

## **The Influence of Critical Thinking Skills and Internet Usage on High School Student Achievement in Economic Subject**

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### **ABSTRACT**

*The problem in this research is the low learning achievement of high school students in economics subject. The purpose of this study was to determine: (1) The Effect of Critical Thinking Ability on High School Students' Learning Achievement in Economics Subjects, (2) The Effect of Internet Use on High School Students' Learning Achievement in Economics Subjects, (3) The Effect of Critical Thinking Ability and Internet Use on High School Student Achievement in Economics. This research uses quantitative methods with data collection techniques using questionnaires and observations. Then test for normality, linearity, and multicollinearity. The data analysis technique used multiple linear regression and to test the research hypothesis using the t-test and F-test. The results of multiple linear regression analysis obtained the equation  $Y = 36.544 + 0.306X_1 + 0.310X_2$ , the t-test on the Critical Thinking Ability variable ( $X_1$ ) obtained  $t_{count} > t_{table}$  ( $5.637 > 1.661$ ), and the Internet Usage variable ( $X_2$ ) obtained  $t_{count} > t_{table}$  ( $5.668 > 1.661$ ). While the F-test resulted in the value of  $F_{count} > F_{table}$  ( $42.811 > 3.09$ ). Furthermore, from the coefficient of determination ( $R^2$ ) obtained R square of 0.479 which means Critical Thinking Ability, and the use of the Internet contributed 47.9% to the Learning Achievement of High School Students in Economics Subjects. Based on the results of the study, it was also found that the variable of internet use ( $X_2$ ) is the variable that most influences the learning achievement of high school students in Economics subject, this is indicated by the t-count and coefficient values that are greater than the critical thinking ability variable ( $X_1$ ).*

**Keywords :** *Economics Learning Achievement, Critical Thinking Skills, Internet Usage.*

### **INTRODUCTION**

Time continues to evolve from time to time. This development is influenced by the development of science and technology, where only the generation with more abilities and achievements will be able to achieve success and success. These abilities and achievements are not simply possessed by the younger generation, but are learned through the educational process. Education is one of the fundamentals that plays an important role in creating human beings who are highly intellectual, moral, responsible and able to think well. This is clearly stated in the Law of the Republic of Indonesia No. 20 of 2003 Article 3 concerning the National Education System which states that:

National education functions to develop capabilities and shape the character and civilization of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic citizens and responsible. The development of science and technology that characterizes the 21st century and the third millennium has an influence on the entire order of life globally. Entering the 21st century or the third millennium, there will be a paradigm shift or way of thinking in dealing with various phenomena, including mindsets related to education.

It is necessary to fix the field of education to improve human resources itself so that the

creation of quality and competitive human beings is through formal education in schools. Education is essentially aimed at facilitating one's life in the future, because with education a person is required to be mature and responsible. So nowadays it is not only assessed in terms of age, but in terms of nature, behavior, mindset and ability to make good decisions. Learning is a place to achieve educational goals. Learning is a process activity and is a very basic element in the implementation of every type and level of education. Therefore, the success or failure of educational attainment depends on the learning process experienced by students wherever they are. One's success in education is manifested by the achievements obtained by students. Students who study well will certainly get good achievements and vice versa. Ahmad (2015:57) states that "achievement is a skill or concrete result that a person can achieve at a certain time from the process of learning activities". Therefore, it can be concluded that learning achievement is the result obtained by students as a reward for their efforts in learning activities.

Based on the results of observations, it is known that student learning achievement is still relatively low. There are still many students who score less or below the minimum value and generally are in the sufficient category. It can be seen the number of students who meet 45.31% and the number of students who do not meet the minimum score of 54.68%. Every student has hope to achieve satisfactory learning achievement. The better the learning effort, the better the achievement will be. Learning achievement achieved by students can be seen from how much knowledge ability they have. Learning achievement is a reflection of the learning effort. With the learning achievement achieved by a person, it can be seen how much quantity of knowledge he has. Critical thinking skills have an important role in learning activities. The higher the critical thinking ability of a student, the better the learning achievement pattern and vice versa.

