



Exploring the "Critical Reasoning" Dimension of the Pancasila Student Profile Strengthening Project within the Framework of René Descartes' "Dubium Methodicum"

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Abstract: Critical thinking is an important part of education because it helps students develop important and self-reflective skills like 1) taking in and processing information and ideas, 2) analyzing and judging reasoning, and 3) thinking about and judging their thoughts. This study scrutinizes the critical reasoning component within the framework of the Pancasila Student Profile Strengthening Project, which is associated with the Independent Learning Curriculum. Descartes' "Dubium Methodicum" serves as a theoretical framework for comprehending the cultivation of critical reasoning in students. A qualitative research method is used in this study, which combines a qualitative analysis model of documents with an interdisciplinary examination of document content. The focus is on the relevance, implications, and philosophical, methodological, and practical aspects of the different ideas and content within the documents. The results and findings show that the Pancasila Student Profile Strengthening Project's critical approach is very relevant and has important implications from Descartes' point of view. The following discussion focused on how to improve the critical thinking part of the Independent Learning curriculum through an interdisciplinary approach and changes to the way teachers teach. The Independent Learning Curriculum's focus on essential learning principles can do a lot to help raise a generation that is critical, reflective, and Pancasila-oriented.

Keywords: Critical Reasoning, Dubium Methodicum, Pancasila Student Profile Strengthening Project, Independent Learning Curriculum.

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INTRODUCTION

The Indonesian government initiated the "Pancasila Student Profile Strengthening Project" program to enhance educational quality within the framework of the Independent Learning curriculum. This program seeks to enhance student character and uphold the values of Pancasila as a component of national identity. This article examines the "Critical Reasoning" aspect of the Pancasila Student Profile Strengthening Project within the Independent Learning Curriculum, aimed at enhancing student

character and preserving Pancasila values as a national identity. Santika and Dafit (2023) The project aims to enhance personality quality through consistent character education and comprehension and applying Pancasila as the foundational state philosophy while also improving students' skill levels. The project emphasizes the development of critical thinking skills.

By referring to Circular Letter No. 0574/H.H3/SK.02.01/2023 concerning the follow-up

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of the Ministry of Education and Culture No. 262/M/2022 concerning Amendments to the Ministry of Education and Culture No. 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Learning Recovery. This decision states that education units can implement the Independent Curriculum in stages according to their readiness. In this decision, three options exist for the Independent Learning Curriculum and the momentum that emerged to overcome *learning loss* due to the COVID-19 pandemic. However, philosophically, it is also a fundamental answer to the demands of the urgency of learning in the 21st century (Roman, 2021). The needs of 21st-century learning require a person to be able to experience and understand the world by having critical thinking skills, creativity, communication, and collaboration skills, as well as other basic skills, such as literacy, numeracy, self-leadership, and socio-cultural awareness (Situmorang *et al.*, 2023). In the context of Indonesia, the independent learning curriculum directs a person to achieve the competencies of the Pancasila student profile, namely: Faith in God Almighty and Morals, Global Diversity, Mutual Cooperation, Independence, Critical Reasoning, and Creative (Iskandar *et al.*, 2023).

Rene Descartes (1596–1650) was a philosopher from the Critical School who introduced the idea of "Dubium Methodicum" (dubious method). This idea sparked a revolution and progression of thinking by systematically questioning all beliefs and assumptions to achieve a precise and definite foundation of knowledge. (Karatsiori, 2023) Taking a critical approach to beliefs, Descartes believed that an activity called "critical reasoning" could prevent wrong decision-making. "Critical reasoning is one of the six dimensions of the Pancasila Student Profile Strengthening Project. Through this dimension, students are encouraged to grow and develop to achieve three competencies. (Rozhana *et al.*, 2023), namely: (1) Obtaining and processing information and ideas; (2) Analyzing and evaluating reasoning; (3) Reflecting and evaluating their thoughts. By developing these three competencies, students can have a strong foundation in maintaining the values of Pancasila and internalizing them through a critical approach. The use of a healthy critical approach in analyzing Pancasila values will help students understand the values that are built and achieve reconciliation between these values and today's expectations.

