



## The effect of emotional intelligence and communication skills on critical reasoning dimensions in realizing the profile of Pancasila students

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Article info	Abstract
Keywords communication skills, critical reasoning dimension	This study aims to test and analyze (1) the effect of emotional intelligence on critical reasoning dimensions, (2) the effect of communication skills on critical reasoning dimensions, and (3) the effect of emotional intelligence and communication skills simultaneously on critical reasoning dimensions. The population and sample consisted of/involved 31 people. The instrument tests used were validity and reliability tests. The classical assumption test used the normality, linearity, multicollinearity, and heteroscedasticity tests. Data analysis uses multiple linear regression tests, F tests (ANOVA), and t-tests. Based on the research results, it can be concluded that (1) Emotional intelligence positively and significantly influences the critical reasoning dimension. It is based on the results of a positive t-test, proven by the calculated t1 result of 21.393 > t table 2.0423, (2) Communication skills have a positive and significant effect on the critical reasoning dimension. This is based on a positive t-test, proven by the calculated t2 result of 6.840 > t table 2.0423, (3) The effect of emotional intelligence and communication skills simultaneously positively and significantly affects the critical reasoning dimension. This is based on the results of a positive F-test, proven by the calculated F value > F table (369.315 > 3.34)

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### 1. Introduction

The Pancasila Student Profile has become one of the innovations in the national education world through the Merdeka Curriculum, which aims to improve the quality of education by prioritizing character education within it. The Pancasila Student Profile is one of the efforts to enhance the education quality in Indonesia, emphasizing character building. The paradigm built in the Merdeka Curriculum structure is oriented towards forming Pancasila character values for

students. The Pancasila character is elaborated into six dimensions: faith, devotion to God Almighty, noble character, global diversity, independence, cooperation, critical thinking, and creativity.

The relationship between the Pancasila Student Profile and educational practices at the school level is very close and mutually reinforcing. The Pancasila Student Profile is part of Indonesia's academic vision, which aims to produce students with global competencies and behavior by Pancasila values. It is realized through various educational practices in schools. The explanations of the relationship between the two are that: (1) the Pancasila Student Profile serves as a reference for the character and values that must be formed through education, (2) the values of the Pancasila Student Profile can be realized in the school culture, and (3) the Pancasila Student Profile Strengthening Project (P5) encourages students to engage in social, environmental, and cultural issues actively.

The critical thinking dimension is one of the character elements of the Pancasila Student Profile. The character of critical thinking is necessary for every student. Critical thinking is essential for students when solving and addressing problems (Ernawati & Rakhmawati, 2022).

Emotional intelligence (EQ) and communication skills are significant in developing students' critical thinking and can be considered a complementary foundation. Emotional intelligence includes the ability to recognize, understand, and manage one's own emotions as well as understand the emotions of others. This ability directly influences how students think and make decisions. Good communication is not just about conveying ideas but also about how to listen, analyze arguments, and respond rationally. The direct contributions of good communication skills include (1) the ability to ask questions and listen actively will help to dig deeper into information, opening up critical thinking, (2) with logical arguments, students learn to formulate opinions with strong reasons and relevant evidence, and (3) the presence of healthy discussions and debates trains students to defend their opinions while remaining open to other perspectives.

Research by Yahya et al. (2023) proves that emotional intelligence influences critical thinking skills. Likewise, Rosyida and Bahtiar (2024) research proves that partial emotional intelligence significantly affects students' critical thinking skills. Meanwhile, research by Silvia (2025) proves a relationship between emotional intelligence and students' critical thinking skills.

This aligns with research by Yulianto (2019), which proves that interpersonal communication influences students' critical thinking skills. Likewise, Ahsanudin's (2019) research shows that interpersonal communication influences critical thinking skills. Alfajri, Sulistyarini, and Maria Ulfah (2017) also prove that effective communication influences students' critical thinking skills.

Based on these problems, the author conducted a study to determine how much influence emotional intelligence and communication skills have on the critical reasoning dimension in realizing the profile of Pancasila students in grade IV of SD Negeri Kauman 07 Batang.