In the learning process, each student has different critical thinking abilities. Where every student there is a faster critique of the subject matter and there are difficulties. This different critical thinking ability causes some students to feel that they are unable to solve problems in the learning process. Critical thinking ability itself is a mental process that analyzes or evaluates information. This information can be obtained from observations, experience, common sense or communication. This is in line with the opinion of Anggelo in Achmad (2009: 62) which states that critical thinking is applying rational thinking in higher thinking activities including analyzing, synthesizing, recognizing problems and solving problems, conclude, and evaluate. Therefore, it is highly recommended to change the mindset so that it remains honed because it will have a good influence in every aspect of life.

However, based on the results of observations made by the author at SMA N 1 Deli Tua. At the school, it can be seen that the critical thinking skills of students are still lacking, this can be seen from the observed classroom environment. meaning of the case study. This shows that critical thinking skills and learning achievement are still low. Whereas in the learning process students must experience high learning activities and be seen actively both physically and mentally. In addition, the ongoing learning is less lively because when there is a question and answer session in class, only 4 or 5 students are active in the question and answer session while the number of students in the class is 32 people/class. This proves that the ability to analyze and interpret is still not good. In addition, students are also in finding and proving errors in a problem (evaluation). And students are also not able to produce arguments when the

teacher questions the student's opinion about the case study and has not been able to draw conclusions from a problem. This shows that students' critical thinking skills are still low and moreover students have not been too honed in developing students' critical thinking skills so that the quality of education and learning achievement is still low.

Students should try to hone students' critical thinking skills through being active during the learning process, especially during discussion activities. Because it is during the discussion that students' critical thinking skills can be honed. In addition, students can also hone critical thinking skills by increasing interest in reading textbooks, especially reading economics books and when reading students listen and understand and students also look for many references from various sources. In addition to critical thinking that affects student achievement, the use of the internet also affects student achievement. Technology is developing rapidly more than any other field. The determining factor is the globalization of information, namely the spread of access and production of information throughout the world. Information can be accessed by anyone and anywhere. The rapid development of information technology has an impact on human life, especially the world of education. The positive impact is closely related to improving the quality of life. Information is so easy to obtain either through mass media, electronically or through internet technology networks.

The internet is a good tool in providing complete information and many sites on the internet can be accessed anytime and anywhere. By accessing the internet, users can search millions of information easily from all over the world compared to books and libraries. The development of technology has provided innovation to the world of education. The internet-based learning process provides convenience for students and teachers in obtaining information to support an effective and efficient teaching-learning process. Learning activities in schools which usually involve physical facilities in the form of books, are now using the internet to provide more complete and updated information. The use of the internet as a medium and source of learning in the learning process of formal education in schools is considered a common thing among students. For this reason, schools can use the internet as a means for learning apart from books and to be able to be a solution in overcoming problems that have occurred so far, for example the lack of books in the library, limited experts, distance from home and educational institutions, high costs and limited study time.

According to Supryanto (2007:2) The use of the internet in education is very useful in the teaching and learning process in schools, where students can complete their knowledge, while teachers can search for appropriate and innovative teaching materials through the internet. Students can search for anything on the internet, from subjects to general knowledge, everything can be searched on the internet. Meanwhile, teachers can look for information that can be used as material to teach material to students other than books. Realizing that any kind of information can be found on the internet, the use and utilization of the internet has become a necessity. Internet media makes it easier for students to find certain information, for example in the process of economic learning to find the national income of a country, students will be greatly helped in searching for information related to the material or student assignments. It is undeniable that the use of the internet also has a negative impact on students. So, the use of the internet needs direction from the parents and teachers of these students. The use of the internet in formal education innovations in schools today certainly aims to improve the quality of

learning, the impact of which is of course on increasing student achievement.

