

Application Of Philosophy Education to Develop Critical Thinking in Elementary School Students in Indonesia in Supporting SDGs in The Era Of Society 5.0

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ABSTRACT

This study discusses the application of philosophy education as an innovative strategy to develop critical thinking in elementary school students to support the achievement of Sustainable Development Goals (SDGs) in the Society 5.0 era. Philosophy education provides space for students to think deeply, analyze problems critically, and understand various points of view. This is important in developing critical thinking skills needed to face global challenges in the Society 5.0 era. Through a philosophy-based approach, students are invited to understand not only academic concepts, but also social values such as equality, justice, and sustainability. This study also examines how the integration of philosophy education in the elementary school curriculum can contribute to the achievement of SDGs, especially in terms of improving the quality of education and inclusive and sustainable character building.

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INTRODUCTION

In the era of Society 5.0, global challenges are increasingly complex and require individuals to have critical thinking skills, be innovative, and be able to adapt to rapid changes. Society 5.0 is a concept that combines advanced technologies such as artificial intelligence (AI), the Internet of Things (IoT), and big data to improve the quality of human life by creating a balance between technological progress and meeting social needs. In the context of education, critical thinking skills are one of the keys that need to be developed and trained early on to prepare the younger generation to face these challenges.

However, most students in the current generation do not understand the meaning of the learning materials that their teachers provide. They are like they are systemized only to complete assignments, without looking for meaning or critical understanding of the subject assignments given by their teachers. In addition, the education system is getting easier and looser, where now it is rare for students to repeat a class, often aimed at maintaining the school's reputation. This will actually have a long-term effect on students, ending up where students underestimate the learning materials because they feel sure that they will still move up a class even though they do not get enough provisions while studying in class. Another proof of this problem is that many junior high school students in our Indonesian schools are still hesitant in reading, even to the point where there are students who cannot read yet, showing that

technological advances have one of the negative effects on the thinking of the younger generation becoming dull in school.

The Sustainable Development Goals (SDGs), especially the fourth goal that focuses on quality education, emphasize the importance of complete and equitable education for all. Education that is able to foster 21st-century skills, such as critical thinking, is important to support the achievement of the SDGs. One appropriate approach to achieving these goals is the implementation of philosophy education in elementary schools. Philosophy as a discipline teaches students to think deeply, question assumptions, and find logical solutions to problems faced. The application of philosophy to elementary school students can help foster critical thinking skills, which in turn will have a positive impact on the achievement of the SDGs.

However, philosophy education at the elementary school level has not been widely applied in Indonesia. Most curricula still focus on mastering factual knowledge without providing enough space for students to explore more analytical ways of thinking. In fact, the development of critical thinking skills is very much needed, especially in facing rapid changes in the digital era and technology that is increasingly tied to everyday life. Therefore, this study will explore how philosophy education can be applied at the elementary school level as a strategy to develop critical thinking in order to support the achievement of SDGs, and is important in the context of Society 5.0.

LITERATURE REVIEW

Philosophy learning has been quite popular abroad as one approach to developing critical thinking skills in children. However, in Indonesia itself, philosophy learning, especially for children, still sounds foreign and has not been widely applied in the elementary education curriculum. In fact, philosophy has great potential to foster analytical thinking skills that are very relevant to facing the challenges of modern education.

The "Philosophy for Children" (P4C) program has been widely evaluated and implemented in various countries as part of an effort to improve critical thinking skills among students. Previous studies provide important insights into the impact of implementing this program in the context of elementary school education.

Ourania Maria Ventista (2019) in a study entitled "An Evaluation of the 'Philosophy for Children' Program: The Impact on Cognitive and Non-Cognitive Skills" discusses the P4C program with a focus on children's cognitive and non-cognitive skills. The results of this study indicate that the P4C program significantly improves students' critical thinking, problem-solving, and decision-making skills. In addition, this program also has a positive impact on the development of non-cognitive skills, such as cooperation, empathy and communication. This program has succeeded in forming students who are more independent in thinking and more open to different points of view, which is the essence of building 21st century skills that are very much needed in the era of Society 5.0.