Through a qualitative analysis approach, Descartes' ideas have relevance and implications for today's world of education. Philosophically, through the "Dubium Methodicum" idea, Descartes emphasized the importance of methodological skepticism and critical thinking in achieving correct

knowledge. In the context of this research, Descartes highlights the need for a critical approach to understanding Pancasila and the Independent Learning curriculum. This helps in questioning beliefs or understandings that may have been taken for granted, allowing for the development of more critical and deep-thinking (Gorgulu, 2015) Methodologically, Descartes' idea of "Dubium Methodicum" refers to the systematic process of asking questions and doubting everything to arrive at a definite truth. In the context of this research, this idea can be applied to analyze how the concepts of Pancasila and the educational curriculum are understood and implemented and to identify potential shortcomings or gaps in existing approaches.

Descartes' perspective has implications for efforts to encourage the development of critical thinking among students. This helps them not only to receive the information or views given but also to question and analyze them more carefully. The idea of "Dubium Methodicum" Descartes also impacted efforts to help improve the curriculum and learning methods by incorporating elements that encourage critical and reflective learning (Alifah, 2021) With a more critical approach to understanding Pancasila, the dialectic of Descartes' ideas can help strengthen students' understanding and appreciation of Pancasila values, thus forming a more critical and responsible generation.

RESEARCH METHODS

This study uses a qualitative method with two approach models: 1) Qualitative analysis of documents. The author analyzes interdisciplinarily documents related to the Independent Learning curriculum, the texts of Descartes, philosophers, and other critical thinkers, as well as other relevant sources to identify aspects that have the potential to affect the understanding and application of the "critical reasoning" dimension in the context of the Pancasila Student Profile Strengthening Project (Romero-Hall, 2020). 2) Content Analysis. This model will be used to analyze learning materials, textbooks, and other documents relevant to the Independent Learning curriculum, focusing on aspects related to the development of critical reasoning skills in the "Critical Reasoning" dimension of the Pancasila Student Profile Strengthening Project in the Independent Learning Curriculum and Rene Descartes' thoughts on "Dubium Methodicum," by referring to various reading sources or references in the form of journals, books, reports of research results and relevant regulatory products (Lor, 2017). Furthermore, the author studied its relevance and implications philosophically, methodologically, and praxis-wise. The process of collecting and processing data is carried out in stages: a) collecting data

relevant to the topic discussed; b) analyzing reading materials, especially those relevant to the dialectic of thinking of various philosophical ideas about the role of education in building a space for the construction of students' awareness. c) Various studies and experiences were analyzed and examined for relevance and implications to reach valid and accurate conclusions.

LITERATURE REVIEW

Rene Descartes (1596–1650) introduced the concept of "Dubium Methodicum" in his monumental work, "Meditations on First Philosophy" (1641). The "Dubium Methodicum" concept builds transparent and independent knowledge through systematic doubts about beliefs and assumptions. Descartes taught that doubt is the key to achieving a correct and definite understanding of the world. When developing the "Dubium Methodicum" concept, he taught that every belief should be questioned and accepted only after passing a critical and logical test. (Lorenzini, 2023). In this regard, the "Dubium Methodicum" concept is associated with a critical thinking framework and is important in fostering critical thinking skills. Descartes believed doubt was the key to achieving a correct and definite understanding of the world. In developing the "Dubium Methodicum" concept, he taught that every belief should be questioned and accepted only after passing a critical and logical test. In this regard, the "Dubium Methodicum" concept is associated with a critical thinking framework and is important in fostering critical thinking skills. In addition to the above works, several other works describe Descartes' deep thinking on the philosophy of critical thought, including: "Discourse on the Method" (1637), "Principles of Philosophy" (1644), and "The Passions of the Soul" (1649) (Kolesnykova & Malivskiy, 2022).

The world of education is experiencing a revolution in the way or method of teaching. Teaching that is only based on memorization and old textbooks is now increasingly abandoned, especially with technology as a tool that can help students learn in a cheaper, faster, and more effective way. One of these implications is the importance of developing critical thinking skills. Critical thinking skills provide students with the ability to appreciate and evaluate ideas, information, and evidence objectively and with a clear goal of achieving a more complex and more accurate understanding of the world around them.

Education that focuses on developing critical thinking skills and frameworks also helps students improve their ability to recognize valid information, make better decisions, and formulate arguments systematically and logically. The "Dubium Methodicum" oriented learning method can also lead to more effective teaching, especially in learning that

focuses on real experiences. This will help students reach a higher level of understanding of abstract concepts that are difficult to explain through textbooks and provide a more personalized and meaningful learning experience. (Keeping up with the Kardashians, 2022). The "Dubium Methodicum" oriented learning process also involves a more interactive and engaging learning process with students, thus allowing students to develop an understanding that actively engages themselves. It can also help facilitate honest and open discussions, thus creating a learning atmosphere that promotes creative thinking and problem-solving (Indah, 2020).