## 2. Method

This research approach used a quantitative approach. The type of research used was correlational descriptive research. Tanzeh (2021) stated that the quantitative approach aims to test theories, build facts, show the relationship between variables, provide statistical descriptions, estimate, and predict results. In addition to other adverbs, the type of research used was ex post facto research (non-experimental). According to Sugiyono (2018), ex post facto research is research conducted to study an event and then look back to identify the factors that may have caused the event.

Population is the area of generalization consisting of objects or subjects with specific qualities and characteristics determined by the researcher to be studied, and then conclusions drawn (Sugiyono, 2018). The population in this study was all elementary school teachers in the Patean

District of Kendal Regency, totaling 31 students from the fourth grade of SD Negeri Kauman 07 Batang.

A sample is part of the number and characteristics possessed by the population (Sugiyono, 2018). The sample for teachers was determined using the Slovin formula, and a sample of 31 fourth-grade students of SD Negeri Kauman 07 Batang was obtained. The sampling of respondents used the total sampling technique.

Sampling is selecting some individuals from the population to represent the entire population in the study. Although this study used a sample of the entire population, it had limitations because the sample size was only 31 students. Small samples often do not adequately represent the population, especially if the population is immense and diverse. As a result, the research findings are difficult to generalize. The smaller the sample size, the lower its statistical power. It means the likelihood of failing to detect existing effects or relationships improves. With a small sample, the level of uncertainty in the results also increases, and the results are less precise.

The instrument tests used were valid and reliable. The classical assumption used normality, linearity, multicollinearity, and heteroscedasticity. Data analysis used multiple linear regression tests, F tests (ANOVA), and t-tests. The normality test helps determine whether the collected data is normally distributed. Data normality is a fundamental requirement that must be met in parametric analysis. Data normality is important because normally distributed data can represent the population.

In this study, the normality test used the SPSS 22 program with the One-Sample Kolmogorov Smirnov method. The testing criteria are that if the significance is less than 0.05, then the conclusion is that the data is not normally distributed. The data is normally distributed if the significance is greater than 0.05 (Priyatno, 2014).

The linearity test is a statistical test to determine whether the relationship between two variables (X and Y) is linear (straight line). It is crucial in linear regression analysis, as one of its main assumptions is that the relationship between the independent variable (X) and the dependent variable (Y) must be linear. The purpose of the linearity test is to show that the averages obtained from the sample data groups lie within straight lines (Sahir, 2021:66). The linearity test in this study used ANOVA (Analysis of Variance) Linear.

The multicollinearity test aims to see whether there is a high relationship between independent variables (Sahir, 2021). This study used the Variance Inflation Factor (VIF) to detect multicollinearity. VIF is the variance inflation factor. The heteroscedasticity test aims to see whether there is a difference in variance from the residuals of one observation to another (Sahir, 2021). The method for testing heteroscedasticity in this study was the Glejser method (Ghozali, 2015). This test was conducted by correlating the independent variables with the residual values. Residuals are the differences between the actual Y values and the predicted Y values. The decision-making criteria are that if the significance value between the independent variable and the residual is greater than 0.05, there is no heteroscedasticity problem.

### 3. Results

Based on the results of the study, the emotional intelligence variable affects the critical reasoning dimension, the communication ability variable affects the critical reasoning dimension, and the emotional intelligence and communication ability variables together affect the critical reasoning dimension. The discussion related to the research results is as follows.

#### ***The Effect of Variable X1 (Emotional Intelligence) on Variable Y (Critical Thinking)***

The correlation test measures the extent of the relationship between two or more variables. The

results are expressed in correlation coefficients ranging from -1 to 1, with a value of 0 indicating no relationship. The correlation test in this study used SPSS software with the following results.

**Table 1.** Results of correlation test y with x1

		Correlations	
		Critical thinking	Emotional Intelligence
critical thinking	Pearson Correlation	1	,970**
	Sig. (2-tailed)		,000
	N	31	31

Based on the correlation test of X1 with Y, the calculated r-value is 0.970 with a significance level of 0.000. Since the probability (0.000) is much smaller than 0.05, the r table for N=31 is 0.355. Based on the comparison of the calculated r and the r table, the calculated r  $0.970 > r$  table 0.355 shows a significant correlation between Emotional Intelligence and critical thinking, which is in the interval 0.800 – 0.999 in the very strong category.

