

## **Between the Pre-Modern Oral Paradigm and the Modern Literacy Paradigm**

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### **Abstract**

This research aims to measure the extent to which PTIQ Jakarta University plays a role in modern literacy in the era of the visual-digital post-modern paradigm. To achieve this, the research applies a qualitative field research methodology with data collection techniques such as in-depth interviews, observations, and documentation of relevant documents to obtain specific and in-depth meanings without generalizing understanding. The research findings indicate that PTIQ Jakarta University has significant untapped potential to contribute to modern literacy in the era of the visual-digital post-modern paradigm. This potential is further enhanced by the university's ability to maintain its Islamic traditions, which is an important element in countering the negative impacts of both modern literacy and visual-digital post-modern paradigms.

**Keywords:** PTIQ Jakarta University, pre-modern oral, modern literacy, visual-digital post-modern, Islamic tradition

### **Introduction: Background of the Problem**

Bambang Sugiharto presents a paradigmatic cultural framework consisting of the pre-modern oral, modern literacy, and visual-digital post-modern. When applied to Indonesia, there is some confusion because Indonesian society has not completely moved away from the pre-modern oral paradigm, yet the world as a whole is already entering the visual-digital post-modern paradigm.

The characteristic of the pre-modern oral paradigm is irrationality, where emotions and beliefs are prioritized. On the other hand, the characteristic of the modern literacy paradigm is rationality, where issues are always approached in a discursive and conceptual manner. As for the characteristic of the visual-digital post-modern paradigm, it is a return to irrationality, where emotional desires are prioritized.

Indonesian society has never fully experienced the modern literacy paradigm and has predominantly remained within the pre-modern oral paradigm. While Indonesia has achieved a high literacy rate of over 98%, literacy alone is the minimum requirement to move away from the pre-modern oral paradigm, and there are other factors to consider. It is evident that Indonesia's literacy rate is relatively low, ranking 62 out of 70 countries.

In a struggling state within the pre-modern oral paradigm, Indonesian society is reluctantly being dragged into the visual-digital post-modern paradigm due to external circumstances. This is a critical problem because the pre-modern oral paradigm is essentially a state of backwardness, while the modern literacy paradigm represents progress, and the visual-digital post-modern paradigm is merely an extension of modern literacy.

Since Indonesian society has never fully matured within the modern literacy paradigm, the entry into the visual-digital post-modern paradigm is artificial and instrumental, carrying significant risks of becoming subjects of suffering or consumers by those who truly master the visual-digital post-modern paradigm.

One of the signs of immaturity in Indonesian society regarding the aforementioned issue is the high enthusiasm for gathering as much information as possible. This is evident through the easy dissemination of information via social media, reaching even remote areas, indicating the high level of literacy in Indonesia. Anyone may know about anything, but if they don't critically filter information, it becomes challenging to utilize it effectively for literacy development. Information is not properly processed to become useful for literacy enhancement. Instead, it is used as material for oral discussions to evoke emotions, rather than promoting literacy. That is why gossip, fake news, and hate speech spread so easily. These three elements thrive in the realm of emotions rather than knowledge.

Indonesia can indeed take pride in its culture of mutual cooperation, which forms the basis of Pancasila as the state ideology. However, the present-day sense of mutual cooperation is fragile and easily shattered by minor conflicts. The act of taking matters into one's own hands, and punishing those deemed wrong, is a clear example that has caused numerous casualties.

Since 2012, Indonesia has been experiencing a demographic bonus, resulting in a significant increase in the productive working-age population, reaching 70 percent in 2020, and projected to continue rising until 2035. This demographic dividend presents a unique advantage if managed properly but can become a catastrophe if the opposite occurs. From an economic perspective, this demographic advantage can propel Indonesia to be on par with more developed nations.

Indonesia has recognized this, and it is not surprising that the National Medium-Term Development Plan (RPJMN) 2020-2024 emphasizes the agenda of developing quality and competitive human resources. The prerequisite for achieving such human resources is the realization of healthy and intelligent individuals who are adaptive, innovative, skilled, and possess good character.

One aspect that can be expected to contribute to leveraging the demographic bonus is the field of education. Can the education sector shoulder this enormous responsibility? This research aims to provide an overview of the opportunities and challenges faced by the education sector, specifically PTIQ Jakarta University, in maturing the modern literacy paradigm to avoid getting lost in the visual-digital post-modern paradigm.

## **Theoretical Framework**

### **Identification, Scope, Problem Formulation**

Several problems have been identified to map the extent of the problem boundaries and formulate the problem statement:

1. The educational reality of PTIQ Jakarta University in the visual-digital post-modern paradigm era.
2. The challenges faced by PTIQ Jakarta University in the visual-digital post-modern paradigm era.
3. The opportunities are available to PTIQ Jakarta University in the visual-digital post-modern paradigm era.