The "Dubium Methodicum" concept is important in education because it helps develop critical thinking skills and deeply understand the world around them. Through "Dubium Methodicum"-oriented teaching, students can develop a more personal and meaningful understanding and acquire the ability to evaluate information and ideas objectively. This is expected to improve students' ability to think critically, develop high-quality problem-solving, and make better decisions in the future.

The dialectic of philosophical thought about the importance of critical reasoning skills emerged from other philosophers, such as John Locke (1632-1704). In his lecture entitled "An Essay Concerning Human Understanding" (1689), Locke discussed the importance of critical thinking skills for human development. Locke argued that humans acquire knowledge from experience, and critical thinking skills help humans to evaluate experiences and understand those experiences better. According to Locke, education should focus on developing students' reasoning and thinking critically about the world. (Boeker, 2023) Locke believes that the learning process should be active. Students should not just be passive recipients of information but become active participants in it. Critical thinking, for Locke, is about teaching students to be self-aware, reflect on their thought processes, and continually evaluate and revise their ideas based on new evidence or information. (Phuong Thuy, 2020).

Additionally, Locke believes that developing critical thinking skills is essential for a dynamic and democratic society. He believes that individuals who can think for themselves and make informed decisions will be better equipped to participate in a democratic society and contribute to the collective good. For Locke, education is about individual success and creating a just, equitable, and democratic society. (Hou & Zhao, 2020). In modern times, the emphasis on critical thinking in education is increasing. Many educational philosophies, including constructivism and problem-based learning,

emphasize developing students' critical thinking skills. (Androne, 2014). This philosophy emphasizes the importance of inquiry, exploration, and involvement in learning. They encourage students to question assumptions, seek new information, and critically evaluate evidence.

John Dewey (1859-1952) spoke about the importance of critical reasoning for a person. Dewey views critical thinking skills as essential skills for success in life. In his book "How We Think" (1910), Dewey discusses the ability to think reflectively and the thought process that succeeds in complex situations. For Dewey, critical thinking is a way to experience and engage with the world. He believes that learning should be hands-on and that students should be encouraged to explore the world around them. Critical thinking, for Dewey, is about learning while doing. (S. M. Ismail & Nikpoo, 2023). He believes students should be encouraged to experiment, make mistakes, and learn from those mistakes.

Dewey believes developing critical thinking skills is essential for creating a democratic society. He believes critical thinking empowers individuals to participate in public life and make informed decisions. For Dewey, education is not just about accumulating knowledge but about developing individuals who can positively contribute to society. (Letseka & Zireva, 2013). Dewey also believes that education should be focused on problem-solving. He believes that students must face real-world problems and are encouraged to find solutions to these problems. This educational approach encourages students to think critically, evaluate evidence, and develop creative solutions. (Aladini *et al.*, 2024).

Additionally, Dewey believes critical thinking should be seen as an ongoing process rather than a fixed set of skills. He believes that individuals should continue to reflect on their thought processes and evaluate their ideas based on new evidence. Thus, critical thinking is not just a tool to achieve goals but a lifelong personal and intellectual growth process. In modern times, John Dewey's ideas about education and critical thinking continue to shape the way of teaching and learning. Educational philosophies such as experiential and inquiry-based learning rely heavily on Dewey's ideas. (Laverty, 2016). This educational approach emphasizes the importance of hands-on learning, real-world problem-solving, and continuous reflection.

Erich Fromm (1900-1980), a well-known psychoanalyst and social philosopher of the 20th century, had much thought about critical reasoning. One of his important works on this topic was a book entitled "Escape from Freedom" (1941), which was

also published under the title "The Fear of Freedom" (Deslandes, 2018). In this work, Fromm describes how individuals often avoid the responsibility of freedom and autonomy they have. Fromm believes critical reasoning is evaluating information, questioning authority, and understanding the reasons behind behavior and decisions. According to Fromm, critical reasoning is an ability that must be developed to free oneself from the constraints of a conformist and normative society. In critical reasoning, individuals passively receive information and critically analyze it. Thus, individuals can make more informed decisions and take responsibility for their actions. (Worley, 2021). According to Fromm, critical reasoning is one of the essential elements in achieving true freedom and building more humane relationships with oneself and others. By practicing critical reasoning, individuals can see beyond thoughts and actions limited by social habits and norms and take steps to reach their full potential. (Fromm, 1991).