This is in accordance with the opinion of Oetomo (in Sultoni 2013: 6) which states that "the availability of up-to-date information has encouraged the growth of motivation to read and follow developments in science and technology (IPTEK) that occur in various parts of the world which can improve student achievement".

Based on observations at SMA Negeri 1 Deli Tua, the school has provided wi-fi facilities that can be accessed in the school area. The school has used the internet and the school also has a computer laboratory that can be used especially for students to seek learning and work on assignments given by teachers to students. The assignment of assignments by using internet media is intended by the teacher as the use of the school's wi-fi and computer laboratories. This is a step to increase student creativity which can improve student achievement. At this time, as we all know that the spread of COVID 19 has caused students to study from home or study online, this shows the importance of using the internet in the learning process. As when the learning process is carried out directly online so that students have to use the internet in doing assignments given by the teacher, have discussions with friends, look for additional material if the material is given by the teacher and look for explanations about a material when students do not understand the material being taught. given by the teacher. In addition, students also use the internet to share information about subjects with their friends and look for a lot of material to support the learning process, especially in economics.

However, in the current era, most of the use of the internet among students, especially high school students, is not a positive and supportive thing in improving student achievement. Lots of students misuse internet media only for things outside of learning, such as playing games, social media and so on. The continuous use of the internet makes students forget their obligations as students and even prioritizes the internet as a means of having fun. The use of the internet is becoming less efficient as a learning resource because of the many misuses of the internet outside the context of learning. Misuse of the internet outside the context of learning can cause the learning process to cause a less conducive learning process, many students are lazy in studying and doing assignments which will certainly affect their learning achievement..

## **LITERATURE REVIEW**

Etymologically, the term critical comes from the Greek word *kritos* which means standard. So, critical means digesting assessments and criteria which means standards. If the word critical is combined with the word think, then we can give the meaning of critical thinking as thinking that is explicitly based on a grounded assessment and based on appropriate standards in order to seek the truth, benefit from the value of something. On this basis, it means that critical thinking has several characteristics, including being careful and deliberate when deciding to accept, reject or suspend attitudes. With regard to the term thinking, Ruggiero (in Fisher, 2009: 187) defines thinking as all mental activities that help formulate or solve problems, make decisions or fulfill the desire to understand; thinking is a search for answers, an attainment of meaning. Hope refers to a person's belief about his success. Expectations consist of two components, namely the self-concept related to a particular task, and the perception of the difficulty of the task. People who work hard to succeed in a job for the sake of achievement or do not expect a reward, are people who have a high need for achievement.

According to Faiz (2012:3) critical thinking skills have five types of skills, namely: (1) analyzing skills, (2) synthesizing skills, (3) understanding and problem solving skills, (4) concluding skills, (5) evaluating skills. and assess. Fisher (2009:13) states that critical thinking is "a type of evaluative thinking that includes both criticism and creativity and is related to the quality of thoughts or arguments presented to support a belief or a series of actions". This is emphasized by Widiwati (in Sapitri 2014:26) stating that critical thinking can encourage creativity and produce creative problem solving, not only requiring novelty ideas, but also usefulness and relevance to the problem in question. Critical thinking is not an easy task, because it includes the whole process of obtaining, comparing, analyzing, evaluating, internalizing and acting beyond knowledge and values. Critical thinking is not just logical thinking because logical thinking must have faith in values, rationale and belief before getting a logical reason from it.

