





The Teachers' role in reinforcement the values of moderation for their students  
from the teacher' point of view at a private primary school follow the Liwa  
Aljamiea (A Second Administrative Division Follows the Governorate in Jordan

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**Abstract**

This study discussed the teachers' role in reinforcement the values of moderation in their students from the teachers' point of view at private primary school that follow Liwa Aljamiea (second administrative division follows the governorate in Jordan. The two researchers depended the descriptive analytical method, as they developed a questionnaire to collect the information and data to answer the questions if the study. The study sample included of teachers of private primary schools that follow Liwa Aljamiea and their number(110). The result of study reached to presence of basic science. Teachers' role is to reinforcement the values of moderation for their students, on the total degree with arithmetic average reached (3.96). The paragraph(12) obtained the highest arithmetic average which it "ask the students to use the scientific sources that clarified the Islamic moderation thought ". As the paragraph(35) obtained the second grade which it "work on correction the wrong concepts of Islam generally and the moderation in especially". The paragraph (20) obtained the third grade which it" present to my students an image and good model through my deal with them, introduce positive ideas and respect their ideas".

*Keywords:* values of moderation; private primary school; Liwa Aljamiea

**1. Introduction**

The teacher had considered the most substantial part that the developing the student's personality had depended on him also adjustment their thought, correction their concepts, orientation, and evaluate their behaviors. Teachers' role became important to prevent the deviations of mental that might the students faced, also the teachers considered a basic requirement under the current circumstances and the challenges of globalisation era. (Sulaimn, 1427, 8y). Alghamdi (1423), Sulaimn (1427) and Althuwaini (1434) confirmed the importance of teacher's role in educational process, because who is responsible of giving the values, concepts and positive orientation in their students through the teachers' guidance.

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Also through the influence by their teachers' personality and behavior. Trying to depict and imitate the teachers' behavior. So the teacher has to be a good model for his students and protects and saves their mind from the mental deviations. He reveals their aspects deviation and directs them to the right orientation and to love their home and belonging to. The moderation is essential for society and humanity. It is a persistent need which people cannot ignore. It is a method of Islamic nation and Islam invite to. But some Islamic young people maybe deviate by their behavior and go away from concept of moderation to extreme and terrorism. This deforms the reality of Islam and gives a chance to the enemies of Islam. These enemies accuse Islam by fanaticism and terrorism. (Abu Zaid, 2016). There for the Hashemia kingdom of Jordan interested in method of moderation. So it was eagerness to give this method to Jordanian society through educational institutions. Firstly, through school secondly through university which aims to protect the young people from deviation of the mental, extreme and fall in trick of terrorism.

## **2. The Study Issue**

The extreme of mental considered a danger threats the society, because its big negative effects that causes destabilize security of the society, steals its power and corrupts the mind of young people. Facing the deviation of the mental requires strategies of education and scientific are part of the aim for educational institution. The teacher is the most essential part of who bears the responsibility to achieve, success its progress and the planning (Abu Hashem, 2008, 6y). So the teacher is essential part and he is a protector to this nation from the risks of extreme and deviation of the menal. Through this explanation that shows the teacher importance in extent the method of moderation and the researches about this topic is rare. The problem of study had selected by the teachers' role in primary school to reinforcement the values of moderation for students.

## **3. The questions of Study**

This study seeks to answer these following questions

1. What is the teacher's role in primary schools to Lwai Aljamea, to reinforcement the values of moderation method for their students in the teachers' point of view?.
2. Is the statistical significance of difference existing that refer to following (gender, education level, experience)?

The importance of the study: it is include through the following:

1. It is focus on reinforcement method of moderation for the danger of fanaticism and extreme that threat the society.
2. The results and recommendations of the study may be useful for the teachers in how they can reinforcement the values of moderation to students and realize, protect them of extreme of mental.
3. Insist on showing the teacher's role for reinforcement the values of moderation for students.
4. Show the role of school for reinforcement the values of moderation.