Several schools of thought in education have various views on the importance of students' critical reasoning skills in learning. Here is a description of the thoughts of some famous schools of education: *first*, Perennialisme (Plato, Aristotle, Thomas Aquinas, John Dewey) (Akomolafe, 2021). This school emphasizes the importance of developing critical thinking skills as the primary goal of education. They believe that through learning that emphasizes understanding fundamental concepts and universal principles, students will learn to think critically and be able to apply such thinking in a variety of contexts. This school emphasizes the understanding of eternal values and ideas in education. They believe that education should introduce students to the most important human cultural heritage, including works of philosophy, literature, and art that are considered "eternal" (Maftoon & Shakouri, 2013). The goal is to help students understand the principles that underlie the world and apply them in everyday life.

Second, Progressivism (Jean Piaget, Lev Vygotsky, Maria Montessori, Jérôme Bruner, Paulo Freire) (Akomolafe, 2021). Progressivism emphasizes experiential learning and active interaction of students with subject matter. Followers of this school see critical thinking skills as the key to developing a deep and relevant understanding for students. Progressivism encourages students to ask questions, analyze information, and draw conclusions, all requiring critical thinking skills. This school emphasizes direct experience and active participation of students in learning. They believe that education should be centered on students' interests and needs and allow them to develop creativity, critical thinking, and social skills. (Naatonis *et al.*, 2022). The goal is to

prepare students to become independent-minded and engaged members of society.

Third, constructivism (Jean Piaget, Leo Vygotsky, Paulo Freire) (Taber, 2019). Constructivism emphasizes students' active role in building knowledge through thinking, interpreting, and responding to information. Critical thinking skills are essential in constructing knowledge, as students must analyze information, assess the veracity of claims, and construct their understanding. This school considers that student-centered learning can help develop better critical thinking skills than teacher-centered learning. (Sumarna & Gunawan, 2022). This school emphasizes students' active role in constructing knowledge through interaction with the environment and learning experiences. Education should help students build their understanding of the world by allowing them to combine new knowledge with what they previously knew. The goal is to create independent learners and problem-solvers. (Brown & King, 2000).

Postmodern thinkers who are also concerted in discussing the issue of critical thinking skills include Robert Ennis. Ennis is one of the most renowned critical-thinking experts in the 21st century. In his work, "A Taxonomy of Critical Thinking Dispositions and Abilities" (1989), he developed a taxonomy that involves critical thinking skills and dispositions or a tendency to think critically. The taxonomy comprises several fundamental aspects of critical thinking skills, such as interpretation, analysis, evaluation, and inductive and deductive reasoning. (Ennis, 1989). Other thinkers include Richard Paul and Linda Elder. In their work, "Critical Thinking: A Stage Theory of Critical Thinking Development" (2006), they developed a theory of critical thinking skill development with four stages. They argue that to be a qualified critical thinker, one must go through the early stages of thinking and commit to more complex and diverse ideas. (Paul & Elder, 2000). Peter Facione and Noreen Facione, in their work, "Critical Thinking and Clinical Reasoning in the Health Sciences: A Teaching Anthology" (2008), discuss critical thinking skills as important in the health field. They developed a handbook for teaching critical thinking skills focusing on critical concepts beneficial to public health situations. (Facione, 1989).

Furthermore, in his work "Thinking in Education" (2003), Matthew Lipman expressed his opinion about teaching critical thinking skills that help children understand problems. The Philosophical Inquiry Through Critical Thinking" or Philosophy in Critical Thinking Skills (S. Ismail, 2020). In his book, "Becoming a Critically Reflective Teacher" (1995), Stephen Brookfield emphasizes the

importance of critical thinking skills in learning and teaching. Brookfield evaluates teaching and pedagogical techniques to improve students' critical thinking skills and help teachers face the challenges of teaching these skills (Brookfield, 2020). In their book, "Critical and Creative Thinking: The Nature of Artistic Perception" (2011), Sharon Bailin and Mark Battersby state that critical thinking skills are important in creating creative thinking. They emphasized that creative thinking results from a critical thinking process and requires commitment and hard work (Bailin & Battersby, 2015). In his work "6 Thinking Hats" (1985), Edward de Bono developed a creative thinking approach that allows a person to produce more precise and complete thoughts. The purpose of his mind model is to eliminate possible defects in thinking in order to achieve more innovative and more creative ideas (Kenny, 2003).