In the world of education, critical thinking skills should be applied in order to create resources that have high intellectual power and thinkers who are critical, creative, and solutive. By cultivating this critical thinking, genius and better ideas will definitely be produced. Thus, it will be able to bring changes in this country to a more advanced and competitive direction. In line with the development of the internet, many activities have been carried out using the internet, such as e-Commerce, e-Banking, e-Learning, and others. One of the activities related to the learning process is e-Learning. e-Learning is a form of application of information technology in education in the form of virtual schools. e-Learning is an effort to make a transformation of the teaching and learning process in schools in digital form which is bridged by internet technology. The Internet is the largest information network today. Sutedjo (in Utami, 2012:4) states that "the internet is a very large computer network consisting of small interconnected networks that span the whole world". The internet provides the opportunity to get information quickly and without limit. The development of the internet will have an impact on all fields including the field of education.

Based on some of the definitions above, it can be concluded that the internet is a global network that connects thousands and even millions of computer networks that are interconnected using the global standard system of Transmission Control Protocol Suite (TCP/IP) so that they can communicate with each other that reaches the whole world anytime and anywhere. The benefits of the internet in learning can make it easier for students to get learning materials that are as desired. Learning achievement cannot be separated from the act of learning, because learning is a process, while achievement is the result of the learning process. For a student, learning is an obligation. The success or failure of a student in education depends on the learning process experienced by students.

This learning achievement is marked by mastery of the subject matter that has been absorbed through evaluation or tests so that learning achievements are known. Evaluation or test is a measuring tool to determine student learning achievement, so changes in behavior from learning outcomes include the student's learning achievement. Achievement is the result of an activity that has been done, created both individually and in Hamdani's group (in Istanari 2016:33). Achievements will never be produced as long as someone is not doing activities. Learning achievement according to Yaspir Gandhi Wirawan (in Murjono 2013:137) is the result achieved by a student in his learning effort as stated in his report card score. Through learning



achievement, a student can find out the progress that has been achieved in learning. According to W.S Wikel (in Pasaribu, 2016) explaining that learning achievement is evidence of learning success achieved in a process that takes place in the interaction of the subject with the environment that results in changes in knowledge, understanding, skills, and values that will be stored or implemented towards progress.

Economics is one of the subjects that high school students must study. Economics is a field of science that is useful for everyday life. For this reason, it is necessary to cultivate a passion for studying economics so that later students want to continue their education in the field of economics. This planting is important especially in the early days of students getting to know economics. The demands of the times require students to keep abreast of technological developments in order to be able to compete in the future and achieve success. One that must be instilled is the ability to think critically. Critical thinking ability is a brain activity that seeks to analyze, understand, question and think deeply, and clearly to find out the root of the problem that occurs. Because critical thinking is a basic aspect that is owned by everyone, especially students, it is necessary to hone the thinking frame of students. The benefits of training thinking power are to produce a coherent, good, and correct mindset. One of the activities that can help the emergence of critical thinking is to be active and tenacious. If students already have these two components, their learning achievement will increase.

The internet is a learning resource that can be used by teachers and students to support the teaching and learning process in schools and is a very relevant learning tool. In Economics subjects, especially high school students through the internet can get many benefits. Students can search for the material presented by the teacher, so that students can better understand the material they get at school. The internet can also be used as a learning medium for students with the hope that students can increase their knowledge and insight from the internet, so that they can improve their learning achievement at school. Therefore, the ability to think critically and use the internet is an important factor to produce good learning achievement. This is because if students have the ability to think critically and use the internet properly it can improve student achievement.

## **METHODS**

This study is a quantitative study with primary data obtained through questionnaires distributed to respondents. This research was conducted at SMA Negeri Medan City, North Sumatra. This research was conducted from August to September in the odd semester of the 2020/2021 academic year. In this study there are three variables where the variable consists of two independent variables (free) and one dependent variable (bound). The independent variables in this study are Critical Thinking Ability (X1) and Internet Use (X2) while the dependent variable is Student Achievement (Y). This study uses multiple regression analysis test.

