International Journal of Education and Teaching

Publisher's Home Page: https://www.svedbergopen.com/

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The Influence of Reading Interest, Learning Sources, and the People's Environment on Learning Outcomes on Supplies Management of Students of Office Administration Education FE UNJ 2019

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Abstract

This study aims to determine the influence of reading interest, learning resources, and peer environment on the learning outcomes of Supplies Management. The population in the study were students of FE UNJ Office Administration Education 2019. The research sample was obtained using a simple random sampling technique. Reading interest is proven to have a positive linear relationship and there is a sign with a regression coefficient of 0.281. Then, the learning resources proved to have a positive relationship linearly and there is a sign with a regression coefficient of 0.425. Then the peer environment is proven to have a positive linear relationship and there is a sign with a regression coefficient of 0.313.

Keywords: *Reading interest, Learning resources, Peer environment, Learning outcomes*

1. Introduction

Education has an important role in ensuring the survival of the nation and state. Education acts as a means and a vehicle to harmonize and improve the quality of human resources. With the quality of human resources that have good quality, it is easy to achieve the goals in the national development of the nation. Education is an effort made consciously by individuals in forming and carrying out the learning process to develop their potential.

In the life of the nation and state, the quality of education becomes a benchmark for measuring the strength of educational factors in the form of strength, intelligence, personality, noble character, skill, and religious spirituality needed for himself and other communities. In improving the quality of education, we continue to strive for good things conventionally that are innovative. This is in line with the goal of national education, namely, to improve quality by improving the curriculum in education, teaching methods, changing teaching staff, and many others to shape individual characters by national identity.

Supplies management is one of the courses contained in learning at the Faculty of Economics, State University of Jakarta. Supply management includes activities including supply process activities in an organization by having stages, namely, starting with planning, goods management, distribution, and supervision. The stages contained in the management of supplies are included in the managerial process in the organizational order to manage supplies. Studying supply

management to increase the level of effectiveness and efficiency in carrying out organizational functions to achieve the goals that have been set in the organization.

Learning outcomes for supplies management courses are the acquisition of grades or results that have been achieved to master supplies management lessons which are expressed in units of value in the form of letters or intervals obtained after the learning process is held and thorough evaluation. Achievement in the learning outcomes of supplies management courses is a desire that is expected by all students or students who take supplies management courses. To get good and optimal results, various factors must be involved in making it happen. The success of a student can be seen from the achievement of student learning outcomes themselves to the level of mastery of the subject. Students can find out the level of mastery of both materials and learn with the practice they have mastered.

Learning outcomes can be influenced by certain factors, namely, reading interest, learning resources, and the influence of the peer environment. To prove it, the researcher used a limited questionnaire that was shown to nine active students of FE UNJ to obtain preliminary data regarding the effectiveness of reading interest, learning resources, and the influence of the peer environment.

The first factor that influences learning outcomes is the interest in reading from oneself. Where interest is strong support or basis in the will and can show one's success. Interest in reading varies from one individual to another. A strong reading interest in a person can provide benefits for himself, namely in terms of achieving success with various conveniences and fluency in the process.

The second factor that influences learning outcomes is learning resources. In this case, learning resources are obtained from learning sources that are not defined so that at least many learning resources do not run optimally and can reduce learning outcomes. In learning, students can use various learning resources that are already available on campus or at home, either in the form of books, worksheets, magazines, library facilities, laboratory facilities, and other activities that can be used as learning resources, either from the internet or conventional sources.

The third factor that influences learning outcomes is the peer environment. Every individual must have close and close friends. Peers can be used as helpers and obstacles in learning. In the peer environment, some interactions occur with each other quite regularly with individuals who have the same age or status. Interaction with peers is more common among students than the interaction between students and lecturers. Because in this interaction there is a lot of openness, freedom, and equality in the opinion that can affect learning outcomes.

As with the expert opinion, according to Rusman in Fitri (2020), learning outcomes are influenced by several factors that affect learning outcomes in schools, including teachers and teaching methods, learning models, learning tools, and curriculum. With different opinions, the author intends to research with different themes and variables, namely, with the title "The Influence of Reading Interest, Learning Resources, and Peer Environment on Learning Outcomes of Student Administration Education Student Supplies FE UNJ 2019".

2. Literature Review

2.1. Learning Outcomes

All teaching and learning activities carried out through learning stages will produce results called learning outcomes. Learning outcomes cannot be separated from learning activities because the outcomes determine whether or not the learning is successful. In this case, learning outcomes can take the form of an assessment, a physical value, or a report card. It will be seen how the assessment was carried out after knowing the learning outcomes; if the learning outcomes decline, it is better to evaluate the learning.

According to Triatma (Albus *et al.*, 2021), learning outcomes are changes that occur in the behavior of individuals or students in the form of understanding, skills, and attitudes obtained from the learning process. Learning outcomes in the field of education are the result of measurements made by educators on students in each domain. The realm that is seen is the affective and psychomotor domains that are seen based on experiences that affect interactions with the environment in meeting their life needs.

The success process will be a benchmark in achieving success and educational goals. When the learning process can run well, it is said that it can have a good influence or in the form of a positive influence so that it can achieve the goals that have been set.

Learning outcome factors can be achieved and influenced by two main factors: namely, external factors, and internal factors. According to (Grønlien *et al.*, 2021), these factors can be described in two parts, namely: Internal factors. Internal factors are factors that come from within the individual itself, namely: physical factors, which include health and

disability. Then the next factor is psychological, which includes attention, interest, talent, motive, maturity, readiness, and intelligence. External factors are factors that come from outside the individual, namely: family factors, school factors, and society.

Learning outcomes are abilities based on results obtained based on experience in the learning step. According to (Haqiyah, 2021) classifying learning outcomes are based on Bloom's taxonomy which divides it into three domains, namely, the cognitive, affective, and psychomotor domains. Cognitive realm. The cognitive domain is an activity about the human brain or mental activity. This cognitive domain is closely related to the ability to think, memorize, understand, apply, synthesize, analyze, and even the ability to evaluate. All actions must not be separated from the aspects that include or support. In the cognitive domain, there are six levels or aspects that contain levels from the lowest to the highest level. The cognitive domain is continuum and overlapping, where the highest aspect includes all aspects in it.

Cognitive learning objectives can be assessed through oral and written tests, both objective and subjective tests. Affective Realm: The affective domain is a domain related to attitudes and values. In this realm, students can be seen from the characteristics of learning in various behaviors, such as: paying attention to teaching and learning activities, showing discipline, having high motivation in learning, giving respect, courtesy, and courtesy towards teachers, peers, and other people existing in the environment. To assess student learning goals related to attitudes and values, it is necessary to collect student data by means, for example by examining student behavior, as well as student opinions or comments about something. Psychomotor domain: The psychomotor domain is related to skills or the ability to act. The real manifestation of the psychomotor domain is a continuation of the cognitive and affective domains. Not all psychomotor learning objectives can be measured by tests, but these skills learning objectives can be measured by the ability or skills of students in doing something.

2.2. Reading Interest

Reading interest is a conscious action taken by someone in reading information or learning. According to Djamarah and (Senen *et al.*, 2021) states that reading interest is a determination and strong will to carry out the act of reading in every opportunity that exists. All reading activities will be better and more effective if the individual or students themselves have a high desire to read.

