

Degree Of Commitment Of Master's Students In The Department Of Fundamentals Of Religion At The Faculty Of Sharia To The Methodological Requirements Of Preparing Scientific Research In Light Of Specific Standards

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Abstract

The study aimed to: determine the degree of commitment of master's students in the Department of Fundamentals of the Faculty of Sharia and Islamic Studies at Yarmouk University to the methodological requirements for preparing scientific research, and to show that this was achieved at the level of the total degree and sub-domains of the study tool, and also sought to explore the statistical significance in the degree of commitment to the methodological requirements for preparing research Academic studies according to the independent variables: (gender, courses affiliated to the department). In order to achieve these goals, the study followed: the descriptive analytical approach: to describe the general information of the respondents by transforming non-quantitative data into quantitative and measurable data, and then analyzing it using the Statistical Package for Social Sciences (SPSS) program to reach the results and recommendations of the study. Among the most prominent results and recommendations: There was a medium degree of commitment to the requirements at the level of the total tool and the sub-domains of the study. As for the sex variable, there were no significant differences between males and females in terms of the degree of their commitment to these requirements, while it was found that there were statistically significant differences for the dependent course variable. For the department, the study recommends the necessity of holding scientific courses and intensive workshops on the foundations of writing scientific research and its instructions by a specialized scientific body on a regular basis; To train and qualify graduate students in this field.

Keywords: *methodological requirements, standards of scientific research, principles of religion.*

Introduction

Praise to Allah, Lord of the Worlds, and prayers and peace be upon our master Muhammad, his family, his companions, and those who follow his path and are guided by his guidance until the Day of Judgment. As for what follows: This research discusses an important topic related to postgraduate students, namely: (The methodological requirements for preparing scientific research and the degree of commitment to them), where it was addressed by looking at the reality of these methodological requirements by the responsible authorities that the student should follow in preparing his research and scientific theses, and observing the degree or extent of his commitment to them in a manner consistent with the subject of the study; It is necessary to have rules and controls that govern the course of the constructive scientific research process in general, and specifically the course of the researcher's work in what he chooses from topics closely related to his specialty worthy of research and writing in them.

Study Problem

The observer in the reality of student research at the master's level in particular notices a clear slack in their adherence to the methodological requirements for preparing scientific research on the level of the three fields (formal, substantive, and related to the personality of the scientific researcher) on which the purposeful scientific research is based and its backbone is based, hence this study came to answer the following main question: *What is the degree of commitment to the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion? And this question branches off the following sub-questions:

1. What is meant by methodological requirements?
2. What is the degree of commitment of master's students in the Department of Fundamentals of Religion to the methodological requirements in their scientific research on the total degree of the study tool?
3. What is the degree of commitment of master's students in the Department of Fundamentals of Religion to the methodological requirements in their scientific research on the sub-fields of the study tool?
4. Are there statistically significant differences at the significance level ($\alpha \leq 0.5$) in the degree of commitment to the methodological requirements for preparing scientific research attributed to the independent variables: (gender, and departmental courses)?

Objectives of the study

This study aims to answer its questions through the following:

First: Clarify what is meant by methodological requirements.

Second: Statement of the degree of commitment of master's students in the Department of Fundamentals of Religion to the methodological requirements in their scientific research on the total degree of the study tool.

Third: Statement of the degree of commitment of master's students in the Department of Fundamentals of Religion to the methodological requirements in their scientific research on the sub-fields of the study tool.

Fourth: Exploring the statistical significance in the degree of commitment to the methodological requirements for preparing scientific research according to the independent variables: (gender, and departmental courses)?

The importance of the study

The importance of the study stems from the fact that it emphasizes the necessity of the postgraduate student's commitment (Master's students) to the methodological controls and rules that govern his behavior in what he is tasked with scientific research at this stage, not only that, but it is based on clarifying the degree of his commitment to them and his commitment to applying them, and it is represented in two dimensions:

The theoretical dimension: It is represented by the criteria for the methodological requirements for preparing scientific research that were included under the fields of study (formal, substantive, and the personality of the scientific researcher).

The practical dimension: It is represented by the parties that are hoped to benefit from the results of this study, such as postgraduate students, and teachers of scientific research methodology courses, verification of texts, and research and teaching methods.

Study limits:

Subjective boundaries: The master's stage of postgraduate students in the Department of Fundamentals of Religion. Time boundaries: The academic year 2021/2022 AD. Geographical boundaries: College of Sharia / Yarmouk University - Jordan. Terminological and procedural definitions:

1. Master's students in the Department of Fundamentals of Religion: They are officially registered in the College of Sharia for the academic year: 2021/2022 AD affiliated with the Department of Fundamentals of Religion.
2. Methodological requirements: They are a set of rules and scientific foundations that the researcher should follow when writing the research and proceeding on them; so that the research comes its food and fruits, and they are either formulated by the Deanship of Scientific Research, or by the department to which the student belongs in the stages of the master's and doctorate.
3. The degree of students' commitment to the methodological requirements: It is the extent to which students adhere to the criteria for preparing scientific research, and it is measured procedurally by the degree that the student's research prepared for it obtains.

Previous Studies

After searching and inspecting books and studies related to the topic, I did not come across a specialized study that discussed: (The degree of commitment to the methodological requirements for preparing scientific research for postgraduate students (Master's stage) in the Department of Fundamentals of Religion at the College of Sharia at Yarmouk University), although there are many and extensive studies related to the scientific methodology for writing research and university theses in general. I mention, for example, but not limited to:

1. Al-Bilal's study (2016), entitled: (The reality of the availability of scientific research skills among master's students at Damascus University and their relationship with the academic specialization). The study aimed to identify the reality of scientific research skills for students at Damascus University according to the estimation of the faculty members at Damascus University, and to stand on the degree of availability of scientific research skills for students at Damascus University according to the students' estimation, and the correlational relationship with statistical significance between the degree of availability of scientific research skills and the academic specialization among the sample individuals, and the differences between the average grades of faculty members' answers in the scientific research skills questionnaire according to several variables: (gender, academic rank, years of experience, number of published research), and the differences between the average grades of students' answers in the availability of scientific research skills questionnaire according to several variables: (gender, university academic specialization, dedication to study), and the study concluded that there is a positive correlational relationship with statistical significance between the degree of availability of scientific research skills and the academic specialization among the sample individuals... (Al-Bilal, 2016).

2. Al-Ali's study (2019), entitled: (The level of research skills among master's students from the point of view of faculty members: A field study in the College of Education at Tishreen University). The study aimed to reveal the level of research skills among master's students in the College of Education at Tishreen University, and the significance of the differences among the sample individuals on the research skills questionnaire according to the research variables (department, academic rank, years of experience in scientific supervision of master's theses), and the study concluded that the level of research skills among master's students in the College of Education at Tishreen University from the point of view of faculty members was a medium level, and to the absence of statistically significant differences at the significance level (0.05) between the averages of faculty members' estimates in the College of Education at Tishreen University for the level of research skills attributed to the research variables (department, academic rank, years of experience in scientific supervision of master's theses). (Al-Ali, 2019 AD). Comment on previous studies: It should be noted that the current study agrees with previous studies as it measures the level of commitment of master's students to scientific research skills and their levels in general, but it differs from them in that it measures the degree of commitment of master's students in the Department of Fundamentals of Religion in the College of Sharia at Yarmouk University to the methodological requirements for preparing scientific research according to the main study areas (formal, substantive, and the personality of the scientific researcher) and in light of specific criteria, as well as it differs from them in selecting the study sample and its community, as the first study dealt with master's students at Damascus University and the significance of the differences between what they possess of research skills according to the estimation of faculty members and students' estimation, while the second study dealt with master's students in the College of Education at Tishreen University, and the significance of the differences between what they possess of research skills according to the variables of the department, academic rank, and years of experience in supervising master's theses, while the current study dealt with the reality of the commitment of master's students in the Department of Fundamentals of Religion according to the variables of the main study areas mentioned above, in addition to the variables related to gender, and departmental courses.

Study Methodology

The study followed the scientific methodologies mentioned below:

First: The Inductive Approach: This involved examining a sample of student research, which was selected through three courses affiliated with the Department of Fundamentals of Religion, namely: (Courses of Interpretation and its Sciences, Courses of the Noble Hadith and its Sciences, and Courses of Creed and Contemporary Intellectual Sects), and then observing the extent to which they achieve the criteria of constructive scientific research.