FINDINGS AND DISCUSSION

In the structure of the Independent Learning Curriculum, the Pancasila student profile is designed to answer one big question, namely, students with what kind of profile (competence) the Indonesian education system wants to produce. In this context, the Pancasila student profile has a competency formula that complements the focus on achieving Graduate Competency Standards at each level of education unit in terms of cultivating character through Pancasila values. The competency of the Pancasila student profile pays attention to internal factors related to the identity, ideology, and ideals of the Indonesian nation, as well as external factors related to the context of the life and challenges of the Indonesian nation in the 21st century, which is facing the industrial revolution 4.0 (Situmorang *et al.*, 2023).

In addition, the Indonesian Student Profile is also expected to be competent to become a democratic citizen and a superior and productive human being in the 21st century. Therefore, Indonesian students are expected to participate in sustainable and resilient global development, facing various challenges. The Pancasila student profile has various competencies formulated into six key dimensions. The six are interrelated and strengthened so that efforts to realize a complete Pancasila student profile simultaneously require the development of all these dimensions. (Fahkrunisa, 2022). The six dimensions are: 1. Faith, fear of God Almighty, and have noble character. 2. Global diversity. 3. Work together. 4. Independent. 5. Critical reasoning. 6. Creative. These dimensions show that the profile of Pancasila students focuses not only on cognitive abilities but also attitudes and behaviors according to their identity as Indonesian citizens and citizens of the world.

Why is the Pancasila Student Profile Strengthening Project so important in implementing the independent curriculum as a co-curricular activity, in addition to intracurricular and extracurricular activities? Ki Hadjar Dewantara (1889-1959) said: "... It is necessary for our children [Taman Siswa] to bring their lives closer to the lives of the people, so that they not only have 'knowledge' about the life of their people, but can also 'experience' it themselves, and then do not live apart from their people." Over the past few decades, educators and education practitioners worldwide have begun to realize that learning outside the classroom can help learners understand that learning in educational units has a relationship with everyday life. Long before that, Ki Hajar Dewantara had emphasized the importance of students learning outside the classroom, but unfortunately, the implementation has not been optimal. The Pancasila student profile strengthening project, as one of the means of achieving the Pancasila student profile, provides an opportunity for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment. (Iskandar *et al.*, 2023). In this profile project activity, students can learn important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can take real action in answering these issues according to their learning stages and needs. The Pancasila student profile strengthening project is expected to inspire students to contribute to the surrounding environment.

Based on the Ministry of Education and Culture No.56/M/2022, the Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character by the Pancasila Student Profile, which is compiled based on the Graduate Competency Standards. Implementing the Pancasila Student Profile strengthening project is carried out flexibly in terms of content, activities, and implementation time. P5 is designed separately from intracurricular. The objectives, contents, and learning activities of the project do not have to be associated with the objectives and subject matter of the intracurricular course. The education unit can involve the community and/or the world of work to design and organize P5. Referring to the Independent Learning curriculum scheme, the implementation of P5 is adjusted to the Curriculum Structure at the PAUD and Primary and Secondary Education levels, which consists of intracurricular learning activities and the Pancasila Student Profile Strengthening Project (P5). Meanwhile, Equality Education consists of general group subjects and empowerment and skills programs based on Pancasila student profiles.

P5 is expected to be an optimal means of encouraging students to become competent lifelong learners, have character, and behave according to the values of Pancasila (Desianti & Rahayuningsih, 2022)

There are six (6) dimensions in this Pancasila Student Profile strengthening project, namely: 1. Faith, fear of God Almighty, and noble character. 2. Global diversity. 3. Work together. 4. Independent. 5. Critical reasoning. 6. Creative. Each of these dimensions has its derivatives or sub-dimensions. The dimension of "critical reasoning" has the following sub-dimensions: (1) Obtaining and processing information and ideas; (2) Analyzing and evaluating reasoning; (3) Reflecting and evaluating their thoughts. After being analyzed according to the perspective of Descartes' "Dubium Methodicum," these three sub-dimensions have their respective meanings, relevance, and philosophical and methodological implications.

First, the sub-dimension is "Obtaining and processing information and ideas." In critical thinking, obtaining and processing information and ideas is essential. This is where Rene Descartes' view of the method of doubt or "dubium methodicum" becomes relevant. The method of doubt, or "dubium methodicum", is Descartes' approach to acquiring knowledge. This method involves doubting everything that can be doubted to arrive at a particular knowledge. Descartes believed he could arrive at an undeniable truth by doubting all beliefs. This approach to knowledge acquisition has important implications for critical thinking. Obtaining and processing information and ideas requires a critical and reflective approach.

