

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about learning, embodiment learning, attitude, component of attitude, and the factors. Next, there is explanation about achievement and the factors that affecting learning achievement.

A. Learning

1. Definition and significance of learning

Learning process is a fundamental element to education activity.

This means that the success or failure of achieving the goal of education is highly dependent on the learning process experienced by students. Thus it is important for educators to truly understand the meaning of learning.

Modern education experts formulate the act of learning is a form of growth in a person that is expressed in the ways of behaving which recently thanks to the experience and practice. The behaviors for example are, from not knowing to knowing, understanding the emergence of a new, emotional, etc (Ahmadi, 2009: 256).

In Prawira (2012: 225) defines learning as a change in personality

marked a new pattern which can be a sense. The definition of learning that unites the formulation obtained from three short definition of learning. First, learning is a change in one's self. Such changes can occur in terms of skill, in a manner, or in a sense, and so on. Someone who has learned, she/he will not have same condition with a previous state when he/she has not learned.

Second, learning is new patterns mastery. Learning action based on several principles that dominated the principle of sufficient holding the basic arrangement of an experience. Third, learning is proficiency mastery, attitudes, and understanding. Proficiency contains of practice skills. Attitudes are the things that relate to the way of thinking and feeling to the problems that contains the value, while the notion is related experience rational or common sense.

Learning is everyone activity. Knowledge skills, habits, indulgence, and a person's attitude is formed, modified and evolved due to learning. Because the person is learning, if it can be assumed in others it becomes a process of events that result in a change in behavior. From some of the above study, it can be said that a learning activity within the containing object and purpose of the same is to be better than before the so-called learning.

2. Embodiment Learning Behavior

Embodiments of learning behavior are more often seen in the following changes (Syah, 2010:116):

1. Habit

Every student who had been around a learning process, their habit would seem different. This habit arose because the shrinkage tendency of the response with use of repeated stimulation. In the learning process, habituation also includes the reduction of required behavior. Because of this reduction appears a new pattern of behaving relatively permanent and automatic. For example, students who learn a language many times to avoid the tendency of the use of words or structures are mistaken, eventually will be familiar with the use of good language and correct.

2. Skills

Skills are activities related to the nerves and muscles that normally appear in physical activities such as writing, typing, and so on. Despite its motoric skills but require careful coordination of movement. Thus, students who perform motoric movement with low coordination and movement can be considered to be less skilled or not.

According to Reber skill is the ability to perform complex behavior patterns and organized seamlessly and in accordance with the state to achieve certain results. Skills include not only motoric movements but also the embodiment of cognitive mental function. The connotations also come to influence others. This means that people who are able to leverage other people appropriately is also regarded as a skilled person.

3. Observations

Observation means receiving process, interpret, and give meaning incoming stimuli through sensory organs. Cause to the experience of learning a student will be able to achieve the right objective before reaching understanding. Wrong observation that one would be emergence of misconceptions as well. For example, when a child who first heard the radio broadcaster would think that the announcer actually being in the radio box. But gradually, through a process of learning he would know the notion of an actual radio announcer.

4. Associative Thinking and memory

Associative thinking and memory are thought by associating something with others. Associative Thinking is the process of government established a relationship between the stimuli to the

response. It should be noted that the student's ability to perform true associative relations are heavily influenced by the level of understanding or understanding gained from the study. Besides memory is also a learned behavior, because memory is a fundamental element in the associative thinking. So, the rest of which have undergone a process of learning will be marked by an increase in material savings and increased memory capabilities associated with such material.

5. Rational and Critical Thinking

Rational and critical thinking is a manifestation of learned behavior, especially related to problem solving. In general, students will use a rational thinking basic principles and understanding in answering the question. In rational thinking required students to use logic to determine causation, analyze, draw conclusions, and even creating laws or rules. In this case the critical thinking, students are required to use specific cognitive strategies appropriate to test the reliability of the idea of solving problems and overcoming errors or omissions.

6. Attitude

Attitudes are relatively sedentary tendency to react in a way good or bad about something. In principle, the attitude is the

tendency of students to act in a certain way. In this case the student learning behavior is characterized by the emergence of a new trend that has been changed to an object, values, events, and others .