Second: The Descriptive Analytical Approach: This was used to describe the general information of the respondents by converting non-quantitative data into measurable quantitative data, and by adopting a reference list of the criteria on which student research was judged, and then analyzing it using the Statistical Package for the Social Sciences (SPSS) to reach the study results and recommendations.

Study Community and Sample

The study community consists of all male and female master's students in the Department of Fundamentals of Religion at the College of Sharia and Islamic Studies at Yarmouk University for the academic year: 2021/2022 AD, where a sample was selected from them in a simple random manner and through the three aforementioned courses, and the size of this sample reached (20) male and female students.

Study Tool

The researcher built a special tool for the study divided into three axes, each axis contains many elements related to the methodological requirements for preparing scientific research, which addressed: The first field: Formal issues, while the second field addressed: Substantive issues, and the third addressed: The personality of the scientific researcher, and it adopted the Likert five-point scale for evaluation.

Validity of the Study Tool

The logical validity of the study tool and the accuracy of its criteria and clarity were verified by referring to (The Student's Guide to Writing Research, Master's and Doctoral Theses at the Deanship of Scientific Research at Yarmouk University), and also referring to the criteria of scientific material criticism prepared by a group of professors of the College of Sharia who taught the course of research methodologies and verification of texts for master's and doctoral students, and teaching the course of research methods and teaching for bachelor's and master's students, where some of these criteria were formulated until the final image of the tool was reached.

Study Plan: The First Axis: Study Background

- Introduction
 - The problem
 - The objectives
 - The importance
 - The limits
 - Terminological and procedural definitions
 - Previous studies
 - Methodology
 - Study community or sample
 - Study tool
 - Validity of the study tool

The Second Axis: Theoretical Literature

The First Topic: The Methodological Requirements Related to Formal Issues and the Degree of Commitment to Them

The First Requirement: The Concept of Methodological Requirements Related to Formal Issues and Their Scientific Specifications

The Second Requirement: The Degree of Achievement of Formal Issues (Research Elements: Study Summary, Introduction, Conclusion, Indexes, Text Control and Documentation Mechanism) in Student Research

The Second Topic: The Methodological Requirements Related to Substantive Issues and the Degree of Commitment to Them

The First Requirement: The Concept of Methodological Requirements Related to Substantive Issues and Their Scientific Specifications

The Second Requirement: The Degree of Achievement of Substantive Issues (Study Title, Language Accuracy, Content and Content, Originality and Novelty, Relevance of the Study Topic to Reality and Its Treatment of Real Problems in the Same Field...) in Student Research

The Third Topic: The Methodological Requirements Related to the Personality of the Scientific Researcher and the Degree of Commitment to Them

The First Requirement: The Concept of Methodological Requirements Related to the Personality of the Researcher and Their Scientific Specifications

The Second Requirement: The Degree of Achievement of the Elements of the Researcher's Personality (The Researcher's Possession of Scientific Research Skills, Scientific Honesty, Scientific Objectivity, and Researcher Presence) in Student Research

The Third Axis: Statistical Methods and Procedures

The Fourth Axis: Data Analysis and Answering Study Questions.

The First Topic

Methodological Requirements Related to Formal Issues and the Degree of Compliance with Them

This topic addresses a set of formal issues that a master's student is supposed to follow in his scientific research related to his specialization topic; in order to produce it in accordance with the level required from him according to the following demands:

The First Requirement: The Concept of Methodological Requirements Related to Formal Issues and Their Scientific Specifications

Methodological Requirements: They are a set of rules and scientific foundations that the researcher should follow when writing and conducting the research; so that the research comes out in its entirety and fruits, either they are formulated by the Deanship of Scientific Research, or by the department to which the student belongs in the stages of master's and doctorate. Among the most important methodological requirements related to formal issues are:

1. Study Summary: Which contains an accurate and brief description of each of: the study objectives, its scientific methodology, and its most prominent results and recommendations, and naturally, it must match the content of the study and its scientific content.

2.Introduction: And what it includes of important terms indicating the researcher's proficiency and expertise in the field of scientific research related to his field of specialization that he chose for himself and accepted, as it is customary that the introduction is the gateway to the research or to the house, God Almighty said: {And enter houses from their doors} (Al-Baqara, 189); and that is only to indicate the importance of entering something from its value, which is its beginning; to reach the land of safety and security, and in ancient times they said: "How much in the corners of the hideouts"; to indicate the size of what these introductions contain and include of scientific treasures and hidden benefits that we may not find in some times in the research or in the book itself.

If we followed after the return to the reality of the old modern introductions on the side of striking an example not limited, we would find in them from the perfection of the industry, and the symbols of accuracy what the tongue is unable to describe, and the pen to line and write, some of it is suitable to be a book in itself as is the case of the position of Hafiz Ibn Hajar on the explanation of the correct called (Hadi Al-Sari), where the Hafiz excelled in it and benefited by revealing the secrets of the Hadith industry at the Imam of the narrators and their doctor, and some of it despite its brevity and small size in it from the scientific contents and Hadith indications that if we wanted to solve its puzzles and puzzles we would be amazed and hit the wonder of how much it occupies and deals with useful and beneficial terms and terms as is the case of the introduction of Imam Muslim to the correct, and the introduction of Ibn Adi to the complete.

Hence, it was necessary to perfect the introduction and refine it, as it is the gateway to the research, and it may suffice in many times to read it for what it deals with of terms at the top of it: the importance of the study, that is: the scientific value of it for what it will add to the reality of specialized studies in the field of the same topic from benefits and rarities, followed by the study question that answers its problem or the problem that the research will address in the end “and the study problem: it is a question or some ambiguous questions that revolve in the mind of the researcher about the topic of the study that he chose and requires an answer or explanation” (Al-Rubaie et al., 2018 AD), and the study question is divided into two parts: (the main question of the study, and subsidiary questions derived from it), followed by the study objectives that should harmonize with its questions, meaning that each question should be met with a goal that must be achieved, then the previous studies that the researcher benefits from in writing his research and relies on it especially in the stage of rooting the topic, its value is from the value of its sources; therefore, it was imperative for him to return to the old and modern sources, and highlight the points of intersection of these sources with his study, and what it will add to it or what it is unique to it, and then the scientific methodology followed in the study, and scientific research methods are varied sides multiple parties, the researcher takes from them what is commensurate with the reality of the study that he is conducting, for example: if the study combines the theoretical and applied side, it is necessary to follow the inductive method first followed by the analytical or critical method or the like, and then the subject, spatial and temporal limits of the study, followed by terminological and procedural definitions of the most prominent concepts of the study, so that the researcher undertakes to define them in a comprehensive definition, and finally: the study plan and its structure in terms of its division into doors, chapters, topics, demands, issues and branches.

These are the most prominent terms of the introduction that the researcher or student in the stage of postgraduate studies should take into account in what he prepares from scientific research in completion of the requirements of the various courses that he studies in the department to which he belongs, whether they are compulsory or optional.

3. The conclusion of the study, i.e., its end and aftermath, is where the researcher presents what he has reached through his study of the aspects and threads of the topic, and the important results related to it, and the recommendations that he advises other researchers to complete what he started and complete it, or what the topic may need from other studies that will eventually reach the level of fulfillment and satisfaction. It is worth noting that many researchers, especially in this preliminary stage, may not be able to formulate the results, so we find them summarizing what they wrote previously of information related to the chapters, sections, topics, and demands of the research, and this is in fact a deviation from the original, as the conclusion is nothing but new results and ideas that the researcher reached through his diligent research and tracking and investigation of its sentences and words.

4. The indexes related to the study: They are varied, and it is advisable that the researcher follows them with great care; to help the reader benefit from them in the least time and effort, and at the top of them: the index of topics and contents, the index of Quranic verses and prophetic hadiths, the index of narrators and historical figures, and the index of sources and references, and he may need some other indexes that are required by the nature of his study, such as the index of historical figures and geographical locations, and these are proven in separate lists after the appendices at the end of the study.