Meanwhile, Haas, Hope J (1976) in a study on "Philosophical Thinking in the Elementary Schools: An Evaluation of the Educational Program Philosophy for Children" reported the results of an evaluation of the impact of Matthew Lipman's Philosophy for Children program on fifth and sixth grade students in the first year of its implementation. This program uses novels about children to trigger philosophical discussions on various issues, such as the basis for moral decisions and the justification of one's beliefs. Haas's research involved two different settings, namely in Newark, New Jersey, and Denton, Texas, with variations in conditions including teacher preparation (attendance or absence at workshops), student ethnic background (black, Hispanic, or white), and the amount of time students spent studying

program materials. In addition, comparisons were also made with a control group that did not participate in the program.

The factors measured in students in this study consisted of curiosity, questioning ability, reading ability, listening comprehension, logical thinking, creativity, attitude toward experimentation, and understanding of interpersonal relationships. The results showed that students who participated in the P4C program experienced improvements in several aspects, especially in terms of logical thinking and interpersonal understanding. Teachers involved in this study were also surveyed regarding their attitudes toward the program, and the survey results indicated that most teachers had positive views about the effectiveness of the program in developing students' abilities.

Meanwhile, Wahab, Zulkifli, and Razak (2022) in the study "Impact of Philosophy for Children and Its Challenges: A Systematic Review" conducted a systematic review of the implementation of P4C in various countries. This study used the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) methodology to assess articles and related materials found mainly through two databases, namely Web of Science and Scopus. By using thematic analysis, this review obtained five main themes resulting from the implementation of P4C, namely (1) high-level thinking skills, (2) a safe environment, (3) civilized students, (4) democracy in discussion, and (5) a culture of thinking in the classroom. The results of the review show that P4C not only positively affects aspects of students' thinking, but also the challenges faced by teachers and students in implementing the program. In addition, these challenges include time constraints, inadequate training, and resistance to changes in teaching methods in the classroom. Despite the challenges faced, P4C is still considered a useful approach in preparing students to face global challenges in the future.

From these various studies, it can be concluded that the P4C program has a significant impact on improving students' cognitive and non-cognitive skills. The application of philosophy in elementary schools has been proven to help students think more critically, analytically, and reflectively, which is very relevant in supporting the achievement of the Sustainable Development Goals (SDGs) and skills development in the Society 5.0 era. However, the challenges of implementing P4C also need to be considered, especially in terms of teacher training and curriculum adjustments.

METHODS

The writing method in this study uses a qualitative approach with a systematic literature study design. This study aims to evaluate the implementation of philosophy education, especially the "Philosophy for Children" (P4C) program, in supporting the development of students' critical thinking skills at the elementary school level. The writing process consists of several steps as follows:

1. Identifying Topics and Research Questions

The research topic focuses on the application of philosophy education to foster critical thinking skills among elementary school students. The research questions raised are:

- a. How does the application of philosophy education influence students' critical thinking skills?
- b. What are the challenges faced in implementing philosophy education in elementary schools?

2. Data collection

Data were collected through literature studies from various appropriate sources, including scientific journals, books or articles that discuss the implementation of the P4C program and its impact on student skills. Literature searches were conducted through academic databases such as Google Scholar, JSTOR, Scopus.

3. Source Selection Criteria

The selected sources must meet the following criteria:

- a. Focusing on the application of philosophy education in elementary schools.
- b. Contains evaluation or research results related to the P4C program.
- c. Published in accredited academic journals.

4. Data analysis

The data obtained from the literature study were analyzed systematically. The researcher identified the main themes related to the impact of philosophy education, the skills developed, and the challenges in its implementation. This analysis was carried out by comparing research results from various sources to gain a comprehensive understanding.

5. Writing Results

The results of the analysis are presented in a narrative form that includes the main findings, discussions, and recommendations for the implementation of philosophy education in elementary schools. The writing is done by following the rules of systematic and structured scientific writing, and includes appropriate citations to appreciate the sources of information used.