Students must be able to question the information presented to them and evaluate its validity through logic and reasoning. They must also be able to identify gaps in their knowledge and look for additional information to fill those gaps. In addition, the doubt method also highlights the importance of evidence-based reasoning. Descartes believed that knowledge should be based on evidence and that beliefs not supported by evidence should be rejected. This is an important aspect of critical thinking because it encourages students to evaluate evidence carefully and avoid making assumptions or decisions based on incomplete or biased information. (*Ganapathy et al.*, 2017) In addition to obtaining and processing information, critical thinking involves reflecting on one's thinking process. This is another aspect of the questioning method relevant to developing critical thinking skills. Descartes encourages individuals to reflect on their beliefs and thought processes to identify areas of uncertainty or doubt. This reflection allows individuals to refine their beliefs and achieve more accurate knowledge.

The method of doubt is relevant to critical thinking because it emphasizes the importance of acquiring and processing information and ideas reflectively and thoroughly. By questioning all beliefs and evaluating evidence-based reasoning, students are encouraged to develop critical thinking skills essential for success in and out of the classroom. Thus, Rene Descartes' view of the doubting method or "dubium methodicum" has important implications for developing critical thinking skills. Acquiring and processing information and ideas reflectively and thoroughly is essential for success in the classroom and beyond. (Fatahillah *et al.*, 2021) Teachers need to encourage students to question the information presented, evaluate evidence-based reasoning, and reflect on their thought processes to create engaged and reflective learners who are well-equipped to navigate complex issues in the world around them.

Second, the subdimension is "Analyzing and evaluating reasoning." Descartes believed that knowledge should be based on reason and evidence and advocated a rigorous reasoning approach to arriving at specific knowledge. This approach involves analyzing and evaluating reasoning to determine whether it is logical and reasonable. (Muzammil & Hamimi, 2021). This is where the subdimension of critical thinking involving the analysis and evaluation of reasoning becomes relevant.

To become a practical critical thinker, students must be able to analyze and evaluate reasoning reflectively and thoroughly. It involves identifying the reasoning behind an argument or statement, evaluating the logic and coherence of that reasoning, and considering any underlying assumptions and biases. The ability to analyze and evaluate reasoning is essential for developing an understanding of the world around us (M. M. Tapung & Nabung, 2024). By examining the reasoning behind arguments and statements, students can identify gaps in their knowledge and develop a clearer understanding of complex issues. In addition, the ability to analyze and evaluate reasoning also underscores the importance of evidence-based reasoning. Descartes believed that knowledge should be based on evidence and that arguments not supported by evidence should be set aside (Indah, 2020). This is an important aspect of analyzing and evaluating reasoning because it encourages students to evaluate the validity of an argument based on the evidence presented.

In addition to its relevance to critical thinking, Descartes' perspective and method of doubt also have implications for teaching practice. Teachers should encourage students to engage in reflective and thorough thinking to identify gaps in their knowledge

and evaluate the reasoning behind the arguments and statements presented to them. Furthermore, the method of doubt and its emphasis on evidence-based reasoning have implications for the role of teachers in disseminating knowledge. Teachers should encourage students to question the information presented and look for evidence-based reasons to arrive at accurate knowledge. (Mones *et al.*, 2023).

Thus, the ability to analyze and evaluate reasoning is an important subdimension of critical thinking that has important implications for learning. Rene Descartes' perspective and the method of doubt, or "dubium methodical," highlight the importance of evidence-based reasoning and careful thinking to arrive at specific knowledge. By encouraging students to analyze and evaluate the reasoning behind arguments and statements, teachers create engaged and reflective learners equipped to navigate complex issues in the world around them.

Third, the sub-dimension is "Reflecting and evaluating one's thoughts." One of the important subdimensions of critical thinking is the ability to reflect and evaluate one's thoughts; this is particularly relevant to the perspective of Rene Descartes and the method of doubt or "dubium methodical." Descartes believed that the individual should be able to reflect on his or her beliefs and thought processes to identify areas of uncertainty or doubt. This reflection allows individuals to refine their beliefs and acquire more accurate knowledge. (Junaid & Baharuddin, 2020) Therefore, to become practical critical thinkers, students must develop the ability to reflect on and evaluate their thought processes.