5. Adjusting the texts and documenting them: That is, adjusting them in terms of the dots of the words and letters and their shape; to ensure that the researcher does not fall into distorting and falsifying the texts, it is incumbent on the researcher to have care in adjusting the texts that are quoted either from the Book of Allah, blessed and exalted, or from the Sunnah of His Prophet -ﷺ-, or from the dictionaries of the language and the diwans of poetry, and the matter is easy and feasible at the same time, and there is no longer any difficulty in it, especially with the presence of electronic sites and specialized scientific encyclopedias that have this feature, such as the Comprehensive Library, for example, and the Jamia of the Custodian of the Two Holy Mosques, and many others, as the texts in them are either from the Book of Allah, blessed and exalted, or from the prophetic Sunnah or from the dictionaries of the language and the diwans of poetry are adjusted in terms of the dots of the words with their letters and in terms of their shape.

And one of the things that confirms the importance of adjusting the quoted texts, and especially the hadith texts: that the scholars of terminology have devoted a chapter or a special type of the types of hadith sciences called (the corrected and the distorted), and the pioneer of this division is al-Hafiz Ibn Hajar -may Allah have mercy on him-, where he said in al-Nuzha in the course of his talk about the forms of contradiction that occur between the narrators as a result of their failure to adjust the dots of the word with its letters and shape: "If the contradiction is by changing a letter or letters while maintaining the shape of the line in the context. If that was in relation to the point; then the corrected.

And if it was in relation to the shape; then the distorted, and knowing this type is important. And it was classified in it: al-Askari, al-Daraqutni, and others. And most of what happens in the texts, and it may happen in the names that are in the chains of transmission" (Ibn Hajar, 1422 AH). And he said in the chapter on the description of writing the hadith: "And it is important to know the description of writing the hadith, which is to write it clearly and explained, and to shape the difficult part of it and punctuate it, and to write the omitted part in the right margin, as long as there is a remainder in the line, otherwise in the left (Ibn Hajar, 1422 AH). And as for the mechanism of documenting it: The mechanism of documentation and its methods are varied, and the researcher is free to choose from them without being restricted, and if he chooses one of them, he must follow it from the beginning of the research to the end; to unify the methodology of documentation and not disturb it, and it is as follows:

First: Documentation in the text and footnotes:

A. The sources and references are indicated in the text by numbers placed in parentheses to the top.

B. The number or numbers that are referred to in the text of the same page are mentioned in the footnote at the bottom of the page and the information is recorded as follows: 1. Research in journals and periodicals: The name of the researcher (surname: then the first and second name) title of the research, name of the journal, place of publication, volume number, issue, year, page, and an example of it: Salehiyya: Muhammad, The Phenomenon

of Throwing and Throwing in the Mamluk Economy, Yarmouk Research, Irbid - Jordan, Volume 9, Issue 4. 1993. P51. 2. Theses or university dissertations: The name of the researcher (surname: then the first and second name), the year, the title of the thesis or dissertation, its type (master's / doctorate, college or specialization, university, country, and an example of it: Abdul Rahman: Afif. 1971. Poetry and Days of the Arabs in the Pre-Islamic Era. PhD thesis. Faculty of Arts. Cairo University. Egypt.1971 AD. (Guide to writing university theses related to the humanities, 2007).

Secondly, documentation in the references list:

1. Mention all types of references in the text, which are: a book, a translated book, a magazine or an article in it, a thesis in one list.
2. The Holy Quran is placed at the top of the list if it is among the references.
3. The rest of the references are arranged alphabetically according to the author's family name.
4. Do not include in the arrangement (son, father, the definition).
5. The rest of the information about the reference is arranged in the same way as mentioned in the text.
6. In case there is more than one reference for the same author, the author is mentioned with the first reference only and in the second line a line is placed like this —, then the information related to the reference is placed.
7. In case the year of publication is not known, write (d. t) (Guide to writing university theses related to the humanities, 2007).

6.Artistic output: This is achieved by the research being free of spelling and typographical errors, which often undermine the quality of its output, in addition to taking care of its formatting and arrangement in terms of the size of the margins and footnotes and everything related to preparing the page in a way that feels the extent of the researcher's interest in everything related to his research from issues even if they became formal, and this requires him to review what he wrote repeatedly and repeatedly; to avoid falling into such errors that may detract from the quality of the research and its scientific value.

The second requirement: The degree of realization of research elements (study summary, introduction, conclusion, indexes, text control and documentation mechanism...) in student research, and the procedural method followed is: judging the research related to students through three areas (formal issues, substantive, and related to the scientific researcher's personality) and for each area of them criteria or indicators were given grades and relative weights by presenting them to experts and specialists, where formal issues were given grades distributed on the indicators listed under them, and the result of each element was extracted for all research through the statistical methods used in data analysis, attached to illustrate this the following table:

The table shows the level of compliance with the methodological and formal requirements for preparing scientific research for each level

Degree of compliance with the methodological and formal requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion for each level														
Research No.	Summary Level	Introduction Level	Problem Level	Research Questions Level	Objectives Level	Significance Level	Scope Level	Terminology Level	Previous Studies Level	Methodology Level	Conclusion Level	Index Level	Text Formatting and Processing Mechanism Level	Study Plan Level
1	High	Medium	Medium	High	Medium	Medium	Medium	Low	Medium	High	Medium	High	Medium	High
2	High	High	Medium	Medium	High	High	Low	Low	Low	Low	High	Medium	Low	High
3	Medium	Medium	Medium	Medium	High	Medium	High	Low	Medium	Medium	High	Medium	Medium	High
4	Low	Medium	Medium	Medium	High	Medium	High	Low	Medium	Medium	Medium	Medium	Medium	High
5	Low	Medium	Low	Medium	Medium	High	Low	Low	Medium	Medium	High	Medium	Medium	High
6	High	High	Medium	High	High	Medium	Low	Low	Low	High	Medium	High	Low	High
7	Low	Medium	Medium	Medium	Low	Medium	Low	Low	Low	Medium	Medium	High	Low	Medium
8	Medium	Medium	Low	Low	Medium	Low	Medium	Low	Low	Medium	Medium	Medium	Medium	Medium
9	Low	Low	Low	Low	Medium	Low	Low	Low	Low	Medium	Medium	Medium	Low	Medium
10	Low	High	Medium	Medium	High	Medium	Low	Low	Low	Medium	High	Medium	Low	Low
11	Low	Low	Medium	Medium	High	Low	Medium	Low	Medium	Low	High	High	Low	Low
12	High	High	Medium	High	High	Low	Medium	High	Low	High	Low	Low	Medium	Low
13	Low	High	High	Low	High	Medium	Low	Low	High	High	Low	Medium	Low	High
14	Medium	High	High	Low	High	High	Low	Low	Medium	High	Low	Low	Medium	Low
15	Low	High	High	High	High	Medium	Medium	Low	High	High	High	High	Medium	High
16	Low	High	Medium	High	High	Medium	Low	Medium	Low	Low	High	Medium	Low	High

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17	Low	High	Medium	High	High	Medium	Low	High	Low	Medium	High	High	Low	High
18	High	High	High	High	High	High	High	High	High	High	High	High	Low	High
19	Low	Medium	Low	High	High	Medium	Low	Low	Low	Medium	Medium	Medium	Medium	Medium
20	Medium	Medium	Medium	High	High	Medium	Low	Low	Low	High	High	High	High	High

The second topic

The methodological requirements related to the substantive issues and the degree of compliance with them

It is worth noting that the value of the works that humans perform in general, and Muslims in particular, is only as much as their essence and content, and the benefits that result from them for both the general public and the elite. This naturally does not mean neglecting the external appearance of these works, but rather both complement and beautify each other. Scientific research that researchers are active in all kinds of human knowledge and experimental sciences is one of those works. Therefore, it was necessary for them to pay attention to their essence and content as well as their external appearance, in order to add a qualitative leap in the field of specialized scientific studies. This will be explained and detailed according to the following requirements:

The first requirement: The concept of methodological requirements related to substantive issues and their scientific specifications

And the essence in the dictionaries of the people of the language is: "Every stone from which something useful is extracted, and the precious that is made from it the facets and the like. And the essence of everything: what its nature has placed on it" (Ibn Sayeda, 2000 AD). And the free essence: it is the pearl and the jewel of the crown: a precious stone (Mukhtar, 2008 AD).

