

Indonesia's Communication Study Paradigm: A Preliminary Study

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Abstract—The paradigm, the foundation and fundamental of science has been examined by scholars since the earliest period, also in communication studies. Referring to some authors, it is part of typologies that necessary to encompass when talking about scientific discipline particularly communication. However, the historical root of the studies is unavoidable evidences has significantly influenced the studies in world including Asian. Some authors have articulated their views regarding to the paradigm and its trivial in the discourse from the need for the studies until the theoretical perspectives and others. Nevertheless, Indonesia as one of the crucial countries in Asia apparently has not been studied widely and intensely. This paper tries to find how Indonesia's paradigm of communication studies that occurred and have extended until nowadays, by tracing into many academic practices, in research papers that published through journals, books and educational institutions. Indonesian communication professor[s] as the figure[s] of the discipline considered as the authoritative sources to draw the discipline. Some [public] documents also show the empirical practice related to this matter. Finally, based on the data there are some conclusions designate that Indonesia paradigm of communication studies has been influenced by the Europe and US thought and tradition following the historical roots of the scholars who have studied in US, Europe, and Australia colleges. One of the perspectives about Indonesia's communication theory is namely archipelago communication as part of Indonesian paradigm of communication study.

Keywords: *communication studies paradigm, Indigenous practices, Indonesia, discourse.*

Abstrak—Paradigma, fondasi dan dasar ilmu pengetahuan telah dikaji oleh para sarjana sejak masa-masa awal pengembangan ilmu pengetahuan, termasuk dalam kajian ilmu komunikasi. Merujuk beberapa penulis, paradigma adalah bagian penting dalam pengembangan ilmu pengetahuan terutama komunikasi. Melihat akar sejarahnya hal tersebut memang tidak dapat dihindari sebagai sesuatu yang penting bagi studi-studi di dunia termasuk di Asia (Indonesia). Beberapa penulis mengartikulasikan pandangan mereka tentang paradigma. Sayangnya, meskipun Indonesia merupakan negara penting di Asia kajian tersebut sepertinya belum banyak disinggung atau dibahas padahal merupakan hal mendasar dan esensial. Artikel ini berusaha menemukan bagaimana paradigma studi komunikasi yang ada dan berkembang hingga saat ini dengan menjejak berbagai praktik akademis dalam penelitian yang terpublikasi melalui jurnal, buku-buku dan institusi pendidikan. Beberapa profesor komunikasi Indonesia sebagai figur otoritatif menjadi dasar dalam menggambarkannya. Beberapa dokumen publik juga menjadi bagian dari sumber empiris penelitian ini. Kesimpulannya, berdasarkan data didapatkan bahwa paradigma studi-studi komunikasi di Indonesia hingga hari ini masih dipengaruhi oleh pikiran negara Eropa dan Amerika. Pandangan global dan lokal mengikuti akar sejarah para sarjana atau ilmuwan komunikasi Indonesia yang belajar di Universitas-universitas Amerika, Eropa, dan Australia, meskipun proses pembangunan studi komunikasi masih dalam eksplorasi di Indonesia hingga saat ini. Satu perspektif temuan penting penelitian ini adalah teori komunikasi khas Indonesia disebut *archipelago communication*.

Kata Kunci: *paradigma studi komunikasi, praktik indigenus, wacana Indonesia..*

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A. Introduction

Paradigm is one of the most crucial things that has been discussed and examined by many authors and scholars, mainly in methodology and theory hand books or scientific articles or scientific sources. The discussion about this term being interesting and as if never meeting the end even the current point brings us to the mature results of this theme or subject in line with some authors and researchers¹. Hidayat in 2003 said that the paradigm not only support or direct the researcher and thinker to do scientific bustle, it gives the way how to think, to choose the theoretical framework, the method or technical facets, it also provides the rule to the reader or others who really want to test or examine the result of scientific, the research in this context².

The rule of scientific named as goodness criteria, that pose or bring the researcher and reader on the same and relevant stage to evaluate and give the final value of the work. Therefore, each work will be considered wisely and accordingly based on each paradigm. The positivism and post-positivism research will be evaluated on paradigm goodness criteria as valid, reliable and objective. And non-positivism –constructivism, constructionism, and critical- will view and evaluate or gauge based on each goodness criteria. However, Patton (2002) promoted other goodness criteria³. Other authors have or offer other view, for example see below figure (Fig.1) about qualitative research as a part of interesting dialogue of this matter or terrain.

Besides, there are various views in taking the understanding and position regarding the ultimate norms and value that imply extremely researcher or scientist from the general thing up to details – such technical aspects as collecting data, structuring and organizing the data, and so forth. As the well-known notion about paradigm, that it consists of norms and

basic assumptions that guard and direct researcher or scientists or praxis in doing all things from the abstract level and scope to the concrete or technical level in producing knowledge and end results.

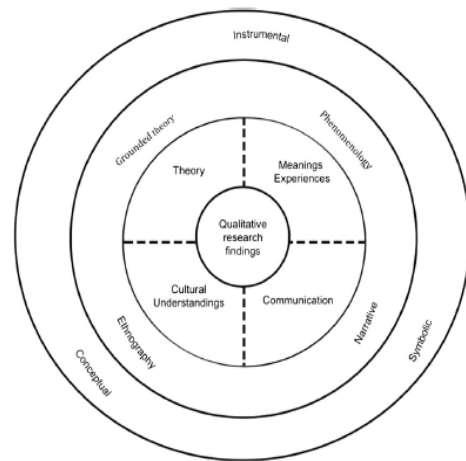


Fig. 1. Framework for using qualitative research findings (after Igo, 2011; with permission).