Interest in reading in individuals has a strong tendency or desire or interest accompanied by continuous efforts. Interest in reading contains elements of desire, connection, encouragement, attention, and awareness so that awareness and understanding are formed after reading the text.

Interest in reading contains elements of desire, encouragement, strong will, awareness, feeling happy to read, and the ability to understand each reading. Interest in reading can be encouraged by making a book or other learning resource a friend or making it a favourite place.

Two factors influence reading interest, according to Vuong *et al.* (2021): Internal variables. Internal factors are those that originate within the students. Age, gender, reading ability, attitude, and psychological thinking are among them. External Elements: External factors are those that originate outside of the student's circumstances or self. Social status, economy, group, ethnicity, cultural influences, environmental influences, parents, peers, television, and other media are examples of external factors. Educators anticipate a strong desire or willingness to read from students. Because it has been demonstrated that students who have a strong desire to read are less likely to struggle with problem solving or learning difficulties. With the increased interest in reading that has become the foundation, the success of learning will increase and be capable of producing high-quality results.

Indicators of reading interest are the basis of attitudes or interest in reading. Indicators of reading interest are the quantity or frequency, and the quantity and quality of reading sources (Shintia *et al.*, 2021). According to Fitria (2019) states that several aspects can be used to determine a person's reading interest including: (1) A person's enjoyment of reading, (2) Awareness that will be obtained from reading, (3) Frequency or range of reading, and (4) Quantity of the number of books that have been read.

Another opinion about indicators of reading interest is explained by Utami and Nur (2021) by dividing reading interest indicators, namely: Quantity of reading sources can be interpreted, namely, how many books have been read and books are available. Frequency and quality of reading: The frequency and quality of reading is a measure of how often someone reads and considers the quality of reading sources.

The next opinion is according to Zhao *et al.* (2019) suggested that reading interest consists of several indicators including the need for reading. A person who has a high interest in reading will continue to feel less about reading that

is already available and has been read. The need for reading makes a person active in looking for references to become a reference in various kinds of information that is not yet known and even to deepen the information he already knows.

The act of looking for reading is an act to explain that someone who has a high interest in reading will certainly look for reading from various available sources. A sense of pleasure in reading will arise if someone can find information from various readings that are by what he wants to achieve. Interest in reading is an act that is done consciously on the feeling of liking the reading that will be obtained. The desire to always read will exist if the individual himself is willing to seek information and is interested in new information that has just been known. Followup is an action that will be taken afterward. Individuals will follow up on the information they have read from various sources.

Based on the understanding of the experts from the reading theory that has been described, it can be concluded that reading interest consists of several indicators, namely: a person's pleasure in reading, the number of reading sources, the frequency and quality of reading, the desire to always read, the awareness that will be obtained from reading.

2.3. Learning Resources

Learning resources are the means used in developing learning materials. Learning resources have a broad scope. As a learning resource, textbooks are the main learning resources used in the learning process. In addition to books, information that is currently easily accessible is information sourced from the internet. The internet was created to facilitate human activities as well as in the world of education, the internet can be used as a rich source of information for teachers and students, through the internet learning materials that will be delivered by teachers can be obtained in full by students so that this can provide knowledge.

Learning resources are efforts that are used or carried out in the learning and teaching process that either directly or indirectly can increase the knowledge of an individual so that changes in behavior can occur in himself for the better and by the learning objectives that have been set.

According to Rusydiyah et al. (2020), learning resources support experiences with sources that have a broad scope as wide as life, which includes everything that can be experienced and can lead to learning events. That is, there is a positive change in behavior that is guided by the established goals.

Learning resources have the ability or content of good and deep knowledge with all positive processes to change behavior for the better than before. The following are the characteristics of learning resources, according to Nielsen *et al*. (2022): (a) Learning resources have power or strength that can provide something we need in the teaching process. (b) Depending on the purpose, learning resources can change more perfect behavior. If a learning resource causes someone to act in a negative way, it cannot be called a learning resource. (c) Learning resources can be used individually (individually) or in combination (combined). (d) Learning resources in the form can be divided into two types: those that are designed (by design) and those that are left to use (by utilization). According to Rusydiyah *et al.* (2020), learning resources support experiences with sources that have a broad scope as wide as life, which includes everything that can be experienced and can lead to learning events. That is, there is a positive change in behavior that is guided by the established goals.

Indicators of Learning Resources used in this study were compiled based on the opinion of Komalasari (2013) and Sitepu (2014) are as follows: (1) availability of reading sources; (2) non-reading learning resources; (3) laboratories or places of practice; and (4) libraries.

According to Zhou *et al*. (2021), learning resources include several indicators, including: (1) the availability of package books, which are books used by readers, particularly students or students who participate in a lesson. Availability of literature books, literature books are included as learning resources but not as primary reading sources, or as a secondary learning source for information or knowledge retrieval. (3) Building Condition, the condition of the building refers to the rooms used for learning activities in the building, such as the presence of laboratories, classrooms, and libraries with adequate and comfortable conditions for readers. (4) Curriculum, Curriculum is an activity that educators provide to their students. Government agencies provided the curriculum, which is used in the classroom. According to Isnaini, (2014), learning resource indicators include Museums, laboratories, and natural settings, for example, are examples of places or environments that support learning facilities. Books, websites, and other objects that can provide new perspectives or ideas. People who have specific skills so that students can learn from them. Events or facts that occurred.

Based on the experts' understanding of the described reading theory, it is possible to conclude that learning resources consist of several indicators, namely: (a) availability of reading books or textbooks; (b) availability of non-reading books or literature books; and (c) building condition and available facilities.

2.4. Peer Environment

According to Roy *et al.* (2019) peers also become a learning community in which roles and social standards are established related to work and achievement. The peer environment provides encouragement as well as a constructive atmosphere when in the classroom or outside the classroom. Students also feel comfortable when studying or asking about subjects with their peers because when they ask the lecturers, they will usually feel afraid.

Peers or friends in age who have similarities in terms of maturity, thinking, and have activeness in communicating between them. Individuals will accept each other and can compare various information with each other. So, peers are relationships or interactions that are carried out within the scope of themes by obtaining support to become better at achieving achievements.

Peer Environmental Factors: (1) Similarity in Age: Similarity in an age that is usually encountered or encountered in class or doing a similar activity. (2) Situation: The situation is a situation where the atmosphere is the determinant of the existence of friends in the environment. (3) Familiarity: A sense of comfort given by several people who occur harmoniously and have close relationships. (4) Group Size: Group size is large or small the number of members who qualify the group. The size of group members does not affect the results of group performance. (5) Cognitive Development: A skill in solving existing problems properly and wisely. Based on various studies on the peer environment, according to Jimenez (2020) peer indicators consist of (1) social interaction in the peer environment; (2) individual involvement in interacting; (3) peer support; (4) being a student friend; and (5) increasing student self-esteem.

According to Winaryo (2017) Peer environment indicators consist of (1) Social interactions carried out; (2) Peers' habits; (3) Desire to imitate (imitation); (4) Solidarity; (5) Provide knowledge that cannot be given by family or provide new experiences; and (6) Peer encouragement or support

Next according to to Petersen *et al.* (2009) peer environment indicators consist of (1) Social interaction in the peer environment, individuals have a high enough desire to be accepted as a member of the group and do various ways to be accepted in their environment and feel dissatisfied if they are not with their peers. (2) Individual involvement in interacting, peers can improve social skills and can develop thinking and reasoning abilities and learn to express situations. (3) Peer support, peers need to provide support to each other so that peers will feel that they are needed by each other. (4) Being a student's friend, peers are usually formed because of the same environment, even friends from the same environment are school friends. So that in peer learning it will be easier to do learning because they have the same language and criteria for needs. (5) Increase student self-esteem, one of the positive functions of peers is to increase the self-esteem of an individual within the scope of his peers.