And by it is meant in terms of convention in general: the core and origin and essence of the thing. And in terms of specificity, the essence of the research is meant: the general scientific issues, including the meanings, ideas, and results that form its origin, essence, and the details and details that branch from it. And what confirms that is the saying of some poets:

Classify the books, your name will remain alone	Be careful to preserve the sciences and the literatures
There is a knowledge in the essence of thoughts	That fertilizes the mind with wisdom and correctness
A gift that is small but	In the eye of the one who knows it, it grows
I found it like a garden in its beauty	Its lights are shining and blooming
Like a necklace in the composition, it contains an essence	There is nothing like it in its beauty, an essence

Regarding the most essential methodological requirements related to substantive issues:

1. Selection of a suitable topic and titling: Choosing the topic the researcher intends to write about is one of the most important steps in preparing a scientific thesis or research. It is imperative for the researcher to possess sufficient scientific ability to write about it, known as the scientific competence required for anyone delving into research. The research topic should be deeply rooted in the researcher's mind, not just a fleeting idea but the result of prior preparation of an idea that has evolved and matured through the researcher's skills and relevant prior experiences. The study's title should be clear, transparent, and reflective of its content and scientific substance, aligning with its problem, questions, and objectives.

2. Language proficiency: The researcher must be able to articulate the meanings and ideas related to their research using a solid scientific language, free from grammatical and syntactical errors. Additionally, they should possess expressive methods and rhetorical

devices enabling them to convey the research's ideas to both lay and specialized audiences seamlessly.

The importance of language arises from its status as the language of the Holy Quran and the noble Prophetic Sunnah, making it an integral part of the Islamic religion. Therefore, learning the Arabic language, along with its grammar, morphology, rhetorical styles, and discourse, is a mandatory competence. Those who study it are rewarded, and all are sinful if they neglect its study. This is emphasized by the statement of Al-Shafi'i in Al-Risalah: "Every Muslim must learn from the Arabic language what enables them to testify that there is no god but Allah and that Muhammad is His servant and messenger. They should recite the Book of Allah and speak with the remembrance, including the takbir, tasbih, tashahhud, and others." (Al-Shafi'i, 1940 AD). Ibn Taymiyyah also stated: "It is known that learning Arabic and teaching it is an obligation of sufficiency. The predecessors used to educate their children in intonation, so we are required either positively or desirably to master the Arabic law and correct the deviated tongues. If people are left on their intonation, it would be a deficiency and a disgrace." (Ibn Taymiyyah, 1995 AD).

From this, we understand the importance of the Arabic language, its distinctive derivation, conciseness, and eloquence, and its rich vocabulary, making it the language of the Holy Quran, the Prophetic Sunnah, and the language of the letter "Dad" as well (Munib, 2021 AD). Therefore, a noble researcher should acknowledge this and focus on language integrity and its related issues of expression, conciseness, grammar, and syntax, as much as possible.

3. Content: The content is one of the principal elements of constructive scientific research, comprising all its chapters, sections, and topics. Therefore, the researcher must adeptly gather information related to their research cohesively, avoiding haphazard collection and transfer. Yahya ibn Mu'in's statement is crucial at this stage, "When you write, verify. When you narrate, investigate." (Al-Khatib Al-Baghdadi, 2002 AD). The researcher should meticulously collect and document information from various sources, ensuring their comprehensiveness and diversity. The researcher should categorize the collection of scientific information into two stages (Al-Rubaie et al., 2018 AD):

The preparatory collection for documenting the research topic begins with the researcher revisiting the sources recorded during their study and thoroughly reading these sources. The second stage involves recording the information from the sources, accompanied by their details, author names, publisher information, and year of publication, to ensure proper referencing.

After the primary collection of information, the researcher should sort it according to the research's chapters, sections, and topics. The information should be recorded on specific cards with source documentation. The writing process requires the researcher to diligently select and employ the information in the appropriate place, even if it is repeated elsewhere in the research, as long as it relates to it. To write the scientific material forming the research and document it, two systems are followed (Al-Rubaie et al., 2018 AD).

The first: is to write the scientific material in notes (cards), and **the second system:** is the system of writing the scientific material in ordinary papers, and the system of writing is done by placing a special file for each door, or each chapter, or each topic if the researcher adopted this division, so that he arranges them, then he comes with the card or paper on which he wrote the scientific material related to these divisions with its data related to the title of the source and the rest of the remaining information and then puts it in this file that follows it... and the researcher continues to do so until he finishes collecting the scientific material, so he has a set of files for each door, or chapter, or each topic has a special file, and he starts collecting the cards in those files until he finishes completely collecting the scientific material, so he has a complete result that was distributed to doors, chapters and topics... and there is no need for similarity in numbers in dividing the topics, nor the demands, nor the branches and issues, for example: if the first chapter was five topics, it is not necessary that the second chapter be five topics, and if the first topic was three demands,

it is not necessary that the rest of the topics be three demands, yes balance is required but similarity of numbers is not necessary.

The researcher must take into account the organization of the content of the research and its content and sequence, so that he moves from one idea to another in an organized and smooth manner and in a way that feels the extent of the relationship between its paragraphs, so that the reader does not feel the gap or lack of connection between them, which pushes him to continue reading and continuing it for what he may find of pleasure and not boredom and boredom.

Therefore, writing and wording are one of the most important stages of research, but also one of the most difficult; because it means that the researcher transfers to the readers the complete picture of his topic in all stages of research since it was a problem until the results he reached, and among the things that the researcher should take into account when writing and wording the research (Al-Rubaie et al., 2018, adapted):

- A. The research is formulated according to the research methodology that was chosen in conducting the study, taking into account the logical sequence of the topic.
- B. Each chapter begins with an introduction that explains its purpose and reviews the main contents of the chapter, and it is preferable that each chapter ends with a summary that briefly summarizes what he has reached.
- C. Discussing the different opinions according to their evidence without fear or flattery in a polite and objective manner without bias.
- D. Be precise in choosing the words that suit the occasion without exaggerating the use of elastic phrases such as: very many, or no limit to them...
- E. Avoid the sarcastic and offensive style and everything that would open a door of negative disagreement.
- F. Simplicity and brevity in conveying ideas without confusion or interference.

4. Originality and seriousness (contemporaneity): They are two important pillars of scientific research and its supports, so the noble researcher must combine them, and originality means: relying on the original and constant legal principles related to the ideas of research and its related matters, and presenting new and innovative solutions in the topics of research that no researcher preceded him in presenting them, but rather he is a pioneer in presenting everything related to his research in terms of its title, vocabulary, doors, chapters, and topics, and originality is also closely related to innovation, as the more he presents new knowledge and information as well as new and innovative solutions to the problems of his research that he presented at the beginning of his research, the more the research is original, new and innovative, and originality is also achieved by the researcher's ability to present ideas and information in a correct way, and with good coordination, and with the ability to judge things with a penetrating insight in addition to distinction and creativity (<https://cratersky.net/articles/3024>).

In order for his research to be characterized by originality, he needs to return to the old sources related to his topic, regardless of their resources and branches; to see what they contain of knowledge and sciences related to his research, so they are the basis on which he builds and starts from in establishing his ideas and forming them and then reaching the limit of innovation and creativity in them. And as for seriousness (contemporaneity), it means: that the researcher chooses topics and titles that are characterized by seriousness and worthy of research and study, and seriousness does not mean that the research is born of its moment, but it may be so, and it may be by filling a gap or gaps that other researchers who wrote in the same topic did not address, or by organizing the ideas and presenting them in an innovative artistic way, with a touch of their needs on the part of the public and specialists on the part of the particular, and this means that the researcher stands on the modern sources to see what was written in them about the topic he chose; to benefit from them and fill what he needs to fill and complete.

5. The connection of the topic of the study to reality and its treatment of real and emerging problems in the same field: meaning that the research keeps pace with the requirements of the lived reality and simulates it, and this naturally requires the researcher to take into account the topics that people need in every time and place so that they are a place for research and study, and contribute to solving the real problems related to it by giving new solutions and suggestions, for the researcher is the son of his environment and does not grow out of it in any way, so he must take into account their conditions and needs and satisfy them with what he touches on from ideas and solutions through his diligent scientific research.