Talking about paradigm it will take along our thought to the some recognized-figures. One of the most popular authors about this subject is Thomas Kuhn (1962)⁴. He is well-known as the central figure of this subject discourse. Several or may be many books and articles refer to him (his fundamental notion) when discuss about paradigm (the ultimate principles). Many books about research methodology take this subject as the part of the discussion and discourse. Also in some books of theory, for example the book of communication theory in the early of its part or chapter explain and examine about paradigm to show how about the landscape and the general position or mapping of the theory according to this ultimate principle, the meta-theory come into this discussion also, see for instance Littlejohn and colleagues' or Griffin and associates' communication book theory. It could be interpreted that they considered that the theory departing from the ultimate principle namely paradigm. The paradigm at least would be extracted into four

¹ Patricia A. Curtin, "Public Relations and Philosophy: Parsing Paradigms", *Public Relations Inquiry*, 1.31 (2011) <<https://doi.org/DOI:10.1177/2046147X11422150>>; Oyvind. Ihlen, Betteke van. Ruler, and Magnus. (Eds.) Fredriksson, *Public Relations and Social Theory: Key Figures and Concepts* (New York & London: Routledge, 2009).

² Dedy N Hidayat, "Meluruskan Dikotomi Penelitian Kualitatif – Kuantitatif", *Jurnal Penelitian Ilmu Komunikasi, Thesis*, v.3 (2006), 133–40.

³ Michael Q. Patton, *Qualitative Research and Evaluation Methods*, 3rd edn (Thousand Oaks, CA: Sage Publications, 2002).

⁴ Egon G. (Ed.) Guba, *The Paradigm Dialogue* (Newbury Park: Sage Publications, 1990); Norman K. Denzin and Yvonna S. (Eds.) Lincoln, *The Sage Handbook of Qualitative Research*, Fifth (Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE, 2018); Ihlen, Ruler, and Fredriksson; Arista Wardani, 'Strategi Komunikasi Pelatihan Public Speaking Course Dalam Membangun Kepercayaan Diri (Studi Kasus Pada Mentee Kalangan Remaja Di Bicarapede Academy)' (UIN Syarif Hidayatullah, 2023).

essential parts are ontology, epistemology, methodology, and axiology.

Guba (1990) had documented the dialog about this topic. Denzin & Lincoln (2018 also in some previous editions) also could be recognized as the authors who have concerned to this abstract topic. Mentioning some authors of research methodology references can be listed as the related evidences to this dialogue: besides the mentioned authors are Burrell and Morgan (1979), Creswell (2018), Jensen (2021), Neuman (2014), Bertrand & Hughes (2005), Wang (2011, 2014), Vlăduțescu (2013), Kivunja and Kuyini (2017), Schwandt (2001), Salim (2001), Salam (2011), Hidayat (2002, 2006), and many others. The Authors discuss this fundamental aspect in scientific community through some channels and/or publications. They come from around the world with the same focus with multiple assumptions and thought.

In communication science, as a field of study that has established increasingly after World War II according to some records the paradigm also has been considered as the key subjects as the fundamentals of the course⁵. Looking at some handbooks or references of communication theory as already mentioned in previous, we can find also how the paradigm is placed in the subject, for examples, in Miller's book (2005), West and Turner⁶, Griffin, Ledbetter, and Sparks⁷ (2015, 2019), Littlejohn's and his colleagues' communication books (2017)⁸, and others.

There are some, if do not want to say many, ways to describe and explain about communication as the scientific terrain. Littlejohn and associates (2017) get

it into the framework embody four typologies are Burrell and Morgan's paradigms, Stanley Deetz's discourse, John Power's tiers, and Robert Craig's traditions. Other authors' have different ways to talk about this discipline (communication)⁹.

Otherwise, several scholars in particular Asian Scholars have promoted the significant agenda of communication study designated to put Asian's perspective as the central proposal (Dissanayake, 1988, 1993)¹⁰. Littlejohn enhanced and suggested this extending subject study to west and east perspectives (2002:4-5; Mulyana, 2012). While, Kriyantono (2014/2017) has extended the ideas come into Public Relations study as the branch of communication course¹¹.

Communication as the science and practice has its scope and tradition also triviality distinguished from other disciplines¹². Communication as the subject of study was popularized and architected by Schramm in US¹³. He tailored communication as the field of study not only as the peripheral thing in science discourse and work. His agenda succeed the communication study in some top US universities: Michigan, Stanford, Illinois, Iowa, Wisconsin, and Minnesota¹⁴.

Some Asian's perspectives such as Japan, India, China, religion (Islam, Hindu) proposed their lens in triggering next study about communication (Dissanayake, 1993)¹⁵. However, Indonesia, one of the Asian countries that might be placed as one of the significant agents or country in perpetuating the western heritage in this study almost have never been touched in international study by scholars. Though the population and communication study has

⁵ Everett Rogers, *A History of Communication Study: A Biographical Approach* (New York: The Free Press, 1997); Stephen W. Littlejohn, Karen A. Foss, and John G. Oetzel, *Theories of Human Communication, Eleventh Edition, Waveland Press, Inc.*, 2017, LIII; Kenneth K. Sereno and C David Mortensen, *Foundations of Communication Theory* (New York & London: Harper & Row, Publishers, 1970).

⁶ Richard West and Lynn H. Turner, *Introducing Communication Theory. Analysis and Application. Fourth Edition - McGraw-Hill* (2010), *Introducing Communication Theory*, 2018, iv.

⁷ Glenn Griffin, Em.; Ledbetter, Andrew., Sparks, *A First Look at Communication Theory*, Tenth (New York: McGraw-Hill Education, 2019).

⁸ Stephen W. Littlejohn, Foss, and Oetzel, LIII.

⁹ Stephen W. Littlejohn, Foss, and Oetzel, LIII; Craig J. Giersler, Markus; Thompson, 'A Tutorial In Consumer Research:

Process Theorization in Cultural Consumer Reserch', *Journal of Consumer Research Advance Access Published*, 22, 2016, 1-51; Robert T. Craig and Heidi L Muller, *Theorizing Communication: Readings Across Traditions* (Los Angeles, London, New Delhi, Singapore, Washington DC: Sage Publications, 2007).

¹⁰ Wimal. (Ed.). Dissanayake, *Communication Theory: The Asian Perspective.*, Second (Singapore: AMIC (The Asian Mass Communication Research and Information Centre), 1993).