Based on the understanding of the experts from the reading theory that has been described, it can be concluded that the peer environment consists of several indicators, namely: (a) Social interaction; (b) There is involvement in the interaction; (c) Support from peers; (d) Becoming a friend learning; and (e) Increase students' selfesteem.

3. Previous Research

By both internal and external factors. Preliminary observations of class X students at SMA Negeri 2 Kendal for the 2014/2015 academic year revealed that the majority of students had low learning achievements. A total of 145 students, or 64.1 percent of the 226 total, scored below the KKM. The findings revealed a 43.5 percent simultaneous influence of reading interest, learning resources, and peer environment on learning achievement. It partially demonstrates that reading interest has a 12.11 percent influence on learning achievement, learning resources have a 4.7 percent influence on learning achievement, and peer environment has a 5.7 percent influence on learning achievement.

This is similar to the second study, "The Influence of Students' Reading Interest on Learning Outcomes in Indonesian Language Learning at SD Negeri 1 Ciporang," conducted by Sari *et al.* (2020). The findings revealed that reading interest had a positive and significant influence on the Indonesian language learning outcomes of high-class students at SDN 1 Ciporang, Kuningan Regency. According to data processing results, students' reading interest reached 43.66 percent, including the category of moderate criteria, and student learning outcomes reached 62.95 percent, including good categories. According to the results of the hypothesis testing analysis, t count (7.734) > sig (0.000), the regression coefficients of X and Y that were tested were significant. So, the study's findings indicate that reading interest is related to learning outcomes, as evidenced by the percentage of Indonesian students' learning outcomes for high-class students at SDN 1 Ciporang.

4. Thinking Framework

4.1. The Influence of Reading Interest on Learning Outcomes

Interest in reading is a tendency that is carried out consciously in learning activities. Interest in learning will have a high influence on student learning outcomes FE UNJ. Because the higher interest in reading, the better the learning outcomes produced by FE UNJ students. This will give a good influence on the achievement of yourself and the faculty or university.

4.2. The Effect of Learning Resources on Learning Outcomes

Learning resources have an important role as a supporter of learning, if there are no good and adequate learning resources, it will affect on learning outcomes which will cause a decrease in quality standards for yourself, the faculty, or the university.

4.3. The Influence of Peer Environment on Learning Outcomes

The peer environment is part of the supporting factors that come from outside the individual or can be called external factors. The peer environment has intense interactions and relationships so that it will have an impact that can affect learning achievement. The peer environment is thought to have a very significant impact on learning achievement.

5. Hypothesis

Based on the framework of thinking and the description above, the research hypothesis can be formulated as follows:
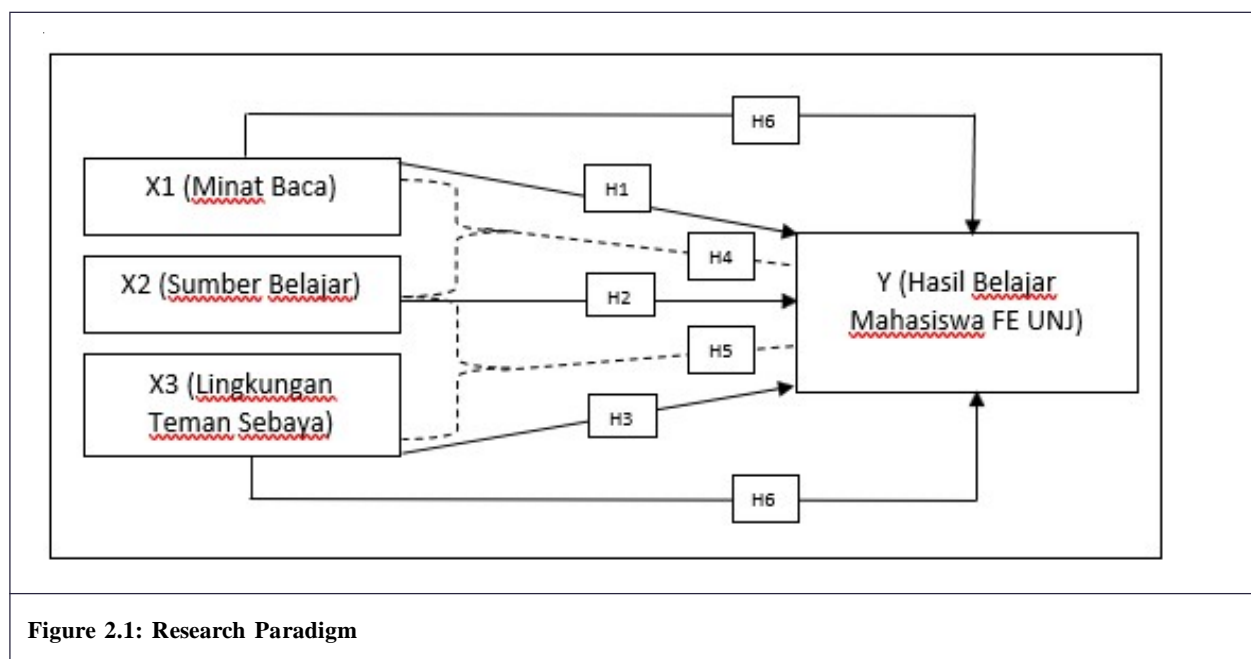

Figure 2.1: Research Paradigm

Description:

Variables X1, X2, and X3 affect the variable Y

X1   = Interest in Reading

X2   = Learning Resources

X3   = Peer Environment

Y   = Learning Outcomes

⟶   = Effect of X1, X2, and X3 individually on Y

——   = Effect of X1, X2 and X2, X3 on Y

⟶   = Effect of X1, X2, and X3 together on Y

6. Alternative Hypothesis (H_a)

H1:   *There is an influence and significance between reading interest on learning outcomes of supply management for students of FE UNJ Office Administration Education.*

H2:   *There is an influence and significance between learning resources on learning outcomes of supply management for students of FE UNJ Office Administration Education.*

H3:   *There is an influence and significance between peer environment on learning outcomes of supply management for students of FE UNJ Office Administration Education.*

H4:   *There is an influence and significance between reading interest and learning resources on learning outcomes of supply management for students of FE UNJ Office Administration Education.*

H5:   *There is an influence and significance between learning resources and peer environment on learning outcomes of supply management for students of FE UNJ Office Administration Education.*

H6:   *There is an influence and significance between reading interest, learning resources, and peer environment on learning outcomes of supply management for students of FE UNJ Office Administration Education.*

7. Research Methods

7.1. Research Population

Based on the characteristics in the research and the formulation of the problem, there is a causal relationship between two or more variables. This research is classified as causal research because in this study there are independent variables (influence) namely, reading interest, learning resources, and peer environment. Then in this study, there is a dependent variable (which is influenced) namely, the learning outcomes of students of Office Administration Education, Faculty of Economics, Jakarta State University totalling 72 students (Table 1). This study aims to find out whether there is an influence between the variables. This study uses a quantitative approach that produces numbers in concluding the research results.