6. Drafting Conclusions

The conclusion of the study is drawn based on the results of the analysis conducted. The researcher provides recommendations for educational practices and further research in the context of philosophy education in elementary schools.

Through this writing method, it is hoped that scientific papers can be produced that contribute to the understanding and application of philosophy education as an effort to improve the critical thinking skills of students in Indonesia.

RESULTS AND DISCUSSION

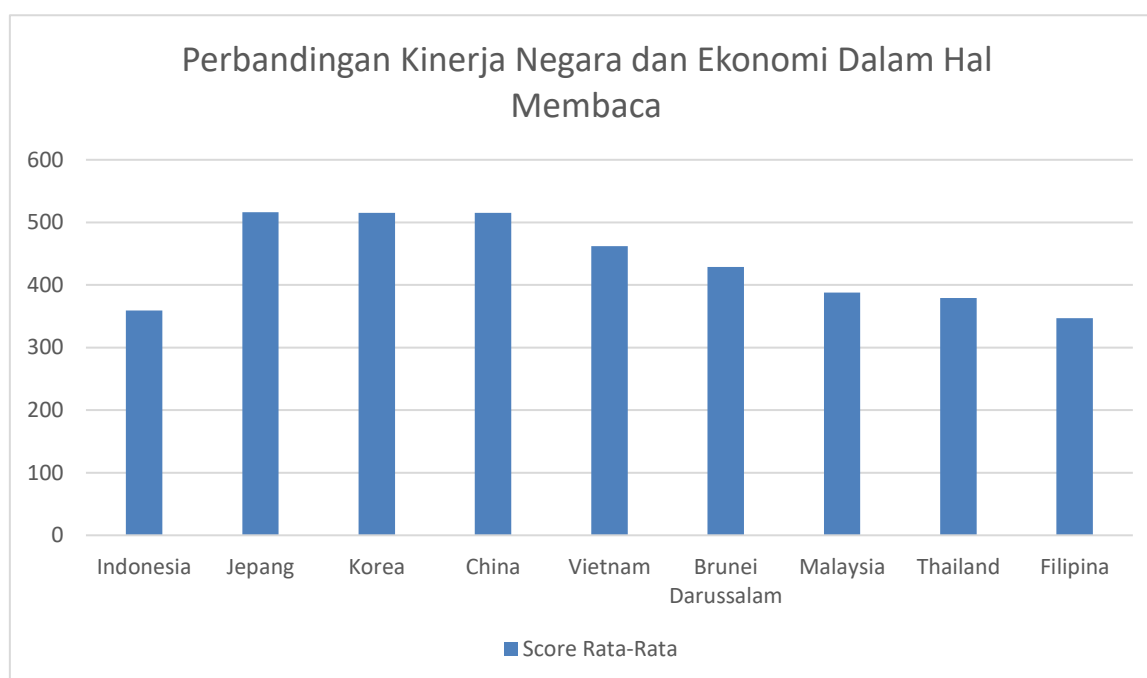
Often, the diverse Indonesian society still looks down on philosophy. Viewing it skeptically and believing that philosophy is a liberal science that is not in accordance with the teachings that have long been held by the Indonesian people themselves. In fact, philosophy is the root of all science that has emerged until now. According to Brubacher (in M. Anwar, 2015), philosophy originally encompassed all sciences, as implied in its etymology from Greek which means love of wisdom. Philosophy is also called the mother of all sciences because it originally encompassed both natural sciences and philosophy itself.