¹¹ Rachmat Kriyantono, *Teori-Teori Public Relations Perspektif Barat Dan Lokal: Aplikasi Penelitian Dan Praktik* (Jakarta: Kencana).

¹² Lea P Ruben, Brent D., & Stewart, *Communication and Human Behavior*, 5th edn (Boston: Pearson, 2006).

¹³ Rogers.

¹⁴ Rogers.

¹⁵ Dissanayake.

significantly established and grew since not less than few decades. It seems also in line in with the industry and social vibrant, in Indonesia and around the globe.

Accordingly, many Asian students including Indonesia take communication study at US, UK (European), Australia (Western Universities), and after graduated the study they come back to home countries then spreading the course in several colleges in Indonesia¹⁶.

In the end, the learning results learned by and from the west were brought back to Indonesia. This is sometimes the subject of in-depth discussions between communication scholars in Indonesia. The differences in understanding of communication figures from the west and Indonesia and Asia can certainly inter-connected or interrelated so that there are interactive communication patterns built in the area. And looking at what has developed in several decades, globally and locally, the necessary situation which encourages Indonesia's communication scholars to construct the developing and establishing indigenous communication theory to answer not only scientific problem but also to make sure our scientific contribution more appropriate and optimal as social and practice need nowadays.

After doing perusal on the related references in multiple channels and forms that describe above this research paper tries to find empirically about "how Indonesia's paradigm of communication studies occurs and to what extends it goes until nowadays?"

Looking at the communication as a discipline: Which is the best way?

According to some methodological sources (handbook and scientific article) of the paradigm, at least it can be categorized into two polar are positivism/post-positivism and non-positivism. Even non positivism can be broken into five or four variants or group: constructivism, constructionism, critical theory, post-modern¹⁷.

Other perspectives put paradigm into four paradigms: radical humanist, radical structuralist, interpretive, functionalist (Littlejohn, Foss, & Oetzel, 2017). A little difference view by Griffin, Ledbetter, and Sparks (2019), also Croucher & Cronn-Mills (2015, 2019) that group it into three groups.

Neuman (2014) divided the paradigm into three paradigms, are positivist social science (PSS), Interpretive Social Science (ISS), and Critical Social Science (CSS) even there are Feminist and postmodern research. The last two are seemingly come into critical social science referring to her¹⁸.

Briefly conclude, they are similarity or meeting points and slightly distinction assumption between scholars or authors' methodology books about the paradigm in scientific terrain. Besides the paradigm that issues the philosophical aspects of science, there are perspectives that in line with Dissanayake and others (1993) who considered that needs to be proposed to develop communication study. It fits and meets the point with Littlejohn (2002) and others who argue that we need to extend the communication study to make the study more mature and well-developed, unless it is not an easy to do, primarily to imply and embody in research activities.

Theory based on local values or lens is the main target to develop the communication study. So that, how about communication theory as part of paradigm study stuff is in Indonesia according to the background?

Building the theory: Is there any indigenous theory?

According to some authors that theory is the construction of interrelation concepts that giving the explanation about what, how and why the phenomena exist in the world. McQuail (2000)¹⁹, Littlejohn (2002), Littlejohn and colleagues (2017)²⁰ and others pigeonhole into some categories as

¹⁶ Kompas, *Manusia Komunikasi, Komunikasi Manusia* (Jakarta: Kompas, 2008); Hermin Indah Wahyuni, 'Komunikasi Autopoiesis Sebagai Energi Adaptasi System Social: Respon, Resonansi, (r)Evolusi' (Yogyakarta: Universitas Gadjah Mada, 2021).

¹⁷ W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches, Teaching Sociology* (Pearson Education Limited, 2014)

<<https://doi.org/10.2307/3211488>>; Denzin and Lincoln; Dedy N Hidayat, "Metodologi Penelitian Dalam Sebuah "Multi-Paradigm Science", *Mediator*, 3.3 (2002), 197–208; Hidayat, "Meluruskan Dikotomi Penelitian Kualitatif – Kuantitatif"; Guba.

¹⁸ Neuman.

¹⁹ Denis McQuail, *McQuail's Mass Communication Theory* (London & New York: SAGE, 2000).

²⁰ Stephen W. Littlejohn, Foss, and Oetzel, LIII.

personal theory, academic or scientific theory, and others. Simply understanding, that theory helps us to mapping the current, past, and future circumstance. Griffin and associates (2015, 2019) suggest that theory as the scientific guess or speculation²¹. Over all theory has, at least, core elements are concept and proposition, simply. Littlejohn and colleagues propose four elements or components are philosophical assumptions or basic beliefs, the concepts, explanations and principles. Other authors as Neuman has others explanations about theory²². However, they have the meeting points about theory, that theory, in particular academic or scientific theory, is the way to give us the favour in facing the phenomenon more systematic and ready to be criticized by looking the empirical evidence factually. Theory is the general view that help us to understand about stuff and it categorized according to the discipline.

Communication discipline as other disciplines also tracking or imply the same standards, procedures and all things that have been consensus in academic community. Moreover, communication as the foci concept of the discipline, according to Dance there are so many definitions of communication have promoted and proposed by authors and theorists. It depends on the discipline that defines this term. According to anthropology communication is culture, for social psychologists communication is the relationships between individual and group activity. Referring to physical science communication defined or represented as cybernetics or general system explanation (Serenio & Mortensen, 1970; Littlejohn, Foss, & Oetzel, 2017). Serenio and Mortensen at least provided five various explanations about it that can assist to study communication are looking at perspectives based on psychological theory, general system theory, decoding-encoding (transactional view), interaction, and social context. Slightly differ with West and Turner (2018). Regarding Littlejohn, Foss, and Oetzel (2017) that to understand and comprehend well this discipline can take some fashion, but they

set four typologies that need to be deliberated by the learner or who concern to communication study are paradigms, discourse, tiers, and traditions²³. Miller (2005) promoted other elucidation that differ from the previous authors even there are also the meeting point of views: as the meta-theory or philosophical view, traditions come into the similar things or hallmarks. Each author has the unique and general way in grasping the things those needs to be attended by reader generally.