Table 1: Research Population Data	
Description	**The Number of Students**
Office Administration Education A	35
Office Administration Education B	37
Amount	**72**

7.2. Research Sample

This study uses a research sample technique, namely, random sampling, which in this way uses a random method without seeing any qualifications in certain data or levels in the population being studied.

To find out the sample, the researcher used the Slovin formula with the following formula:

$$N = \frac{N}{1 + Ne^2}$$

Description: N = Population, d = level or error limit, n = Sample Size

Due to research, it is not possible to obtain perfect or 100% results. The error rate used in determining the sample to be selected is 0.005 (5%) The total population used is 72 people, so the results can be obtained of:

$$N = \frac{72}{1 + 72(0.05)^2}$$

$$= 61.0169492 \text{ or } 61$$

Based on the results of the calculation of the data above, the population to be taken by researchers in the sample is 61 people.

7.3. Research Time and Place

The time and place of the research were carried out from November to December 2021 with the research location using Google Forms which were distributed to students of the Office Administration Education study program for the Class of 2019.

7.4. Research Methods

The research method used to analyze the data from this research uses a quantitative approach which is embodied in numbers to conclude the research results. The researcher collects quantitative data based on indicators and variables related to the problem under study, then the quantitative data is analyzed, and from the results of the analysis, the researcher tries to describe the actual situation.

7.5. Instrument Development

The development of the instrument in the study used questionnaire data distributed via a google form, then all questions that included research were based on alternative answer choices consisting of number values 1 to 5 with the following notes:

Table 2: Data on the Distribution of Alternative Answers	
Score	**Criteria**
1	Strongly Disagree
2	Do not agree
3	Slightly Agree
4	Agree
5	Strongly agree

7.6. Research Variable

The title of the research is "The Influence of Reading Interest, Learning Resources, Peer Environment on Student Learning Outcomes of FE UNJ Office Administration Education". To minimize errors in research, it can be concluded that the operational definition is as follows: Reading interest (X1) is a form of reading activity that is carried out consciously by individuals against the desire to read in themselves to obtain information and knowledge. Individuals will get encouragement for their efforts in reading which are driven by themselves and external factors. Someone will feel an interest in a reading activity.

According to (Arista, 2018), interest in reading is a strong desire accompanied by one's efforts to read. Someone who has a strong interest in reading and has an awareness of his desires and will be manifested in his willingness to get reading material and then read it with pleasure. Individuals who have a high reading interest and have a strong reading determination will obtain reading material that is by their wishes and benefits for themselves.

Learning resources (X2) are materials, bases, or providers of information and knowledge in the form of reading. Readers will benefit from the use of learning resources. Libraries, labs, and the internet are all examples of learning resources. Digital technology plays an important role as a source of learning in today's modern era because the information and knowledge obtained is not limited in the sense that it has a broad scope. The internet does not limit time or place.

The peer environment (X3) is a group of friends who are the same age or have similar interests in the association. An activity, habit, or hobby will have something in common with another in a peer environment. So that interactions can run smoothly and by the social order that exists in individuals and groups.

According to Hutanto (2021), peers serve a purpose, which is to serve as an identifier of the world outside of the family environment. Individuals will learn what actions must be taken by considering the positive or negative consequences of doing something.

Variable Dependent Learning outcomes (Y) are the results obtained or the worth of learning activities. According to Abdurrahman (2020), learning outcomes are abilities acquired by individuals after participating in learning activities. Children who succeed in school, according to Abdurrahman, indicate that the individual has met or exceeded learning or

instructional objectives. Individual changes can be provided by learning outcomes. The learning outcomes of the process of learning activities will include changes in knowledge, understanding, behavior, attitudes, and skills.

7.7. Data Collection Technique

The data collection technique is a method used to obtain relevant and accurate data in a study. The data collection technique used in this research is a questionnaire (questionnaire). This questionnaire is in the form of giving written statements or questions written digitally in a google form. Questions or statements contained in the questionnaire regarding the influence of reading interest, learning resources, peer environment on learning outcomes.

7.8. Data Analysis Technique

Analysis requirements test before the questionnaire is used to provide data from research subjects, first test the instrument. The test of this instrument is intended to obtain a valid and reliable measuring instrument. Instrument testing was carried out on students of the 2019 Office Administration Education study program, Faculty of Economics, State University of Jakarta, because they had experience with the same conditions and characteristics as the distribution of the instrument via a google form. The data processing tool in this study is the IBM SPSS (Statistical Package for Social Science) Statistics version 24 program.

(1) Validity test is a measurement that shows the level of validity of an instrument based on the data. An instrument is said to be valid if it can measure what is desired and can reveal data from the variables studied regularly. The validity test was carried out using the Pearson formula with Product Moment correlation. Product Moment correlation formula according to Sharif *et al.* (2016).

$$rxy = \frac{N\Sigma xy - (\Sigma x)(\Sigma xy)}{\sqrt{(N\Sigma x^2 - (\Sigma x^2))\{N\Sigma y^2 - (\Sigma y^2)\}}}$$

Description:

rxy : Correlation coefficient between variables *X* and *Y*

N   : Number of respondents

XY : Sum of multiplication of *X* score and *Y* score

X   : Number of item scores

Y   : Total score

X^2 : Sum of the squares of the item scores

Y^2 : Sum of the squares of the total score

If *r* count is equal to or greater than *r* table at a significance value of 5%, then the statement item is declared valid. However, if *r* count is smaller than *r* table, then the statement item is invalid.

(2) Test reliability testing to determine the degree of consistency of a measuring instrument. An instrument is said to be reliable if the instrument gives constant results even though it is carried out several times at different times. According to Sharif *et al.* (2016) said that the basis for decision-making in the reliability test is as follows: (a) If the value on Cronbach's Alpha > 0.60, then the questionnaire or questionnaire can be declared reliable or consistent. (b) If the value on Cronbach's Alpha < 0.60, then the questionnaire or questionnaire can be declared unreliable or inconsistent. If the alpha coefficient is greater than r table with a significance level of 5%, then the questionnaire is declared reliable. If the Alpha questionnaire is smaller than r table with a significance level of 5%, then the questionnaire is declared unreliable.

(3) The normality test is part of the analysis test on research data or is included in the classical assumption test. Before carrying out statistical tests in hypothesis testing, the research data must be tested for normality. The normality test that will be used in this study is the Kolmogorov-Smirnov normality test. The basis for decision making in the KS Normality Test is as follows: (a) If the significance value (Sig.) > 0.05, then the research data will be said to be normally distributed. (b) If the significance value (Sig.) < 0.05, then the research data will be said to be not normally distributed.

(4) Linearity test is used to determine whether there is a direct or indirect relationship between the dependent variable, namely learning outcomes (*Y*), and the independent variables, namely, reading interest (*X1*), learning resources (*X2*), and also the peer environment (*X3*). This test is guided by the basis of decision making, namely: (a). Comparing the

Significance Value (Sig.) with 0.05: If the Deviation *f* linearity value is Sig. > 0.05, it can be said that there is a significant linear relationship between the independent and dependent variables. Or if the value of Deviation *f* linearity Sig. < 0.05, it can be said that there is no significant linear relationship between the independent and dependent variables. And also can compare the calculated *F*-value with *F* table. If *F*-value counts < *F* table, it can be said that there is a significant linear relationship between the independent variable and the dependent variable. Or if the calculated *F*-value < *F* table, it can be said that there is a significant linear relationship between the independent variable and the dependent variable.