The second requirement: The degree of achievement of the substantive issues (the correctness of the language, the content and the content, the originality and the contemporaneity, the connection of the topic of the study to reality and its treatment of real and emerging problems in the same field) in the students' research, and the procedural method is: judging the research related to the students through three fields (formal, substantive, and personal issues) Scientific researcher) and each field of them has criteria or indicators that were given grades and relative weights by presenting them to experts and specialists, where grades were given to the substantive issues distributed on the indicators listed under them, and the result of each element was extracted for all research through the statistical methods used in data analysis according to the following table:

The table showing the level of adherence to the essential methodological requirements for preparing scientific research for each level:

The degree of compliance with the essential methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion for each level					
Research No.	Level of Study Title	Level of Language Accuracy	Level of Research Content and Scientific Content	Level of Originality and Relevance	Level of Connection to Reality
1	High	Medium	Medium	Medium	Medium
2	Medium	Medium	High	Medium	Medium
3	Medium	Medium	Medium	Medium	High
4	Medium	Medium	Medium	Medium	High
5	Medium	Medium	Medium	Medium	High
6	High	High	Medium	Medium	Medium
7	Medium	Medium	Medium	Low	Medium
8	High	Medium	Low	Low	Medium
9	Medium	Low	Medium	Low	Low
10	Medium	Medium	Medium	Low	Medium
11	Medium	Medium	Medium	Low	High

12	Medium	Medium	Medium	Low	Medium
13	High	Medium	Medium	Low	Medium
14	Medium	Medium	Medium	Low	Medium
15	High	Medium	Medium	Low	High
16	High	Medium	Medium	Low	Medium
17	High	Medium	Medium	Low	High
18	High	Low	Medium	Low	High
19	Medium	Low	Low	Low	Medium
20	High	Medium	High	Low	Medium

The third topic

The methodological requirements related to the personality of the scientific researcher and the degree of commitment to them

The first requirement: The concept of the methodological requirements related to the personality of the researcher and its scientific specifications It behooves the researcher in any field of the sciences and human and applied knowledge alike to be qualified to delve into them with what God has endowed him with of knowledge and good taste, for he is entrusted with what is in his hands of the phenomena of these sciences and their secrets that his right hand will write; Therefore, among what can be said in the methodological requirements related to his personality are the following:

1.The researcher's possession of scientific research skills: The researcher should have previous knowledge and knowledge in his field of specialization that would help him and enable him to build his subsequent study in the same topic, as they are among the most important qualities that the researcher should have, as he is interested in reading widely for every book or for every research that touches on his topic or an aspect of it; so that he can stand on the gaps that require filling and filling, so he would have added to the field of scientific research a qualitative leap, and he should also be familiar with the methods of scientific research and its means and methods acquired through study and experience, starting with setting an organized plan for research, collecting scientific material, classifying and arranging it, and formulating it in the writing stage (Al-Rabea, 2012 AD).

2.Scientific honesty: It means one of two things, one of them: transferring the words and opinions of others without increasing or decreasing them, and the other: attributing the words and opinions to their owners when quoting them from their original or alternative sources, if the quotation is literal without the researcher's intervention by summarizing them or abbreviating them, it is necessary to put them in the brackets agreed upon in the purposeful scientific research, and if he intervenes in the quoted text, it is necessary to indicate in the margin of the research this intervention that occurred by him, as if to say: by intervention or by abbreviation or the like.

“The researcher must be honest in the scientific material, so he does not write anything for anyone else, and leaves the attribution to its owner, pretending that it is for himself and not for anyone else, for this is considered scientific theft, and he is honest in the scientific material so that he completes it for all parts of the topic, and he should also be honest in transferring the texts in terms of the accuracy of the transfer, and in terms of attributing them to their owners, and he is honest in the ideas and opinions in terms of attributing them to their owners, and in terms of verifying their correctness, and for that reason, attributing the ideas, opinions and quotations to their owners, and recording the sources in theses and scientific research was an important matter in raising their scientific level, and in estimating them by specialists, and neglecting that or violating it is considered a scratch in the honesty of the researcher, and a defect in the research” (Ibrahim, 1403 AH).

3. Scientific objectivity: It means that the researcher avoids being biased to a certain opinion or leaning towards it without others, for the honest researcher adheres to neutrality, so that he presents the words and opinions of others and discusses them if necessary without biasing one party at the expense of the other party if the research requires exposure to the words in the same issue as is the case in scientific research that deals with jurisprudence and its origins and what the nature of disagreement and difference sometimes requires in the same issue between jurists and fundamentalists, here comes the role of the objective researcher in presenting them and discussing them and showing the most correct of them according to the strength of the proof and the evidence, even if it contradicts his doctrine and the opinion that he adopts, and this is confirmed by the saying of Imam al-Shafi'i: “If the hadith is correct, then strike my doctrine on the wall” (Al-Haytami, 1983 AH), and this is his destiny - may God have mercy on him - to the importance of resorting to the evidence, that is, the hadith in the case of proving its correctness, even if it contradicts his opinion and doctrine, this is the case of the honest researcher who seeks the truth and resorts to the right, and among the evidence for that also from the reality of the explainers of the hadith such as al-Hafiz ibn Hajar - may God have mercy on him - whoever looks at his explanation of the correct one called (Fath al-Bari Sharh Sahih al-Bukhari) clearly notices the extent of the objectivity that he possessed while presenting the words of the jurists and their doctrines in the issues of disagreement without the slightest inclination to his doctrine, and he was Shafi'i in doctrine, he adopted the most correct of their opinions even if they contradicted his doctrine.

Scientific objectivity may also mean distancing oneself from the language of (I), that is, the self, for it is a hateful language in the purposeful scientific research, for the prospect of the self's share in it is something that the researcher should avoid. He should also not load the texts with more than they can bear or above what they can bear, but rather they must be understood in light of their legislative direction or in light of those who issued them, for he is farthest from bending the texts from their correct paths.

4. Researcher's Presence: This refers to the researcher's active involvement in all sections and chapters of the research. The researcher should present ideas and issues, discuss and weigh them against each other, and adopt the most supported ones with evidence. Additionally, the researcher's role in organizing these ideas in order of precedence and coherence should demonstrate their expertise and involvement in scientific research, as well as highlight their inclination towards such topics and their desire to write about them.

The second requirement: Evaluate the degree of achievement of the researcher's personal attributes (possession of knowledge and expertise, scientific integrity, objectivity, and researcher's presence) in students' research. The evaluation is conducted across three areas (formal, substantive, and related to the researcher's scientific persona), with specific criteria and indicators assigned relative weights and grades by experts and specialists. The table demonstrates the level of commitment to the methodological personal requirements for preparing scientific research at each level.

The degree of commitment to the methodological requirements for the researcher's personality to prepare scientific research for master's students in the Department of Fundamentals of Religion for each level				
Research No.	Level of Research Skills	Level of Scientific Integrity	Level of Scientific Objectivity	Level of Researcher's Presence
1	Medium	High	Medium	Medium
2	High	High	Medium	Medium
3	Medium	High	Medium	Medium
4	Medium	Medium	Medium	Medium
5	Medium	High	Medium	Medium
6	High	High	High	Medium
7	Medium	Medium	Medium	Low
8	Low	Medium	Medium	Low
9	Low	Medium	Medium	Low
10	Low	High	Medium	Low
11	Medium	High	Medium	Low
12	Low	High	Medium	Low
13	Medium	Medium	Medium	Low
14	Medium	High	Medium	Low
15	Low	High	Medium	Low
16	Low	High	Medium	Low
17	Medium	Medium	Medium	Medium
18	Medium	Medium	Medium	Low
19	Low	Medium	Medium	Low
20	Medium	High	Medium	Medium

The third axis: Statistical methods and procedures Introduction: This axis describes the method and procedures used by the researcher during this study, as it includes a description of the study population, the sample, and the data collection tool, as well as the methods followed in collecting and analyzing the data using statistical methods.

Study Methodology: The researcher adopted the descriptive and analytical approach to collect, classify, and analyze the data, where she used the descriptive approach to describe the general information of the respondents by converting non-quantitative data into quantitative data that can be measured, by adopting a checklist that was used to collect data that is consistent with the study questions and objectives that were adopted, and then analyzing them using the Statistical Package for the Social Sciences (SPSS) program to reach the results and recommendations of the study.

Study Population: The study population consists of master's students in the Department of Fundamentals of Religion in the College of Sharia for the academic year: 2021/2022 AD, and their number reached (79) students according to the data that were collected through the registration department and the department, and accordingly the minimum limit for the research sample is (19) students, and it was determined using the program (select-statistics) at a significant level of (10%), and confidence limits of (90%), and the data was dumped on a simple random sample from the study population, where the number of student researches that were randomly dumped was (20) researches.