One of the similar views that we can find in most authors are the approach or paradigm precisely about how the theory (communication theory) constructed and implemented into the factual condition. It usually known as empirical level, whereas the concepts and theory face the reality or social or personal or contextual reality. At least there are two views, objective and subjective. More elaboration in this level, we can find in paradigm that prevalent in some works. There are authors that grouping the paradigm into three groups are positivism, constructivism or interpretivism, and critical theory that post-modern and feminism come into the group (see Croucher & Cronn-Mills, 2015, 2019; Neuman, 2014, Hidayat, 2002, 2006; Littlejohn, 2002; Littlejohn, Foss, & Oetzel, 2017; Griffin, Ledbetter, & Sparks, 2015, 2019)²⁴.

The core question of this sub-part is how to build communication theory? Before we come into the next important description or discussion is about the relation of theory and paradigm, predominantly in communication study. Looking back to many references that focus on the subject that theory building process can take two approach of thinking simply, deductive-approach and inductive approach. As mentioned in previous that theory is built by concepts and the definition of each concept (constructs) also variable(s), assumptions and propositions or description or statement(s) and explanation of the interrelations of each element that

²¹ Griffin, Em.; Ledbetter, Andrew., Sparks.

²² Neuman, pp. 56–88.

²³ Stephen W. Littlejohn, Foss, and Oetzel, LIII; Serenio and Mortensen.

²⁴ Stephen M Croucher and Daniel Cronn-Mills, *Understanding Communication Research Methods: A Theoretical*

and Practical Approach, Second (New York & London: Routledge, 2019); Neuman; Stephen W. Littlejohn, Foss, and Oetzel, LIII; Griffin, Em.; Ledbetter, Andrew., Sparks; Stephen M Croucher and Daniel Cronn-Mills, *Understanding Communication, Understanding Communication*, First (New York & London: Routledge, 2015) <<https://doi.org/10.4324/9781315670508>>.

figure the theory or the linkages, generally and specifically.

Shoemaker, Tankard, and Lasorsa (2004) stated that theory that will be constructed has to be good, solid, and valid even it is an ongoing process²⁵. The theory must be able to evaluate to get the maturity, and the evaluation including some aspects as rationality and measurement²⁶. They can be traced through the usefulness of theory, a major purpose or statement must be condensed or clearly understood, applicable, measureable, test-able, heuristic and aesthetic. Similar with other author as Littlejohn and colleagues (2017) also Griffin and associates (2019) who represent some metaphor to the term of theory – nets, maps, lens- categorized the good theory is according to the approaches. For scientific theory the evaluation embodied through these criteria: the prediction of future, explanation of data, relative simplicity, testable hypothesis, practical utility, and quantitative research or measurement. Another one, interpretive theory, the clarification of values, understanding of people, aesthetic appeal, community of agreement, reform of society, qualitative research or gauge aspects. The scientific theory identic or dominant follows the positivism paradigm and the other come into interpretive paradigm. So, how about other paradigm as critical theory, constructivism, social constructionism, and others? Do they encompass interpretive theory? The answer is not as simple as that, because they have some distinguishes features that not only differ each other, even on the opposite side and view. The critical epistemology and auxiliology/value is on the difference side with constructivism and social constructionism. And critical theory that can be thought as the umbrella of feminism and post-modern paradigm has a little variance (Neuman, 2014)²⁷.

Likewise, in this research context, deductive-approach usually embody hypothesis in constructing the theory. In many references we can find and discover akin steps to this building phase theory. On the other sides, inductive-approach as if deliberate fit with eastern logic and theory. While, this can bring

us to the false elucidation cause of this premature banal conclusion, because eastern or east countries have many details that could be suited or accorded with positivism that dominantly research using quantitative approach. And the category of eastern countries should be delved carefully regarding the values and the logic. For instance, Indonesia has similar and unlike values with other eastern countries. The historical background and national orientation are the piece of some characteristics that affect this situation. Beside, race, ethnic, and other social things including geographical position contribute to the consideration.

However, some works related to this, appropriate to be reviewed systematically in order to support and help us to understand about the way of Indonesia's communication study paradigm as the point of departure. And the perspective of Eastern bellow can bring us to check all points to lookup Indonesia's perspective encounter the social and other fact in reality (see table 1).

Table 1. Western and Eastern Approach Comparison

Element	Perspective	
	Western	Eastern
Self	Emphasize on individualism, individual considered, individual active in achieving personal goal(s)	Emphasize on responsibility between individual and social level or context. Communication is considered as planned or intentional activity also as the natural consequence(s) of event
Nature	Focus on environmental or natural control	Focus on harmonization with environment or social or ecological aspects
Space & Time	The world is categorized or separated: western as the central, others only as the supporting or	The world is a single unit, each is interrelated and interconnected with others. Tend to focus on

²⁵ Dominic L. Shoemaker, Pamela J.; Tankard, Jr., James William.; and Lasorsa, *How to Build Social Science Theories* (Thousand Oaks, London, New Delhi: Sage Publications, 2004).

²⁶ Shoemaker, Pamela J.; Tankard, Jr., James William.; and Lasorsa.

²⁷ Neuman.

Element	Perspective	
	Western	Eastern
	peripheral. Focus on measurement of each part (partial focus) and limited or determinant factor	wholeness and unity
	Bounded time: the period or time is certain and defined specifically	Infinite time: the period or time is infinitive
Knowledge	Atomism: all is not separable, deductive-approach. Domination appear of facilitate through language	Theory is constructed from a system including axiology or values, epistemology (knowledge), ontology (meta-physic). Meaning is inductive and context or culture-based.
Personal relations	Relation emerges or encompasses between and among two or more individuals	Relation is complex, it interrelation of social role, status, and power.

Source: Quoted by Kriyantono (2014:352) from Gunaratne (2009) and Littlejohn & Foss (1999), Littlejohn (2002).