The aims of the study: study seeks to reveal the following:

1. Reveal the teachers' role in primary school in reinforcement the values if moderation from teachers' point of view.
2. Reveal the existing of statistical significance of difference refers to the changes of (gender, educational level and educational experience).

## **4. The Terms of Study**

The role: it is "a group of Islamic educational practices that individual or group can do them to make a change in the Muslim's personality"(Alghmaidi, 1998, 12y). The researcher defines the role as following: it is a group of practices that the teacher makes them with available educational means to change in student's personality.

The teacher: he is an organizer and a developer for educational process and he teaches to make a desirable changes in the patterns of students' behavior. (Raphaat and others, 2011, 9y). The two researchers define a teacher procedurally with: he is a teacher of private primary schools that follow Liwa Aljamia that means of study had applied on them. The moderation Alzuhili(2009) defines it as: thought, situation behavior, system, treatment and morals justice. "which means the Islam is justiciary and it is not misdeed to the reality, has no overrated, extreme, abnormality in though. I t is not meek, humiliation, resignation, and it is submission and worships other than Allah. It is not emphatic, negligent, dereliction, and lost of any rights of Allah and the rights of human "Alzuhili, 2009, 19y).

## 5. Determinates of the Study

Temporal determinates: since 2021. Spatial determinates :the teachers of private primary school that follow Lwai Aljamea.

## 6. The Theoretical Frame

The moderation: "it is equalization and balance between two parts in equally way, so without extreme, inattentive, overrated and dereliction but follow the fairest, the finest and the most complete. (Hashem, 1998, 7y).

## 7. The features of Moderation

Moderation considers from the one of Islam's properties and the most important of moderation which are:

- Method of moderation appropriates for a healthy mind.
- Method of moderation invites to the fair in judgment and behavior.
- Method of moderation interests in possibilities and capabilities.
- Method of moderation invites to the moderation and fight the bad desire and invites to the best science.
- Method of moderation interests in the natural of the time and natural of people need to renew according to the natural changing of the time. (Salah Alshak,1427).

The teacher has considered of the most essential part of educational system. He is a direct process, so he bears the great effort to achieve its aim and reached to its request. (Abu Hashim, 2008). The teacher's responsibilities are many and varied. They are not just convey the knowledge and mastering the texts to their students, but they include prepare the student socially, culturally, intellectually and work to build his personality to be able to serve his homeland and nation. Able to face all extreme and devotion mental through providing the student with the values, static moral and positive thinking. (Althubiti, 2019). The teacher' mission of developing the values of moderation to his considering a great, supreme mission specially now a days .The corruption, division, and delusion thought had spread. They became threatening our society, values habits and traditions. (Althubiti, 2019).

The teacher's way to reinforcement of the method of moderation: Alshahwan (2018) indicates to means and strategies that the teacher can uses them to reinforcement the method of moderation to his students as following:

- Reinforcement the method of moderation to the learner through the seminars of scientific targeted activities.
  - Through a model and the teacher must be a good model to his students.
  - Treatment the division thought by helpful dialogue inside classroom.
  - The teacher has to work on deeping the method of moderation for his students away from exaggeration and puritan.
    - Teacher has to give more important to values of the dialogue and listen to student's opinions.
    - Teacher has to gives a chance to his students for showing their opinions.
    - Teacher has to reinforcement the students ' identity of Islam through example from the heritage and good ancestors.
    - Teacher has to reinforcement the students' positive thinking.

Teacher has to encourage the students to research about moderation of Islam through the scientific references. The previous study:

Althubti's (2019) study which heading is "teacher's role in development the values of moderation for students from their point of a view at the king Abdullah's secondary school at Baha area. The result showed that the teacher has important role to reinforcement the values of moderation achieve the balance of thought, behavior to young people and protect them from the division of thought and behavior. Shahwn's (2018) study "teacher's strategy to support the principle of moderation and reinforcement the security of mental between the reality and what is required "this study aimed to identify the effectiveness of the teacher's strategy to support the principle of moderation and reinforcement the security mental between reality and what is required. The researcher used the descriptive method. The sample of the study contained of (40) teachers had chosen from secondary school in Riad area. She used the questionnaire to reach to the result of study. The result pointed to the real teacher's practice strategy to support the principles of moderation to reinforcement the security of mental did not appropriate with what Islamic society facing. Also it pointed to teachers need to practical model to reinforcement the moderation and the security of the mental .The individuals if the sample in general need to adjustment the concept of moderation and security mental. It clarified also some teacher's interest in security mental and moderation. Alfaiz (2019) "the role of Jordanian media in spreading the concept of Islamic moderation". An empirical study to leaders' of media professional's opinion in Jordan" This study aimed to recognize the role of Jordanian media in adjustment the concept of Islamic moderation by spreading its culture from the leaders' of the media professionals point of view. The researcher used the descriptive method and the study reached to the Jordan take a media strategy cleared, selected, showed the real religion dialogue. Which has tolerance, moderation, cordiality and compassion also, fight the overrated, extreme and violence. Establishing the right values principles that clarify the real moderation and faithful of Islamic media aims to have an influential role for spreading the moderation of Islam that Majesty the second king Abdullh within message of Amman and with all messages of kingdom. Also the study pointed that Jordanian media shows this role and focuses on it, we notice its result on Jordaian society which fight the terrorism and extremism. It shows also the values of compassion in Islam and its importance to depict the moderation. Its importance in Jordanian society is obvious. They have a selected strategy to support it. They uses subjective strategies to support the moderation and security mental .

Alhujouj's study (2016) "the masters' role at university reinforcement the method of moderation to students". Almujmea University is a model aimed to recognize the professor's responsible at university to reinforcement the values of moderation for students by point of view of the masters, heads of departments at the colleges at Almujmea university. The study also aimed to explain the method of moderation in Islam and identify its features and characteristics with the master's features and characteristic. The study use the descriptive method. The study continued (373) members of doctorates

it to found that the moderation means equation of thought, behavior, situation, educational and morals. Showing of features and characteristic if masters at university is a group of manners represent systeme of morals values and save them. The result showed also the masters' responsibilities in reinforcement the values of moderation. It is the master believe in moderation and equation in saying and actions, his behavior marked by kindness and lenient with his students and explained to them the risks of modern technology and its content which is against the moderation. He focuses on moderation in his lectures and employs the national events to establishing the method of moderation to them. Abujbr's study (2014) its heading is "the role of teaching staff in Islamic university at Gaza to reinforcement the concept of moderation for students and its ways to activate it" The study aimed to recognize the role of teaching staff in Islmic university at Gaza about the concept of moderation of their students. Also define the impact of variables (gender, college, educational level). The researcher used the descriptive method and used a questionnaire as a tool to collect the information about the study. He chosen a sample that contained of (333) students from colleges of (Sharia, law, educaion and engineering) the study showed the receptivity of the students was great for the role of teaching staff at university. The academic field obtained the first place and the personal field obtained second place. The cultural field obtained the third place. It showed the absence of the significant differences for individuals of the sample related to the changes of gender but it had differences in the sample of teaching staff in Islamic university to reinforcement the values of moderation related to the difference of college, in seek the college of law and Sharia and related of the difference of the level. Houari's study (2011) about "the role of universities in reinforcement the principles of moderation to the students" Empirical study of Laghout university in Algeria" aimed to recognize the role of university to reinforcement the concept of moderation through employing the master's role to fulfillment the educational methods and the relationship with local community. The researcher used the descriptive method and questionnaire as a tool to collect the data. The sample of study included (400) of leaders, heads of departments and masters in the university. The result showed that individuals of the sample thought they need for reinforcement the moderation and mental security is great. As it remarked that a majority of them have knowledge about the means and procedures that used to reinforcement the concept of moderation and mental security and ranging between the model and the large. Abudullah, Ibrahim's study (2011)" masters' characteristic that marked by moderation, Soudi Arab. The study aimed to define the characteristic that the master had to have it who reinforces and establishes the concept of moderation. The researcher used the descriptive method and a questionnaire as a tool to collect the information and data that related to the study. The sample included (36) masters and the result indicted to masters' characteristic obtained the first place important followed by the social and cultural features which obtained the second stage. The academic professional features obtained the third stage. Arad's study (2011) "the contents of educational for moderation of Islam and the role of the university achieving them". This study aimed to recognize the meaning of moderation and its contents of educational in Islam and how the role of the university achieves them. The study used the descriptive method. It encouraged the university to interest in spreading the cultural of moderation to the students necessary. Also spreading the right awareness that relates to moderation to know the risks of extreme, overrated and its negatives. The study encourages the necessary of holding seminars and conferences and they are important in field of univesity. Albashari (2011) "the role of university to reinforcement the concept of moderation between the students through the educational Islamic activities ". It aimed to recognize the concept of moderation scientific way and showed the role of the university in deeping the concepts of Islam and the right values and recognizing the student's characters and how deal with. The study used the descriptive method and its result got that the moderation considers a completely and inclusive concept for Muslim's life in all aspects of Islamic life despite it related to belief, morals and worship. Also it pointed to the getting rid of concept of moderation considered existing from concept of Islam As the education presents an obvious image for the role of the highest schools