The life of a nation and a nation, covers all aspects of life based on philosophical principles such as nationalism, socialism, liberalism, and communism. Philosophy as a national philosophy can be said to be the foundation of the educational philosophy of a society, nation, and nation in the perspective of educating and developing humans into good citizens. In Brubacher's view as described by M. Anwar, the purpose of education has three important functions, all of which are normative. First, the purpose of education provides direction for the educational process, becoming the main guide in the implementation of teaching and learning

activities. Second, the purpose of education not only provides direction, but must also encourage and motivate students and educators to achieve good results. Third, the purpose of education functions as a guideline in providing criteria used to evaluate and assess the educational process as a whole. Therefore, according to Brubacher, before making changes in education, such as designing a new curriculum, building school facilities, or adding staff, the first thing that needs to be questioned is what goals or targets are to be achieved. Without clear goals, education will be at risk of becoming boring and losing its direction. In addition to providing direction, the purpose of education must also function as a source of motivation. When these goals are appreciated, desired, and deemed relevant by all parties, only then can they be considered as a valuable value in the educational process.

Our education curriculum system in Indonesia needs to be reviewed, because over time, the curriculum and learning techniques must remain in line with existing developments and conditions, without neglecting the core values of learning provided. In this modern era, rapid technological developments facilitate access to information. However, this convenience often reduces productivity levels, especially among the younger generation. Technology that is so easily accessible can dull critical thinking skills and reduce interaction in discussions, even though discussions are an important means of generating new ideas.

According to the PISA (Programme for International Student Assessment) report, 15-year-old students have experienced significant changes in the last decade, especially after 2018. The development of digital technology and the impact of the Covid-19 pandemic have strengthened the dependence of the younger generation on electronic devices. Books, which were previously the main source of educational activities, are now competing closely with digital devices and internet access. Since 2015, the number of books available at home has decreased drastically, while the availability of educational software has increased sharply.



Source: OECD 2024

Based on the comparative chart of country and economic performance in reading, it can be seen that several countries in the Asian region have different performances in terms of

average reading ability scores. Japan and Korea are in the highest positions with almost the same value, indicating very high reading ability. China and Vietnam follow behind, also showing equally high scores in reading, although slightly lower than Japan and Korea.

Indonesia is lower on the chart, with an average score that lags far behind other countries such as Brunei Darussalam, Malaysia, and Thailand. Indonesia's score is below 300, indicating that the country's average reading ability still needs a lot of improvement compared to other countries. The Philippines is also at the bottom along with Thailand, indicating that these countries share the same challenges in literacy and lower reading ability compared to their more developed neighbors such as Japan, Korea, and China.

Based on the comparative graph of country and economic performance in terms of reading, it can be seen that Indonesia lags far behind countries such as Japan, Korea, China, and Vietnam in terms of literacy skills. Japan and Korea, which have much smaller populations than Indonesia, recorded higher reading scores. This shows that a large population does not always equate to an increase in the quality of community literacy. Japan and Korea with smaller populations are actually able to produce better results in this graph, which shows their success in managing the education system to support the literacy of their citizens.

Indonesia, with a population of around 282,477,584, should have great potential to improve the quality of education, including literacy. Moreover, with an average age of 30.1 years, most of Indonesia's population is still in the productive age which should be a great asset in building a more literate generation. However, data shows that Indonesia is still lagging behind countries with smaller populations, such as Japan and Korea.

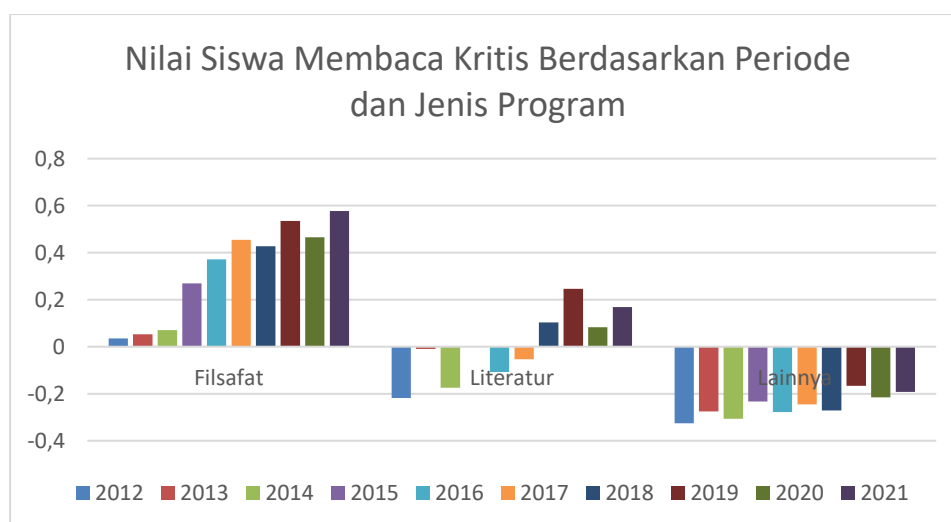
Based on PISA data, literacy and numeracy levels in Indonesia are still relatively low. This shows an urgent need to improve the education system. It is important to ensure that technology supports the improvement of education quality in Indonesia, not hinders it. Adaptive curriculum, strengthening literacy culture, and improving teaching quality must be the main focus to address this challenge.