Additionally, some authors as Dissanayake, Lawrence Davis, Neville Jayaweera, Usha Vyasulu Reddi, Chung Ying Cheng, Kwok-Kan Tam, Leonard L. Chu, Linda C. Ehrlich and Naomi Tonooka, Muneo Jay Yhoshikawa, Imtiaz Hasnain, Majid Tehranian, and Godwin Chu have strived to describe how eastern perspective on communication scientific discipline that published by AMIC (Dissanayake, 1993)²⁸. Other authors also supply their thought through other publications channel (book) as Zhaoyang (Sharon) Mei (2017) specifically about Asian paradigm of communication studies that try to portray the shift of central paradigm in communication. The name or term that promoted here is Asia-centric paradigm²⁹. Her works

²⁸ Dissanayake.

²⁹ Josiane. Cauquelin, Paul. Lim, and Mayer-König. *Asian Values: Encounter with Diversity*, Paperback (Richmond, Surrey: The European Institute for Asian Studies, 2000).

interrelated with Miike (2002) who attempted to clarify about that, Asia-centric paradigm, including some related illumination based on the assumption of theoretical perspective indigenous to Asia, the philosophical assumption of that, and the discussion of possibilities and challenges to theorize culture and communication from the Asian context³⁰.

Here, we can find that Indonesia with the geographical position and social or ecological sides also the heritage historical features that involving many race, ethnic, and cultures potentials construct or build indigenous perspective and theory of communication in many levels and contexts. For example, the third-effect personal communication really has the significant effect in many Indonesia culture. In politic, we can find that third person stance the significant or important role. Also, in traditional or cultural practices such as marriage process (propose process: the introduction and correlating between the families of bride and groom, wedding party, and others) in almost Indonesian ethnic in involving third person as the determiner of agent in the process.

In communication reference it relevant with some level or context view, as intercultural communication and other related theories. According to the communication theory and science literature, we have not yet found the theory of third-effect person in communication culture or intercultural communication texts because the theory is coming from effect tradition handbook or mass communication tradition theory and research (Littlejohn, Foss, and Oetzel, 2017; Griffin, Ledbetter, and Sparks, 2019; Bryant & Zillman, 2002)³¹. It also seems related or slightly pertinent with diffusion of innovation theory, but the case is very different. But according Nicola J. Petty, Oliver P. Thomson, Graham Stew paradigm and methodology and method could be traced as following table 2:

³⁰ Yoshitaka Miike, ““Theorizing Culture and Communication in the Asian Context: An Assumptive Foundation””, *Intercultural Communication Studies*, XI.1 (2002), 1–21.

³¹ Stephen W. Littlejohn, Foss, and Oetzel, LIII.

Table 2
Five commonly used methodologies and their variants.

Methodology	Positivist/Postpositivist	Interpretivist
Case study	Yin (2009)	Stake (1995)
Grounded theory (GT)	Glaser and Strauss (1967)	Strauss and Corbin (1998) Constructivist Charmaz (2006)
Ethnography	Realist ethnography Hammersley and Atkinson (1995)	Performance (McCall, 2000)
Phenomenology	Transcendental or psychological phenomenology (Moustakis, 1994)	Hermeneutical phenomenology (Van Manen, 1990)
Narrative	(Elliott, 2005)	(Elliott, 2005)

B. Research Method

This research article was based on constructivist paradigm that embody with mixed-data, qualitative and quantitative data. Ontologically the constructivism sees the reality as the multiple-reality. It is a relative reality, depends on context and other related aspects such social, politic, culture-based, and so on. Epistemologically this research factually the researchers try to reflect what the authors describe and tell about the reality, in this research is about their conjecture, idea, thought on communication paradigm and related-topics. Epistemology is bringing us to the relationship between the object/subject of study and the knower or seeker of knowledge (a continuum of closed or distanced).

To find the empirical evidences, this research collected the data by using document analysis and interview with some scholars, especially communication professors and authors of article or books in communication theory and methodology. This is the relevant data according to the paradigm assumptions: ontology (assumption about the nature of reality), epistemology (assumption of scientist and knowledgable or the object of science: the distance), axiology (the value or the norms of science: what for), and methodology (are methods of collecting data, analysis, interpretation, evaluation of research quality).

The data are quantitative and qualitative. Referring to the collecting data techniques above, the results or forms of the data that will be analyzed and displayed to describe the empirical evidence related to the research focus, communication paradigm and related topics.

Communication professors as the significant, authoritative and credible sources of this research (communication study/science) was approached, promoted, and asked to explain about communication study in Indonesia. Based on their knowledge horizons and experiences the real and actual circumstance about Indonesia's communication study from paradigm until the related details mundane can be explored and reconnoitered. There are a number of Indonesia communication professors, specifically are sixteen Indonesia communication professors (M. Alwi Dahlan, Hafied Cangara, Billy K. Sarwono, Deddy Mulyana, Alo Liliweri, Ibnu Hamad, Andi Faisal Bakti, Sunarto, Shihabudin, Gati Gayatri, Asep S Muhtadi, Rajab Ritonga, Isna, Anwar Arifin, Engkus Kuswarno, Hermin Indah Wahyuni) are investigated (approached, interviewed, explored, queried, observed, and reced). Additionally, some Indonesia communication scholars' also searched, collected, and perused as the research data to portray Indonesia's communication study. It serves as triangulation data and techniques in this research³². Some gave the responses and others until this research take the conclusion have not yet answered the questions that enquired by researchers. The interview through media as social media application and video conference, namely in this research is zoom room as the technology used by researchers. It takes into account the convenient manner according to the professors as the primary sources of the research in describing the communication and its paradigm, including in Indonesia and global context of disciplines of study.

Other method used in this research is all public documents that relevant with this research focus, such as [hand]books, syllabus of communication study in Indonesia, articles in journal that accessible by public, and others. Including several paper works that produced by students, lecturers, academician,

³² Denzin and Lincoln, pp. 777-99; Neuman.

and who others have given his/her concern to communication studies. Those documents searched by researcher based on the search engine.