**Table 2.** Results of determination test x1 on y

Model Summary				
Model	R	R Squares	R Squares Adjusted	Standard Error of Estimate
1	,970a	,940	,938	1,341

a. Predictors: (Constant), Emotional Intelligence

The output of the Determination Test X1 against Y in the table above shows an R-squared of 0.940. Thus, the coefficient of determination value of 0.940 indicates that the variable (X1) influences 94.0% of the variable (Y).

**Table 3.** Results of t-test x1 and y

Models		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	-32.814	5.577		-5.884
	Emotional Intelligence	1.073	,050	,970	21.393

a. Dependent Variable: critical thinking

Based on the t-test, the calculated t1 result of 21.393 > t table 2.0423 and the significance level of calculated t1  $0.000 < 0.05$  with a positive direction proves that Emotional Intelligence significantly affects critical thinking. Thus, H1 is accepted.

### **The Effect of Variable x2 (Communication Skills) on Variable y (Critical Thinking)**

Based on the correlation test X2 with Y, the calculated r-value is 0.698 with a significance level of 0.000. Since the probability (0.000) is much smaller than 0.05, the r table for N=31 is 0.355. Based on the comparison of calculated r and r table, calculated r  $0.698 > r$  table 0.355, there is a significant correlation between School Communication Ability and critical thinking, which is in the interval 0.400 – 0.699 in the moderate category.

**Table 4.** Results of correlation test y with x2

		Correlations	
		Critical Thinking	Communication Skills
Critical Thinking	Pearson Correlation	1	,698**
	Sig. (2-tailed)		,000
	N	31	31

**Table 5.** Results of the determination test x2 against y

Model Summary				
Model	R	R Squares	R Squares Adjusted	Std. Error
1	,786a	,617	,604	3.399

a. Predictors: (Constant), Communication Ability

The output of the Determination Test X2 against Y in the table above, R – Squared is 0.617. Thus, the coefficient of determination value of 0.617 is obtained, indicating that the variable (X1) affects 61.7% of the variable (Y).

**Table 6.** Results of the t-test x2 and y

Coefficient					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	-35.327	17.805		-1.984
	Communication Skills	,820	,120	,786	6.840

a. Dependent Variable: critical thinking

Based on the t-test, the calculated t2 result  $6.840 > t$  table 2.0423 and the significance level of calculated t2  $0.000 < 0.05$  with a positive direction proves that Communication Ability significantly affects critical thinking. Thus, H2 is accepted.

### ***The Effect of Emotional Intelligence and Communication Ability on Critical Thinking***

This test is intended to determine whether variable X1 and variable X2 have a joint effect on variable Y.

**Table 7.** Results of the f test (ANOVA)

ANOVAa					
Model		Sum of Squares	Df	Mean Square	F
1	Regresi	843,384	2	421,692	369,315
	Residual	31,971	28	1,142	
	Total	875,355	30		

a. Dependent Variable: critical thinking  
b. Prediktor: (Konstan), Communication Skills, Emotional Intelligence

From the data above, the calculated F is 369.315 with a significance level of 0.000. With  $\alpha = 0.05$  and degrees of freedom (df)  $v1 = 31$  ( $n(k-2)$ ), the F table is obtained as 3.34. Since the calculated  $F > F$  table ( $369.315 > 3.34$ ) and the significance value  $< 0.05$  ( $0.000 < 0.05$ ),  $H_a$  is accepted, meaning that the variables of Emotional Intelligence and Communication Skills simultaneously have a significant effect on critical thinking. The analysis of the coefficient of determination is an analysis used to determine the effect of one variable on another variable. The coefficient of determination is the square of the correlation coefficient (Sugiyono: 231).

**Table 8.** Analysis of the coefficient of determination x1 and x2 on y

Summary Model				
Model	R	R Squares	R Squares Adjusted	Std. Error
1	,982a	,963	,961	1,069

a. Predictor: (Constant), Communication Skills, Emotional Intelligence

The results of the SPSS calculation show that the coefficient of determination R Square is 0.963, indicating that the variables X1 and X2 have a simultaneous effect of 96.3% on the variable (Y). Multiple Regression Test determines how the independent variables affect the dependent variable. The regression technique was used to determine the effect of emotional intelligence and communication skills on critical thinking. The SPSS for Windows Release 25 program processing results show the following multiple regression equation.

