

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN FORMING STUDENT SOLIDARITY BASED ON SOCIAL HORRIBLE AND HARMONY (SDN 20 BATANG-TARANG)

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Abstract

The title of this research is The Role of Islamic Religious Education Teachers in Forming Student Solidarity Based on Harmony and Social Harmony (SD Negeri 20 Batang-Tarang). The purpose of this research is to create a peaceful and peaceful teaching and learning atmosphere, teachers are obliged to instill a sense of solidarity in their students. The formation of a sense of solidarity with these students seeks to form good character and harmony between students to create a harmonious learning atmosphere and avoid various kinds of conflict. The research method that researchers use is descriptive qualitative by using data collection techniques using interviews, documentation, and observation. The results of this study explain that the role of Islamic Religious Education teachers as coaches, mentors, and motivators of solidarity among students at SDN 20 Batang-Tarang is very well documented. When making observations at school, researchers received information that the Islamic Religious Education teacher had tried his best to be able to foster and guide his students by carrying out activities that lead to solidarity between students such as group discussions. In addition, the PAI teacher also always evaluates the work of students and praises and gives awards to their students, if the student has achievements, and provides sanctions that educate if there are students who are not orderly, irresponsible, and disobey the rules when carrying out learning.

Keywords: The Role of PAI Teachers; Student Solidarity.

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INTRODUCTION

Islam teaches us to be in solidarity with each other. Solidarity is a commitment among community members to work hand in hand in helping others in need. Solidarity is also a pillar that forms the basic foundation of the social structure of Islam. Islam does not allow any member of society to experience hardship, hunger, and suffering, while others live comfortably and prosper. This is because, in Islam, every Muslim has been likened to one body.

Solidarity in Islam is divided into two, namely moral solidarity and financial solidarity. Moral solidarity is a feeling of brotherhood that is felt between a Muslim and other Muslims. The example is like rejoicing at pleasure or joy and feeling hurt if others are affected by misfortune. While financial solidarity is providing time and spending money to help each other anyone in need. The goal is to overcome the distress of fellow human beings. (Wahyu Slamet Paryadi, Retoliah, 2022)

These two types of solidarity are the basis of our faith in Allah SWT. This is one of the biggest guarantees, for the preservation and continuation of a sense of solidarity among fellow people who solely hope for the pleasure of Allah SWT. Therefore, the most appropriate place to instill solidarity values in children, apart from the family environment, is at school. (Maisuria, 2022)

School is a formal educational institution. Schools are used as a place or facility to carry out the learning or teaching-learning process by teachers and students. During the learning process, students will get various changes in behavior and attitudes, both from their knowledge and skills. This statement is by the contents of RI Law No. 20 of 2003, concerning the National Education System contained in CHAPTER 2 ARTICLE 3. (Law No. 20 of 2003 concerning the National Education System & Law No. 14 of 2005 concerning Teachers & Lecturers, nd)

The role of a teacher is needed. The role of the teacher is very important because the intermediary of the teacher in educating the nation's children will produce good quality human resources. Be it quality in the field of Science or good quality in personality. In addition, schools are places of transmission of norms, values, attitudes, and cultural transformation. (Devy Nur Pika Putri, 2022)

This statement is the opinion of W. Waller. according to W. Waller, the school can be likened to the season of virtue. Meanwhile, according to Emile Durkheim, school is a place to maintain national character. Based on the opinions of these experts, it can be concluded that the role of the teacher in educating students is very important to assist in the process of growing the knowledge of the nation's children to realize their aspirations and life expectancy optimally. (Masa et al., 2022)

There are several age levels for children to find their identity, these age levels start from kindergarten, then elementary, middle, and high school. Children of this age are still learning to socialize with their surroundings and other people. It is at this age that the basics of tolerance, compassion among others, solidarity, and respect must be strived to grow and develop into one's identity. In addition, social solidarity is also a form of moral development for students, to realize the transformation of moral and religious values. (Nantara, 2022)