C. Results

What and how Indonesia's communication study paradigm?

After looking at the collected-data this research found some findings as follows description. The academic backgrounds of communication scholars in Indonesia seem until today perpetuate the universities where they graduated or took the study (US, UK, Australia recognized as the dominant root that influence Indonesia's scholars and college communication paradigm). The level of study, such as undergraduate or bachelor degree, master degree, and doctorate look have each dominant paradigm that have been implemented in the final assignment when the student is going to graduate. And also, several universities, private and state university, each of them has its own tradition even it still could be taken the foremost paradigm used by them.

The pieces of evidences are considered accordingly as the paradigm understanding that have been taught in many colleges, state and private university are the materials they have brought from the western universities. This finding fact as what told by informants in this research, that notably considered as communication professors in Indonesia. For example, BSK said when we are talking about communication science paradigm as well-known in many research methodology, social science also communication science or communication research methodology books or handbooks that the paradigm of science including communication are positivism, post-positivism, interpretive or non-positivism constructivism, constructionism, critical theory. What the informant said is in line with most informants' told except one informant (AFB) that painstaking according to what

establishing in Europe countries or colleagues and North America that the paradigm should be developed by scholars around the globe to bring communication science acquire and mature in future, predominantly in Indonesia that can maximize the contribution to enlarge and enhance communication science, theoretically and research. He said, besides the well-known paradigm we have to be open to the developing discipline including about the paradigm, even he does not repute or refuse these paradigm (positivism and non-positivism) that had started discussed by Guba (1990), Kuhn as one of central figures of this subjects and then continue exercise and examined by many authors.

Looking up the data we can check this continuous discussion that the paradigm in particular communication study paradigm is still in line with the published-works in social and communication research methodology [hand] books that being the primary references in communication theory and research courses until today. And what AFB told in the current and future view as if not as the contradictive or juxtaposition argument with the most understanding about paradigm of study encompasses communication study in Indonesia or around globe. It is relevant with Jensen³³ and Neuman (2002, 2014)³⁴ who have argued that social communication and social science paradigm has taken the trajectory in improving the discipline and still carriage the development and redevelopment of the discipline accordingly the level and context³⁵.

Furthermore, there are two familiar and famous in research method that according to several authors, scholars, and scientists as the inquirer still in a hot debate and earlier researchers come into the pitfall if we do not want to say as the mistake. In methodology discourse or subject are quantitative and qualitative as the popular term beside other subjects. Are they also considered as the paradigm? If so, how are they in the paradigm discussion or dialogue? According to the data that we find in the books, research works,

³³ Klaus Bruhn Jensen, *A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies: 2nd Edition*, *A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies: 2nd Edition*, 2013 <<https://doi.org/10.4324/9780203357255>>; Klaus Bruhn Jensen and Nicholas W (Eds.) Jankowski, *A Handbook of Qualitative Methodologies for Mass Communication Research* (London &

New York: Routledge, 1991); et.al (ed.) Jensen, Klaus Bruhn, *A Handbook of Media and Communication Research*, ed. by Klaus Bruhn Jensen, *38th International Congress and Exposition on Noise Control Engineering 2009, INTER-NOISE 2009*, First publ (London & New York: Taylor & Francis, 2002), vii.

³⁴ Neuman.

³⁵ Neuman.

and the like that concern on research methodology or method, there are two groups of thought in viewing about quantitative and qualitative relating with paradigm discussion. The first one convince that quantitative and qualitative are coming as the part of paradigm. Otherwise, the second group said convincingly that the two terms are not relevant if considered as paradigm. Why? Because, thinking or talking about paradigm we have to explain each assumption regarding that two terms, quantitative and qualitative.

As well-known in many sources of research method and methodology that paradigm encompasses at least four principles of assumption, they are the assumption of ontology, epistemology, methodology, and auxiliary. Other authors adding rhetorical aspect to the assumption. Briefly, it is very complicated and confusing when both quantitative and qualitative relate to the four above assumptions. For instance, what is the ontology of quantitative and qualitative? Ontology is the assumption about the nature of reality, so how quantitative and qualitative view about the reality? In addition, how quantitative and qualitative talk about the assumption of epistemology, what is the nature of the relationship between the inquirer and the knowable? And then about the methodology, the assumption how the inquirer goes about finding out knowledge. It is including about using the method in collecting data. For example, if interview consider as the qualitative research method, so how about quantitative? Basically, all collecting data are able to be used for both quantitative and qualitative research. Interview, observation, focus group discussion, and documentation or documents study are provided and relevant to be used by those researchers as an inquirer.

In conclusion of this issue we are in the position that quantitative and qualitative most relevant if pose or use in at least three terms, as the method that researcher collecting data, the analysis method, and the form of the data. This position will bring us to the fixed and clear description, explanation, understanding and practice in research bustle. Several authors as Hidayat, Mulyana, and other professor communication in Indonesia think and deliberate that quantitative and qualitative as the well-known terms in research terrain come

accordingly into the research methods and technique not into paradigm. Hidayat in very exactly notion said that it will be confusing if both terms ruminated as paradigm or group of paradigm or thought, including in communication study as one of science or disciplines of study.

Indonesia's Communication Theory: Is there any indigenous or typical Theory of Communication?

What and how about theory or perspective in communication study? Is there Indonesia's Theory of Communication? Frankly, that west theory still is considered as the primary theory used in the final research of the students (*skripsi* or undergraduate thesis, theses, or dissertation) also in other research framework. It really determines Indonesia's academic terrain and movement. There is still not yet authentic Indonesia's (indigenous) theory, even several scholars have tried to find local values, norms, and others (several details) to come into the topic of the research. Unfortunately, the main theory still comes from the west theory.