## **RESULTS AND DISCUSSION**

### **Results**

In this study, the author uses 3 research data variables, namely Critical Thinking Ability (X<sub>1</sub>), and Internet Use (X<sub>2</sub>) on Learning Achievement (Y). The source of the data for this

research was obtained through questionnaires distributed online through the economics subject study group (Google Classroom) and students filled out a questionnaire via google form. In this study, the respondents were students of class XI IIS, this research was carried out at SMA Negeri Medan City. In accordance with these variables, this study analyzes data on the effect of Critical Thinking Ability and Internet Use on High School Students' Learning Achievement in Economics Subjects obtained through documentation and questionnaires. Multiple linear regression analysis was used to determine the effect individually or jointly between the variables of Critical Thinking Ability ( $X_1$ ) and Internet Use ( $X_2$ ) on Learning Achievement ( $Y$ ). The following are the results of multiple linear regression calculations using SPSS 21.

**Tabel. 1 Multiple Linear Regression Test Results**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	36.544	5.211		7.013	.000		
1 X1	.306	.054	.436	5.637	.000	.936	1.069
X2	.310	.055	.438	5.668	.000	.936	1.069

a. Dependent Variable: Y

From the results of data processing, it can be taken the following regression equation:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 36,544 + 0,306X_1 + 0,310X_2 + e$$

Description :

$Y$  = Student achievement

$X_1$  = Critical Thinking Ability

$X_2$  = Internet Usage

From the results of multiple linear regression analysis, it is found that the Critical Thinking Ability ( $X_1$ ) and Internet Usage ( $X_2$ ) variables affect Learning Achievement ( $Y$ ) linearly. Based on the results above, the influence can be seen in the linear regression equation as follows:

1.  $a = 36.544$

The constant of 36.544 means that if the variables of Critical Thinking Ability ( $X_1$ ) and Internet Use ( $X_2$ ) are considered equal to 0 (zero), then the learning achievement of high school students has a value of 36.544

2. Coefficient  $X_1 = 0.306$

The coefficient of the Critical Thinking Ability variable ( $X_1$ ) is 0.306. This means that if Critical Thinking Ability has increased by 0.306, while other independent variables are considered constant, it will cause an increase in the variable of High School Student Achievement by 0.306.

3. Coefficient  $X_2 = 0.310$

The variable coefficient of Internet use ( $X_2$ ) is 0.310. This means that if the use of the

Internet has increased by 0.310, while the other independent variables are considered constant, it will cause an increase in the learning achievement variable for high school students by 0.310.

The t-test was conducted to test the hypothesis of this study, namely the effect of the independent variables, namely Critical Thinking Ability ( $X_1$ ) and Internet Use ( $X_2$ ) on Learning Achievement ( $Y$ ) partially or individually. This test was conducted to test the first hypothesis which states that there is a positive and significant effect between the independent variable  $X_1$  (Critical Thinking Ability) on the dependent variable  $Y$  (Student Learning Achievement), and to test the second hypothesis which states that there is a positive and significant effect between independent variable  $X_2$  (Internet use) to the dependent variable  $Y$  (Student Learning Achievement).

For the Critical Thinking Ability ( $X_1$ ) variable, the tcount value is 5.637 and the ttable value at  $df = N - k (96 - 3) = 93$  at the significance level  $= 0.05$  is 1.661. This shows that  $tcount > ttable (5,637 > 1,661)$ . Thus,  $H_{a1}$  is accepted so that it can be concluded that the ability to think critically partially has a positive and significant effect on the learning achievement of high school students.

For the Internet Usage variable ( $X_2$ ), the tcount value is 5.668 and the ttable value at  $df = N - k (96 - 3) = 93$  at the significance level  $= 0.05$  is 1.661. This shows that  $tcount > ttable (5,668 > 1,661)$ . Thus,  $H_{a2}$  is accepted so that it can be concluded that the use of the internet partially has a positive and significant effect on the learning achievement of high school students.