7. Inhibition

Inhibition of an effort to reduce or prevent the occurrence of a particular response because of the presence of the other ongoing response. In the case study, the inhibition is referred to the student's ability to reduce or stop the unnecessary measures and take other actions better when it interacts with its environment. Students' ability to perform inhibition in general through the learning process. For example, a student who successfully learns the dangers of alcohol will avoid buying liquor. Instead, she would buy a healthy drink.

8. Appreciation

Appreciation is often interpreted as appreciation or assessment of abstract objects and concrete are worth sublime. The level of appreciation of a student to a work depends heavily on the level of their learning experience.

9. Affective behavior

Affective behavior is behavior that involves variety feelings such as fear, anger, sadness, upset, happy, and so on. The influence of this kind cannot be separated from the influence of the learning

experience. A student, for example, can be considered successful in learning if it has been like and realize with sincere religious truths he learned.

B. Attitude

1. Definition

Krech, Allport and Campbell in Mar'at (1982: 9) defines attitude as follows:

- a. Attitude is a lasting system of the assessment is positive or negative, emotional feelings and the tendency to give respect to an object.
- b. Attitude is the mental readiness organized through experience, is used to determine a person's response to all objects and situations.
- c. Attitude of an individual is the steadiness act or respond to an object.

The same thing also expressed by Natawijaya (1986: 40) about the attitude:

Mental attitude is the willingness of individuals that influence, even determine the color the individual concerned activities in response to the object or situation that gives meaning to him. This willingness may be expressed in the activities (actions or words) or a latent force that is sometimes channeled.

Based on the definition above it can be concluded that attitude is the tendency to act with respect to a particular object. Attitude instead of real action (overtbehavior) but still closed (covertbehavior). Of all the sense in the above expression can be taken a sense of attitude, which is an assessment of a person's attitude toward an object, situation, concept, others and themselves due to the result of the process of learning and experience in the field who expressed a sense of love (positive response) and distaste (negative response). Attitude is one type of affective characteristics that determine a person's success in the learning process.

2. Components of Attitude

Attitude is a concept that helps in understanding human behavior. Travers, Gagne, and Cronbach agree that attitude involves three components that interact with the object (Ahmadi, 2009: 152). These components include:

1. *Cognitive component*, associated with knowledge, beliefs or thoughts that are based on information associated with the object. For example, people know that it's worth the money, because they see the price in daily life. Our attitude towards money it implies that we know about the value of money.

2. *Affective component*, refers to the emotional dimension of attitudes, emotions are associated with the object. Here the object perceived as pleasant or unpleasant. For example, if someone says that they are happy the money, these describe their feelings toward money.
3. *Behavior or conative component* involving one of predisposition to act towards the object. For example, because the money is worth something, people liked it, and they are trying to get a big salary.

Component behavior is influenced by the cognitive component. This component relates to the tendency to act so that in some literature this component is called the action tendency component. Action tendency components can be divided into two kinds.

- a. Positive attitude. The attitude of the show, accept acknowledge, approve, and implement associated with the object.
- b. Negative attitude, attitudes which show or showed rejection or disagree on matters relating to the object.

Chaer (2004: 150) say when these three components in line, then its unpredictable behavior suggest an attitude. But if not consistent, then in terms of the behavior cannot be used to determine the attitude. Components that are not in line can cause the mechanism changes from the original negative attitudes to positive gradually. However, such an

extreme attitude strongly agree or strongly disagree usually not easy to be changed.

3. Factors That Influence Attitudes

Factors that influence attitudes (Anwar, 2009:30):

a. Personal experience

It can be the basis for the formation of attitudes, personal experiences should leave a strong impression. Therefore, the attitude will be more easily formed when personal experience occurs in situations involving emotional factors.

b. Influence others that are considered important

In general, people tend to have a conformist attitude or direction of the attitude of people who are considered important. This tends among motivated by the desire for affiliation and the desire to avoid conflict with the people who are considered important.

c. Influence of culture

Unwittingly steering line culture has instilled our attitude towards various issues. Culture has colored the attitude of

members of the community, because the pattern is culture that gives individuals experience public care.

d. The mass media

In the newspapers and the healthcare radio or other communications media, which supposedly factual news delivered objective likely to be influenced by the attitude of the author, consequently affect the attitudes of consumers.

e. Institute of Education and Religious Institutions

Moral concepts and teachings of educational institutions and religious institutions determine the belief system it is not surprising that in turn affects the attitude concept.

f. Emotional Factors

Sometimes, a form of attitude is a statement that is based on emotion which serves as a sort of channeling frustration or alienation of the ego defense mechanisms.