(5) The autocorrelation test is a data research test to test whether in the multiple linear regression model or the simple test there is a correlation between *t* and *t*–1 or previous **t**. If there is a correlation, it can be called the occurrence of autocorrelation. The research method is the Durbin-Watson (DW) test using the provisions or the basis for making decisions, namely: If DW < from dL or > from (4-dL), then the null hypothesis is rejected, which means there is autocorrelation. If DW lies between dU and (4-dU), then the null hypothesis is accepted, which means that there is no autocorrelation. If d (DW) lies between dL and dU or between (4-dU) and (4-dL), it does not produce a definite conclusion.

(6) Multicollinearity test is a test that occurs between independent variables by conducting investigations between independent variables. The multicollinearity test can be done in several ways, namely: (1) Seeing the correlation value between the independent variables. (2) Look at the condition index and eigenvalue values. (3) Seeing the value of tolerance and Variance Inflating Factor (VIF). Σ^2 = Sum of the squares of the variables Y.

In the multicollinearity test, the basic consideration of decisions is seen based on: Tolerance value. (1) If the Tolerance Value > 0.10, it can be said that there is no multicollinearity in the regression model. (2) If the Tolerance Value < 0.10, it can be said that there is multicollinearity in the regression model. VIF value: (1) If the VIF value is > 10.00, it means that there is multicollinearity in the existing regression model. (2) If the value of VIF < 10.00, it means that there is no multicollinearity in the existing regression model.

(7) Heteroscedasticity test is a data test that aims to test whether in the regression model there is an inequality of variance from different residual values based on existing safeguards. One way to detect this test is through the glacier test by regressing the independent variable to the residual Abs value with the equation formula $|Ut| = a + BXt + vt$. By referring to the decision making, namely: (1) If the value of Sig > 0.05, it can be said that there is no heteroscedasticity symptom in the regression model that occurs. (2) If the value of Sig < 0.05, it can be said that heteroscedasticity occurs in the regression model that occurs.

(8) Multiple Linear Regression is used to measure the direction and magnitude of the influence between the independent variable reading interest (*X*1), learning resources (*X*2) and peer environment (*X*3) with the dependent variable is learning outcomes (*Y*). The formula used is as follows:

$\hat{Y} = \alpha + b1\,X1 + b2\,X2 + b3\,X3$

Description:

$\hat{Y}$ = Study results

*X*1 = Interest in reading (one independent variable)

*X*2 = Learning Resources (two independent variables) *X*2 = Peer Environment (three independent variables) α = constant (The value of if *X*1, *X*2.... *Xn* = 0); *b*1 = regression coefficient of independent variable one, *X*1; *b*2 = regression coefficient of two independent variables, *X*2; *b*3 = regression coefficient of three independent variables, *X*3.

The multiple regression equation test aims to find the effect of two or more independent or independent variables, namely *X* on the dependent or dependent variable, namely *Y*. The results of this test can be seen in the output table "Variables Entered/Removed" then in the "Model Summary" table, then in the "ANOVA" table, and in the "Coefficient" table.

(9) The *T* hypothesis test or can be called the partial test is included in multiple linear regression analysis with research that aims to determine whether the independent or independent variable (*X*) partially or independently affects the dependent variable or dependent variable (*Y*). By looking at the output table "Coefficients". Considerations in making decisions are based on: Significance Value (Sig.). (1) If the value (Sig.) < Probability is 0.05, then there is an influence between the independent variable (*X*) on the dependent variable (*Y*) by stating that the hypothesis is accepted. (2) If the value (Sig.) > Probability is 0.05, then there is no influence between the independent variable (*X*) on the dependent variable (*Y*) by stating that the hypothesis is rejected. *T* count value with *T* table. (1) If the value

in t count $> t$ table, it can be said that there is an influence between the independent variable (X) on the dependent variable (Y) and it is stated that the hypothesis is accepted. (2) If the value of t arithmetic $< t$ table, it can be said that there is no influence between the independent variable (X) on the dependent variable (Y) and it is stated that the hypothesis is rejected.

(10) The F test or called the simultaneous is still included in the multiple linear regression analysis. The F test is useful for knowing the effect of the variable X simultaneously (together or in combination) on the Y variable. By looking at the output table, namely "ANOVA" with the hypothesis formula, "There is an effect of the independent variable simultaneously on the dependent or dependent variable, namely Y.

Considerations in making decisions are based on: Value (Sig.) from the Anova output table (1) If the value of Sig. <0.05, then the hypothesis can be said to be accepted and there is an influence that occurs between the X variable on the Y variable. (2) If the value of Sig. > 0.05, then the hypothesis can be said to be rejected and there is no effect between variable X on variable Y. F value calculated with F table (1) If the calculated F value $> F$ table, then the hypothesis is accepted and there is a simultaneous effect of variable X on variable Y (2) If the calculated F value $< F$ table, then the hypothesis is rejected and there is no simultaneous effect of variable X on variable Y.

(11) The coefficient of determination analysis test can be said to be an R-squared test or R-square. By having meaning, namely as a contribution to the influence given or being a symbol that occurs between variables. According to Sutrisno Hadi in analysis of the coefficient of determination can be done using the formula. The requirement that must be met is the value of the F-test results in multiple linear regression analysis which has significance value. By looking at the output of the "Model Summary" table and looking at the R-square table.

8. Results and Discussion

8.1. Respondent Profile

Respondents are individuals who are examined in conducting research. Respondents were studied to get the results of the research, whether the research conducted was relevant to the related variables or not. In this study, the respondents consisted of 72 people who were students from Jakarta State University, Faculty of Economics, Office Administration Education Study Program Class A and B, 2019.

Table 3 shows is a table of the number of respondents in the study. Based on the table, the respondents consist of students of the Office Administration Education study program class A totaling 35 respondents with a percentage of 49%, and the number of class B totaling 37 respondents with a total percentage of 51%.

Table 3: Respondent Class Data		
Class	Frequency	Percentage
A	35	49%
8	37	51%
Total	72	100%

Table 4 shows is a table of the gender of the research respondents. Based on the table, the number of male respondents was 9 respondents with a percentage of 18% and the number of female respondents was 63 respondents with a percentage of 88%.

Table 4: Data on Gender of Respondents		
Gender	Frequency	Percentage
Man	9	18%
Woman	63	88%
Total	72	100%

Based on the Table 5, as many as 50 respondents got an A with a percentage of 69%, then 17 respondents got a B+ value with a percentage of 24%, and as many as 5 respondents got a B value with a percentage of 7%.

Table 5: Data Value of Respondents Supply Management Course

Mark	Frequency	Percentage
A	50	69%
B+	17	24%
B	5	7%
Total	72	100%

9. Variable Data Description

Variable data description is a description or explanation of research data that describes the distribution or distribution of data in research. In this study, researchers used variables grouped into two variables. The first dependent variable is learning outcomes and can be called variable Y. The second variable is independent, namely reading interest as X1, then learning resources as X2, and peer environment as X3.

To provide research results, researchers tested the effect of independent variables on the dependent variable. This can be generated by providing an overview of the research variables.

9.1. Analysis Requirements Validity Test

After rxy or count is found, then it is compared with the product-moment rtable at a significance level of 5%. If the value of rcount is equal to or greater than rtable, then the item of the instrument is valid.