The interesting findings are there are big potentials for Indonesia's communication scholars to build Indonesia's communication theory based on ecological perspectives. For an example, one Indonesian communication professor (HF) gives the name Indonesia's communication theory as "The communication archipelago". He identified it as an authentic or Indonesia's communication theory. And after perusing some research under his supervision he considered that the geographic and ecological aspects including what inside Indonesia's archipelago as the significant and determining factors to build Indonesia's communication theory even it still in a long journey of building and developing of science construction at communication science. MD also had worked and produced the authentic approach to explore and get deeply to communication by using cultural approach. One of the conclusion was even Indonesia has the typical data and perspective in communication, theory and practice, it is not so easy to formulate the theory of communication based Indonesia background and so forth. One of significant works of DM in looking at [cultural] identity as the basic element of communication.

Communication as a social integrator or the glue of cohabiting is really realized, not instead causing conflict and social tension. The use of Indonesian's insights will spare a person from the nature of messages to the insights derived from foreign nations, but instead will be critical of the various theories of the social sciences developed by experts from America or Western Europe. They generally develop theories of social sciences in accordance with a liberal-capitalist society that is not necessarily relevant to the needs of Indonesia's society and nation that is plural, collective, religious, populist, and wants to realize social justice. One of the founder of communication study (AD) very faithfully give his notion about this in several talks. Therefore, Indonesian communication scholars must to give the highly and extremely concern and consideration to think this huge scientific agenda. The scholars should to deliberate systematically, constructively, continuously in designing Indonesian scientific agenda encompasses primarily to build Indonesian's own thought (theory) to make communication study relevant and pertinent with the context in Indonesia besides doing global review as the part of national scientific building and developing now and afterwards.

Based on this, it can simply be stated that the Indonesian Communication System as a form of application of insight in human communication, is part of the Collaborative State System which is formally formed based on the constitution and legislation.

The study of Indonesia's communication system as the application of Indonesian insights in communication with the central point of its study on Public Information, will be related and realized in the form of organizations or institutions with clear boundaries. The Indonesian Communication System can be interpreted as part of Indonesia's state system by putting public information that includes freedom and balanced responsibility as the center of its study.

Thus, a definition can be made, namely the Indonesian Communication System is a subsystem of the Indonesian state system in the form of an Indonesian human relations order through public information that includes balanced freedom and responsibility.

Indonesia's communication system is a part communication system consisting of traditional communication and modern communication that is based on the nation's cultural values, both philosophically, socially and politically which is basically to improve the dignity and dignity of Indonesian people with information that educates, entertains and has a function of control in common life, which preserves and develops the nation's cultural values, develop the character and personality of the nation, and become the social glue for the unity and unity of the nation, national integration, plurality of society, and support economic life and government so as to achieve a just, prosperous, affluent, and dignified society in the association between nations.

Communication paradigm structured is a scientific study developed in universities as an effort to indonesianize or indigenouse the science of communication by using indonesian insights. It was developed multidisplinerly associated with systems theory, based on the understanding that the science of communication as a social science is not value-free. Indonesia's communication system has its own characteristics so it is very different from communication systems in other countries

While, a number of professors and scholars also have done communication research inductively or using inductive approach, attempt to grab whole information contextually (*verstehen*) complete with Indonesia's context and culture. One of them (DM) reminds us that it is not easy to build or make Indonesia's [indigenous] communication theory by the fact of the complex culture and other aspects in Indonesia. Religion is definitely the factor that is unavoidably observed in Indonesia's context.

The scholars that have taken the communication study that rooted of knowledge and science from west countries, predominantly US, UK, Europe Countries and Australia seem obviously can't release the influences (thought, perspective, way of study and thinking, etc.).

Moreover, science and all things related to it always identical with west-based matters, so it will never be avoided in developing academic or practices including by Indonesia's communication

scholars. Though, they can decorate the research and examination by local wisdom (cultural aspects and horizon) in detail and case(s).

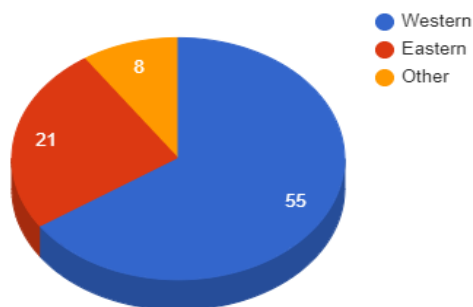
The quantitative findings designated that more than 50 communication science study programs in Indonesia still use western thinking and theory comprehensively, this is also reinforced by an existing literature review and the hegemony of western science (as the products and the cycle of knowledge or scientific process or standard).

The use of western principled communication theory that is used in a number of universities tends to focus on the application of western messages brought to areas outside it. It appears by the references of the study including translation books.

Quantitative data embedded and analyzed shows that the thought of interactive communication built by Indonesian communication figures is in line with aspects of the country.

Chart 1. Western and Eastern Sources Literature

Use of Sources or Literature in Indonesian Communication Lectures



Source: Embedded Quantitative Technically (2021)

From this statement it can be known that as many as 55 communication learnings still use paradigms or sources originating from the west. While 21 learning focuses on eastern learning, and the remaining 8 learning focuses and departs from other thoughts that are not discussed in more detail in this research. The use of western paradigms and thought is still "ingrained" is often used as a reference in depth / through so that the reference (RPS or syllabus of communication study) of meaning can be managed more clearly. This is also clear evidence that the use

of Westernized is still applied to the learning of everyday communication.

According to one of the interviews (an Indonesia communication professor), the Westernized paradigm built in Indonesia shows the direction and originality of liberals, so the thought conveyed by Indonesian communication figures encourages perspectives to continue to change.

The primary sources of communication study will be related continuously to west as the historical fact where the discipline/study was born and taught. Wisely, the west college or university until today still being the favorite choices to whom interested in studying communication (undergraduate, graduate or post-graduate degree).

In Indonesia, the development of source communication and provide communication studies, It has been a very notable development over the last few growth system. The urgency and shift towards change and development of communication studies have been felt towards curricula communication above schools/college

However, some strives have appeared and shown by several scholars through their positions including who involving in national organization, as Kemendikbud (Indonesia Ministry of Education and Culture Affairs) for others (ASPIKOM for an example), in structuring curricula of communication study and others related to it. Also some colleges and universities of communication try to explore local knowledge, values, and others to coloring the communication study program besides as the marketing strategy and academic stand point.