One way to improve the education system in Indonesia is to start changes from the smallest scope first, such as implementing philosophy education in elementary schools. Philosophy education has the potential to shape students' critical thinking from an early age, guiding them to start questioning what they learn. By increasing children's curiosity, they can start to love the learning process itself, not just learning because of obligation. Thus, education can be a tool to encourage them towards better literacy, which will ultimately contribute to improving the quality of human resources as a whole. In addition to implementing philosophy education in the curriculum, it is necessary to improve the quality of teachers in educating, because one of the keys to success in education is the formation of quality teachers, with good teacher resources will have an impact on the ease of transferring knowledge to students. In an article written by Alejandro Farieta and Marcos Delprato (2024) entitled *The Effect of Philosophy on Critical Reading: Evidence from Initial Teacher Education in Colombia*, they highlight that teacher quality is one of the main things in education policy because of its relationship to economic growth (Hanushek and Woessmann, 2015a). The basic argument is that improving undergraduate teacher education will impact the quality of future teachers, which in turn will affect the economy and development at the national level (Barber & Mourshed, 2007; Rockoff, 2007).

In Latin America itself, poor teacher quality and cognitive skills have contributed to the observed stagnation in GDP growth. Despite increases in school enrollment over the past 50 years, its economic impact has been much lower compared to other regions of the world, especially compared to Southeast Asia which has had similar enrollment growth rates but much higher economic outcomes (Bruns and Luque, 2015). A clear example of the impact of

educational outcomes on economic growth can be found in East Asian countries, which have been at the top of the PISA results for several years now and have also significantly improved their economies compared to the previous two generations (Hanushek & Woessmann, 2016).

The Colombian education system is a good example to test the hypothesis that students who take philosophy programs can achieve better results. First, Colombia has a mandatory exam known as Saber Pro, which all students must take in their final year of undergraduate studies. One of the modules in this exam is “Critical Reading”. Second, since the 1960s, Colombia has had a very broad initial teacher education program, covering a wide range of disciplines and areas of knowledge required in primary and secondary education, such as mathematics, natural sciences, social sciences, philosophy, arts, early childhood education, and education (Farieta & Delprato, 2024).



Source: Adapted from Farieta, A., & Delprato, M (2024). Students' critical reading scores by program type and period. *International Journal of Educational Development*, 104, 102974.

From the graphs shown, it can be seen that students' critical reading scores from various programs, such as Philosophy, Literature, and other programs, experienced significant variations based on the time period. The significant increase in critical reading skills in the philosophy program indicates that a philosophical approach that emphasizes in-depth analysis, critical reflection, and the ability to evaluate arguments logically contributes directly to improving students' critical thinking skills. However, other programs that do not focus on these factors tend to achieve erratic improvements, and sometimes show a decline over time.

These findings support the argument that philosophy education can be an effective approach to improving students' critical thinking skills. Applications of philosophy that challenge students to analyze multiple perspectives, ask deep questions, and solve problems through logical thinking have been shown to produce better critical reading skills than other programs.