Based on the results of instrument trials that have been carried out on 30 students of the 2019 Office Administration Education study program, the results of the validity test of the research instrument are as follows:

9.1.a. Reading Interest Validity Test (X1)

Testing the instrument using the SPSS version 2.4 program. The results of the validity test on the variable of interest in learning showed that the 6 questions were declared valid, because the value of r count > r table (0.361) (Table 6).

Table 6: Validity Test Results for Reading Interest Variables (X1)

	TOTAL_SCORE_X1	R Table	KET
X11	0.766**	0.361	VALID
X12	0.784**	0.361	VALID
X13	0.745**	0.361	VALID
X14	0.488**	0.361	VALID
X15	0.731**	0.361	VALID
X16	0.385*	0.361	VALID

9.1.b. Learning Source Validity Test (X2)

Testing the instrument using the SPSS version 2.4 program. The results of the validity test on the learning source variables showed that the 5 questions were declared valid, because the value of r count > r table (0.361) (Table 7).

9.1.c. Peer Environment Validity Test (X3)

Testing the instrument using the SPSS version 2.4 program. The results of the validity test on the peer environment variable showed that the 5 questions were declared valid, because the value of rcount > rtable (0.361) (Table 8).

Table 7: Validity Test Results of Learning Source Variables (X2)			
	TOTAL_SCORE_X2	R Table	KET
X21	0.609**	0.361	VALID
X22	0.524**	0.361	VALID
X23	0.773**	0.361	VALID
X24	0.635**	0.361	VALID
X25	0.653**	0.361	VALID

9.1.d. Learning Outcomes Validity Test (Y)

Testing the instrument using the SPSS version 2.4 program. The results of the validity test on the learning outcomes variable showed that the 6 questions were declared valid, because the value of r count > r table (0.361) (Table 9).

Table 8: Peer Environmental Validity Test Results (X3)			
	TOTAL_SCORE_X3	R Table	KET
X31	0.769**	0.361	VALID
X32	0.654**	0.361	VALID
X33	0.610**	0.361	VALID
X34	0.754**	0.361	VALID
X35	0.687**	0.361	VALID

9.2. Reliability Test

If the alpha coefficient is greater than r table with a significance level of 5%, then the questionnaire is declared reliable. If the Alpha questionnaire is smaller than r table with a significance level of 5%, then the questionnaire is declared unreliable.

The results of the reliability test showed that the value of Cronbach's alpha on the variable of interest in learning (X1) was 0.738, then the Learning Resources variable (X2) was 0.607, and the Peer Environment variable (X3) was 0.731. In the

Table 9: Study Results Validity Test Results (Y)			
	TOTAL_SCORE_Y	R Table	KET
Y11	0.831**	0.361	VALID
Y12	0.751**	0.361	VALID
Y13	0.570**	0.361	VALID
Y14	0.574**	0.361	VALID
Y15	0.587**	0.361	VALID
Y16	0.462*	0.361	VALID

Learning Outcome variable (Y) of 0.710. Based on the reliability coefficient, it can be stated that the value of the reliability coefficient is greater than the value of R table $n = 30$, which is 0.2960, so all variables in the study meet the requirements (reliable) to be used in research (Table 10).

9.3. Normality Test

Based on the Table 11, the research significance value is 0.200. Then the market decision making in the KS Normality test is as follows: If the significance value (Sig.) > 0.05, then the research data will be normally distributed and if the significance value (Sig.) < 0.05, then the research data will be not normally distributed. With the results of the significance value of 0.200 which is greater than 0.05, so the research can be normally distributed and can be used in further analysis (Table 11).

Table 10: Variable Reability Test

Variable	Alpha Coefficient	R Table	Note
X1	0.738	0.2960	Reliable
X2	0.607	0.2960	Reliable
X3	0.731	0.2960	Reliable
Y	0.710	0.2960	Reliable

9.4. Linearity Test

Linearity test is used to determine whether there is a direct or indirect relationship that occurs between variables. With the following considerations:

1) If the calculated F value < F table, it can be said that there is a significant linear relationship between the independent variable and the dependent variable.

2) If the calculated F value > F table, it can be said that there is no significant linear relationship between the independent variable and the dependent variable.

Based on the Table 12, it can be seen that the calculated F value of Deviation from Linearity on the Reading Interest variable (X1) is 1.383. Where the value of F table is 2.73. That way the value of F count < F table or the value of 1.383 < 2.73 which means that there is a significant linear relationship between the variable of reading interest and learning outcomes.

Table 11: One Sample Normality Test

		Unstandardized Residual
N		**72**
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	2,68875905
Most Extreme Differences	Absolute	0,085
	Positive	0,058
	Negative	-0,085
Test Statistic		0,085
Asymp. Sig. (2-tailed)		**0.200[c,d]**

Based on the table above, the calculated *F* value of Deviation from Linearity on the Learning Source variable (X2) is 1.480. Where the value of *F* table is 2.73. That way the value of *F*count < *F* table or the value of 1.480 < 2.73 which means that there is a significant linear relationship between the variables of learning resources and learning outcomes.

Tabel 12: Anova (X1)

			Sum of Squares	df	Mean Square	*F*	Sig.
Y * X1	Between Groups	(Combined)	1084.929	17	63.819	5.080	0.000
		Linearity	806.851	1	806.851	64.225	0.000
		Deviation from Linearity	278.078	16	17.380	**1.383**	0.185
	Within Groups		678.390	54	12.563		
	Total		1763.319	71			

Based on the Table 14, the calculated *F* value of Deviation from Linearity on the Learning Source variable (X2) is 2.428. Where the value of *F* table is 2.73. That way the value of *F* count < *F* table or the value of 2.428 < 2.73 which means that there is a significant linear relationship between peer environment variables and learning outcomes.

Tabel 13: Anova (X2) Learning Resources

			Sum of Squares	df	Mean Square	*F*	Sig.
Y * X2	Between Groups	(Combined)	1278.919	18	71.051	7.774	0.000
		Linearity	1048.960	1	1048.960	114.771	0.000
		Deviation from Linearity	229.960	17	13.527	**1.480**	0.139
	Within Groups		484.400	53	9.140		
	Total		1763,319	71			

9.5. Autocorrelation Test

The autocorrelation test is a data research test with the aim of testing whether in the multiple linear regression model or the simple test there is a correlation between t and $t-1$ or previous t. Based on the considerations, namely (1) If DW < from dL or > from (4-dL), then the null hypothesis is rejected, which means that there is an autocorrelation. (2) If DW lies between dU and (4-dU), then the null hypothesis is accepted, which means that there is no autocorrelation. (3) If d (DW) lies between dL and dU or between (4-dU) and (4-dL), it does not produce a definite conclusion.