This communication is a basic human need as 'existing' among other 'exist' and its existence in the middle of the world. In that communication, man expresses himself in dialectical interactions as a consequence of his essence. Communication is what ultimately shapes society and gives birth to culture; the creation of human power and mind that contains meaning and value. Society and culture do not only exist, but are a consequence of togetherness and answers to the basic needs of human beings as social beings.

Based on the analysis of the island's communication resume, it was found that there is an element of collaborative and communication between islands applied by the regions in the country. Western application and islands communication are standing along people perspective. One of Indonesia's communication professors (DM) that has concerned his study on communication field such intercultural communication, media and society, and others (S, BKS, HC, ASM) told and explained as what he has written and published publicly that indigenous communication theory, the typical communication Indonesia theory seems still have not structured, organized, and constructed well until nowadays. It is not an easy thing to do, if not to say impossible, constructing and building Indonesia's communication theory. As other professors argued that culture, social, and ecological based theory can be designed and started to formulate and continue to spread through academic and supporting academic channel as related association in Indonesia. The tangible and intangible features of Indonesia must be considered deeper and much wise (also with future orientation with historical view and underpinning) as the element and foundation in building and improving communication theory typically that representing Indonesia's things.

The agenda to build Indonesia's communication theory that typical and indigenous manner to draw and explain communication matters in Indonesia, actually has been striving of Indonesia colleges though there are so many burdens and problems encounter the endeavor, not only the complexity of Indonesia's circumstances but also the historical of heritage of communication as the scientific discipline as if only remain a little space to Indonesia's scholars to improve and develop indigenous communication theory, simply the cultural and structural problems humbly aware and admit as the problem sources that need to be systematically over come by Indonesia's scholars and also need total support by authoritative sides so

that the condition tangible and intangible to do that will be conducive sustainably and perpetually.

However, the need to build and developing typical and indigenous theory under the dominant paradigm obviously cannot be avoid, as what Wang (2011) and the general and local should be dealt properly and carefully Wang (2014) said and argued, while this condition honestly necessary to think deeply and carefully based on scientific view and review predominantly for Indonesia which has many complexity, global and local aspect³⁶. And the general values and thought of theory still being the most important component to be reminded and remembered in the academic phase in order to bring our (Indonesia) communication science mature and settle without release and neglect the historical record of study. Communication theory that have been imported from west country should to be studied wisely, it means that could be the foundation and underpin in constructing and developing the study. In this case communication study that in practices appears and widespread in universities and colleges both private and state institutions put the substance and foundation on the experiences and well-known sources as books, article, paper works come from west country. Besides, the conference and scientific information channel among communication scholars also take part in the field. Many students and scholars who graduated from west universities at communication science also the world reputable scientific journal as the significant instrument in developing the scientific sphere. Through the public channel the discussion, debate, and share knowledge the maturity process of communication science could be perpetuate, while the systematic and scientific have to be applied and reflective.

The interesting and crucial question that should to be perused and reviewed perpetually is why the positivism being the dominant paradigm, also in communication science that we can find many pertinent evidences for instance and prior data based on universities and scientific journal in Indonesia? Looking at the common logic and wide spread

³⁶ G Wang, 'Paradigm Shift and the Centrality of Communication Discipline', *International Journal of Communication*, 5 (2011), 1458–66.

discourse in the scientific and practice terrain, it because the positivism that dominantly based on quantitative data as the end of product or result looks more rigor and apparent then qualitative, then discontents will bring us to the old debate and discussion between quantitative and qualitative dispute as previous phase of scientific contestation or discussion that we can trace that dynamic also accessible in several scientific forum and article. Otherwise, after the discussion reach the meeting point that science, particularly human and social science could not avoid both data and techniques to bring us the complete knowledge and information. Therefore, mixed method has emerged as the accommodation and meeting point wisely by scholars and inquirers facing the fact that human dimension need and necessary to be illuminate using and based on quantitative and qualitative as the fundamental of science elements. While qualitative that dominantly accommodate interpretive, constructivism, and constructionism and necessary part of critical theory or paradigm in explaining and illuminating the style based on their assumptions very open to the ambiguous meaning or multiple results and interpretation. For many sides this condition does not support to reach the end goals, indeed some try to avoid condition as well.

One thing reminded by MAD/AD as one of the first Indonesian scholars that awarded doctoral degree of communication from US where the communication discipline and study comes from said that Indonesian scholars have the responsibility to explore, construct, and develop communication study and theory by themselves problems and lenses even they studied communication from outside Indonesia. Indonesia should see communication by Indonesia lens and construct that very different with the west communication in general and details.

D. Conclusion

After investigating and perusing the collected data that describe and discuss above, in results part, we can remark some conclusion as follows:

- That Indonesia's communication paradigm still follows what has been taught by western, even there are Indonesia's communication professor argues that the western only make it systematically. The influences of root

disciplines are very significant and unavoidably until today by the fact of the educational running system.

- Indonesia's authentic communication theory is still in process of building the structure. And humbly Indonesia's scholars should admit that the west countries where the communication study was born really attached tightly to science and theory development process. Therefore, it is systematic, and will never be totally be released by Indonesia's scholars. By the facts, many west heritages in this terrain could not be neglected or relieved by Indonesia's communication scholars. The endeavor that should Indonesia's scholars do now is put one by one every mosaic that Indonesia's authentic concept or sub-concept until the building blocks show the Indonesia theory of communication such as what have done by Dissanayake and colleagues (1993) or western theorists or authors.
- Additionally, Indonesia's scholars, individually or institutionally, have strived and embodied their endeavors to build indigenous at least Indonesia-context theory. They appear on strategy, products, and so on.
- The positivism as the dominant paradigm in developing science including in publication of scholars works through relevant and prevalent channel as national and international scientific journal and conference also in learning process at most university in Indonesia additionally in practices and professional trend, central government bustles, up to nowadays condition.

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