1. The Scope of the Study of Attitudes

The concept of attitude is very popular in the realm of social psychology, because the purpose of psychology is to explain and predict human behavior, and attitudes can affect behavior are considered. Thus, social attitudes serve as an indicator or tool to

predict the behavior. To change the behaviors of course have to change the attitude starts from the first. As described above, the concept of attitudes play an important role in behavioral models of social psychology (Stahlberg and Frey 1996: 206).

Research on these attitudes continues to evolve and be debated in the realm of social psychology. Similarly, the amount of attention the psychologist's attitude to the problem so that Allport (1954: 24) considers attitude as the most important cornerstones of social psychology and Knops (1987) considers attitude as one of the main concepts in social psychology.

In addition to being a social psychology, the concept of attitude is also one educational research attention. The second view considers attitude as (input) input and output (output). For example, a positive attitude towards mathematics or language learning can be a vital input in the subjects of mathematics achievement or language. In this context, attitudes are influential factors that affect educational outcomes. Attitudes can also be the result of learning itself (Baker 1992:12).

C. Students Achievement

1. Definition

Achievement is the abilities of the students after he received a learning experience. Student achievement are essentially changes include the areas of cognitive, affective and psychomotor oriented learning process experienced by students (Sudjana, 2005: 2). Meanwhile, according to Dimiyati and Mudjiono (2006: 3), student achievement are the result of an interaction acts and acts of teaching and learning. In terms of teachers, teaching acts ends with the evaluation of learning achievement. In terms of students, achievement of the summit was the end of the teaching-learning process. Sudjana (2005:2) says that the achievement related to instructional objectives and learning experiences experienced by students.

Correlation instructional objectives, learning experiences and student achievement



process. The results in this study relate to instructional objectives and learning experiences. The existence of a written guide instructional purposes will change the desired behavior on students, while learning experiences include anything experienced by students in both the activity

observed, observing, reading, imitate, try something yourself, listen, follow commands (Spears, in Sardiman, 2000:20).

The national education system and the formulation of educational goals; both curricular and instructional goals in general classification learning achievement using Bloom is broadly split into three domains, cognitive, affective, and psychomotor. Cognitive learning outcomes relating to intellectual consisting of six aspects, namely: knowledge (knowledge), comprehension (understanding), application, analysis, synthesis, and evaluation. The second aspect of the first so-called low-level cognitive and following four aspects including high-level cognitive. Attitude regarding the affective domain consisting of five aspects, namely: acceptance, answers or reactions, assessment, organization, and internalization. Psychomotor domain of learning outcomes with respect to the skills and abilities to act consisting of six aspects, namely: reflexes, basic movement skills, perceptual ability, harmony or precision, complex movement skills, and expressive and interpretive movement (Sudjana, 2005:22).

Regarding to the explanation above, it can be concluded that the learning outcomes are changes in the cognitive, affective and conative as a learning experience influences experienced by students in the form of a section, unit, or chapter of certain materials that have been taught. In this

research aspects are measured at the level of cognitive changes alone.

1. Factors Affecting Learning Achievement

Djamarah (2002: 112) states that a person's success or failure in learning caused by factors originating from within the individual and factors outside the individual. Clark supports this by stating that 70% of student learning outcomes at school are influenced by the ability of students and 30% influenced by the environment.

a. Internal Factors

Internal factors are factors that come from within the individual and can influence individual learning achievement. Internal factors include physiological factors and psychological factors.

1. Physiological Factors

Physiological factors are factors related to the physical condition of the individual. These factors can be divided into two kinds.

First, the physical state. Physical state in general greatly affects one's learning activities. The physical condition of a healthy and fit will be a positive influence on individual learning activities. In contrast, poor physical condition or illness will hinder the achievement of maximum learning results.

Second, the state of physical function/physiological. During the learning process takes place, the role of physiological functions in the human body greatly affects the results of learning, especially the five senses. Five senses are functioning properly will facilitate learning activities well too.