Based on the results of the study, it was obtained that Fcount was 42.811 where  $Fcount > Ftable$ . To determine the value of Ftable using the formulas  $df_1 (k - 1)$  and  $df_2 (n - k)$ , where  $k$  is the number of independent and dependent variables and  $n$  is the number of research samples. Then the values obtained  $df_1 = 2$  and  $df_2 = 93$ , which means the value of Ftable is 3.09 with a significance level of  $= 0.05$ ,  $(42.811 > 3.09)$  with a significance level of  $0.000 < 0.05$ . So it can be concluded that there is a positive and significant influence between the variables of Critical Thinking Ability ( $X_1$ ) and Internet Use ( $X_2$ ) on the learning achievement of high school students ( $Y$ ).

Based on table 4.20 above, it is found that  $R^2$  is 0.479. Thus, these results indicate that Critical Thinking Ability and Internet Use together have a contribution to the learning achievement of class XI IIS SMS Negeri 1 Deli Tua students for the 2020/2021 academic year, namely learning achievement is influenced by critical thinking skills and internet use by 47.9% and the remaining 52.1% influenced by other factors outside of the research factors.

## Discussion

From the results of research that has been carried out on Critical Thinking Ability and the use of the Internet together have a positive and significant influence on the learning achievement of high school students. It was found that the results of the multiple linear regression equation were  $Y = 36.544 + 0.306X_1 + 0.310X_2 + e$ . From the results of the research that has been done, the results obtained that partially Critical Thinking Ability has a positive and significant influence on the learning achievement of high school students. This can also be seen from the results of the multiple linear regression equation when the variable  $X_1$  (Critical Thinking Ability) if it increases by 0.306, then Learning Achievement will increase by



0.306 which means that the Critical Thinking Ability variable has a positive and significant contribution to student achievement. Where students are required to improve critical thinking skills so that learning achievement is good and increases.

The ability to think critically is an important factor to help students understand and interpret learning materials, analyze to identify a problem, evaluate learning problems and be able to make decisions or conclusions from a problem in learning. This shows that critical thinking skills have an important role in improving student achievement. The results showed that from the indicators of critical thinking ability, interpretation had the greatest or dominant influence in improving student achievement where in other words the average student was able to interpret problems in the teaching and learning process. The results of this study are in line with Desri Mariani Samosir (2016) who stated that critical thinking skills have a positive and significant influence on student achievement.

This is in accordance with what was said by Fisher (2009:12) that critical thinking skills are valuable skills and will help students in many ways including to achieve learning achievement and if you get used to thinking critically you will become a critical thinker. Based on the results of the research, which is strengthened by the results of previous relevant studies above, it can be concluded that there is a positive and significant influence between Critical Thinking Ability on high school students' learning achievement. From the results of the research that has been carried out, the results obtained that partially Internet use has a positive and significant influence on the achievement of high school students. It can also be seen from the results of the linear regression equation, it can be seen that when the  $X_2$  variable (Internet Use) increases by 0.310, the Interest in Learning will increase by 0.310, which means that the Internet Use variable has a positive and significant contribution to student learning achievement.

The use of the internet affects learning achievement, it can be said that intensive use of the internet can encourage students to study harder and get more information and knowledge, because from the internet that is used optimally, students can more easily understand the material and school assignments obtained in class. . In addition, it also increases knowledge and insight, makes it easier to discuss and share material with fellow students as well as facilitate independent learning and a more interactive learning process. So that it is possible to improve learning achievement. The results of this study that the most frequent use of the internet by students is to increase knowledge, share information or learning materials with fellow students and add insight where it can improve student achievement.