**Table 9.** Results of multiple regression analysis

	Model	Coefficient		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error	Beta	
1	(Constant)	-47,470	5,647		-8,406 ,000
	Emotional Intelligence	,909	,056	,822	16,290 ,000
	Communication Skills	,221	,053	,212	4,205 ,000

a. Dependent Variable: critical thinking

Based on the table above, the regression equation is as follows.

$$\hat{Y} = -47.470 + 0.909 X1 + 0.221 X2$$

$\hat{Y}$  = critical thinking

X1 = Emotional Intelligence

X2 = Communication Skills

Simultaneously, the variables of Emotional Intelligence (X1) and Communication Skills (X2) positively affect the variable of critical thinking (Y) with the multiple linear regression equation  $\hat{Y} = -47.470 + 0.909 X1 + 0.221 X2$ . If Emotional Intelligence and Communication Skills increase, critical thinking will increase directly. Conversely, if Emotional Intelligence and Communication Skills decrease, critical thinking will also directly decrease.

#### 4. Discussion

##### **Results of the Effect of Emotional Intelligence on the Critical Reasoning Dimension of Grade IV Students of Kauman 07 Batang Elementary School.**

The correlation test of X1 with Y obtained a calculated r value of 0.970 with a significance level of 0.000. Therefore, the probability (0.000) is much smaller than 0.05, and the r table for N = 31 is 0.355. Based on the comparison of calculated r and table r, calculated r 0.970 > r table 0.355, there is a significant correlation between Emotional Intelligence and Critical Reasoning in Realizing the Pancasila Student Profile in grade IV of Kauman 07 Batang Elementary School, namely in the interval 0.800 - 0.999 in the very strong category.

Based on the t-test, the results of t1 count 21.393 > t table 2.0423 and the significance level of t1 count 0.000 < 0.05 with a positive direction prove that Emotional Intelligence has a significant effect on Critical Reasoning in Realizing the Pancasila Student Profile in grade IV of SD Negeri Kauman 07 Batang. Thus, H1 is accepted. Following research conducted by Urbaningkrum (2023), the positive and significant effect between emotional intelligence and critical thinking skills is indicated by a significance value smaller than 0.05. The magnitude of the effect of emotional intelligence and critical thinking skills has an R Square value of 47.2% and has a strong category relationship level with an R-value of 0.687. Research by Yahya et al. (2023) proves that emotional intelligence influences critical thinking skills. Research by Rosyida and Bahtiar (2024) proved that

partial emotional intelligence significantly affects students' critical thinking skills. Meanwhile, research by Silvia, Mariyam, and Sumarli (2025) proved a relationship between emotional intelligence and critical thinking skills of grade V students at SDN 27 Singkawang, with a correlation coefficient of 0.631 in the high category.

Based on the theory of Udi and Cheng (Sulistiani & Masrukan, 2016), critical thinking must be the basis of all students' educational experiences from preschool to high school and college. Also, a structured curriculum must be started to develop critical thinking skills over time.

Critical thinking skills are part of the learning objectives to support students' learning abilities. Critical thinking skills are important in the core competencies of the 2013 curriculum and the Merdeka Curriculum in terms of skills, namely demonstrating thinking and acting skills creatively, productively, critically, independently, collaboratively, and communicatively. Kurniawati Ekayanti (2020) stated that the purpose of learning critical thinking skills is to support students in learning skills. In addition, critical thinking skills also allow individuals to be creative and can help students develop learning skills. Under government regulations, students must develop their learning skills to equip them in the learning process, both directly and indirectly.

Critical thinking skills are also related to the learning process. One of the critical thinking skills for learning is to train students to make decisions in solving problems in learning. Muhfahroyin (Diharjo et al., 2017) stated that critical thinking skills in learning prepare students to become strong problem solvers mature decision makers, and never give up on learning. In addition, critical thinking skills for students also need to be developed from an early age because they can help students respond to the problems they face. Peter (Kurniawati & Ekayanti, 2020) stated that critical thinking is very important for students because students with critical thinking skills can solve the problems they face so that they can reason in responding to a problem they face. This critical thinking ability is crucial in everyday life. This ability can equip students with how to deal with problems. According to Liberna (Ridho et al., 2020), critical thinking skills are problem-solving skills that are very important for everyone to use in everyday life through serious, active, careful thinking in analyzing all the information received by including rational reasons so that the actions taken are correct.