2. Psychological Factors

Psychological factors are a person's psychological state can affect the learning process. Some of the main psychological factors affecting student learning is intelligence, motivation, interest, attitude and talent.

a. Intelligence/intelligence students

The level of student's intelligence determines the level of success of student learning. This means, the higher intelligence capabilities of students, the greater the chances for success, conversely, the lower the intelligence capabilities of students, the smaller the chances for success. Each prospective teachers and professional teachers rightly realized that intelligence incredibility students, either positive or negative as superior as borderline, usually lead the student's learning success. On one side is a very intelligent student would feel not receive

adequate attention from school because lessons are presented too easy for him. As the consequence students bored and frustrated because they desire was a dammed demand unfairly. On the other hand, students who are ignorant will feel lousy follow lessons dish because it was too difficult for them. Hence the students were very depressed, and eventually get bored and frustrated as his experienced tremendous positive (Syah, 2003: 147).

b. Motivation

Motivation is a physiological and psychological condition contained in one who pushed to perform certain activities in order to achieve the goal divulging (needs) (Djali, 2008: 101). While the motivation to learn by Clayton Aldelfer is the tendency of students in learning activities that are driven by the desire to achieve the best possible learning outcomes (Nashar, 2004: 42).

From the point source of motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is all factors that come from within the individual and provide the impetus to do something. Like a student who likes to read, then he does not need to be

ordered around to reading because reading is not only an activity to be becoming happiness but also needs. In the process of learning, intrinsic motivation has an effective influence, because of the relative intrinsic motivation and no longer dependent on external motivation (extrinsic).

According to Arden N. Frandsen, in Hayinah are included in the intrinsic motivation to learn among other things are:

1. Encouragement curious and want pry into wider world.
2. The existence of a positive and creative nature that exist in humans and desire to move forward.
3. The desire to achieve a feat that has the support of key people, eg parents, siblings, teachers, and friends.
4. There is a need to master the science or knowledge useful to him.

Extrinsic motivation is a factor that comes from outside the individual but to give effect to the will to learn. Such as praise, regulation, order, exemplary teachers, parents, etcetera. The lack of response from environment will positively affect the spirit of a person learning to be weak.

c. Memory

Theoretically, there are three aspects related to the functioning of memory, namely: (I) accept the impression, (II) saving impression, and (III) producing an impression. Perhaps because these functions, the term "memory" is always defined as the ability to receive, store and reproduce the impression. Skills accept impression very central role in learning. Through these skills, student's subjects were able to remember the things he had learned. In the context of learning, these skills can be affected by several things, among which the learning techniques used educator. Learning techniques are accompanied by props going deeper impression.

In addition, the development of learning techniques that utilize the "catwalk memory" is also more memorable for students, especially for the learning material in the form of formulas or sequences specific emblem. Examples of interesting case are to remember the names of key tone G (warm), D (and), A (chicken), B (duck) and so on.

d. Interest

Interest is a fixed tendency to notice and remember some of the activities. Activities of a person of interest, note that with continuous pleasure. So different from the attention, because attention is temporary and not necessarily followed by a sense of fun, while the interest is always followed by a feeling of pleasure and satisfaction derived from it (Slameto, 2003: 57).

Simply put, interest (interest) means the tendency and high excitement or great desire towards something. But apart from his popularity, interest as well as intelligence and motivation, for giving effect to the learning activity, it would not be eager or even willing to learn. Therefore, in the context of learning in the classroom, a teacher or other educator needs to arouse the interest of students that are interested in the subject matter to be faced or learned.

To generate interest in learning the many ways that can be used. Among other things:

1. By making the material to be studied as attractive as possible and not boring, either from the form of book materials, instructional design that frees students

explore what is learned, involving all students' learning domains (cognitive, affective, psychomotor) so that students become active and the performance of teachers interesting when teaching.

2. Selection of majors or areas of study. In this case, it would be nice if the majors or fields of study chosen by students according to their interests.

e. Attitude

In the learning process, individual attitudes can affect the success of the learning process. Attitude is internal affective symptoms such as a tendency to react or respond relatively permanent way to objects, people, and events and so on, either positively or negatively (Syah: 2003: 151). Attitude is also the ability to pass judgment on something that brings in conformity with the appraisal. The assessment resulted in an attitude about something accept, reject, or ignore. Students have the opportunity to learn. However, students may accept, reject, or ignore the learning opportunities.

f. Talent

Other psychological factors that affect the learning

process are talent. Talent or aptitude is a potential skill of a special nature, which is specialized in a certain field or ability (Syaodih, 2005: 101). If a person in accordance with the field of talent that is being studied, then the talent that will support the learning process so most likely he will succeed. Basically everyone has the talent or the potential for achievement of learning according to their capabilities.