This is because all of that is a foundation of Islamic values regarding the social system. Regarding solidarity and this social system, Allah has conveyed it in the Qur'an, namely in QS AL-Maidah verse 2 which reads:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَحْلُوا شَعَائِرَ اللَّهِ وَلَا الشَّهْرَ الْحَرَامَ وَلَا الْهُدْيَ وَلَا الْأَقْلَادَ وَلَا آمِينَ الْبَيْتِ الْحَرَامِ
يَبْتَغُونَ فَضْلًا مِنْ رَبِّهِمْ وَرِضْوَانًا ۚ وَإِذَا حَلَلْتُمْ فَاصْطَادُوا ۚ وَلَا يَجْرِمَنَّكُمْ شَنَاٰنُ قَوْمٍ أَنْ صَدَّوْكُمْ عَنْ
الْمَسْجِدِ الْحَرَامِ أَنْ تَعْتَدُوا ۚ وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۗ وَلَا تَعَاوَنُوا عَلَى الْإِنِّمِ

Meaning: "O you who believe, do not violate the year-year of Allah, and do not violate the honor of the forbidden months, do not (disturb) bad-ya animals, and qualia-id animals, and do not (also) disturb the people who visit the Baitullah while they are seeking grace and the pleasure of their Lord and when you have completed the pilgrimage, then it is permissible to hunt. And never let your hatred towards any people because they hinder you from the Masjidilharam, encourage you to do wrong (to them). And help you in (doing) virtue and piety, and do not help each other in committing sins and transgressions. And fear Allah, verily Allah is severe in punishment."

By the contents of the QS Al-Maidah, a way to be able to realize a teaching and learning activity that is only student-centered or commonly referred to as student-oriented requires a teacher who has techniques in managing the teaching and learning process with interesting techniques for the student. This is done to overcome problems that are often encountered by teachers in class in activating learning for students who cannot socialize with each other, and do not have solidarity with others. Meanwhile, one of the lessons in class that can be applied to increase a sense of solidarity among students is cooperative learning. This cooperative learning is learning that can encourage teachers to make their students able to socialize and care about others and can work together and be responsible in any case. (Bayinah, 2022)

To create a peaceful and peaceful teaching and learning atmosphere, teachers are obliged to instill a sense of solidarity with their students. The formation of a sense of solidarity with students is aimed at forming good character and harmony between students to create a harmonious learning atmosphere and avoid various kinds of conflict. (Saidang & Suparman, 2019)

In addition, solidarity is also a feeling or moral to fulfill a hope with principles that include responsibility, mutual care, and being able to work together. There are many ways a teacher can do to instill solidarity values in children. One of them is by taking an approach to learning. Social solidarity towards students can be fostered through the application of learning models and techniques, which allow students to work together and discuss with their friends. (Eka Wardani's daughter, 2021)

A teacher must be able to provide solidarity coaching to his students. Especially Islamic Religious Education teachers. the existence of solidarity coaching for students by PAI teachers will make changes to comfortable, peaceful school conditions so that it can support the process of teaching and learning activities in class. Not only that, but education is also an important core for obtaining good quality human resources, whose role will be very important for the Nation and the State. (Linda 2019)

PAI teachers are teachers who teach Islamic Religious Education subjects. This Islamic Religious Education subject is one of the subjects in which there are religious values that can foster a sense of solidarity with students based on social harmony and harmony. Therefore, researchers want to further investigate the role of PAI teachers in forming student solidarity values based on harmony and social harmony at SD Negeri 20 Batang-Tarang.