According to Anggraeny et al. (2019), psychological aspects contribute to the success of students' critical thinking skills. This psychological aspect is students' emotional intelligence. Emotions also affect critical thinking skills, including students with a positive mood who are more focused on learning so that they can support critical thinking skills. Thus, students' ability to think critically and manage emotions is part of emotional intelligence.

Emotional intelligence is crucial in the learning objectives section because if teachers want students to be able to control their emotions, they must develop students' emotions by training students when they can solve the problems they will face so that students can learn to think. Cahya et al. (2022) stated that students with high emotional intelligence can manage emotions so that they are controlled and can be used to solve problems in life, especially those related to relationships. Controlling emotions is also important in learning because it is the main point in encouraging, guiding, and regulating thinking skills. According to Mulyasa (Kadeni, 2014), one of the importance of emotional intelligence for students is that students can build awareness within themselves and increase their potential to integrate learning goals into their life goals. Therefore, emotional intelligence is crucial for students because it will enable them to understand their feelings and those of others and motivate them to progress. If someone can manage emotional intelligence well, they will be able to encourage the power to act, which can later determine their success. The goals in the learning process, both interactions between students and teachers, must have similarities so that the targets of the learning process can be realized together. It must be understood how important emotional intelligence is in students.

Emotional intelligence is no less important for learning than other components supporting student learning success. One of them is guiding or encouraging students to be empathetic and sympathetic and provide solutions. Mulyasa (Kadeni, 2014) stated that emotional intelligence for learning is developing an attitude of empathy and feeling what students are feeling, helping students find solutions to every problem they face, and involving students optimally in learning, both physically, socially, and emotionally.

It could be seen that grade IV students of Kauman 07 Batang Elementary School already have quite good emotional intelligence in recognizing their own emotions; students already recognize their own emotions and what they feel, such as feelings of anger and happiness. Sad, afraid, anxious, and happy. As for the indicator of managing emotions, students have begun to be able to handle the feelings; for the indicator of self-motivation, students already give themselves encouragement to do or choose something useful, although this indicator also requires encouragement from people closest to students, such as parents, for example by giving gifts or praise to students. As for the indicator of recognizing other people's emotions, students could already understand other people's feelings and what other people needed. Indicators of building relationships were that students could manage emotions well to establish good relationships or interactions with others, thus creating good friendships between them. This result is in line with the research of Khoirunisa Hartati (2017); emotional intelligence has an important role where students with good emotions tend to be more optimistic, realistic, able to overcome problems around them, and more receptive to lessons delivered by teachers.

### ***Results of the Effect of Communication Skills on the Critical Reasoning Dimension of Grade IV Students of Kauman 07 Batang Elementary School***

The research results of the correlation test  $X^2$  with  $Y$  obtained an  $r$ -count value of 0.698 with a significance level of 0.000. Therefore, the probability (0.000) is much smaller than 0.05, and the  $r$  table for  $N = 31$  is 0.355. Based on the comparison of  $r$  count and  $r$  table,  $r$  count 0.698 >  $r$  table 0.355, there is a significant correlation between School Communication Ability and Critical Reasoning in Realizing the Pancasila Student Profile in grade IV of SD Negeri Kauman 07 Batang, which is in the interval 0.400 - 0.699 in the moderate category. Based on the  $t$ -test, the result of  $t_2$  count 6.840 >  $t$  table 2.0423 and the level of significance of  $t_2$  count 0.000 < 0.05 with a positive direction proves that Communication Ability has a significant effect on Critical Reasoning in Realizing the Pancasila Student Profile in grade IV of SD Negeri Kauman 07 Batang. Thus,  $H_2$  is accepted.

It is in line with the research of Yulianto (2019), which proves the effect of interpersonal communication skills on students' critical thinking skills. Similarly, research by Ahsanudin (2020) has proven that interpersonal communication influences critical thinking skills. Alfajri, Sulistyarini, and Maria Ulfah (2017) also proved the effect of effective communication on students' critical thinking skills.