Therefore, the talent base is also defined as the ability of individuals to perform certain tasks without depending on education and training efforts. Individuals who have had a particular talent, it will be easier to absorb information related to talent learn languages other than their own language. Because learning is also influenced by the potential of being owned every individual, so educators, parents, and teachers need to pay attention to and understand the talent of being owned by his son or learners, among other things with the support, co-developed, and not force the child to choose majors that do not fit with his talent.

g. Concentration Learning

Concentration of learning is the ability to focus on

the lesson. Concentration of the attention focused on the content and process of acquiring learning materials. To strengthen attention to the lesson, the teacher needs to use a variety of teaching and learning strategies, and take into account the learning time and break interlude. In classical teaching, according to Rooijakker, strength of attention for thirty minutes has declined. He suggested that teachers provide a distraction a few minutes of rest.

h. Confidence

The confidence arises from the desire to manifest itself act and succeed. In terms of development, self-confidence can arise due to the recognition of the environment. In the process of learning is known that the performance achievement is proof stage "self-realization" that is recognized by teachers and friends. The more often successful completion of the task, the greater the gain recognition from the public and then the confidence is getting stronger.

The opposite can also occur. Repeated failures can cause insecurity. If insecurity is very strong, it is suspected the student will be afraid to learn. The fear of learning

complementary intertwined with the fear of failing again. Thus, teachers should encourage student's courage continuously, provide a variety of amplifier and provide recognition and trust for students.

i. Habits of Learning

In day-to-day activities found any good study habits lacking. Study habits include:

- Study at the end of the semester.
- Learning irregular.
- Dissipation - wasting an opportunity to learn.
- Just for the prestigious School.
- Dating late style as a leader.
- Male style such as smoking, self-patronizing another friend.
- Style calls for "mercy" without learning.

These bad habits can be found in schools in big cities, small cities, rural and other schools. For most people, the study habits of students due to the lack of understanding in the sense of learning for themselves. Things like this can be corrected with coaching self-discipline.

j. Students Ideals

In general, every child has a dream in life. Dreams are intrinsic motivation. However, there are times when "clear picture" of a role model for students not yet exist. As a result, students behave just went along. Ideals as intrinsic motivation need didactical. Planting has aspirations to be started since elementary school. In secondary school education and attainment ownership ideals - ideals are increasingly targeted. Ideals are form of self-exploration and the emancipation of students. Planting ownership and achievement of the ideals already should stem from the ability of achievement, starting from the simple to the more difficult.

By linking ownership aspirations with outstanding ability, the students are expected to brave the ability to explore according to themselves.

b. External Factors

In addition to student characteristics or endogenous factors, external factors can also influence the students learning process. In this case, the external factors influencing study abroad can be

classified into two categories, namely social and environmental factors nonsocial environmental factors.

1. Social environment

Which includes the social environment is the interaction of students with others around them, the attitude and behavior of people around the students and so on. Social environment affects learning many parents and families are the students themselves. The properties of the parent, family management practice, family strain, everything can be good or bad impact on the activity of learning and results achieved by the students.

a. The social environment of the school

Like the teachers, administration, and classmates can affect a student's learning process. Harmonious relationship as between the three can be a motivation for students to learn more in the school. Sympathetic behavior and can be an example of a teacher or administration may be incentive for students to learn.

b. Social environment

Environmental conditions of the communities in which students would affect student learning. Student's seedy environment, many unemployed and neglected children may

also affect the activity of students learning, most students do not need friends when trouble learning, discussion, or borrow the tools of learning that has not happened to property.

c. Family social environment

This environment greatly affects learning. Family tensions, parental characteristics, family demographics (the houses), family management, all of them can have an impact on students' learning activities. Between relationship of family members, parents, children, brother, or sister harmonious activity will help students learn well.

