The Role of Suhba (Sufi Tradition) in Dealing with the Negative Impacts of Generative Pre-Training Transformer (AI)

Anissa Aqilla Ishmah
Department of Tasawwuf and Psychotherapy, Faculty of Ushuluddin
UIN Sunan Gunung Djati Bandung
anissaaqilla12@gmail.com

Abstract

The impact of developments in technological progress is now very much felt, touching almost every field and stage of work. One of the most affected is the world of education, the use of GPT chat in the world of education does have benefits such as accelerating the transfer of information and ease of accessibility which allows someone to get information anytime and anywhere. However, GPT also has certain negative impacts which, if left unchecked, will have a significant impact in the future. This article aims to present suhba as a solution to deal with the negative impacts of GPT. Using a library study type of research, the data collected was processed and analyzed using descriptive qualitative research. The research results show that the suhba method has great potential to screen for the negative impacts of using GPT chat.

Keyword: AI; Chat GPT; Education; Sufistic Tradition; Suhba

Introduction

IoT (Internet of Think) is one of the signs of the current digital era. The use of the internet in all areas of human life has become commonplace (Greengard, 2021). Likewise in the field of education which of course develops with the times, with various updates. One of the inevitable technological updates is GPT (Generative Pre-training Transformer), the use of GPT has become commonplace among students, this certainly has its own positive and negative impacts (D. Setiawan, 2024).

Normalizing the use of GPT allows for ease and acceleration of information transfer, global access to knowledge in a short time and can be done anywhere, anytime (Resky & Suharyat, 2024). However, this normalization can also have a negative impact, namely related to the results of the knowledge obtained, many people know many things, however, only the 'skin' and think they have mastered the knowledge because the

knowledge or information they get is only in the form of short bullet points that have been summarized by the GPT itself (Faiz & Imas, 2023).

The negative impacts resulting from the use of GPT may not be too obvious (Gafar, 2024). However, in the midst of this situation, there are other scientific fields that are able to keep up with the development of AI while still maximizing human potential. Sufism has its own special tradition related to gaining knowledge (Harun, 2014). Known as suhba which means togetherness which will be discussed further in this paper. The application of suhba in teaching and learning activities allows the shortcomings resulting from GPT to be covered.

This article was written as a response to the current situation. The author did not find any similarities between this discussion and previous research, there has been no research that discusses GPT and suhba as a solution. The sources taken in this paper are old books that have been translated, so there will be many differences between this paper and the results of previous research.

The main problem in this study is the role of suhba (Sufi tradition) in dealing with the negative impacts of the Generative Pre-Training Transformer (AI). The formulation of the problem in this study is how the role of suhba (Sufi tradition) in dealing with the negative impacts of Generative Pre-Training Transformer (AI). The purpose of the problem in this study is the role of suhba (Sufi tradition) in dealing with the negative impacts of Generative Pre-Training Transformer (AI). This article is theoretically useful in the field of Sufism and psychotherapy, because it plays a role in reviving the Sufi tradition.

Research Methodology

Qualitative methodology is used in this study to gain an in-depth understanding of a particular phenomenon through interpretive analysis of non-numerical data. This method allows researchers to explore the meaning, concepts, and patterns of the data collected. In the context of this study, a qualitative approach facilitates researchers in gaining in-depth insights into the topic under study, identifying key themes and subthemes from various library sources, and interpreting and understanding the historical, cultural, and social contexts of the phenomenon under study.

The research method used is a literature study, which involves collecting and analyzing data from various written sources, such as books, journal articles, research reports, and trusted online sources. The stages in the literature study method include identifying sources by selecting relevant and credible sources, collecting data that includes theoretical information and previous research findings, analyzing data through in-depth reading and identifying key themes, and interpreting data to answer

research questions and achieve research objectives. By combining qualitative methodology and literature study methods, this study is expected to make a significant contribution to the understanding of the topic discussed. This approach provides a strong foundation for further research in the future and ensures that all relevant and reliable information is considered in the analysis and interpretation of data.