Data Collection Sources: The researcher collected and analyzed the theoretical and field data of the study based on two types of sources, namely: **Secondary sources:** These are

the data that were obtained from the library sources, such as books, scientific research, master's theses and doctoral dissertations, as well as peer-reviewed research in peer-reviewed scientific journals; in order to establish the scientific foundations and the theoretical framework for the study.

Primary sources: The researcher prepared a checklist (a set of items that were observed and examined) that covered all dimensions of the study variables, which answer the questions of the study that were built and formulated according to the purpose of the study. In order to increase the degree of reliability and validity of the data collected, she relied on the scales contained in previous studies in measuring the study variables that have proven their reliability and validity, and the data was dumped on the checklist items according to the Likert five-point scale, which is a categorical scale to determine the degree of student commitment to the research submitted on each paragraph of the study paragraphs, and this scale helps to convert the answers into quantitative data that can be statistically measured, and the study tool consisted of two parts:

- **The first part:** It is related to the demographic characteristics of the respondents to the study questions, which are: (gender and course).
- **The second part:** It is related to answering the study questions that consisted of paragraphs that express the degree of commitment of master's students in the Department of Fundamentals of Religion to the methodological requirements for preparing scientific research in light of specific criteria, and consisted of three domains:
 - The first domain:** The formal methodological requirements for preparing scientific research, and (33) paragraphs were allocated to it, distributed over (15) elements of the elements included under it.
 - The second domain:** The substantive methodological requirements for preparing scientific research, and (17) paragraphs were allocated to it, distributed over (5) elements of the elements included under it.
 - The third domain:** The personal methodological requirements of the researcher for preparing scientific research, and (12) paragraphs were allocated to it, distributed over (4) elements of the elements included under it.**Tool Measurement:** The study tool consisted of (62) paragraphs, where the researcher used the Likert scale for the five-point gradient to measure the extent of the study sample's commitment to the methodological requirements for preparing scientific research, and a low commitment score of (1), a weak commitment score of (2), a medium commitment score of (3), a high commitment score of (4), and a very high commitment score of (5) were given, by placing a mark (×) in front of the box that reflects their degree of commitment, and to evaluate the degree of commitment of master's students in the Department of Fundamentals of Religion to the methodological requirements for preparing scientific research in light of specific criteria, the researcher used the following categories: Determining the level of commitment according to the following scale: Length of the category = (upper limit of the alternative - lower limit of the alternative) / number of levels (5-1)/(3= 1.33 and thus the levels are as follows :
 - Low commitment score less than 2.34.
 - Medium commitment score from 2.34-3.67.
 - A high degree of commitment from 3.67 or more.

The statistical methods used in data analysis include the following:

1. Descriptive Statistics Measures: This was used to describe the characteristics of the study sample and answer its questions.
2. Measures of Central Tendency: This includes mean, frequencies, and percentages to describe the study sample's opinions on the study variables and to determine the

significance of the items in the reference list. It also involved calculating the standard deviation to assess the spread of responses around the mean to ensure the accuracy of the analysis.

3. Independent Samples t-test: This was used to test statistical differences based on the gender variable.

4. Analysis of Variance (ANOVA): This was employed to test specialized differences based on the course variable.

The fourth axis involves data analysis and answering the study's questions.

Introduction: This chapter presents the results of the study aimed at identifying the level of commitment of master's students in the Department of Religious Foundations to the methodological requirements for preparing scientific research, based on specific criteria. The results are presented in this chapter in accordance with the study's questions. The researcher provided a discussion of the field study's results in line with the study's questions, after processing them statistically using descriptive and quantitative statistical concepts and methods according to the study's requirements and variables.

Results of the Descriptive Analysis of Study Variables:

Table (1): Mean, Standard Deviation, and Normal Distribution Test for Methodological Requirements for Preparing Scientific Research.

Methodological Requirements	Number of Research	Mean	Standard Deviation	Degree of Compliance	Skewness	Kurtosis	Kolmogorov-Smirnov Test
Formal Requirements	20	2.732	0.567	Moderate	0.504	0.512	1.401
Substantive Requirements	20	2.522	0.362	Moderate	-0.524	0.512	0.299
Personal Requirements	20	2.404	0.552	Moderate	0.036	0.512	-0.139
Overall Requirements	20	2.610	0.422	Moderate	-0.636	0.512	-0.033

The table above shows that the requirements are close to the arithmetic mean (3) and therefore came with a moderate degree for all methodological requirements. The table also shows that the test value for torsion falls between (1.96±) and the test value for flatness falls between (3±), and that the statistical significance of the Kolmogorov-Smirnov test for normal distribution is greater than 5%, which means that the study variables follow a normal distribution. The researcher also analyzed the degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion for each requirement of the requirements, and in

light of the grades used for compliance with the methodological requirements (high, medium, low), master's students in the Department of Fundamentals of Religion can be distributed according to the degree of compliance with the methodological requirements for preparing scientific research as shown in Table (2) below.

Levels	Number of Students	Low	Medium	High	Low Percentage	Medium Percentage	High Percentage
Formal Importance Level	1	17	2	5	5%	85%	10%
Substantive Importance Level	0	20	0	0	0%	100%	0%
Personal Importance Level	3	15	2	15	15%	75%	10%
Overall Importance Level	1	19	0	0	5%	95%	0%

The table above shows that most of the master's students in the Department of Fundamentals of Religion (95%) achieved a total degree of compliance with a moderate degree, while 5% achieved a low degree of compliance, while most of the master's students in the Department of Fundamentals of Religion (85%) achieved a formal degree of compliance with a moderate degree, while 5% achieved a low degree of compliance and 5% a high degree of compliance, and all master's students in the Department of Fundamentals of Religion (100%) achieved a substantive degree of compliance with a moderate degree, while most of the master's students in the Department of Fundamentals of Religion (75%) achieved a degree of compliance according to the scientific researcher's personality with a moderate degree, while 15% achieved a low degree of compliance and 10% a high degree of compliance.

Presentation and discussion of the study results: This is done by answering its questions:

The second question: What is the degree of compliance of master's students in the Department of Fundamentals of Religion with the methodological requirements in their scientific research on the total degree of the study tool?

The third question: What is the degree of compliance of master's students in the Department of Fundamentals of Religion with the methodological requirements in their scientific research on the sub-domains of the study tool?

To answer this question, the arithmetic means and standard deviations of the estimates of the study sample members were calculated for each sub-domain of the methodological requirements related to the formal issues and the degree of compliance with them, as follows:

The first domain: The methodological requirements related to the formal issues and the degree of compliance with them.

The second domain: The methodological requirements related to the substantive issues and the degree of compliance with them
The third domain: The methodological requirements related to the scientific researcher's personality and the degree of compliance with them.

To answer the above study questions, the degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion was examined, and to achieve this goal, the researcher used descriptive statistical methods to analyze the answers to the questions that make up the methodological requirements for preparing scientific research for master's students, and the answers were given weights with the actual degree of compliance for each condition of these requirements, and the values of these weights ranged from (1-5), and Table 6 represents the degree of compliance with them, where the arithmetic mean of the degree of compliance with the main methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion was calculated together, as well as the arithmetic mean of the degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion as a whole, and calculating the standard deviation of the degree of compliance with the methodological requirements from the arithmetic mean.

Table 3: The degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion

Methodological Requirements	Mean	Standard Deviation	Relative Weight	t-value	Significance Level	Relative Importance
Formal Importance Level	2.73	0.57	54.6%	-2.11	0.048	Moderate
Substantive Importance Level	2.52	0.36	50.4%	-5.89	0.000	Moderate
Personal Importance Level	2.40	0.55	48.1%	-4.83	0.000	Moderate
Overall Importance Level	2.61	0.42	52.2%	-4.14	0.001	Moderate

From the data analysis, Table (6) shows that the average degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion reached (2.61) out of (5) degrees, and the lowest level of compliance with the methodological requirements reached (2.4) degrees, and the highest level of compliance with the methodological requirements reached (2.73) degrees.

This means that when calculating the percentage of compliance with the methodological requirements, the degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion reached 52.2%, with a standard deviation from the arithmetic mean of 0.42 and a moderate degree.

The lowest percentage of compliance was 48.1%, while the highest percentage of compliance was 54.6% with a moderate degree. This means that there is no degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion, covering all the methodological requirements for preparing scientific research, as it is clear from the table above that there is a convergence in the degree of compliance with the methodological requirements for each requirement of the methodological requirements for preparing scientific research.