administration in achieving the method of moderation mentally for its students and reinforcement the values of moderation and equation for its students.

The remark and common between previous studies and the modern studies; Through the showing of previous studies it is clear that the majority of studies interested in the role of university for reinforcement the principle of moderation. As Albashari (2011), Hawari (2011), Abujbr (2014), Alhujhuj (2016), Abdullah (2011), Aleriad (2011) and some others studies which treat the role of Jordanian's media of spreading the concept of the moderation in Islam. Afyiz (2018). Shahwan's study (2016) searched in the teachers' strategy to support the moderation concept and Althubiti's study (2019) searched the role of secondary school teacher in build values of moderation but the modern study is differed of all previous studies, because it treats the role of teachers of primary school in reinforcement the values of moderation to their students, as far as the researchers known. The others studies treat with his role. The stage is different from the university educational and secondary by because the age characteristics and how the student can takes a positive thoughts that their teachers gives to them and their ability to imitate the teacher's behaviors.

## 8. The Manners and the Procedure

The approach of the study: the researcher depended on the descriptive analytical method to answer the questions of study through collecting information and datas that related to the study and its analytic.

The comment of study: consists of the teachers of primary private school that belong to Lwai Aljamea.

## 9. The Truthful and Persistence

The sample of the study: it is include (200) teachers of primary private school that belonging to Lwal Aljamea.

## 10. The tool of the study

For getting the results of this study, they two researchers developed the tool for collecting the data and information of the this study. They used psychometric for tool truthful and persistence through showing the questionnaire to group of judges hold a professorship in science. They take their suggestions.

The stability of the tool: to get the stability of tool ,they used the test and repeat it on another group their number (15) who is a teacher of a basic science and the test had applied after two weeks and then it was repeated; the coefficient of linkage of bayrisun was (%82).

## 11. The Truthful of the Tool

To check from the validity of the tool. They showed it to a group of judges who were a masters in the university their number(11) from Alzaraq the non-governmental university and the applied university Albilqa and the judges' instructions had used adjustment paragraphs.

**Table 1.** Sample's distribution according to demographic Information

Variable	Options	Frequency	Percent
Gender	Males	152	76.0
	Females	48	24.0

<b>Education Level</b>	Diploma	28	14.0
	BSc	116	58.0
	Msc	50	25.0
	PhD	6	3.0
<b>Years of Experience</b>	Less than 5 years	52	26.0
	5 to less than10	60	30.0
	10+	88	44.0

Table (1) indicated that 76% of the samples are males and 24% are females. With regard to education level, 14% of the sample have diploma 58.% of the total sample have BSC, 25% of the total sample have MSC while 3% of the total sample have PhD. With respect, 26% have less than 5 years' experience, 30% of the total sample have an experience between 5 to less than 10 years, and 44% of the sample have an experience 10 years and more. This means that the majority of the responding sample has a good experience.

