

Editorial

Neoliberalism Within Psychology Higher Education in Indonesia: A Critical Analysis

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Critical scholars have demonstrated the ways in which neoliberalism has increasingly become a dominant organising principle in current global political, economic, and social practices, including in higher education. This article aims to explore how and to what extent neoliberal discourses have operated in a specific context, namely, in psychology higher education in Indonesia. To this end, the author examined policy documents published by relevant authorities such as AP2TPI, Dirjen DIKTI, and BAN-PT; and reflect on how those policies were enacted in the author's 10-year experience as a psychology lecturer in a university in Indonesia. The results show that neoliberal discourses such as standardisation, competitiveness, and market orientation have underpinned the policies, curricula, and practices of psychology higher education in Indonesia. The author argues that such discourses (re)produce psychology students, graduates, and lecturers who are competitive, result-oriented, and market-driven. Consequently, democratic, humane, and organic ways of learning and practicing psychology have given way to more mechanistic, standardised, and box-ticking approaches to human behaviour.

Keywords: neoliberalism, psychology, higher education, Indonesia

Para peneliti kritis telah membuktikan bahwa neoliberalisme telah menjadi prinsip yang dominan dalam dunia global kontemporer baik dalam praktik-praktik politik, ekonomi, maupun sosial, termasuk di ranah pendidikan tinggi. Artikel ini bertujuan untuk mengeksplorasi bagaimana dan sejauh mana wacana-wacana neoliberal telah beroperasi di sebuah konteks spesifik, yaitu pendidikan tinggi psikologi di Indonesia. Untuk itu penulis menganalisis dokumen kebijakan dari otoritas yang relevan seperti AP2TPI, Dirjen DIKTI, dan BAN-PT, serta merefleksikan bagaimana kebijakan-kebijakan tersebut terwujud dalam sepuluh tahun pengalaman penulis sebagai dosen psikologi di Indonesia. Hasil penelitian menunjukkan bahwa wacana-wacana neoliberal seperti standardisasi, daya saing, dan orientasi pasar telah mendasari berbagai kebijakan, kurikulum, dan praktik pendidikan tinggi psikologi di Indonesia. Penulis berargumen bahwa wacana-wacana ini me(re)produksi mahasiswa, lulusan, dan dosen psikologi yang kompetitif, berorientasi ke hasil, dan digerakkan oleh pasar. Akibatnya, pendekatan belajar dan praktik psikologi yang demokratis, manusiawi, dan organik telah digantikan oleh pendekatan yang lebih mekanistik, terstandar, dan sekadar mencentang kotak (*box-ticking*).

Kata kunci: neoliberalisme, psikologi, pendidikan tinggi, Indonesia

The 27th ASEAN Summit on the 22nd of November 2015 in Kuala Lumpur witnessed the formal establishment of ASEAN Economic Community (AEC), which is one of the milestones towards the full integration of Southeast Asian countries into a single mar-

ket and production basis (ASEAN, 2015). Throughout 2015-2016, discussions and concerns around the establishment of AEC were prevalent in Indonesian mass media and everyday conversations (e.g., Googie, 2015, November 26; Juwana, 2016, February 13). One of the main concerns was whether Indonesian products, services, labour, and professionals can compete with those from other ASEAN countries. The

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