It is clear that all the requirements in general are moderate and statistically significant less than 5%; therefore, the question that states: What is the degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion? The result indicates the existence of a commitment to the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion with a moderate degree.

According to the researcher's opinion, this percentage is not sufficient, and the researcher attributes this to the lack of interest from the students in applying the foundations of scientific research and its rules; due to their lack of its methods and skills, studying one course in research methods at the undergraduate level, and another at the master's level is not enough to acquire these skills, in addition to the rush in writing scientific research, most students write their research in the week before the last of the semester, and some submit their research with the final exam, and this in it is a lack of adherence to the disciplined methodology for preparing research and mastering it, not to mention the pressures they face at this stage, such as not being able to devote themselves to study, there are those who practice a certain profession to cover its costs and requirements, and there are those who confuse themselves and exhaust them by registering the equivalent of (12) hours in one semester, so they feel tight time, they submit the research on its ailments, which is a reason for not mastering what they present from the research in completion of the requirements of the courses they study.

This study agrees with the study of Bilal, where its results showed that the total of all the axes related to the reality of scientific research skills for students of Damascus University according to the estimation of faculty members indicates the existence of a medium level, and also indicates the existence of a medium level for the reality of scientific research skills for them according to the estimation of the students, and it agrees with the study of Ali also in terms of the level of research skills for master's students in the College of Education at Tishreen University from the point of view of faculty members was at a medium level. It differs from these two studies in terms of the reality of the randomly selected sample, and it also differs from them in terms of the method of collecting and examining data, as the current study adopted the checklist, while they adopted the questionnaire method.

The fourth question: Are there statistically significant differences at the level of significance ($\alpha \leq 0.5$) in the degree of compliance with the methodological requirements for preparing scientific research attributed to the independent variables: (gender, and the courses affiliated with the department)?

To answer this question above, the effect of the gender variable and the course variable on the degree of compliance with the methodological requirements for preparing scientific research was studied.

The effect of the gender variable and the course variable on the degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion:

This section of the analysis deals with testing the relationship between the gender variable and the course variable on the degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion, and to achieve this goal, the (t) test for independent samples for the gender variable was used; to measure the relationship between gender as an independent variable and between compliance with the methodological requirements for preparing scientific research as a dependent variable; and to test the extent of the existence of statistically significant differences between the degree of compliance with the methodological requirements for preparing scientific research for master's students in the Department of Fundamentals of Religion for both males and females in the study community, and also one-way variance analysis (ANOVA) to measure the differences between the degree of compliance with the methodological requirements for preparing scientific research as a dependent variable and between the independent variable represented in the course.

The question posed: Is there a difference between the methodological requirements for preparing scientific research and gender?

Test for normal distribution before conducting a t-test for independent samples

Table (4): The normal distribution test shows the methodological requirements for preparing scientific research according to gender

Test of Normal Distribution							
Gender		Kolmogorov-Smirnov Test			Shapiro-Wilk Test		
		Statistical Value	Degrees of Freedom	Significance	Statistical Value	Degrees of Freedom	Significance
Formal Requirements	Male	0.166	10	.200*	0.902	10	0.233
	Female	0.186	10	.200*	0.939	10	0.537
Substantive Requirements	Male	0.211	10	.200*	0.909	10	0.276
	Female	0.170	10	.200*	0.951	10	0.682
Personal Requirements	Male	0.174	10	.200*	0.939	10	0.537
	Female	0.130	10	.200*	0.984	10	0.982
Overall Requirements	Male	0.199	10	.200*	0.920	10	0.355
	Female	0.136	10	.200*	0.965	10	0.838

The table above shows that the data follows a normal distribution, as the statistical significance was greater than 5% for both the Kolmogorov-Smirnov and Shapiro-Wilk tests.

Table (5): The results of the independent samples t-test according to gender.

Results of Methodological Requirements for Preparing Scientific Research						
Methodological Requirements for Preparing Scientific Research	Gender	Number of Students	Mean	Standard Deviation	t-value	Statistical Significance
Formal Requirements	Male	10	2.62	0.48	-0.84	0.41
	Female	10	2.84	0.65	-0.84	0.41
Substantive Requirements	Male	10	2.57	0.37	0.61	0.55
	Female	10	2.47	0.37	0.61	0.55
Personal Requirements	Male	10	2.35	0.57	-0.43	0.67
	Female	10	2.46	0.56	-0.43	0.67
Total Requirements	Male	10	2.56	0.44	-0.54	0.59
	Female	10	2.66	0.42	-0.54	0.59

The table above shows that there is no difference between males and females in terms of their adherence to the methodological requirements for preparing scientific research, as the value of (t) for all the requirements was not statistically significant. The reason for this may be due to the unity of the scientific methodology for preparing scientific research. The methodology that students follow in writing scientific research, whether male or female is the same, in addition to the unity of the source of reception (faculty members). The students receive instructions from the professors themselves according to the nature of the courses they study, and we do not miss mentioning that the weakness in possessing the scientific skills necessary for writing scientific research is present among both males and females, albeit at varying degrees among them naturally.

The current study agrees with this result with the study of Al-Balal, and so is the case with the study of Al-Ali in terms of the absence of statistically significant differences in the level of research skills attributed to the research variables, with the difference between them and the study of Al-Ali in the nature of choosing these variables. The current study is concerned with the variable of gender and the courses affiliated with the department, while the study of Al-Ali is concerned with the variables of the department, the academic rank, and the years of experience in scientific supervision of master's theses. The question posed: Is there a difference between the methodological requirements for preparing scientific research and the course? Testing the normal distribution before performing the one-way variance test

Table 6: Normal distribution test for the methodological requirements for preparing scientific research according to the course

Normal distribution test

1694 Degree Of Commitment Of Master's Students In The Department Of Fundamentals Of Religion At The Faculty Of Sharia To The Methodological Requirements Of Preparing Scientific Research In Light Of Specific Standards

Course		Kolmogorov-Smirnov Test			Shapiro-Wilk Test		
		Statistical Value	Degrees of Freedom	Significance	Statistical Value	Degrees of Freedom	Significance
Formal Requirements	Hadith	0.228	6	.200*	0.908	6	0.426
	Advanced Studies in Fundamentals of Creed	0.209	6	.200*	0.935	6	0.617
	Contemporary Intellectual Schools	0.260	2				
	Studies in Thematic Interpretation	0.281	6	0.152	0.922	6	0.520
Substantive Requirements	Hadith	0.167	6	.200*	0.974	6	0.917
	Advanced Studies in Fundamentals of Creed	0.243	6	.200*	0.881	6	0.272
	Contemporary Intellectual Schools	0.260	2				
	Studies in Thematic Interpretation	0.246	6	.200*	0.887	6	0.304
Personal Requirements	Hadith	0.207	6	.200*	0.918	6	0.489
	Advanced Studies in Fundamentals of Creed	0.209	6	.200*	0.847	6	0.148
	Contemporary Intellectual Schools		2				
	Studies in Thematic Interpretation	0.167	6	.200*	0.982	6	0.961
Total Requirements	Hadith	0.154	6	.200*	0.985	6	0.974
	Advanced Studies in Fundamentals of Creed	0.189	6	.200*	0.966	6	0.864
	Contemporary Intellectual Schools	0.260	2				
	Studies in Thematic Interpretation	0.226	6	.200*	0.908	6	0.423

The table above shows that the data follows a normal distribution, as the statistical significance was greater than 5% for both the Kolmogorov-Smirnov and Shapiro-Wilk tests.

Table (7): Results of the one-way analysis of variance (ANOVA) according to the scientific specialization variable.