**Table 2.** Means and standard deviations for statement that measure the role of Basic Teachers in Enhancing Moderating Approach among their students in private Schools of Jamma'a Educational Directorate

No.	Statements	Mean	S . Deviation	Level	Rank
1	I guide students to appropriate solutions to some contemporary problems through the concept of religion moderation	3.60	1.061	Medium	34
2	I encourage students to adopt balanced ideology in Islam	3.59	1.269	Medium	35
3	I encourage students to undertake school activities related to balanced in Islam	3.90	.946	High	26
4	I talk in the class about balanced Islamic thought	3.81	1.049	High	29
5	I clarify the perverted and extremist concepts that call for violence and terrorism	4.13	.915	High	5
6	I keen to submit a form in the publication of balanced	3.69	1.058	High	32

I spread the meaningful dialogue among students about the obstacles to balanced thought	3.96	.884	High	21
I clarify views of former and later Islamic scholars on the issue of balanced Islamic thought	3.98	.908	High	17
I enhance scientific research on balanced Islamic religion	4.09	.852	High	9
I am Interested in spreading balanced thought among students	3.98	.908	High	17
I direct students to the importance of tolerance and moderation as stated in Islam	4.01	.946	High	16
I ask students to refer to scientific sources that illustrate balanced Islamic thought	4.26	.936	High	1
I present to students evidence and Qoranic facts, and / prophetic hadiths that clarify the moderation of Islamic thought	3.80	1.134	High	30
I encourage students to attend seminars and lectures about balanced of Islam	3.99	.997	High	17
I expose extremism aspects and exaggeration that contradict the balanced of Islam	3.69	1.140	High	32

I am working on spreading the scientific methodology among students in refuting opinions that contradict the Islamic balanced ideology	3.58	.974	Medium	36
I explain to students how to spread balanced thought through Islamic education lessons	3.86	.874	High	27
Make students aware of importance of balanced and the seriousness of extremism	3.79	.877	High	31
I provide an environment characterized by tolerance, friendliness, and respect others opinion	4.09	.791	High	9
I present to students a good image and example by interacting with students, proposing positive ideas and respecting students' ideas	4.14	.790	High	4

20	I present to students a good image and example by interacting with students, proposing positive ideas and respecting students' ideas	4.14	.790	High	4
21	I use teaching methods that develop positive and moderate thinking among students	3.92	.926	High	24
22	I develop students' self-confidence and self-reliance	4.09	.840	High	9
23	I encourage students to read and find ideas that reinforce students' balancing	4.16	.811	High	2
24	I am Interested in building balanced model	3.97	.977	High	20
25	I enhance students' correct understanding of Islam	4.10	.730	High	8
26	I ask students to engage in dialogue and interaction with each other through tolerance and accepting each other	4.11	.849	High	7
27	I ask students to avoid using violence in dealing with others	3.86	1.013	High	27
28	I create democratic environment in which there is a wide area of freedom	4.06	.895	High	14
29	I deal with students with dreams and open-mindedness in all situations	4.07	.922	High	13
30	I respect students ideas	3.93	1.015	High	23
31	I encourage students to combine originality with contemporary in scientific and cultural aspects	4.05	.843	High	15
32	I install in students building successful social relationships	4.13	.798	High	5
33	I grow the students with a spirit of cooperation and social work	3.92	.915	High	24
34	I grow students to respect others rights as urged by Islam	4.08	.847	High	12
35	I am working to correct misconceptions about Islamic religion in general and its balanced in particular	4.16	.813	High	2
36	I encourage consolidation of balanced values and spreading dialogue culture and ethics difference between students...	3.96	.981	High	21
	Grand Mean	3.96	.542	High	

Means, standard deviations were calculated for each statement. The mean responses were classified as follows: 1 – 2.33. Low, 2.34-3.67 Medium 3.68 -5 High

