

Internationalization of Psychology Education in Indonesia

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Psychology in Indonesia was born from a medical faculty in 1953, a few years after the independence of Indonesia. It was founded primarily to get the right man in the right place that is very urgent at that time after the Dutch colonial government left many vital public and private positions empty. From the time it was born, the Indonesian psychology has moved vice-versa from indigenous psychology to universalism, from East to West, and from qualitative to quantitative methodology. The internationalization process of Indonesian psychology is discussed from the author's personal view.

Keywords: Indonesian psychology, internationalization, personal networks

Foundation and Growth of Psychology in Indonesia

Psychology education in Indonesia was started in 1953, when a psychiatrist, Prof. R. Slamet Iman Santoso, MD, in his oration as a new professor at the University of Indonesia, stated that psychiatrists can no longer work alone. Psychiatrists need psychologists to administer psychological tests, particularly IQ and personality test, to avoid diagnostic error due to the post war situation¹.

The first psychology education was then established as a study program within the Faculty of Medicine, UI (University of Indonesia), which became an independent faculty of psychology in 1960. The first faculty of psychology was followed by other faculties of psychology each year. Currently, there are 128 faculties of psychology at state and private universities throughout Indonesia².

The first psychology lecturers at UI consisted of some Dutch lecturers (before they left Indonesia) teaching philosophy and statistics. Medical doctors and psychiatrists from the faculty of medicine teaching anatomy, physiology, neurology, and psychotherapy, and some new graduates coming home from the Netherlands and Germany³, bringing in psychoanalysis and projective tests.

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¹ Indonesia proclaimed its independence from the Dutch colonial government in 1945. In 1949, the Dutch government acknowledged the independence. Most of Dutch personnel left Indonesia to go back to their home country, leaving many empty public and private posts that have to be filled by Indonesian personnel who were undereducated and unprofessional. Most of the Indonesian personnel were ex military or paramilitary who were not fit and proper for the empty posts, causing psychological complaints such as psychosomatics. Psychologists were needed to get the right man in the right place.

² Indonesia is an archipelago, as big as the mainland USA or Western Europe, with a population of 240,000,000, 60% of them living in Java Island, which is only 7% of the country's land. The population consists of hundreds of ethnics and five major religions (90% are Muslims), but a national language (Bahasa Indonesia) is compulsory for every Indonesian and can be the bounding factor for the whole nation.

³ After the World War II, some Indonesians (some of them were military personnel) went to the Netherland and Germany to study psychology. When they came back in early 1960s, some were posted at the University of Indonesia, whereas the military personnel were posted at Bandung, to build the Psychological Center of the Indonesian Army and also a faculty of psychology (the second one after UI) under the state university Padjadjaran University.

In its early stages, the objective of psychology in Indonesia is “the right man in the right place”. Misplacement in government and business institutions (due to lack of qualified human resource after WWII) caused mental illness and mismanagement. Psychology is needed as a method to select and to cure mentally ill people. Therefore, the focus of the study and practice in the past were clinical, IO (industrial and organizational), child and development, and educational psychology (Faculty of Psychology, University of Indonesia, 2002).

Indonesian Psychology From Past to Current

In its more than 60 years’ history, Indonesian psychology has changed significantly. Not only in numbers of new faculties of psychology, but also concerning the methodology, theories and schools of theories, and policies of implementation.

As I have said earlier, psychology in Indonesia was born from the Faculty of Medicine, UI, taught by medical doctors and psychiatrists, clinical psychology became the main field of study and psychoanalysis dominated the school of thinking. On the other hand, the strong influence of social sciences (anthropology and sociology) and philosophy (phenomenology and existentialism) encouraged the psychology faculties to adopt qualitative methods in its earlier researches. Quantitative method was limited for inventing and adjusting new IQ and achievement tests only. Only after the establishment of the Social Psychology Department at the Faculty of Psychology, UI, the faculty started to use quantitative research methods more widely, not only to measure intelligent quotient, but also to measure different psychological concepts such as attitude, intention, attribution, relationship, and even emotion.