The scope of this research problem encompasses the facts, challenges, and opportunities in education in Indonesia, specifically focusing on PTIQ Jakarta University in the visual-digital post-modern paradigm era. Based on the background, problem identification, and problem formulation, the research question for this study is: How does PTIQ Jakarta University promote modern literacy in the visual-digital post-modern paradigm era?

### Research Purpose

This research aims to measure the extent to which PTIQ Jakarta University plays a role in modern literacy in the visual-digital post-modern paradigm era. Therefore, this study intends to:

1. Understand the educational realities of PTIQ Jakarta University in the visual-digital post-modern paradigm era.
2. Understand the challenges faced by PTIQ Jakarta University in the visual-digital post-modern paradigm era.
3. Understand the opportunities available to PTIQ Jakarta University in the visual-digital post-modern paradigm era.

### Literature Review

There have been several previous studies that are relevant to this research. All of them share similarities as well as differences with this study.

No	Title	Background	Method	Gaps Analysis	Similarities and differences
1	"Challenges of Education in Indonesia in Enhancing Human Resources in the 21st Century" by Yuda Permana, Alfi Dawamtaazy, and Rohendi.	"The Role of Teachers in the 21st Century, the Information Technology Era, in Enhancing Student Learning Outcomes in the form of Communication, Collaboration, Critical Thinking, Problem Solving, Creativity, and Innovation."	Survey and Literature Review	The object of study is the role of teachers, not the role of institutions.	Similarities related to literacy culture and their solutions. Differences related to the role of teachers, not the role of institutions.

2	"Implementation of 21st Century Learning in Indonesia" by Chairunnisak.	Rapid Changes Due to Globalization and Information Technology That Pose Challenges to the Quality of Education.	Literature Review	The object of study is the competence of learners, not the role of institutions.	Similarities related to literacy culture and their solutions. Differences related to the competence of learners, not the role of institutions.
3	"Teacher Guidance in the Digitalization Era: Efforts to Improve Student Achievement by Strengthening Online Sourced Learning Materials" by Abd. Basir, Salamah, Suriagiri, Mudhiah, dan Mohammad Ahmad Bani Amer	The Digital Era and Distance Learning: Impacts on Learning Outcomes	Interview and Survey	The object of study is the role of teachers, not the role of institutions.	Similarities related to literacy culture and their solutions. Differences related to the competence of learners, not the role of institutions.

Another work is "Teacher Guidance in the Digitalization Era: Efforts to Improve Student Achievement by Strengthening Online Sourced Learning Materials" by Abd. Basir, Salamah, Suriagiri, Mudhiah, and Mohammad Ahmad Bani Amer. This article emphasizes the importance of the teacher's role in education, which has undergone a transition from face-to-face to online

learning. The online learning system is not a barrier; in fact, it can support the success of learners.

### **Relevant Concepts or Theories**

The relevant concept here belongs to Bambang Sugiharto, which is a kind of evolutionary stage of civilization divided into three: pre-modern oral, modern literacy, and post-modern visual-digital. These three stages are related to the concept of Auguste Comte, who also divided the stages of civilization into three: theological, metaphysical, and positivist.

These two concepts intersect but also have differences. The three stages of Auguste Comte, namely theological, metaphysical, and positivist, are condensed into two stages in Bambang Sugiharto's version, namely pre-modern oral (theological and metaphysical) and modern literacy (positivist). Indeed, Comte did not reach the stage of post-modern visual-digital, while Sugiharto did. That is why Sugiharto added the third stage.

### **Research Methodology**

This research is a qualitative field study utilizing data collection techniques such as in-depth interviews, observations, and documentation of relevant documents to obtain specific and profound meanings without generalizing understanding. These steps are chosen because the research aims to gain a deep understanding of the culture, not just what is written or spoken.

The research approach employed in this study is evaluative research of a case study. The individuals eligible to be interviewed are the academic community of PTIQ University, along with the documents they possess in the form of academic activities and applicable regulations within the PTIQ University environment. The purpose is to obtain a comprehensive overview that will be analyzed and evaluated subsequently.

The aspect of literacy that holds the utmost importance in this research receives a larger portion of attention in exploring how PTIQ University stimulates the literacy movement (reading and writing practices), provides a conducive academic environment (including the library), and implements a learning system that promotes literacy movement. The success or failure of PTIQ University in establishing literacy as a key factor determines whether the university can make significant contributions in the visual-digital post-modern era.

To gather important information for this research, in-depth interviews with professors, students, and university officials at various levels, including program coordinators, are necessary. These interviews aim to understand how the modern literacy paradigm is achieved as a preparation for entering the visual-digital post-modern paradigm. All the gathered data will be analyzed

within the framework of mindset, work culture, academic culture, and policies, as well as how these four elements operate cohesively in the field.

## Discussion

A preliminary observation was conducted by visiting the field to gain an initial understanding before the research process. The observation involved examining the physical buildings, facilities, and activities at PTIQ Jakarta University. This stage is important to obtain an initial glimpse of PTIQ University's readiness in terms of the modern literacy paradigm for the visual-digital post-modern era.