According to the theory, communication skills, including effective communication skills, are the most fundamental needs for students in the learning process. According to El Khuluqo (2017), "Effective communication is communication that in its process can produce perceptions, behaviors, and understandings that become the same between the communicator and the communication can be obtained." Meanwhile, according to Supratiknya (2019:34), communication is effective if the recipient interprets the message received as intended by the sender. Communication is effective if there is a two-way flow of information between the communicator and the communicant, and the information is responded to according to the expectations of both communication actors.

Rosadi Ruslan (El Khuluqo 2017) stated, "Communication is not just about conveying information or messages, but someone communicates with another party to form a meaning and develop expectations." Soyumukti (2020) states, "Critical thinking is a cognitive skill that allows someone to invest in a situation, problem question, or phenomenon to make a judgment or decision."

Critical thinking is not born but formed. The discipline of critical thinking is the key to becoming a critical thinker. A certain amount of knowledge is insufficient to be a critical thinker. Learning to think critically is learning about how to think about oneself. Critical thinking combines and coordinates all cognitive aspects produced by the biological supercomputer in our heads, such as perception, emotions, intuition, linear or non-linear thinking modes, and also inductive and deductive reasoning.

According to Enis (Fisher 2018), "Critical thinking is reasonable and reflective thinking focused on what must be believed or done." Meanwhile, according to Fisher (2018), "critical thinking is skilled and active interpretation and evaluation of observations and communications, information, and arguments."

Desmita (2018) states, "Critical thinking is the ability to think logically, flexibly, and productively applied in assessing situations to make good judgments and decisions." Based on the above opinion, it can be concluded that critical thinking is the ability to express opinions so that a conclusion emerges as expected. Ruggiero (in Soyomukti, 2020) states that there are three basic activities involved in critical thinking, namely, (1) finding evidence, (2) deciding what the evidence means, and (3) reaching conclusions based on that evidence.

Based on the research results above, the fourth-grade students of Kauman 07 Batang Elementary School already have good communication skills, including openness, empathy, support, and equality, facilitating more effective interactions and stronger relationships. An attitude of openness allows someone to receive input from others and convey important information honestly. It creates an environment where people feel comfortable sharing ideas, feelings, and experiences. By having empathy, one can communicate in a way that is more sensitive and relevant to the needs of others. It helps prevent misunderstandings and build stronger relationships. A supportive attitude includes providing emotional and practical support to others. A positive attitude means having optimistic and constructive feelings and attitudes. It creates an environment where people feel comfortable and motivated to interact. Equality means valuing each individual as equal. It creates an environment where everyone feels heard and appreciated. Equality also includes communicating with people from various backgrounds and experiences.

### ***Analysis of the Effect of Variable X1 (Emotional Intelligence) and Variable X2 (Communication Ability) on Variable Y (Critical Reasoning Dimension)***

Emotional intelligence and communication skills simultaneously positively and significantly impacted critical thinking. It is known that the R Square coefficient value of the independent variables of Emotional Intelligence (X1) and Communication Skills (X2) on the dependent variable (Critical Thinking) in Realizing the Pancasila Student Profile in the fourth grade of Kauman 07 Batang Elementary School is 0.963, indicating that the variables X1 and X2 provided a simultaneous effect (together) of 96.3% on the variable (Y).

The calculated F result is 369.315 with a significance level of 0.000. With  $\alpha = 0.05$  and degrees of freedom (df)  $v_1 = 31$  ( $n(k-2)$ ), the F table is obtained as 3.34. Since the calculated F value  $> F$  table ( $369.315 > 3.34$ ) and the significance value  $< 0.05$  ( $0.000 < 0.05$ ),  $H_a$  is accepted, meaning that the variables of Emotional Intelligence and Communication Skills simultaneously have a significant effect on Critical Thinking in Realizing the Pancasila Student Profile in the fourth grade of Kauman 07 Batang Elementary School.

The SPSS calculation results in a coefficient of determination R Square value of 0.963, indicating that the variables X1 and X2 proved a simultaneous influence (together) of 96.3% on the variable (Y). The Effective Contribution of variable X1 to Critical Thinking (Y) is 79.73%, and the Effective Contribution of variable X2 is 16.60 = 96.3%. Based on these calculations, the highest effective contribution (SE) is the emotional intelligence (X1) variable to Critical Thinking. The Relative Contribution of variable X1 is 82.80%, and X2 is 17.30% to Critical thinking = 100%.