However, after more Indonesian psychologists get the opportunity to study abroad or participating in international congresses, the influence of American schools of psychology is getting stronger and stronger. It is due to the American dominated psychology global trend. Books and journals mostly came from the US. Consequently, the methodology of Indonesian psychology tends to swift towards quantitative ones. At one point, after I retired from UI, my successor, the Dean of Faculty of Psychology, UI, issued a regulation that requires all Bachelor and Master thesis to use quantitative methods. Also social sciences courses that are considered irrelevant to the study of psychology were deleted from the curriculum. Students who are interested to study the social science subjects were referred to other faculties.

After the regulation was issued, I had difficulty in examining a Bachelor thesis dealing with a clinical case. Many significant symptoms and phenomena were missing from the script because they cannot be reflected in scores. Criticism came also from psychologists who prefer qualitative method. They say that using only the quantitative method might reduce the human existence of a person into numbers and categories only, causing the psychologist failed to describe personalities holistically.

In the mean time, new psychology trends, known as indigenous psychology and cross cultural psychology emerge globally in the last two or three decades. The faculties of psychology in Indonesia quickly adopt the new trends. In 1999, when I was the psychology Dean of UI, I introduced cross-cultural psychology, and put it as a compulsory subject in the curriculum. In 2009, after I retired from UI and moved to a private university called UPI (the Persada Indonesia University) and became the Dean of its Faculty of Psychology, I add indigenous psychology as a new compulsory subject for graduate students⁴. Both subjects (cross-cultural and

⁴ There are three major programs at the graduate level, i.e., Master of science (research), Master of applied psychology (social intervention, health psychology, psychology of human resource development, psychometrics, knowledge psychology), and Master of psychology (clinical/one-to-one method, producing psychologists majoring in clinical, child, IO, and education).

indigenous psychology) are still in the curriculum of most faculties of psychology in Indonesia until today. At least, they can fill in the gap that has been left by the absence of sociology and anthropology.

Following the reemerging spirit of qualitative and phenomenological psychology (through cross-cultural and indigenous psychology), other new schools of psychology, such as positive psychology, affirmative inquiry, humanistic psychology, social representation, become more popular in Indonesia. Concerning the methodology, the mixed method (mixture of qualitative and quantitative method) (Tashakkori & Teddie, 2010) was introduced, followed, and applied by more and more psychologists in Indonesia.

Development of Indonesian Psychology: From Indigenous to Western Psychology

In its early stage, there were only three branches of psychology at UI, i.e., clinical, IO, and experimental psychology. New branches of psychology appear one by one in line with the development of psychology in Indonesia. At the University of Indonesia, clinical psychology was divided into adult clinical psychology and child clinical psychology. Later, child clinical psychology was divided again into developmental psychology and educational psychology. In the 1970s, social psychology department was founded. Currently at the University of Indonesia, there are six departments under the faculty of psychology, which are clinical psychology, developmental psychology, IO psychology, educational psychology, social psychology, and methodology and experimental psychology. Since other faculties of psychology always consider UI's faculty of psychology as a model, almost all other faculties of psychology in Indonesia adopt the UI's version of division of psychology.

The psychology division in the national psychological organization, Himpsti (Himpunan Psikologi Indonesia/Indonesian Psychological Association), also reflects the model used in the universities. Currently, the existing divisions of Himpsti are clinical psychology, IO psychology, social psychology, child and developmental psychology, educational psychology, school psychology, sport psychology, muslim religious psychology, christian religious psychology, psychotherapy, flight psychology, health psychology, and forensic psychology.

As for its orientation, in the early stages (until 1970s), Indonesian psychology preferred to look for indigenous values within Indonesia. Therefore, when Prof. Slamet Iman Santoso was still the dean of the faculty of UI, he taught a subject called "symbolism", describing various symbols used by different ethnics in Indonesia. Each symbol reflects a particular psychological state of the symbol user. By understanding the symbols, it will be easier for a psychologist to comprehend the behavior of his/her client/subject. However, in the 1970s, there are more grants available for Indonesians to study abroad or to participate in international scientific events. Since then, Indonesian psychology becomes more open to foreign paradigms, including universalism and measurability of human mind. American influence (behaviorism, cognitive and quantitative method) becomes stronger.