Reflecting on one's beliefs and thought processes has significant implications for leadership, personal growth, and decision-making. One can identify areas where bias or misinformation may exist by evaluating one's beliefs and assumptions. This allows people to adjust their thinking and make more informed decisions. (M. Tapung *et al.*, 2018). Furthermore, the method of doubt and its emphasis on reflection has implications for teaching practice. Teachers should encourage students to reflect on their thought processes and look for areas of doubt or uncertainty. This reflection can promote growth and self-awareness, key components of practical critical thinking. (Setyawan *et al.*, 2019).

Another implication of the method of doubt and its emphasis on reflection is understanding the limitations of self-knowledge. Descartes realized the importance of recognizing the limitations of knowledge and the potential for errors in thinking. Therefore, reflective critical thinking requires a willingness to consider alternative viewpoints and

potential errors, which is essential for effective learning and leadership. In addition, reflection also helps foster creativity by encouraging individuals to think beyond their current understanding and find innovative solutions to problems.

Thus, reflecting and evaluating one's thinking is an important sub-dimension of critical thinking that has significant implications for learning, leadership, personal growth, and decision-making. Descartes' perspective and the doubting method, or "dubium methodical," highlight the importance of reflecting on one's thought process to identify areas of doubt or uncertainty. By encouraging reflection and self-awareness, teachers can help develop engaged and reflective students equipped to navigate complex issues in the world around them. (Rahmawati *et al.*, 2020).

However, through qualitative evaluation, some facts illustrate that "critical reasoning" skills have not been fully empowered in the Pancasila Student Profile Strengthening Project, the Independent Learning Curriculum. This can be seen from various factors (Wasimin, 2022). *First*, Teacher Pedagogic Skills: Although teachers have a significant role to play in developing critical thinking skills in learners, often a lack of training and understanding of how to effectively teach those skills is a hindrance. Teachers may be more accustomed to traditional teaching approaches that focus on providing information rather than approaches that build critical thinking skills. *Second*, a supportive school ecosystem. The school environment plays an important role in developing critical thinking skills. However, some factors in the school ecosystem may not support this optimally. A dense curriculum, pressure to achieve academic targets, and limited resources can lead to a neglect of the development of critical thinking skills—*third*, community support. The involvement and support of parents and the community are also critical in strengthening students' critical thinking skills. However, in some cases, society may not understand the importance of these skills or may prioritize academic outcomes over the development of critical thinking skills—*fourth*, measurement and assessment. Measurement and assessment systems that may be more oriented towards standardized tests or material mastery than on critical thinking skills can also be a barrier. If the assessment does not reflect the importance of critical thinking skills, teachers and learners will not have a strong incentive to develop these skills.

Therefore, to improve the empowerment of critical thinking skills in students in the context of the Pancasila Student Profile Strengthening Project, special attention is needed to teacher training, establishing a supportive school environment,

increasing public awareness, and adjustments in measurement and assessment. Only with this holistic approach can the development of critical thinking skills be effectively integrated into educational curricula and practices. In order for these critical reasoning skills to be genuinely empowered meaningfully and have an impact on student growth and development through the Pancasila Student Profile Strengthening Project scheme in the implementation of the Independent Learning Curriculum, it needs to be supported by several things, including Teachers' pedagogic skills, a conducive learning ecosystem in schools, and a supportive socio-cultural environment.

First, the pedagogic skills of teachers (Fitriati & Prayudi, 2021). There are several things that teachers must pay attention to, namely: 1) Developing a deep understanding of critical thinking: Teachers must develop a deep understanding of what critical thinking is and how it can be developed in students. This includes understanding the cognitive processes involved in critical thinking, the types of skills involved, and how critical thinking can be assessed. 2) Get used to using effective questioning strategies. Teachers should use effective questioning strategies to stimulate critical thinking in students. It involves asking open-ended questions and encouraging analysis, evaluation, and synthesis of ideas. 3) Encourage active learning. Teachers must apply teaching methods that encourage active learning in students. Encouraging students to ask questions, solve problems, and challenge ideas can help develop critical thinking skills. 4) Teachers provide opportunities for students to reflect. Teachers should provide opportunities for students to reflect on their learning experiences and critical thinking processes. This reflection can help students better understand their thinking, identify potential biases or errors, and refine their reasoning. 5) Fostering a collaborative learning environment. Teachers should encourage collaboration and teamwork to improve critical thinking skills. Working in groups can allow students to share ideas, evaluate evidence, and refine their thinking. 6) Using technology effectively. Teachers should incorporate technology into their teaching to support the development of critical thinking skills. This includes the use of technology to provide access to information and resources, as well as the use of technology to facilitate collaboration and interactive learning experiences.