Result and Discussion

Suhba comes from the Arabic root word Sahiba-Yashabu-Suhbatan which means to befriend, befriend, or accompany. Meanwhile, suhba in the Sufism tradition has different models in each tarekat (Al-Zekri, 2004). Quoted from the book Mysteries of the Survival by Dr. Muhammad Abu Rahman, Abu Al-Qasim Al-Qusairi defines suhba as the ethics or manners of friendship among members of the tarekat (Ward, 2020).

As-suhba is also defined by Sheikh Muhammad Al Tahir as a relationship that enforces the rules of proper etiquette and respect for teachers which can ultimately be a way for students to behave and be knowledgeable like their teachers (Gabriel & Ron, 2013). Sheikh Al-Thohir has implemented As-suhba in his journey to seek knowledge from his teacher, Sheikh 'Abd Al-Jawwad Al-Dumi for more than 20 years. Still regarding the meaning of suhba, in the book Sufism & Modern in Islam, it is stated that suhba does not only refer to the bond between students and sheikhs, but also a sense of unity between those seeking knowledge (Bruinessen, 2007).

The tradition of Sufism has a different language or science that is applied to other sciences, namely the science of the heart which focuses on the relationship and bond between the sheikh and the student (Mufid, 2018). With suhba, regular meetings between teachers and students also have an impact on the absorption of the teacher's manners or behavior. For example, the Bahraini Sufi, he never asked his students to grow a beard, but because of the suhba process where there were continuous meetings. Within a certain period of time, his students followed the behavior of the sheikh and grew beards without being asked (Gansinger, 2022).

Although suhba has long been a method in Sufism learning, the suhba tradition is now foreign in the world of education. Rapid technological advances, especially changes in approximately two years during WFH (Work From Home) which ultimately gave birth to various technologies that make it possible to hold distance learning processes (Fuada et al., 2022). Generative Pre-training Transformers (GPT) is one of the Artificial Intelligence (AI) products that has the ability to be a language expert, answer data-based questions and provide general opinions using text or chat media (Suharmawan, 2023). In its development, GPT now has many

versions that offer different advantages ranging from high analytical capabilities, answer accuracy, contextual suitability, to displaying complete answer results with their sources. The responses or answers given by GPT are all information that is openly accessible on the internet, ranging from articles, journals, books, to thesis results (Hidayanti & Rizdina, 2023).

Not only is the way it works amazing, the ease of use and accessibility are also separate points that can attract internet users, especially those in the field of education. In Indonesia itself, the use of GPT is not only among students or college students, but teachers also become GPT users, also feel the convenience, help with various jobs and of course save time and energy. The presence of GPT makes it possible to transfer knowledge without interaction, just with a gadget and a stable internet connection all information can be obtained (D. K. Setiawan et al., 2023).

Behind the advantages it has, such as speed, ease of accessibility, and other positive things offered, GPT also has several weaknesses. First, it does not provide a complete understanding. Its ability to obtain fast and valid information can only answer or provide responses according to the exact points asked by the user. Second, the inaccuracy of answers in several scientific fields, especially those related to spirituality, the sources that can be accessed by GPT are very limited so that it is possible to provide inaccurate responses or answers. Third, the possibility of mixing opinions and facts. Because its sources are from all information circulating on the internet, GPT has not been updated to be able to sort out between opinions and facts (Mustafa, 2023).

Quoted from the book Intuitive Instructional Speech in Sufism, there are at least 3 typical methods in suhba, the first is taking in or acceptance, direct acceptance of knowledge between teacher and student is an important thing in suhba (Ward, 2020). By meeting directly, the knowledge gained will be clearer and more complete, because if there is an error or ambiguity, it can be asked directly so that the understanding gained will be better (Gansinger, 2022). Furthermore, direct acceptance of knowledge also allows the teacher's opinion not to be mixed with existing facts, in contrast to the information obtained from GPT, the understanding obtained is not comprehensive or in-depth because GPT presents answers or responses exactly to what is asked and does not explain other things related to it. And also GPT does not have the ability to sort out which is opinion and which is fact, because the way GPT works by taking information that is open on the internet in general makes it very possible for facts and opinions or opinions from someone to be mixed.