2. Non-social environment

Factors including nonsocial environment is;

a. Natural environment

Is a protégé neighborhood, living, and trying therein. In this case the state of temperature and humidity is very influential in the learning of the students. The students will learn better in a state of fresh air. From this fact, people tend to be more comfortable learning when the morning, but because when it's high absorption. It's like in a classroom environment. And the air temperature must be observed in order to satisfy learning outcomes. Because learning in a state

of heat, it will not be maximized (Djamarah, 2002: 143).

b. Instrumental Factors

Instrumental factors are learning device that can be classified two kinds. First, the hardware, such as school buildings, learning tools, learning facilities, sports fields, and so forth. Second, the software, such as school curriculum, school rules, book, syllabus and so forth.

c. Factors subject matter (which is taught to students)

This factor should be adjusted to the age of the development of students as well as teachers' teaching methods, related to student growth conditions. Therefore, in order that teachers can provide a positive contribution to the students learning activity, the teacher must master the subject matter and teaching methods that can be applied in accordance with student's condition.

2. The types of learning achievement

Bloom (Sudjana 2005:22) divides learning outcomes in three domains, namely cognitive, affective and psychomotor domains.

a. Cognitive

This aspect with regard to intellectual learning outcomes which consists of six aspects, namely:

1. Knowledge (knowledge)

Type of knowledge including low-level cognitive. However, the type of learning achievement is a prerequisite for the following types of learning outcomes. This applies to all fields of study subjects. For example, memorize a formula would lead to understand how to use the formula; memorized the words to make it easier to make a sentence.

2. Understanding

Understanding can be seen from the individual's ability to explain something of a problem or question.

3. Applications

Application is the use of abstractions in concrete situations or special circumstances. Abstraction may idea, theory, or technical guidance. Applying abstraction into a new situation called application. Repeating apply them to the situation turned into rote knowledge or skills.

4. Analysis

The analysis is choosing business integrity are the elements or parts so clear hierarchy and or arrangement. The analysis is a complex skill, which utilize the skills of the three previous types.

5. Synthesis

The unification of the elements or parts to form a whole is called synthesis. Thinking is a synthesis of divergent thinking which brings together elements into integrity.

6. Evaluation

Evaluation is the provision of a decision about the value of something that might be seen in terms of goals, ideas, ways of working, solving methods, etc.

b. Affective

Affective consist with respect to attitudes and values. Type of learning achievement appear on students' affective behavior such as various behavior his attention to lessons, discipline, motivation to learn, respect teachers, study habits, and social relationships.

c. Psychomotor

The results appear in the form of learning psychomotor skills (skills) and the ability of the individual to act.

2. Previous Study

M. Jainuri. Effect of Attitudes and Intelegency Level Toward Students Maths Achievement of First Grade at SMK Tri Bhakti Bangko Academic Year 2009/2010. This research based from a phenomenon that there is discrepancy between attitude and intelligence toward mathematics learning achievement of first grade student of SMK Tri Bhakti Bangko academic year 2009/2010. This study aims to determine the correlation and the effect between attitudes and learning achievement, Intelligence and learning achievement, attitude with intelligence, attitude and intelligence together toward mathematics learning achievement of first grade student of SMK Bhakti Tri Bangko academic year 2009/2010. The method used descriptive method with quantitative approach. The independent variable in this study is the attitude of learning (X 1) and intelligence (X 2) while learning mathematics achievement as the dependent variable (Y). Respondents were students of first grade at SMK Bhakti Tri Bangko academic year 2009/2010 about 18 people as population and taking the sample. The sampling technique used total sampling technique. Data collection using

questionnaires with a Likert scale to attitude, intelligence tests to determine IQ and to measure student achievement using the method of documentation of the value of the daily tests. Value analysis of the validity of the attitude scale correlations between 0.214 to 0.860 and the value of reliability coefficient obtained 0.839. The results of the analysis of experimental data showed a correlation coefficient variable X1 to Y by 0.491 > r table or 0.492 > 0.468 then H_0 is rejected and H_a is accepted, the correlation coefficient of X2 to Y was 0.683 > 0.468 then H_0 is rejected and H_a is accepted, the correlation coefficient of X1 against X2 for 0.423 < 0.468 then H_0 is accepted and H_a rejected. Multiple correlations between attitude and intelligence together on learning achievement by 0.728 to 8.466 for the calculated F and F tables amounted to 3.68. Because F count > F table or 8.466 > 3.68 then the H_0 is rejected and H_a accepted. The conclusion from this research that there was significant correlation between attitude and intelligence together on learning achievement of first grade students toward mathematics achievement at Tri SMK Bhakti Bangko academic year 2009/2010.