It aligns with the theory that critical thinking is one of the skills expected to be developed in students. Students are expected to have critical thinking skills through a scientific approach as a self-development learned in educational units. Critical thinking, according to Beyer (Kemendikbud, 2017: 6), quoted by Fajri et al. (2020), is (a) measuring the quality of a source, (b) being able to distinguish between what is relevant and not relevant, (c) distinguishing facts from judgments, (d) identifying and evaluating unspoken opinions, (e) identifying existing errors or biases, (f) identifying perspectives, and (g) Evaluating evidence obtained to support opinions.

Critical thinking skills are an intellectual asset for students and are the most important part of thinking maturity. Therefore, enhancing critical thinking skills is a mandatory aspect that must be applied in learning for students at every level of education so that students can measure their critical thinking skills. It is supported by Epstein's opinion (Hatmiah et al., 2022) that critical thinking is a person's against a world with too much information and too many people trying to convince us. Reasoning and critical thinking differentiate us from other beings, allowing a person not only to plan, think, and discuss with the hope of understanding a problem better but also to see better and hear better than what has been learned.

According to Ennis, quoted by Aziz and Wicaksono et al. (2017), critical thinking is divided into two dispositions, namely, (1) being a concern for every individual to be able to do something correctly based on honesty, clarity, relevance, and reasonableness, and (2) depending on the assessment process by applying criteria to evaluate the answers possessed, in this case, the presentation can be done through implicit or explicit processes.

Critical thinking is a type of high-level thinking skill where individuals demonstrate their ability to scientifically and thoughtfully evaluate a phenomenon from different perspectives in different contexts to make effective final decisions. This ability requires individuals to have various skills, such as questioning, inquiry, evaluation, and decision-making (Muhamad, 2017).

## 5. Conclusion and Implications

Based on the hypothesis testing and discussion results, the following conclusions can be drawn: (1) Emotional Intelligence positively and significantly affects Critical Reasoning in realizing the Pancasila Student Profile in grade IV of Kauman 07 Batang Public Elementary School. This is based on the t-test,  $t_1 \text{ count } 21.393 > t \text{ table } 2.0423$ , and the significance level of  $t_1 \text{ count } 0.000 < 0,05$  with a positive direction, proving that Emotional Intelligence significantly affects Critical Reasoning. The amount of effective contribution (SE) of Emotional Intelligence (X1) to Critical Reasoning is 79.73%, and the relative contribution (SR) is 82.80%. (2) Communication Skills positively and significantly affect Critical Reasoning in realizing the Pancasila Student Profile in grade IV of Kauman 07 Batang Public Elementary School. It is based on the t-test results, the calculated  $t_2$  result of  $6.840 > t \text{ table } 2.0423$ , and the significance level of the calculated  $t_2$  of  $0.000 < 0.05$  with a positive direction, proving that Communication Ability significantly affects Critical Reasoning. The amount of effective contribution (SE) of Communication Ability (X2) to Critical Reasoning is 16.66%, and the relative contribution (SR) is 17.30%. (3) Emotional Intelligence Communication ability simultaneously affects the Critical Reasoning variable obtained by the Calculated F, which is 369.315 with a significance level of 0.000. With  $\alpha = 0.05$  and degrees of

freedom (df)  $v1 = 31$  ( $n(k-2)$ ), then the  $F_{table}$  is 3.34. Because the  $F_{count}$  value  $> F_{table}$  ( $369.315 > 3.34$ ) and the significance value  $< 0.05$  ( $0.000 < 0.05$ ) then,  $H_a$  is accepted, meaning that the variables of Emotional Intelligence and Communication Skills simultaneously have a significant effect on Critical Reasoning in realizing the Pancasila Student Profile in class IV of SD Negeri Kauman 07 Batang.

This research has many limitations, including the use of a small sample. This small sample cannot generalize a large and diverse population. Due to the small sample size, this study has low statistical power. It means the likelihood of failing to detect effects or relationships is better. With a small sample, the level of uncertainty in the results also increases, and the results are less precise.

### Credit authorship contribution statement

**First Author:** Intelligence Skills. **Second Authors:** Communication Skills. **Last Author:** Methodology

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