good deeds 12- Flexibility 13- Observing the public's taste.

Answer to the second question: What is the suggested proposal for teaching the values of positivity to high school students?
General objective of the proposal:

Presenting a suggested proposal in which the values of positivity can be taught to high school students through school curriculum via elements: educational objectives, educational content, teaching methods and strategies, whether through the method of inclusion or presenting it through a single course. It is appropriate in the secondary stage that the values of positivity are taught through the inclusion approach or the additive unit approach due to the large number of curricula in the secondary stage. There are also academic

courses through which the values of positivity can be merged or adding units, with the aim of teaching the values of positivity, such as the courses of Islamic education, Arabic language and social studies. After analyzing the courses and arriving at the appropriate topics, it is vital to include the values of positivity it them or the possibility of adding units or topics to them (Al-Ghadouni, 2019). This can be clarified in Table 1:

Table 1. **The suggested proposal for teaching positivity values to high school students**

Objectives: The objectives should be characterized by the following:	Content	Teaching methods and strategies
Encouraging students to have the value of observing public taste	Texts and stories indicative of politeness, acceptance of others, and consideration of their accepted norms	
Developing the value of exerting good deeds	Selecting some of the texts, poems and stories that indicate this	Collaborative learning Dialogue
Emphasizing and stimulating the initiative value	Stories and incidents	Multiple Intelligences Discovery
Encouraging the worthiness of the high motivation	Stories and role models	Problem Solving Self-education
Emphasizing the value of responsibility	Referring to what is stated in laws and examples from reality of the great people	
Encouraging the value of cooperation	Social effect	Collaborative learning Educational trips Project-based learning Self-education
Considering the value of flexibility	Stories	Project-based learning Field trips
Advocating for optimism in life	Autobiographies	Problem Solving Discussion and dialogue

Recommendations and suggestions:
- Including the values of positivity in the school study course, by making use of the list of skills of positive values that the current paper has reached.
- To benefit from the suggested proposal in teaching the values of positivity by developing study units in its light.

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