Results of the F-test for the difference between the methodological requirements for preparing scientific research and the course						
Methodological Requirements	Course	Number	Mean	Standard Deviation	F Value	Statistical Significance
Formal Requirements	Modern Studies in Creed	6	2.838	0.233	3.865	0.030
	Contemporary Intellectual Trends	6	2.551	0.463		
	Studies in Objective Exegesis	2	1.864	0.321		
	Total	20	2.732	0.567		
Substantive Requirements	Modern Studies in Creed	6	2.778	0.246	3.598	0.037
	Contemporary Intellectual Trends	6	2.361	0.144		
	Studies in Objective Exegesis	2	2.056	0.471		
	Total	20	2.522	0.362		
Personal Requirements	Modern Studies in Creed	6	2.917	0.438	7.469	0.002
	Contemporary Intellectual Trends	6	2.347	0.220		
	Studies in Objective Exegesis	2	1.500	0.000		
	Total	20	2.404	0.552		
Overall Requirements	Modern Studies in Creed	6	2.836	0.213	6.013	0.006
	Contemporary Intellectual Trends	6	2.458	0.236		
	Studies in Objective Exegesis	2	1.849	0.303		
	Total	20	2.610	0.422		

The results in the table above indicate that there are statistically significant differences for the course variable on the methodological requirements for preparing scientific research, where the statistical significance for the F value was less than 5% for all the methodological requirements for preparing scientific research, whether they were formal, substantive, personal, or total. To identify the cause of the differences, the researcher used the Scheffe post-hoc test, and Table (11) illustrates this:

Table (8): Results of the Scheffe Test to identify the direction of the differences and their significance.

Results of Scheffe's Post Hoc Comparison Test				
Methodological Requirements for Preparing Scientific Research	Course		Mean Difference	Statistical Significance
Formal Requirements	Hadith	Advanced Studies in the Fundamentals of Creed	0.29	0.77
		Contemporary Intellectual Schools	0.97	0.13
		Studies in Objective Interpretation	-0.26	0.83
	Advanced Studies in the Fundamentals of Creed	Hadith	-0.29	0.77
		Contemporary Intellectual Schools	0.69	0.39
		Studies in Objective Interpretation	-0.55	0.30
	Contemporary Intellectual Schools	Hadith	-0.97	0.13
		Advanced Studies in the Fundamentals of Creed	-0.69	0.39
		Studies in Objective Interpretation	-1.23*	0.04
	Studies in Objective Interpretation	Hadith	0.26	0.83
		Advanced Studies in the Fundamentals of Creed	0.55	0.30
		Contemporary Intellectual Schools	1.23*	0.04
Essential Requirements	Hadith	Advanced Studies in the Fundamentals of Creed	0.42	0.18

		Contemporary Intellectual Schools	0.72	0.07	
		Studies in Objective Interpretation	0.19	0.75	
	Advanced Studies in the Fundamentals of Creed	Hadith	-0.42	0.18	
		Contemporary Intellectual Schools	0.31	0.69	
		Studies in Objective Interpretation	-0.22	0.67	
	Contemporary Intellectual Schools	Hadith	-0.72	0.07	
		Advanced Studies in the Fundamentals of Creed	-0.31	0.69	
		Studies in Objective Interpretation	-0.53	0.25	
	Studies in Objective Interpretation	Hadith	-0.19	0.75	
		Advanced Studies in the Fundamentals of Creed	0.22	0.67	
		Contemporary Intellectual Schools	0.53	0.25	
Personal Requirements	Hadith	Advanced Studies in the Fundamentals of Creed	0.57	0.13	
		Contemporary Intellectual Schools	1.42*	0.00	
		Studies in Objective Interpretation	0.67	0.06	
	Advanced Studies in the Fundamentals of Creed	Hadith	-0.57	0.13	
		Contemporary Intellectual Schools	0.85	0.11	
		Studies in Objective Interpretation	0.10	0.98	
	Contemporary Intellectual Schools	Hadith	-1.42*	0.00	
		Advanced Studies in the Fundamentals of Creed	-0.85	0.11	
		Studies in Objective Interpretation	-0.75	0.18	
			Hadith	-0.67	0.06

	Studies in Objective Interpretation	Advanced Studies in the Fundamentals of Creed	-0.10	0.98
		Contemporary Intellectual Schools	0.75	0.18
General Requirements	Hadith	Advanced Studies in the Fundamentals of Creed	0.38	0.27
		Contemporary Intellectual Schools	0.99*	0.01
		Studies in Objective Interpretation	0.05	1.00
	Advanced Studies in the Fundamentals of Creed	Hadith	-0.38	0.27
		Contemporary Intellectual Schools	0.61	0.18
		Studies in Objective Interpretation	-0.33	0.38
	Contemporary Intellectual Schools	Hadith	-0.99*	0.01
		Advanced Studies in the Fundamentals of Creed	-0.61	0.18
		Studies in Objective Interpretation	-0.94*	0.02
	Studies in Objective Interpretation	Hadith	-0.05	1.00
		Advanced Studies in the Fundamentals of Creed	0.33	0.38
		Contemporary Intellectual Schools	0.94*	0.02

The table above shows that the reason for the statistically significant differences in the methodological requirements for preparing scientific research according to the course in the formal requirements is due to the difference in favor of studies in objective interpretation compared to contemporary intellectual schools by a difference of: (1.23), where the statistical significance was less than 5%, while in the requirements related to the scientific researcher's personality, the difference is in favor of the hadith by comparison with contemporary intellectual schools by a difference of: (1.42), where the statistical significance was less than 5%, and also in the general requirements, the difference is in favor of the hadith by comparison with contemporary intellectual schools by a difference of: (0.99), where the statistical significance was less than 5%, as well as a difference in favor of studies in objective interpretation compared to contemporary intellectual schools by a difference of: (0.94), where the statistical significance was less than 5%. The

researcher attributes the difference in favor of the hadith course and studies in objective interpretation to several reasons, including:

1. Lack of previous experience in the subject of the study, and therefore the inability to write in it, for the one who lacks something does not give it.
2. The students' lack of commitment to the instructions of the supervising professor and his guidance on these researches presented as a completion of the requirements of these courses, and it was verified by referring to some of the concerned professors and taking their opinions on the degree of their commitment.
3. Sometimes, one of the reasons may be giving the student priority for some courses at the expense of other courses, which may prevent him from mastering the research presented for these courses that others have submitted to him. The current study agrees with this result with the study of Al-Balal with the difference between them according to the nature of the variable, as the current study showed the existence of statistically significant differences in relation to the formal requirements, the difference in favor of studies in objective interpretation compared to contemporary intellectual schools, and the existence of statistically significant differences in relation to the general requirements and related to the scientific researcher's personality, the difference in favor of the hadith by comparison with contemporary intellectual schools, while the results of Al-Balal's study showed the existence of statistically significant differences according to the variable of the academic specialization in favor of the students of the specialization for the applied scientific colleges over the humanities colleges.

Conclusion and recommendations of the study are as follows:

First: Constructive scientific research mirrors lived reality and fills gaps in theoretical and applied studies.

Second: A skilled researcher is measured by their commitment to the methodological requirements related to their research domain, which can be categorized into three areas: formal issues, substantive issues, and the researcher's persona.

Third: A noble researcher must balance these three areas in terms of their degree of achievement in their research, ensuring that no area overshadows another.

Fourth: The procedural study conducted by the researcher revealed the level of commitment of master's students in the Department of Religious Foundations to the methodological requirements for preparing scientific research as follows:

- The commitment to methodological requirements for preparing scientific research for master's students in the Department of Religious Foundations was found to be moderate overall and at the subfield level, and this level is insufficient for this stage (master's level), which requires more attention and care from postgraduate students to elevate their research and its alignment.
- There was no difference in the commitment level to methodological requirements for preparing scientific research between male and female students. The values for all requirements were not statistically significant, either for the union of the foundations of scientific research and its methodologies, or for the union of the recipient party as faculty members.
- There were statistically significant differences for the course variable in meeting the methodological requirements for preparing scientific research, whether formal, substantive, personal, or overall. The reasons for this may be attributed to: lack of previous experience in the topic of the study, and thus the inability to write about

it, students' non-compliance with the instructions of the supervising professor for these research papers, or giving priority to some courses over others, preventing them from mastering the research submitted for these courses.

As for the main recommendations:

First: The researcher recommends the necessity to raise awareness among students, especially at the master's and doctoral levels, to give exceptional care to their scientific research, in accordance with the established principles by the Dean of Scientific Research and the relevant department.

Second: Holding intensive scientific courses and workshops on the principles of writing scientific research and their instructions by a specialized scientific faculty regularly, to train and qualify students in this field.

Third: The necessity of training the student in writing scientific research at the undergraduate level within a sound scientific framework. It is essential to assign them to write research papers as a requirement for courses studied at this level, as it is one of the most foundational stages from which the student is equipped for subsequent higher stages.

Fourth: The necessity of involving postgraduate students in specialized scientific seminars and conferences held at the university where they study or at other internal and external universities, to crystallize their understanding of scientific research, its mechanisms, and its foundations, and to enable them to possess the desired research skills.

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