METHODOLOGY

Based on the title and background that the researcher has described, the research method that the researcher uses is descriptive qualitative. This research method is research that uses various procedures to get answers to the problems to be studied, by describing the state of the object or subject in the research of a person, community, or institution. Based on the facts that have been seen, the source of data used by researchers is the result of interviews that researchers have conducted with an informant from SD Negeri 20 Batang-Tarang. The informant is the school principal and PAI teacher at SD Negeri 20 Batang-Tarang. Data collection techniques that researchers use are documentation techniques, interviews, and observation. While the Data Analysis Techniques in this study used data reduction, data display, and verification. (Rizal et al., 2022)

RESULTS AND DISCUSSION

Efforts of Schools and Islamic Religious Education Teachers in Forming Student Solidarity Based on Social Harmony and Harmony

Parents who send their children to school hope that teachers can educate and nurture their children as well as possible. Parents cannot educate their children, therefore, schools are expected to be able to perfect the education of the next generation's children, so that they become good-quality human resources. In this modern era, competition between individuals or institutions is increasingly difficult, each individual is required to have extensive knowledge and insight, and

experience, to be able to overcome various problems that occur in society both in terms of religion, art, science, and social solidarity. (Afifah Nurazizah, Ajat Rukajat, 2022)

To overcome this, schools must be able to work together well to be able to make breakthroughs for the implementation of good curriculum activities, to get a perfect education. Therefore, it is very important to instill a sense of solidarity among students by holding various forms of activities that lead to the formation of solidarity within students. SD Negeri 20 Batang-Tarang offers various activities for students to participate in which can form social solidarity in them, these activities range from religious, social, and extracurricular activities. (Klemens Wedanaji, Satriyo Wibowo, 2022)

Religious Field

Muslims are rational people, and they have a place and participation that is quite real. Collective organizations led by Islamic doctrine are always balanced by individuals who have eschatological views where every action and deed of each individual is always considered on the day of judgment. Having the belief that there is an absolute substance, namely God Almighty, and having confidence in oneself that truth will lead to the existence of a very solid theoretical society.

Social cohesion is the result of people's inability to live outside their group. So he enters into a sort of social contract that is not the product of his free will, but a divinely accepted human order. Not only that, but the solidarity of other Muslims is also increasingly visible. In various places, many mosque constructions were built from the results of fundraising donated by the community. (Wahyu Slamet Paryadi, Retoliah, 2022)

Not only that, but Muslim celebration days it is also usually filled with various Islamic activities such as the Tabligh Akbar and competitions that mix with Islam. Likewise, Islamic art often triggers people's interest to participate or simply participate. Likewise in schools, activities to commemorate Islamic holidays are also welcomed by students and teachers. The purpose of holding this activity is so that students can increase their insight and knowledge in the field of religion. The religious activities implemented are as follows:

Monthly Tuition

With this Monthly Tausiah activity to increase understanding of the religion of SDN 20 Batang-Tarang students, the PAI teacher suggested that the school hold a monthly tausiah program. This tussah is in the form of a religious assembly that takes place once a month. The speakers were religious leaders from the Batang-Tarang area, Sanggau Regency. The material presented is about faith, ethics, stories, and illustrations about phenomena that occur around students. This Monthly Tausiah activity is not only attended by students, but teachers also take part in these activities, to increase religious insight. At the time of making observations, the researchers had information that the values of solidarity were very strong in religious education.

Social service

Social service is an activity that races against the community. As well as being able to train a sense of concern in individual identity towards others through activities that aim to share with people in need. (Tiarto, 2019)

which is one of the school programs implemented at SD Negeri 20 Batang-Tarang. This social service activity is carried out by students under the supervision of teachers and school principals. The purpose of holding this social service is so that students can interact directly with the surrounding community who are less fortunate and less capable than themselves. From this social service activity, children can instill a sense of care and concern for social beings and God's fellow creatures. Not only that, social service can also foster a sense of gratitude in students for all the blessings they already have. This social service activity is aimed at underprivileged communities or seniors who are below the poverty line. (Dasopang et al., 2022)