The second point is perceiving or feeling, feeling the presence of the teacher directly during the teaching and learning process will have a different impact. Students will get their own motivation by feeling the interaction during the teaching and learning process, this is also related to

the next method, namely being together or being together. By being with the teacher, the information obtained is not only in the form of written text but also getting experience from the interaction while with the teacher. The last method is influence or influencing, by meeting directly with the teacher, students will get an unconscious influence, the results of the knowledge gained can be directly applied in life (Ward, 2020).

Conclusion

Judging from the three shortcomings above, the implementation of Suhba is very applicable. Meeting directly with the teacher when seeking knowledge can provide a comprehensive understanding. When not sure about the accuracy of the answer, students can immediately confirm it with the teacher. Facts and opinions will be very clear because the comprehensive delivery from the teacher is obtained from oral, written and even intonation when delivering so that students can immediately understand it. This article has several weaknesses, namely the lack of sources used, resulting in a lack of information and a lack of depth in the discussion, as well as the author's background who is still studying so that he has not been able to produce perfect data. However, at least there are results that can be used from this paper.

References

Al-Zekri, M. A. (2004). The Religious Encounter Between Sufis and Salafis of East Arabia: Issue of Identity. University of Exeter.

Bruinessen, M. van H. J. D. (2007). Sufism and the "Modern" in Islam (IBTauris & C. Ltd (eds.)).

Faiz, A. K., & Imas. (2023). Tantangan Penggunaan Chat GPT dalam Pendidikan Ditinjau dari Sudut Pandang Moral. Edukatif: Jurnal Ilmu Pendidikan, 5(1).

Fuada, S., Adibah, L. M., Akbar, R., Kaaffah, S., Fujiyanti, V., Putri, B. A. T., Syahidah, R. A., Fadhilah, I., Annassafila, D., & Yuniarti, A. (2022). Dampak Pemberlakuan Pembatasan Kegiatan Masyarakat di Masa Pandemi. Media Edukasi Indonesia.

Gabriel, T. G., & Ron. (2013). Sufism in Britain. Bloomsbury Publishing.

Gafar, M. F. (2024). Jembatan Ilmu: AI dalam Konteks Akademis untuk Masa Depan Pendidikan. CV Brimedia Global.

Gansinger, M. A. M. (2022). Intuitive Instructional Speech In Sufism. Cambridge Scholars.

Greengard, S. (2021). The Internet of Things. MIT press.

Harun, M. F. (2014). Tasawuf dan Tarekat Sejarah Perkembangan dan Alirannya di Malaysia. UUM Press.

Hidayanti, W. A., & Rizdina. (2023). Dampak Penggunaan Chat GPT pada Kompetensi Mahasiswa Akuntansi. Senapan.

Mufid, H. (2018). Praktik Tasawuf Syekh Nawawi Al-Bantani. UIN Syarif Hidayatullah.

Mustafa. (2023). Aktivitas Siswa dalam Memecahkan Masalah Matematika dengan Berpikir Komputasi Berbantuan Chat-GPT. Senapan, 3(1).

Resky, M., & Suharyat, Y. (2024). Analysis of AI Technology Utilization in Islamic Education. Procedia of Social Sciences and Humanities, 5, 132–140.

Setiawan, D. (2024). Peran Guru dan Siswa dalam Menggunakan Chat GPT (Generative Pre-training Transformer) dalam Implementasi Pendidikan. Krida Cendekia, 3(1).

Setiawan, D. K., Janty, E. A. D., & Imelda, S. (2023). Peran Chat GPT (Generative Pre-training Transformer) dalam Implementasi Ditinjau dari Dataset. Innovative: Journal Of Social Science Research, 3(3).

Suharmawan, W. (2023). Pemanfaatan Chat GPT dalam Dunia Pendidikan. Education Journal: Journal Educational Research and Development, 7(2).

Ward, W. (2020). Translated of "Mysteries of the Sufi Path: The Sufi Community in Jordan its Zawiyas, Hadras and Orders" by Abu Rumman, Muhammed Sulaiman. Hashemite Kingdom of Jordan Nation Library.