It is not before the 1990s, after getting influenced by European and other non-American psychology, Indonesian psychology moves back to qualitative schools and methodology, including cross-cultural psychology, indigenous psychology, and qualitative methodology.

One's impression after learning the development of Indonesian psychology from time to time is that it constantly swings back and forth, from indigenous to foreign influence, from East to West. In this regard, beside indigenization, internationalization of psychology education is inevitable. Without internationalization, Indonesian psychology wouldn't be able to respond properly to the need of people who have to face the

constant rapid change due to the advancement of technology, particularly information technology. Norms, values and social standards change quickly, making what has been psychologically considered as normal in the past, no longer can be called as normal. On the other hand, what is used to be abnormal becomes normal nowadays. Some ways of internationalization which have been practiced in Indonesia are sending staff to study abroad, exchange of professors, exchange of students, joint research, interuniversity collaboration, participate in international organizations and conventions, organize international conventions in Indonesia, publish articles in international journals and publish international books, establish regional organizations, etc..

Personal Experiences

As a psychology professor who was graduated from the first faculty of psychology in Indonesia, which is at UI, and taught there for more than 40 years until retire and moved to a private university as a dean of the faculty of psychology, I might represent other Indonesian psychology lecturers in the internationalization process of psychology in Indonesia, although not precisely because everybody has his/her own experience. Especially the younger generation might have different experience.

I join the faculty of psychology UI, as undergraduate student in 1961. My class was very small. There were only around 40 students in the first year class or 200-student body of the whole faculty. Psychology was not popular then. People still confused between psychology and psychiatry. It is also considered as a non-lucrative profession. The national psychology student body at that moment was identical to the UI's psychology student body. I still remember that when I enrolled in UI in 1961, the applicants was only 250. Sixty were accepted as new students and only 40 continued to enroll. It was very different when I was Dean of the same faculty (1997-2004). Average enrollment was 150-200 students per year, out of 4,000 applicants.

Today I am the psychology Dean of UPI (the Persada Indonesia University), a private university in Jakarta, with around 300 new undergraduate student enrollments per year. The whole student body (including graduate students) of the faculty is around 1,500. If we multiply the numbers of student bodies by the number of existing faculties of psychology in Indonesia (although many faculties are much smaller than UI and YAI). We can imagine how big the psychology student body in Indonesia is. The interesting thing is that almost the entire graduates get no difficulty in getting a job after graduation. In other words, psychology is much more popular now if compared to its situation back in the 1960s.

Back in the 1960s, the academic atmosphere was very local. Some Dutch lecturers have left, and some young psychologists who were just graduated from European universities came home and started to become our first lecturers. They started to introduce us (the students) some Western theories and practices (including psychoanalysis and projective techniques of psycho diagnostics). I would call it as the era of Indonesian psychology's first encounter with Western psychology. From then on, the Western aroma dominates Indonesian psychology. However, the first Dean of psychology, Prof. Slamet Iman Santoso (himself is a psychiatrist) discourages his staff and students to take further education in foreign (Western) countries. Only in 1970s, under the second dean, Prof. Dr. Fuad Hassan (himself was graduated in Canada), UI started sending its psychology staff abroad.

I was a young faculty member when send to the University of Edinburgh, Scotland, to study community development in 1972-1973. A few years later, i.e., in 1976, as a Doctoral student of UI, I was sent to the University of Leiden, the Netherland to do my data processing. I got my doctoral degree at UI in 1978.

I started my activities in psychological organization by joining the Indonesian Psychological Association (Himpunan Psikologi Indonesia/Himpsti), serving as the national co-Chairman and Chairman of Jakarta Chapter in the 1980s.

