This dissertation focuses on analysis and synthesis of the idea of two great world thinkers—Immanuel Kant, great philosopher of the west during enlightenment period; the Lord Buddha, great philosopher and religious founder of the east. Though Lord Buddha lived and taught almost two thousand years before Kant, his doctrine on Yonisomanasikāra contained the spirit of Enlightenment that Kant presented in his short essay, ‘An Answer to the Question: “what is enlightenment” which was published in December 1783 issue of the ‘Berlinische Monatsschrift.’ Though some scholars attempt to interpret Nibbāna to the term ‘Enlightenment’ in English, Theravada Buddhist scholars do not accept such attempt. They argue that the term ‘enlightenment’ that Kant uses is different from ‘Enlightenment’ in Buddhism in terms of meaning, dimensions of antecedences, and consequences. They indicate that Kant’s Enlightenment is closed to Yonisomanasikāra. However, there are still a lot of differences between the two ideas. Kant’s enlightenment is completely oriented to worldly (mundane) dimension while Buddha’s Yonisomanasikāra covers both worldly (mundane) and spiritual (supra-mundane) dimensions. Despite the difference, there are common features open to philosophical investigation. Both Kant’s Enlightenment and Buddhist Yonisomanasikāra
connote freedom and knowledge/reasons. Freedom and liberation in Buddhism means liberation from ignorance and cycle of suffering from birth, sickness, aging, and death according to Buddhism, while according to Kant, it is liberation from immaturity. While, Kant’s freedom and reason leads to physical, political, religious and intellectual liberation, the Lord Buddha’s Yonisomanasikāra leads humans beyond the domain of intellectual freedom to spiritual realm. The analysis of the obstacles to the attainment of Kant’s enlightenment or Buddhist Yonisomanasikāra pave way to the integration (synthesis) of Kant’s enlightenment or Buddhist Yonisomanasikāra. The synthesis is aimed at integrating a discovery to Thai education for learners’ development in the domains of critical/analytic thinking.