Based on the Table 15, it can be seen that the value of Durbin Watson generated is 2.011. While the Durbin Watson distribution value at $n = 72$, the dL value of 1.5323 and the dU value of 1.7054 resulting in a 4-dL (4-1.5323) worth 2.4677

Tabel 14: Anova (X3) Peer Environment

			Sum of Squares	df	Mean Square	*F*	Sig.
Y * X3	Between Groups	(Combined)	1340.575	18	74.476	9.337	0.000
		Linearity	1011.399	1	1011.399	126.800	0.000
		Deviation from Linearity	329.176	17	19.363	**2.428**	0.007
	Within Groups	422.744	53	7.976			
	Total	1763.319	71				

Table 15: Autocorrelation Summary Model					
Model Summary[b]					
Model	**R**	**R²**	**Adjusted R²**	**Std. Error of the Estimate**	**Durbin-Watson**
1	0.842[a]	0.709	0.696	2.747	**<u>2.011</u>**
Note: [a]Predictors: (Constant), X3, X1, X2; [b]Dependent Variable: Y.					

and a 4-dU value (4-1.7054) worth 2.2946. That way the research can be stated with the results of dU < DW < (4-dU) or with a value of 1.7054 < 2.011 < 2.2946 which means that it does not produce a definite conclusion in the study, because DW lies between dU and (4-dU).

9.6. Multicollinearity Test

The multicollinearity test can be done in several ways, namely: (1) Seeing the correlation value between the independent variables. (2) Look at the condition index and eigenvalues. (3) Seeing the value of tolerance and Variance Inflating Factor (VIF).

Based on the Table 16, it can be stated that the tolerance value for the Reading Interest (X1) variable is $0.571 > 0.10$ and the Reading Interest VIF (X1) value is $1.752 < 10.00$. It can be stated that there is no multicollinearity.

Based on the table, it can be stated that the tolerance value for the Learning Resources variable (X2) is $0.433 > 0.10$ and the Learning Resources VIF value (X2) is $2.309 < 10.00$. It can be stated that there is no multicollinearity.

Based on the table, it can be stated that the tolerance value for the Peer Environment variable (X3) is $0.402 > 0.10$ and the Peer Environment VIF value (X3) is $2.491 < 10.00$. It can be stated that there is no multicollinearity.

Table 16: Multicollinearity Coefficients							
Coefficients[a]							
Model		**Unstand. Coeffi.**		**Stand. Coeff.**	**t**	**Sig.**	**Collinearity Statistics**	
		B	**SE**	**Beta**			**Tolerance**	**VIF**
1	(Constant)	2.031	1.414	1.437	0.155			
	X1	0.281	0.098	0.248	2.866	0.006	**0.571**	**1.752**
	X2	0.425	0.106	0.398	4.004	0.000	**0.433**	**2.309**
	X3	0.313	0.105	0.309	2.992	0.004	**0.402**	**2.491**
Note: [a]Dependent Variable: Y; *X1* = Interest in reading (one independent variable); *X2* = Learning Resources (two independent variables); *X3* = Peer Environment (three independent variables).								

9.7. Heteroscedasticity Test

Heteroscedasticity test is a data test that aims to test whether in the regression model there is an inequality of variance. By referring to the decision making, namely: (1) If the value of Sig. > 0.05, it can be said that there is no heteroscedasticity symptom in the regression model that occurs. (2) If the value of Sig. < 0.05, it can be said that heteroscedasticity occurs in the regression model that occurs (Table 17).

Based on the table, the significance value of all research variables consisting of reading interest (X1), learning resources (X2), and peer environment (X3) has a sig value. > 0.05, it can be said that there is no symptom of heteroscedasticity in the regression model that occurs.

9.8. Multiple Regression Test

Multiple Linear Regression is used to measure the direction and magnitude of the influence between the independent variable reading interest (X1), learning resources (X2) and peer environment (X3) with the dependent variable is learning outcomes (Y). The results of this test can be seen in the "Variables Entered/Removed" output table, then in the "Model Summary" table, then in the "ANOVA" table, and also in the "Coefficient" table (Table 18).

Table 17: Heteroscedasticity Correlation

Correlations

		X1	**X2**	**X3**	**Unstandardized Residual**
X1	Pearson Correlation	1	0.589**	0.628**	0.000
	Sig.	(2-tailed)	0.000	0.000	1,000
	N	72	72	72	72
X2	Pearson Correlation	0.589**	1	0.735**	0.000
	Sig.	(2-tailed)	0.000	0.000	1.000
	N	72	72	72	72
X3	Pearson Correlation	0.628**	0.735**	1	0.000
	Sig.	(2-tailed)	0.000	0.000	1.000
	N	72	72	72	72
Unstandardized Residual	Pearson Correlation	0.000	0.000	0.000	1
	Sig.	**(2-tailed)**	**1.000**	**1.000**	**1.000**
	N	72	72	72	72

Note: **Correlation is significant at the 0.01 level (2-tailed); *X1* = Interest in reading (one independent variable); *X2* = Learning Resources (two independent variables); *X3* = Peer Environment (three independent variables)

Table 18: Multiple Regression Coefficients

Coefficients[a]

Model		Unstand. Coeff.		Stand. Coeffi.	*t*	Sig.
		B	**SE**	**Beta**		
1	(Constant)	**2.031**	1.414		1.437	0.155
	X1	**0.281**	0.098	0.248	2.866	0.006
	X2	**0.425**	0.106	0.398	4.004	0.000
	X3	**0.313**	0.105	0.309	2.992	0.004

Note: a. Dependent Variable: Y*; X1* = Interest in reading (one independent variable); *X2* = Learning Resources (two independent variables) ; *X3* = Peer Environment (three independent variables).

Based on the table above, the multiple regression equations formed in this study are:

$$Y = a + b1X1 + b2X2 + b3X3 + e$$

$$Y = 2.031 + 0.281X1 + 0.425X2 + 0.313X3 + e$$

The coefficient of reading interest (X1), learning resources (X2) and peer environment (X3) is positive, meaning that there is an influence between the independent variables on the dependent variable or learning outcomes (Y).

9.9. T Test (Partial)

T-test aims to determine whether the independent or independent variable (X) partially or individually affects the dependent variable or dependent variable (Y). If the value of tcount < ttable, then there is a positive and significant effect.

Table 19: Coefficients of *T*- Test						
Coefficients[a]						
Model		**Unstand. Coeffi.**		**Stand. Coeffi.**	*t*	**Sig.**
		B	**SE**	**Beta**		
1	(Constant)	2.031	1.414		**1.437**	0.155
	X1	0.281	0.098	0.248	**2.866**	0.006
	X2	0.425	0.106	0.398	**4.004**	0.000
	X3	0.313	0.105	0.309	**2.992**	0.004

Based on the table above, it can be seen that the *t* value for the variable reading interest (X1) is 2.866. Then, the Learning Resources variable (X2) is 4,004, and the Peer Environment variable (X3) is 2,992. *T* table can be achieved in the statistical table at a significance level of 0.05/2 = 0.025 with *df = nk*-1 or t (sig/2; *nk*-1) t (0.025; 68) = 199547. Thus the variable X1 2.886 > 1.99547 , then X2 4.04 > 1.99547, and the variable X3 2.992 > 1.99547. Then H0 is rejected and it can be said that there is an influence between the independent variables (X1) (X2) (X3) on the dependent variable (Y) and it is stated that the hypothesis is accepted (Table 19).

9.10. F Test (Simultaneous)

This *F* or simultaneous test aims to determine the effect of variable X simultaneously (together or combined) on variable Y. By looking at the output table, namely "ANOVA". On the basis of consideration of the value (Sig.) of the output table Anova (1) If the value of Sig. <0.05, then the hypothesis can be said to be accepted and there is an influence that occurs between the X variable on the Y variable. (2) If the value of Sig. > 0.05, then the hypothesis can be said to be rejected and there is no influence that occurs between the X variable on the Y variable.