Second, a conducive learning ecosystem in schools (Aditiya & Fatonah, 2023). Several things relate to this: 1) Creating a safe and supportive learning environment. Creating a safe and supportive learning environment that encourages students to take risks and make mistakes is important. Students

who feel supported and free to explore new ideas are more likely to engage in critical thinking. 2) Encourage a growth mindset. Teachers must encourage a growth mindset, encouraging students to view challenges and mistakes as opportunities for growth and learning. This mindset supports the development of curiosity that helps students to ask questions, explore new ideas, and engage in critical thinking. 3) Fostering a culture of inquiry and curiosity. Schools should foster a culture of inquiry by encouraging students to ask questions and seek answers. Teachers should exemplify curiosity, ask questions, and encourage students to do the same. 4) Provide access to a variety of information. Students must be provided with diverse sources and forms of information, including text, videos, websites, and audio materials. This diversity of information can help students develop their critical thinking skills, thus allowing them to evaluate information and perspectives from various sources. 5) Encourage collaboration. Teachers should encourage collaboration and teamwork in the classroom to facilitate critical thinking skills by collaborating with others. This fosters an environment where students feel comfortable sharing their thoughts and ideas and where they can learn from each other. 6) Using technology effectively. Schools must utilize technology effectively to support the development of critical thinking skills. This includes the use of technology to provide access to information and resources, as well as the use of technology to facilitate collaboration and interactive learning experiences. 7) Provide access to professional development opportunities. Teachers should be provided with access to professional development opportunities, which will help them stay abreast of new developments in education and help them develop new skills to support the development of critical thinking skills in students.

Third, a supportive socio-cultural environment (M. Tapung, 2024). Several things are related to this: 1) Promoting the value of critical thinking. Schools partner with active schools to promote the value of critical thinking and the importance of critical thinking in problem-solving, decision-making, and personal growth. This encourages creating an environment where critical thinking skills are valued and well-developed. 2) Encourage a culture of inquiry. Communities and governments must support the growth of a culture of inquiry, where individuals are encouraged to ask questions, seek answers, and evaluate evidence. This encourages curiosity, which is important for critical thinking. 3) Encourages reflection. Society must encourage reflection, allowing individuals to evaluate their thoughts, consider alternative viewpoints, and identify their biases and assumptions. This reflection supports the development of critical thinking skills.

4) Provide access to diverse sources of information. The public and the government must provide access to various information sources, including various media, educational resources, and internet resources. This diversity of information enhances critical thinking skills by allowing individuals to consider different perspectives and evaluate evidence from various sources. 5) Encourage collaboration. The community and the government must be supportive and encourage collaboration and teamwork to allow individuals to work together to solve problems and evaluate ideas. This fosters an environment where individuals can share thoughts and ideas and learn from each other. 6) Support educational programs. Communities and governments must advocate for educational policies and practices encouraging critical thinking, such as problem-based learning, inquiry-based learning, and evidence-based reasoning. This includes encouraging access to educational resources and supporting educators who develop teaching methods that encourage critical thinking.

So schools, governments, and communities need to work collaboratively to encourage the development of critical thinking skills in students by promoting the value of critical thinking, fostering a culture of inquiry, encouraging reflection, providing access to diverse sources of information, encouraging collaboration, supporting educational policies and practices that encourage critical thinking, and encouraging community engagement. By collaborating with this collaboration, efforts to develop critical thinking skills are increasingly developed in creating active, participatory, and reflective learners so that they help navigate complex problems in the world around them.

CONCLUSION

Critical thinking is essential to education because it helps students develop crucial and self-reflective skills like 1) taking in and processing information and ideas, 2) analyzing and judging reasoning, and 3) thinking about and judging their thoughts. This research looks closely at the part of the Pancasila Student Profile Strengthening Project that deals with critical thinking. It is connected to the Independent Learning Curriculum. Descartes' "Dubium Methodicum" is a theoretical framework for comprehending the cultivation of crucial reasoning in students. A qualitative research method is used in this study, which combines a qualitative analysis model of documents with an interdisciplinary examination of document content. The focus is on the relevance, implications, and philosophical, methodological, and practical aspects of the different ideas and content within the documents. The results and findings show that the Pancasila Student Profile Strengthening Project's critical approach is very

relevant and has essential implications from Descartes' point of view. The following discussion focused on how to improve the critical thinking part of the Independent Learning curriculum through an interdisciplinary approach and changes to the way teachers teach. The Independent Learning Curriculum's focus on essential learning principles can help raise a critical, reflective, and Pancasila-oriented generation.

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