The results of the observation provided data that were later analyzed. It was found that PTIQ Jakarta University is an institution established to preserve the text of the Qur'an. Its establishment was triggered by the first National Qur'an Recitation Competition (*Musabaqah Tilawatil Qur'an* MTQ) held in Makassar in 1968. At that time, the Minister of Religious Affairs (1967-1971), KH. Mohammad Dahlan, proposed to President Soeharto the establishment of a formal educational institution that would cater to the community's need for scholars specializing in the field of the Qur'an, particularly in the areas competed in the *Musabaqah Tilawatil Qur'an*. These areas of expertise include *tahfizh* (memorization), *tahsin* (good recitation), and *qiraat* (modes of recitation).

*Tahfizh* refers to the effort of memorizing the Qur'an, which is currently divided into two categories at PTIQ Jakarta University: Full *Tahfizh* and Limited *Tahfizh*. Full *Tahfizh* means that students are required to memorize the entire Qur'an consisting of 30 Juz (sections) in order to obtain a Bachelor's degree. Limited *Tahfizh*, on the other hand, is also a requirement but does not cover the entire 30 Juz (sections). It focuses on specific surahs that are needed for practical purposes within the community. As a consequence, Full *Tahfizh* students at PTIQ Jakarta University are eligible to receive scholarships from the university.

*Tahsin* involves the effort of reading the Qur'an according to the rules of *tajweed* (the set of principles in reciting the Qur'an correctly, including proper pronunciation, intonation, and articulation of letters). In this case, there is no categorization because reading the Qur'an according to the rules is already an obligation. In the future, the students are projected to become *imams* (prayer leaders) in mosques and prayer rooms (*mushalla*).

*Qiraat* refers to the effort of mastering the various recitations of the Qur'an, which is studied in the field of *Qiraat*. Most other Islamic universities also teach this subject, but PTIQ Jakarta University places a special emphasis on it. This becomes a distinct advantage of the institution.

When confronted with the paradigm of civilization proposed by Bambang Sugiharto or Auguste Comte, PTIQ Jakarta University's efforts to continue teaching *tahfizh*, *tahsin*, and *qiraat* can be seen as part of pre-modern civilization because all these efforts revolve around the oral domain. It doesn't mean that PTIQ Jakarta University disregards the modern literacy paradigm, but rather the institution will never detach itself from its own traditions rooted in the Islamic faith. Therefore, PTIQ Jakarta University makes compromises to align with the modern literacy paradigm in order to keep up with the changing times.

PTIQ Jakarta University's efforts to preserve oral traditions do not stem from a stubborn adherence to the pre-modern oral paradigm, but rather from a commitment to preserving Islamic beliefs and traditions. Within Islam, the position of the Qur'an is highly significant, particularly its textual integrity. It is widely believed among Muslims that reading the Qur'an is a rewarding activity, and there are even greater rewards for memorizing it and reciting it correctly.

The modern era, which tends to overlook the sacred aspects of various matters, has had negative consequences in many respects. The nature, which was considered sacred in pre-modern times and therefore not to be disturbed, has lost its sacredness in the modern era, resulting in widespread environmental destruction in the name of progress.

PTIQ Jakarta University aims to preserve religious beliefs and ensure that the sacred aspects remain integral to human life. This is done by maintaining the oral tradition and reverence towards the Qur'an. Until this point, the preservation of oral traditions can be understood. However, without efforts to develop the modern literacy paradigm, the preservation of oral traditions may eventually be abandoned by civilization. Therefore, PTIQ Jakarta University must find a formula to balance the preservation of oral traditions with the development of the modern literacy paradigm.

The pre-modern oral paradigm does not conflict with the modern literacy paradigm in the intellectual realm of PTIQ Jakarta University. Both can coexist, but it must be acknowledged that PTIQ Jakarta University still leans heavily towards the pre-modern oral tradition compared to the modern literacy paradigm.

PTIQ Jakarta University needs to emphasize the essence of the modern literacy paradigm in every Qur'anic study. *Ulum al-Qur'an* (the Sciences of the Qur'an) is already familiar within the curriculum of PTIQ Jakarta University, but that alone is not enough. There is a need to develop other disciplines, such as the humanities, and then integrate these studies with the study of the Qur'an. The establishment of PTIQ University as an institution is a concrete step in this regard.

### **Conclusion and Closing**

PTIQ Jakarta University has significant untapped potential to play a role in modern literacy in the visual-digital post-modern paradigm. This potential, coupled with the university's ability to preserve Islamic traditions, positions it to mitigate the negative impacts of both the modern literacy paradigm and the visual-digital post-modern paradigm.

This study has only scratched the surface of preserving Islamic traditions by highlighting PTIQ Jakarta University's ability to maintain the Qur'anic text through *tahfizh*, *tahsin*, and *qiraat*. However, it is important to note that Islamic tradition encompasses more than just these aspects. Therefore, there is still room for further studies, particularly in understanding how Islam manifests in the visual-digital post-modern era.

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