Spontaneity Fundraising

SD Negeri 20 Batang-Tarang is a school that has a plus value. This is because, even though this SDN is a public school, the religious nuances in it are quite thick. So solidarity, brotherhood, and unity are very motivating for the surrounding community. For example, if there is a disaster or any calamity to students or their parents, other students are encouraged to participate in donating in the form of taqiyah money. (Karami & Dahlan, 2022)

Infaq

Infaq is a noble deed and is an indication of the unity of the system. However, the solidarity system goes beyond providing financial support of any kind. Donations in the financial form are a form of effort and support made for charity in the concept of social solidarity in Islam. Syahid al Islam and Ustaz Sayyid Qutb stated that the system of social solidarity in Islam is complete and has elements that include Ihsan, namely good behavior. Infaq is also a reflection of a culture of social solidarity towards SD Negeri 20 Batang-Tarang students. (Mahrini et al., 2022)

Benefits of Implementing Student Solidarity in Schools

School is a formal institution that is bound by formal rules with a clear governance structure. In addition, a school is a place for children to meet their peers, socialize and learn to gain broad insights and knowledge, at school children can learn how to socialize well and learn to be creative. In the learning process also the role of a teacher is very important to be able to facilitate student learning to achieve learning goals. (Alfarisi, 2020)

Education in the school sphere is part of education in the family sphere. Education in schools is a bridge that can connect families and communities. However, education at school can never be done while at home. This is because when they are at school children will get more experience if they can socialize well, this is the basis of learning at school. Because at school children are not only taught material issues, but are also taught about how to socialize properly in society, manners, and learn to be responsible. (Dr. Ujang Syarip Hidayat, 2019)

The school has several membership structures. Each member has a special task that is carried out in the interest of the school. The membership consists of the principal, teachers, staff or TU, and students and students. If one of the school members is affected by a disaster, all school members will also feel the same pain. This is because, within a group of members, there is a high sense of solidarity.

Solidarity is the fundamental foundation of school life and business progress. Without the value of solidarity in schools, schools will not advance their business. Schools that have solidarity values such as caring, cooperation, tolerance, and cooperation can accustom students to obey rules, attend school regularly, be careful with their responsibilities, and of course avoid deviant behavior. In this way, schools can encourage their students to succeed in life. Your future progress and your knowledge will depend on the habits you develop at the age children acquire from school. Therefore, an attitude of solidarity must be instilled in students because many benefits can be claimed. (Kokka & Chao, 2020)

The need to communicate the importance of instilling solidarity in each individual is an effort to educate the behavior and thoughts, the conscience of each individual in society to create a sense of mutual respect and mutual respect for others. Therefore, the role of a teacher is not only to instill intellectual intelligence but also to instill an integral social-based moral strategy into their students. (Mufatakhah et al., 2020)

The values of goodness and truth of teachers in social education units can show the goodness and truth of human character and behavior through attitudes and actions. A teacher must be able to embody social norms in his attitudes and actions. This means that the inculcation of solidarity values in schools must come from the teacher. The teacher comes to class with all the elements of personality, religion, morality, thoughts, attitudes, and knowledge, such as the teacher's appearance, clothing, way of speaking, friendliness, psychological feelings, ideology, and understanding. Something to do with the kids, tell him. All of this is absorbed by students without

the knowledge of teachers and parents of students. Therefore, in schools where the teacher plays a major role, it is important to instill an attitude of solidarity toward students. (Annamma & Handy, 2019)

In a school community with a mixture of different ethnicities, cultures, and customs, this condition forces teachers to build harmony within the framework of religion and all religions teach their adherents to always spread love to others. The students of SD Negeri 20 Batang-Tarang come from various ethnic backgrounds, ranging from Dayak, Malay, Javanese, and Bugis tribes. However, by creating a religious school culture where differences can be avoided, they can get along and make good friends.