It can also be seen based on the calculated *F* value with *F* table (1) If the calculated *F* value > *F* table, then the hypothesis is accepted and there is a simultaneous effect of the X variable on the Y variable. (2) If the calculated *F* value < *F* table, then the hypothesis is rejected and there is no simultaneous effect of variable X on variable Y.

Based on the table, it can be said that the calculated *F* value is 55,201. The *F* table value can be found in the distribution table *f* at the significance level or confidence level of 0.05. *F* table = *F* (*k; nk*) *F*(3; 69) = 2.74. So it can be concluded that the calculated *F* value > F table or 55.201 > 3.12, this result can be said to be an accepted hypothesis and there is a simultaneous effect of reading interest (X1), Learning Resources (X2), and Peer Environment (X3) variables on the variable. Learning Outcomes (Y) (Table 20).

Table 20: ANOVA F-Test						
ANOVA						
1	**Model**	**Sum of Squares**	**df**	**Mean Square**	*F*	**Sig.**
	Regression	1250.030	3	416.677	**55.201**	0.000[b]
	Residual	513.289	68	7.548		
	Total	1763.319	71			
Note: [a]Dependent Variable: Y; [b]Predictors: (Constant). X3. X1. X2.						

9.11. Coefficient of Determination Test

The coefficient of determination analysis test can be said as the R^2 or *R*-Square test. The requirement that must be met is the value of the *F* test results in multiple linear regression analysis which has significance value. By looking at the output of the "Model Summary" table and looking at the *R*-Square table (Table 21).

Table 21: Model Summary				
Model Summary				
Model	**R**	**R^2**	**Adjusted R^2**	**Std. Error of the Estimate**
1	0.842[a]	0.709	0.696	2.747
Note: [a]Predictors: (Constant), X3, X1, X2; [b]Dependent Variable: Y.				

From the table above, the results of the coefficient of determination test can be seen that the value of R Square (R^2) is 0.709. So it can be concluded from the variables of Reading Interest (X1), Learning Resources (X2) and Peer Environment (X3) can be explained by the variable Learning Outcomes (Y) simultaneously, namely 70.9% while the remaining 29.1% is explained by other variables that not used in this study.

10. Discussion of Research Results

This study aims to determine whether there is an effect of the variables of Reading Interest, Learning Resources, and Peer Environment on Learning Outcomes of Supply Management for Students of FE UNJ Office Administration Education.

10.1. The Influence of Reading Interest on Learning Outcomes of Supply Management for Office Administration Education Students FE UNJ

The results of the study show that there is a positive influence and there is a significance that occurs between reading interest on the learning outcomes of supply management in FE UNJ Office Administration Education students Batch 2019. This is indicated by the value of T arithmetic $> T$ table which is indicated by a value of 2.886 > 1.99547, and F count $< F$ table or value 1.383 < 2.74, which means that there is a significant linear relationship between the variables of reading interest and learning outcomes.

Learning outcomes are an achievement produced by someone because they have undergone the learning process. Learning outcomes can be used as a reference to be more advanced, better, and can also be maximized in learning activities. One way to achieve good learning outcomes is to have a high reading interest in learning. Reading interest is a person's interest in reading to gain knowledge or information that was not previously known. A great reading interest in something is a big capital to achieve or obtain the learning objectives that will be produced in the form of learning outcomes.

Based on this statement, it can be explained that a high interest in learning can obtain more satisfying learning outcomes and can also receive and understand the information obtained. Conversely, if someone has a lack of interest in reading, there can be a lack of useful information or knowledge, causing less than optimal learning outcomes.

10.2. The Influence of Learning Resources on Learning Outcomes of Supply Management for Office Administration Education Students FE UNJ

The results showed that there was a positive influence and there was a significance that occurred between learning resources on the learning outcomes of supply management in FE UNJ Office Administration Education students Batch 2019. This was indicated by the value of T count $> T$ table, which was indicated by the value of 4.04 > 1.99547 and the value of F count. $< F$ Table or value of 1.480 < 2.74 which means that there is a significant linear relationship between the variables of learning resources and learning outcomes.

Learning resources are an important role and a good supporter in the learning process. With the existence of valid and complete learning resources, all information and new knowledge will continue to be honed and useful for a person. With the development of an increasingly sophisticated era, learning resources will never be cut off, because learning can come from anywhere without any limitations. Good learning resources can provide benefits for someone on their learning outcomes, because someone's learning outcomes are obtained because of a person's desire or willingness to seek or utilize all available learning resources, so as to produce maximum learning outcomes as well.

10.3. The Influence of Peer Environment on Learning Outcomes of Supply Management for Office Administration Education Students FE UNJ

The results show that there is a positive influence and there is a significance that occurs between the peer environment on the learning outcomes of supply management in the 2019 FE UNJ Office Administration Education students. This is

indicated by the T count $> T$ table, which is indicated by the value $2.992 > 1.99547$ and the value Fcount $< F$ Table or a value of $2.428 < 2.74$ which means that there is a significant linear relationship between peer environment variables and learning outcomes.

The peer environment has an influence on learning outcomes, because in fact having peers, comrades, or even having friends who have the same learning activities will have a real impact on one's life. A good and positive peer environment, such as learning together, discussing useful things, and so on will have a good impact on one's thinking, which will directly have a major effect on the learning that they do. So that the selection arena for choosing peers is a natural thing, because with the aim of forming characters who want to advance or develop together in achieving goals.

11. Conclusion and Suggestions

Based on the results of the research and discussion, the following conclusions can be drawn: (1) There is a positive influence between reading interest on the learning outcomes of supply management with the value of T arithmetic $> T$ table which is indicated by a value of $2.886 > 1.99547$, and the value of Fcount $< F$ table or the value of $1.383 < 2.74$ which means that there is a significant linear relationship between the variables of reading interest and learning outcomes. Then there is a positive value for the regression coefficient of 0.281. (2) There is a positive influence between learning resources on learning outcomes in supply management with a value of T arithmetic $> T$ table which is indicated by a value of $4.04 > 1.99547$ and a value of Fcount $< F$ Table or a value of $1.480 < 2.74$ which means that there is a significant linear relationship between the variables learning resources with learning outcomes. Then there is a positive value for the regression coefficient of 0.425. (3) There is a positive influence between the peer environment on the learning outcomes of supply management with a T count $> T$ table indicated by a value of $2.992 > 1.99547$ and a value of Fcount $< F$ Table or a value of $2.428 < 2.74$ which means that there is a significant linear relationship between peer environment variables with learning outcomes.

So, it can be concluded from the variables of Reading Interest (X1), Learning Resources (X2) and Peer Environment (X3) can be explained by the variable Learning Outcomes (Y) simultaneously, namely 70.9% while the remaining 29.1% is explained by other variables that not used in this study.

Based on the results of the research, discussion and conclusions obtained, the suggestions that can be given are as follows: The results of the study can be seen that reading interest has a lower influence on the other two variables, namely, learning resources and peer environment which affect students of FE Office Administration Education UNJ Class 2019. This can be used as a future evaluation in determining what strategies should and should be prepared to generate higher reading interest in students. So that the learning outcomes obtained will be more leverage than before.

Further researchers can develop this research by examining other variables that can affect learning outcomes for students of FE UNJ Office Administration Education Class 2019, for example, such as learning discipline, learning media, teaching methods, and so on.

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