Table (2) indicates that means of sample responses regarding statements that measure the role of Basic Teachers in Enhancing Moderating Approach among their students in private Schools of Jamma'a district ranged (3.58- 4.26). The results indicate sample's agreement on all statements



mentioned in table above ranged between medium and high. Furthermore it can be noticed that statement no.12 “I ask students to refer to scientific sources that illustrate balanced Islamic thought” “ranked the first, while statement no 16 which states “I am working on spreading the scientific methodology among students in refuting opinions that contradict the Islamic balanced ideology” “ranked the last. Moreover the grand mean (3.96) also confirm the findings of table (2), which indicate the sample agreement on the items that teachers play a major role in Enhancing Moderating Approach among their students in private Schools of Jamma’a district. This result according to sample’s subjects are enhancing the balance Islamic thought through classrooms

## 12. Results of the Second Question

2- Are there any differences in the role of Basic Teachers in Enhancing balanced Approach among their students in private Schools of Jamma’a Educational Directorate according to: (gender education level, years of experiences)

*The test this question is divided as follows:*

Are there any differences in sample’s subjects response means regarding the role of Basic Teachers in Enhancing balanced Approach among their students in private Schools of Jamma’a Educational Directorate according to gender

**Table 3.** Group Statistics

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Role of Teacher	Male	152	3.9768	.53496	.04339
	Female	48	3.9016	.56545	.08162

Table (3) indicates that here are no differences in sample’s subjects response means regarding role of basic teachers in enhancing balanced approach among their students in private Schools of Jamma’a Educational Directorate according to gender.

Are there any differences in sample’s subjects response means regarding the role of Basic Teachers in enhancing balanced Approach among their students in private Schools of Jamma’a Educational Directorate according to education level.

To test the difference between sample’s subjects response means regarding the role of Basic Teachers in Enhancing balanced Approach among their students in private Schools of Jamma’a Educational Directorate according to education level one way ANOVA test and table (4) shows the obtained results.

**Table 4.** Difference in I teachers’ Role due Education Level

Teahchers’ Role		Sum of Squares	Df	Mean Square	F	Sig
	Between Groups	1.611	3	.537	1.852	.139
	Within Groups	56.836	196	.290		
	Total	58.447	199			

Table no (4) indicated that there are no differences between sample’s subjects response means regarding the role of Basic Teachers in Enhancing balanced Approach among their students in private Schools of Jamma’a Educational Directorate according to education level since sig value is more than

(0.05). Therefore the null hypotheses are accepted. This means that there are no differences between sample's subjects response means regarding the role of Basic Teachers in Enhancing balanced Approach among their students in private Schools of Jamma'a Educational Directorate according to education level.

Are there any differences between sample's subjects response means regarding the role of Basic Teachers in Enhancing balanced Approach among their students in private Schools of Jamma'a Educational Directorate according to years of experiences.

To test the difference between sample's subjects response means regarding the role of Basic Teachers in Enhancing balanced Approach among their students in private Schools of Jamma'a Educational Directorate according to Years of experience one way ANOVA test and table (4) shows the obtained results.

**Table 5.** Difference in Teacher Role due Years of Experience

Teachers'Role		Sum of Squares	Df	Mean Square	F	Sig
	Between Groups	.631	2	.316	1.076	.343
	Within Groups	57.816	197	.293		
	Total	58.447	199			

Table no (5) indicated that there are no differences between sample's subjects response means regarding the role of Basic Teachers in Enhancing balanced Approach among their students in private Schools of Jamma'a Educational Directorate according to years of experience since sig value is more than (0.05). Therefore the null hypothesis is accepted. This means that there are no differences between sample's subjects response means regarding the role of Basic Teachers in Enhancing balanced Approach among their students in private Schools of Jamma'a Educational Directorate according to years of experience.