The Role of a PAI Teacher as a Coach and Guiding Solidarity Between Students at SD Negeri 20 Batang-Tarang

Based on observational data and interviews that have been conducted at SD Negeri 20 Batang-Tarang, PAI teachers have played a good role in guiding their students in being in solidarity with each other, being responsible, and fostering a sense of caring for one another. To increase solidarity among students, PAI teachers create learning techniques with a group discussion style as explained by Ms. Suyati, S.Pd. I am the principal and teacher of Islamic Religion at SD Negeri 20 Batang-Tarang.

Besides that, usually in class when there is an opportunity, I always teach children to unite with their friends. Because I feel they should make good friends at school, their friendship will be stronger in any way be it negative or positive depending on me, but I always point them towards positive things, inside and outside the classroom. If in your class you can increase collaboration on certain topics, such as discussions, you'll see which students can work with others. In addition, Ms. Suyati, S.Pd., explained that "she always reminds students that working together is very important. But the partnerships I'm talking about aren't negative things like cheating, changing jobs, or where students live.

For progress and unity among students to shape the personality of students who can be responsible, PAI teachers also do the same thing. Based on research results from interviews and observations examined by researchers, student accountability is carried out through various activities led by the teacher. Examples include giving homework to students and always working on class pickets which are valued as a form of student responsibility for class cleanliness. According to one of the Batang-Tarang Public Elementary School students named Avrilio said that "The teachers always provide direction and motivation for us to be responsible for example during daily tests and doing homework". Apart from that, there was also a further explanation given by Mrs. Suyati, S.Pd, he said "responsibility is important to be instilled in every individual, according to teachers at school, a student who can be responsible for carrying out his duties properly, both in individual assignments and group assignments. Therefore, we as teachers will try our best to foster and guide our students to have a sense of solidarity and tolerance and be responsible in any case, for example doing assignments well and submitting homework on time, and working together in cleaning the school environment ". (Junaedi, 2019)

The existence of development of solidarity between students has also been implemented by PAI teachers well. Based on the results of observations and interviews that the researchers conducted with informants, solidarity to achieve harmony and social harmony at SD Negeri 20 Batang-Tarang has been implemented to the fullest extent possible. The example applied by PAI teachers is giving directions to other students to assist friends in need, such as lending pencils or pens and providing material assistance to those affected by disasters or disasters.

The Role of PAI Teachers as Motivators in Guiding Solidarity Between Students at SD Negeri 20 Batang-Tarang

Based on the results of observations that have been carried out and interviews on the role of the PAI subject teacher as a driving force for social solidarity in SD Negeri 20 Batang-Tarang which has been carried out by the PAI teacher and who has shown student worksheets, both

individual and group assignments, as well as providing feedback such as praise for the correct answers that students have answered according to the teacher's questions. Mrs. Suyati, S.Pd.I said, "When I give group assignments and the results of the discussions they are doing are satisfactory, it means that they have done good cooperation during discussions, then I as a teacher will give praise in the form of applause and high marks as a form of encouragement for them so they can perform even better in the future."

In addition, based on research that has been conducted regarding the role of Islamic education teachers as motivators of solidarity between students, a teacher must also sanction students who are irresponsible and uncooperative in carrying out their duties and do not care about others. , PAI teachers scold students for not doing group work, scolding students. to talk to friends while others are studying. As said by Ibu Suyati, S.Pd, a PAI teacher: "That's a must, because when students make mistakes and we don't reprimand or punish them afterward, they make more mistakes. Because of that, we as teachers must always warn students, if the mistake is more serious, someone can also give punishment as a deterrent effect.

CONCLUSION

The role of PAI teachers as coaches, mentors, and motivators of solidarity among students at SDN 20 Batang-Tarang is very well documented. When making observations at school, the researcher received information that the PAI teacher had tried his best to be able to foster and guide his students by carrying out activities that lead to solidarity between students such as group discussions. In addition, the PAI teacher also always evaluates the work of students and praises and gives awards to their students, if the student has achievements, and provides sanctions that educate if there are students who are not orderly, irresponsible, and disobey the rules when carrying out learning.

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