According to Junaidi (2001) the benefits of the internet are (a) as a source of information and reference in searching data and providing sources of relevant material. (b) Accelerate and simplify the search for information and the presentation of information that tends to be up-to-date and actual. (c) The learning process is more interesting, through the internet learning is not monotonous and saturated because on the internet new things are creative and varied. (d) Encourage students to be more active in seeking information and knowledge that is useful for school learning. (e) Facilitate the explanation of a concept and learning material. As an ideal means to carry out distance learning activities because the internet knows no geographical boundaries. If the use of the internet is used optimally by students, the use of the internet will increase student learning achievement. The results of this

study are also in line with Penas Simanjuntak (2016) stating that internet use has a positive and significant influence on learning achievement and this is also in line with the theory put forward by Rusman (2012: 321) which states that

The advantages of using the internet are that teachers and students can use structured and scheduled teaching materials or learning instructions via the internet, teachers and students can communicate easily through internet facilities on a regular basis without being limited by distance, place and time, students can be more active and independent and students can add knowledge and insight more broadly. Based on the results of the study which was strengthened by the results of previous relevant studies above, it can be concluded that there is a positive and significant influence between the use of the internet on the learning achievement of high school students. From the results of research that has been done Critical Thinking Ability and Internet use together have a positive and significant influence on the learning achievement of high school students. It was found that for partial and simultaneous hypothesis testing there was a positive and significant effect.

From the results of this study, it can be seen that the variables of Critical Thinking Ability (X<sub>1</sub>) and Internet Use (X<sub>2</sub>) on student learning achievement (Y) are seen from the results of multiple linear regression equations that among the independent variables indicate that the most influential variable for learning achievement (Y) ) namely the Internet Usage variable (X<sub>2</sub>) which can be seen from the results of the multiple linear regression equation where the internet use variable has the highest value of 0.310 so that in this case it can be concluded that if high school students increase Internet use properly, it will increase the Learning Achievement in every activity. especially in studying.

According to Philip Rechdalle (2005) states that students can use the internet for self-study quickly, so that it will increase and expand knowledge, learn to interact, and develop abilities in the field of research. The use of the internet will help increase the quantity and quality of students in learning which will help improve student achievement. Likewise with the variable of critical thinking ability, students must continue to improve and hone their critical thinking skills, it will improve learning achievement. Critical thinking skills must also be accompanied by good use of the internet in order to hone critical thinking skills and to learn and do assignments that will always support student achievement.

As the opinion of Ennis (2000) critical thinking is rational and reflective thinking that is focused on what is believed and done. Rational which means having beliefs and views that are supported by appropriate, actual, sufficient, and relevant evidence. While reflective means actively considering, plunging and carefully all alternatives before making a decision. This shows that if every student has high or good critical thinking skills, it will be able to improve student learning achievement. Based on the results of the relevant previous studies above, it can be concluded that there is a positive and significant effect of Critical Thinking Ability and Internet Use on student achievement.

## **CONCLUSION**

Based on the results of the discussion, it is obtained that the multiple linear regression equation is  $Y = 36.544 + 0.306X_1 + 0.310X_2 + e$ . Then the following conclusions are obtained:

There is a significant effect between the variables of critical thinking ability (X1) and internet use (X2) on student learning achievement (Y) which is indicated by the results of the t test (partial) namely that the critical thinking ability variable (X1) has a t count of 5.637 and the use of internet (X2) of 5.668 which is greater than t table of 1.661. F test (simultaneous), where the calculated F is 42.811 which is greater than the F table of 3.09. So it can be concluded that there is a jointly significant influence between the variables of critical thinking ability (X1) and internet use (X2) on student achievement (Y).

Based on the above equation, if the variables of critical thinking ability (X1) and internet use (X2) are considered constant, then the learning achievement of high school students is 36.544. From the results of the calculation of the coefficient of determination (R<sup>2</sup>) the percentage of the contribution of the influence of the independent or independent variables, namely the ability to think critically (X1) and internet use (X2) on the dependent variable (bound) namely student learning achievement (Y) of 47.9% and the remaining 52.1% influenced by other variables outside the study.

In this study, it shows that there is a positive and significant influence between critical thinking skills on student achievement, so it is expected that students and teachers alike hold activities that hone students' critical thinking skills that involve all class members.

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