As studied by Haas Hope J (1976) in his research entitled "Philosophical Thinking in the Elementary Schools: An Evaluation of the Educational Program Philosophy for Children", an evaluation of the philosophy education program for children developed by Matthew Lipman showed that philosophical novels presented in the concept of children's stories were able to trigger philosophical discussions among students. Lipman argues that introducing philosophy early on can help children develop critical, logical, and reflective thinking skills. Through

philosophical discussions triggered by stories in novels, children are invited to question, reflect, and find various perspectives on life.

Philosophy education programs can be carried out by implementing P4C, which is a learning and teaching approach that has been practiced in more than 60 countries around the world for approximately 30 years, this program has certainly been recognized worldwide. Matthew Lipman, in his book entitled "Thinking in Education" states: "I rarely see children dissatisfied with the results they get from philosophical discussions, even if it is only a simple philosophical difference, because they realize that before that acquisition, they had even less. Children, unlike adults, do not seek answers or conclusions continuously. They seek more the transformation that philosophy provides - not providing new answers to old questions, but changing all questions."

Lipman strongly believes that children are not only able to talk about important things, but also that they are naturally inclined to ask questions and wonder. They are hungry for nutritious intellectual food. However, unfortunately not all children can express all the questions that cross their minds, or even have no questions about what is happening around them. For that reason, children who still have souls like clean bowls need to be lured to arouse their curiosity about science. One way is to implement the P4C program which has an effect in the classroom.

In a study conducted by Mohd Kaziman Ab Wahab, Hafizhah Zulkifli, and Khadijah Abdul Razak in 2022, it was found that the implementation of Philosophy for Children (P4C) in an educational environment has a significant impact on the development of students' critical thinking skills. This study emphasizes that philosophical discussions integrated into learning help students not only understand the subject matter, but also develop reasoning skills, creative thinking, and make the right decisions based on logic and analysis. This study focuses on the main question: "What is the impact of the implementation of the Philosophy for Children (P4C) Program in the classroom?". To answer this question, various themes and subthemes related to P4C have been identified and analyzed.

The first theme that emerged was Higher Order Thinking Skills, where P4C plays an important role in improving thinking skills such as reasoning, critical thinking, and creative thinking. Through philosophical discussions, students are invited to hone their reasoning skills, analogies, and the ability to make decisions based on mature considerations. In addition, the skills to critically evaluate information and reflect on what they learn are also developed.

The second theme is Democracy. In the classroom context, democracy is reflected in an environment that allows students to ask questions, express opinions, and engage in open and inclusive discussions. This process encourages students to have effective questioning skills and learn to appreciate different perspectives. P4C also encourages joint decisions and active participation in the learning process, which trains students to live in a democratic society.

The third theme is related to efforts to form Civilized Students who are Civilized students. P4C helps create an environment that is conducive to the development of students who respect others and have a sense of social justice. This program emphasizes the importance of mutual respect and freedom from labels that stigmatize certain students. P4C teaches students to think deeply about the values that apply in everyday life and how they can live side by side fairly and civilly in their communities.

The fourth theme is Culture of Thinking. In the P4C class, the culture of independent and reflective thinking is at the heart of the learning process. The program develops habits of mind that enable students to navigate complex concepts and question existing assumptions. Students are encouraged to use philosophical concepts in their everyday conversations and learning, enriching their thinking processes through ongoing interaction with new ideas.

The fifth theme is Safe Environment. In P4C, a safe and supportive classroom atmosphere is created, where every student feels comfortable to speak and participate. This environment is free from threats or prejudice, allowing students to think freely and creatively. This sense of safety is important to facilitate intellectual courage and openness in expressing thoughts. It also creates space to appreciate differences, both in terms of opinions and social backgrounds. Through P4C, all of these themes and subthemes work together to create a holistic learning experience, where students not only learn academic material, but also develop critical thinking skills, appreciate democracy, and become more civilized and creative individuals.