### 13. Discussing the Result of the Study

What is teachers' role in a private primary school that belonging to Lwia Aljameai to reinforcement the moderation to students from the teachers' point of a veiw?. The table number (2) shows the teacher's role in primary stage in reinforcement the values of moderation for the students of primary school in teachers' point of view. The results of this study agreed with Abujbr's study (2014) that concluded the role of teaching staff to reinforcement the concept of moderation for their students. Also it indicated to the important of teacher's role to reinforcement the moderation and achieving the balance of mental and protect their students from the mentally and behavior devotion. It also agreed with Hawari's study (2011) showed the great need to concept of moderation. It also agreed with Hajhuj'S (2016) indicated the masters have to reinforcement the moderation method and equation and it focus on the moderation in his lectures. The two researchers explains the existing of teachers' role in primary school which is reinforcement the moderation to their students by the cultural capacity and awareness that teacher have them. Also their knowledge of the importance the moderation values in modern life. Its importance of spreading the values of moderation and save the security of mental. Through their instruct to the students who are the future of nation and its supporter. The progress, rising, saving the security of society and all of this the student's responsibilities. The two researchers clarified that to almajesty the king Abdullh's instructions who encouraged to the values of moderation and his reinforce through educational institutional despite school or universities, also the study of Amman invites to deal with method of moderation despite on local level or the level of Islamic world,

so this contributed to spread the values of moderation to Jordanian society and the masters at university and teachers at schools. As the general orientation in educational institutions in private or general is the invitation to relief the methods and values of moderation and establish them to student through the lesson, scientific activities, curriculum and positive behavioral practices in the classroom. As it shows in table number (2) that paragraph (18) obtained a highest arithmetic average and it is "ask the students to use scientific references clarify the modern Islamic menat "The two researcher explain refers that to the important of scientific references to reinforcement the moderation for the learners that will reinforce the desire of research for collecting the information to increase their beliefs and reinforce their selves trust when getting the information by their efforts without external dictations -As the paragraph hunter (35) obtained the second stage and its text "work on correction the wrong concepts about the Islam in general and about its moderation specially "the tow researcher refer, that to the important of teacher's role to correct the wrong concept of Islam. That many student get them though react with friends a family and places of worship so near the teacher's real role see this in cartoon these beliefs, the wrong and extreme thought that do not appropriate with moderation of Islam and the equation. The paragraph number (20) obtain the third stage and its text is "present to my students an image and good model through my treating with them and shows a positive ideas and respect the students' though" the two researchers refers that to the awareness and realization of teachers for the importance of the good model influence to effect in young's minds and the behavior. So the student in primary stage more depicting and imitating to the teacher's behavior through the knowledge that his teacher presents. As the respecting of students opinions by their teachers increases the student's trust of themselves raises their spirits reinforces the acceptance to positive thought that presents to the student. As the paragraph number 4 obtained the fourth stage which it work on clarify the extreme and devious concepts that invite to a violence, terrorism and warning from them". They refers to getting the paragraph get the fourth stage teacher's realization of the risks of extreme and devious thought on the young people and societies and countries these feed terrorism ideology. Global societies, Arab and Jordan especially had suffered of the extreme devious thought. Also how it had a role in motivating and encourage terror and killing the innocents, destroying the economy and spreading the mess.

Discussion the results relates to the second questions: Are there a statistical significance differences that refer to the following changes (gender, educations, experiences, education level)?

The table 3 shows there are not any statistical significance refer to a changes of the gender also the table 4 shows the absence of the statistical significance differences refer to the educational level between learners.

As the table 5 shows the statistical significance differences do not exist and refer to a changing of educational experience.

The two researchers refer the absence of the statistical significances differences between three changings to the consensus and conviction of all teachers although they are male or female though regardless to the level of education, experience of education between them about the importance of method of moderation for their students and protect the young people and society division and terrorism.

The recommendations through the result of the current study they recommend the following:

1. Work on active the teacher's role in reinforcement the values of moderation in all the educational institutions whether general or private.
2. Work on active the teacher's role in reinforcement the values of moderation in all the educational stages.
3. Work to make cooperation between all the institutions of civil and educational society.

4. They recommend to make other studies that relate of reinforcement and active the moderation values became its importance in present time.
5. They recommend to the importance of result of this study for supervisors and responsible of the educational process to get benefit.
6. Make more studies about this subject of primary stages. These study are rare as they as know.

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