Internationally, I was invited by EWC (the East West Center), Hawaii, USA to be a participant in their seminars on Adolescent Reproductive Health in 1986 and 1990 (at Honolulu) and 1992 (Shanghai). In the mean time, I joined international organizations and participated in their international conventions almost every year, i.e., ICP (International Council of Psychologists), APA (American Psychological Association), IAAP (International Association of Applied Psychology), and also founded APsyA (Asian Psychological Association) in 2005. Then I organize ICP Regional Convention in Jakarta 1988, followed 10 years later by another ICP Regional Convention in Bali 1998, and ICP International Convention in Jakarta, in 2013. After I founded the Asian Psychological Association in Jakarta, 2005, I organized its first biannual convention in Bali 2006, followed by its second convention at Kuala Lumpur, 2008, that I organized while I was working at the University of Malaya as a visiting professor.

Being a visiting professor is another way for me to be internationalized and also to internationalize Indonesian psychology. Beside the University of Malaysia, I have been also invited to be a visiting professor at the University of Nijmegen (the Netherlands, 1996), Cornell University (USA, 1996), and Victoria University (New Zealand, 2007).

Internationalization of Universities Through Personal Networks

My international experience automatically makes my international networks grow. In the era of Internet, the networks grow even faster that give me (and other internationally experienced psychologists) much advantage in terms of the internationalization of universities.

In the year 2000, as the psychology Dean of UI, I initiated a twinning program for Bachelor degree with UQ (the University of Queensland), Australia. After two years' negotiation between the two universities, the Rector of UI and Vice Chancellor of UQ signed a MOU (Memorandum of Understanding) in Jakarta. Under the MOU, a program is developed, where Indonesian psychology bachelor students can obtain double degrees after studying two years at UI and another two years at UQ. After finishing the whole joint curriculum of four years, the students will get an Indonesian degree (SPsi/Sarjana Psikologi) from UI and BA (Psy) degree from UQ. The value added of getting a double degree is that the student may proceed with his/her career or study in Indonesia or abroad (English speaking countries), because the degrees are acknowledged in its respective countries. The program is successful and still going on until today (14 years). Additional exchange of faculty members and visiting professors is also included in the program, making it more beneficial for both universities and the students (retrieved from <http://www.psikologi.ui.ac.id/pages/kelas-internasional>).

Another advantage of having personal international networks is the relative easy means to invite international psychologists to share his/her expertise as a guest lecturer. In 2013, for example, I have invited five foreign psychologists⁵ who attended the 2013 ICP convention at UPI, Jakarta, to lecture to five faculties of psychology of different universities in Jakarta. For the host faculties, it is a golden opportunity to get a free international lecture, because the international psychologists gave the lectures voluntarily. In the last three years,

⁵ They are: (1) Dr. Ludwig Lowenstein (UK), (2) Dr. Tara Pir (USA), (3) Dr. Roseline Davido (France), (4) Dr. Consuelo Barreda-Hanson (Australia), and (5) Dr. Sandra Neil (Australia).

as the Dean of the faculty of psychology UPI, I also have invited other international psychologists as guest lecturers⁶.

Another way to internationalize psychology is through student exchange program. In 2013, a group of psychology students from UM (the University Malaya), accompanied by their lecturers visited UPI. A program was set for them at the faculty of psychology, from sitting in classes, sport competition, and cultural performance to sightseeing. In 2014, a similar program was arranged for some psychology students of UPI to visit the psychology students of the UM. In both events, the number of visiting students is between 20 and 30, and length of stay 4-5 days. During the visit, the Indonesian students stayed at the student dormitory at UM campus, however, since UPI has no dormitory, the Malaysian students were placed in a large guest house, nearby UPI campus, so they can reach the campus easily. During the visits, host students always accompanied the visiting students. The result of interaction is friendship and networking between students of the two countries, particularly because the students speak two almost similar languages, i.e., Bahasa Indonesia and Bahasa Malaysia.