One example of a book that is wrapped in the characteristics of a children's story and contains philosophical themes that can be studied for discussion is "Le Petit Prince" (The Little Prince) by Antoine de Saint-Exupéry. Although at first glance it looks like a simple story about a little prince traveling from one planet to another, this book contains many profound messages about life, love, friendship, and the meaning of life. Through the Little Prince's interactions with the various characters he meets, readers are introduced to philosophical questions such as the meaning of happiness, responsibility, and understanding the things that are truly important in life.

"The Little Prince" uses a story approach that is appealing to children, but the messages conveyed can be appreciated by readers of all ages. The character of the Little Prince himself is the embodiment of children's natural curiosity who always ask "why?" about things that adults might ignore. This book is a perfect example of how philosophy can be wrapped in a simple yet profound narrative, making it relevant in the context of philosophy education for children.

Philosophy books designed for children have been an effective tool in developing critical and reflective thinking at an early age. In addition to "Le Petit Prince," there are other books that can be studied by children. Other books such as "Philosophy for Kids" by David A. White and "The Philosophy Files" by Stephen Law provide interesting questions and stories that can stimulate philosophical discussions among children. Meanwhile, "Big Ideas for Little Kids" by Thomas E. Wartenberg uses familiar children's literature to introduce philosophical concepts through familiar reading. Authors such as Julian Baggini in "The Pig That Wants to Be Eaten" and Annaka Harris in "I Wonder" have also succeeded in making thought experiments and philosophical concepts accessible to children, giving them space to explore questions about the world around them.

According to Ventisha Ourania Maria (2019) in a journal entitled "An Evaluation of the Philosophy for Children Programme: The Impact on Cognitive and Non-Cognitive Skills". In the journal, Maria recommends that the P4C program be implemented once a week for one hour, especially when its impact is being evaluated. According to her, it is likely that more time will be needed for a significant impact to be observed. She argues that this implementation can be justified in the school's weekly schedule, and therefore, teachers and school supervisors should consider this frequency as something reasonable. However, Maria emphasized the need for further research to evaluate the optimal frequency of implementation of this program in order to achieve maximum student skill development. In the model she created, only a few schools were sampled, so it is important to further examine the relationship between the frequency of implementation and the effectiveness of the program.

In addition, Maria also refers to the latest inspection handbook from Ofsted (2018), which emphasizes the importance of a broad curriculum. According to Spielman (2018), Ofsted Chief Inspector, curriculum objectives can be divided into three categories: knowledge-based, engaging with knowledge, and skills-based. The majority of evidence suggests that Philosophy

for Children (P4C) develops skills such as reasoning, making it a suitable program to be included in a skills-based curriculum. P4C can also be integrated into a knowledge-based curriculum because it has an impact on academic achievement. Although P4C does not teach specific knowledge directly, research has shown that implementing P4C can help develop skills related to achievement, such as reading and writing. However, Maria also notes that she cannot claim that literacy skills develop faster during P4C sessions compared to direct teaching of these skills. With Ofsted's framework, implementing P4C has the potential to align with a broad and rich curriculum.

CONCLUSION

Green Marketing has a positive and significant influence on the Decision to use electric vehicles. Green marketing has a very important role in encouraging consumers to choose electric vehicles. By increasing environmental awareness, forming positive perceptions, green marketing can accelerate the transition to more sustainable transportation.

Quality has a positive and significant effect on the decision to use electric vehicles. The quality of electric vehicles greatly influences a person's decision to use them. The better the quality offered, the more likely a person will choose an electric vehicle.

Brand Image has a positive and significant effect on the Decision to use electric vehicles. A strong and positive brand image will greatly influence a person's decision to use an electric vehicle. If an electric vehicle brand has a good reputation for quality, innovation, and commitment to the environment, consumers will be more likely to choose products from that brand.

At the structural level, the decision to use electric vehicles is most influenced by Green Purchase Intention through Brand Image with a path coefficient of 0.117. A strong brand image will strengthen the purchasing decision. Consumers will feel more confident in their choice because the brand has proven to be committed to the environment.

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