International Publication

Last but not least, just like in other disciplines, the internationalization of Indonesian psychology can be accomplished through international publication. There are a few ways to publish internationally, i.e., by publishing in international psychology journals, presenting in international congresses, writing chapters in international books, and publishing independent international book.

The main constraint for Indonesian psychologists to go international is language barrier. Only a small portion of psychology community in Indonesia is fluent in English. Even less in English writing, let alone English journal writing. This is not typical of psychology community, because Indonesians by and large don't speak English as the mother language, although English is taught in schools. However, this constraint shouldn't be the reason of the scarcity of international publication by Indonesian scholars, which is currently the case. In Table 1, it is obvious that compared to other ASEAN (Association of South East Asian Nations) countries, Indonesian universities are the lowest in terms of international publication (Scopus league). Even much lower than Thailand, which is also a non-English speaking country (in Singapore and Malaysia, English is widely used as a second language).

Table 1

Number of Publication of Top Universities in Four ASEAN Countries (Scopus League)

University	Country	Total publication	Publication in 2012
Bandung Institute of Technology (ITB)	Indonesia	2,607	398
Mahidol University	Thailand	18,716	2,675
University of Malaya	Malaysia	18,838	2,617
National University	Singapore	69,505	5,188

Source: Retrieved July 13, 2014, from <http://www.kopertis12.or.id/2013/03/04/publikasi-perguruan-tinggi-indonesia-di-mata-dunia.html>

I think Indonesia has to find out how Thailand universities could perform much better than Indonesia.

In my own experience, I have written four chapters in four different international books (Sarwono, 2004a;

⁶ (1) Dr. Roseloine Davido (France), (2) Dr. Jas Laile (Malaysia), and (3) Dr Sherri McCarthy (Norhern Arizona, USA).

2004b; 2005; 2006; 2007; 2011), beside some journal articles. I am not very productive in international journals. I write mainly for paper presentations in international conventions, and some book chapters, because my focus is on writing national textbooks and pop-science articles for printed national media. My mission is to educate my own people, as many as possible, to make them literate in psychology.

However, my most memorable experience is when a French publisher publishes my book on “Terrorism” for the first time in French (Sarwono, 2012; 2013). The Indonesian Ambassador for France attended the launching of the book, in a bookstore in Paris in 2013. The event was made possible by my close collaboration with my French psychology colleague, Dr. Roseline Davido. We had a joint research in Jakarta, on the personality of Indonesian terrorists, using her psycho diagnostic test, CHaD (Davido, 1994). Then she organized everything, starting from translating my English version report of the research result into French, looking for a French publisher, and finding a book store that is willing to accommodate the book launching. What I am saying is that we don’t have to be fluent in an international language (I don’t speak French at all) to go international. Dr. Davido’s other books have also been translated into many languages, including Chinese, and Indonesian (Davido, 2012), without her being able to speak any of the languages, except French and English. In publication, not language proficiency, but friendship and networking that count.

The next constraint of international publication after the language barrier is the lack of skill to write in a journal form, and to submit it to a matching journal. These are all technical, but without these technical skills the chances to be rejected by the journal is big. As far as I know it, the first timer journal writers in Indonesia, need an experienced partner to submit an article. They will submit the article that has been written by tandem authors. I have seen some articles of my colleagues at UI that have been accepted in international journals, after they collaborate with a senior faculty member at the UI.

Conclusion

Internationalization of psychology education is a necessity. To be able to get better understanding of the people, psychologists need to combine the knowledge on indigenous and universal psychology. In this era of information technology, internationalization of psychology is much easier. Sending young faculty members to study abroad, developing double degree programs and organizing student exchange are things that can be done to promote internationalization of Indonesian psychology.

Another way to internationalize psychology education in Indonesia is organizing regional and international conventions to enable more local students and faculties to be more involved in international events and be acquainted with international scholars. From the events, the Indonesians can build personal networks. According to my experience, the networks are the key factor towards successful internationalization, not the language barrier as most people have presumed it.

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