

THE EFFECT OF UTILIZING THE COLLECTION OF ECONOMIC LITERATURE, READING INTEREST AND LEARNING DISCIPLINE ON LEARNING ACHIEVEMENT

Novika Sri Pratiwi ¹

¹ *State University of Jakarta, Indonesia*

Article Info

Article history:

Received: November 15, 2021

Accepted:

Published:

Keywords:
*Utilization of economic literature
collection, interest in reading
learning discipline, learning
achievement*

Abstract

This study aims to analyze the effect of using a collection of economic literature, reading interest and learning discipline on learning achievement. The method used in this study is a quantitative method. The sample was 179 students of the Faculty of Economics, State University of Jakarta. The sampling technique is proportional random sampling. The data analysis technique used is path analysis. The results of this study are: 1) Utilization of a collection of economic literature has a positive and significant effect of 15.6% on learning achievement, 2) reading interest has a positive and significant effect of 61.2% on learning achievement, 3) learning discipline has a positive and significant effect by 14.6% on learning achievement, 4) Utilization of economic literature collections, reading interest and learning discipline together have a positive and significant effect of 64.5% and the rest are influenced by other factors.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh pemanfaatan koleksi literatur ekonomi, minat membaca dan disiplin belajar terhadap prestasi belajar. Metode yang digunakan di dalam penelitian ini adalah metode kuantitatif. Sampel yang digunakan sebanyak 179 mahasiswa fakultas ekonomi universitas negeri jakarta. Teknik pengambilan sampelnya yaitu dengan Proportional Random Sampling. Teknik analisis data yang digunakan yaitu analisis jalur.

Hasil dari penelitian ini yaitu: 1) Pemanfaatan koleksi literatur ekonomi berpengaruh positif dan signifikan sebesar 15,6% terhadap prestasi belajar, 2) minat membaca berpengaruh positif dan signifikan sebesar 61,2% terhadap prestasi belajar, 3) disiplin belajar berpengaruh positif dan signifikan sebesar 14,6% terhadap prestasi belajar, 4) Pemanfaatan koleksi literatur ekonomi, minat membaca dan disiplin belajar secara bersama sama berpengaruh positif dan signifikan sebesar 64,5% dan sisa lainnya dipengaruhi oleh faktor lainnya.

How To Cite:

* Corresponding Author.
novikanada@gmail.com Novika Sri Pratiwi

ISSN

2302-2663 (online)

DOI: doi.org/10.21009/JPEPA.007.x.x

INTRODUCTION

Learning achievement is the acquisition of skills and knowledge in a subject which is usually obtained through examinations or grades given by the lecturer. The value obtained from the lecturer is low, the student achievement is also low, but on the contrary if the value obtained from the lecturer is high, the student achievement is classified as high, this proves that the student with high achievement has been successful in learning. The cumulative achievement index (GPA) is the learning achievement obtained by students.

Based on unsatisfactory or low learning achievement, a student cannot be separated from the lack of self-preparation to study in college. Low learning achievement can be seen from students who have characteristics such as lazy habits to study, cannot divide time to study, spend more time playing social media via smartphones or spend more time chatting about things that are not important.

There are two factors that influence learning achievement, namely internal factors and external factors. Internal factors are factors that originate or originate from within the student's personality, including physical factors (health and disability) and psychological factors consisting of intelligence, attention, interests, talents, motives, motivation, maturity, and readiness. While external factors are factors that originate or come from outside the student's personal, including family factors (how parents educate children, home atmosphere), school factors (learning equipment, teaching methods) and community factors (friends hanging out, forms of community life). (Slameto, 2013).

Availability of reading materials or books that are varied, interesting and easy to obtain will generate interest in reading a student. With the interest in reading various types of library materials, it can provide broader knowledge and insight for students.

Besides the availability of reading materials and interest in reading, the learning discipline of a student also plays a role in improving learning achievement. An efficient way of learning contains certain principles that not only must be understood by students, but more than that, must be lived throughout their study period in college. One of the principles of good study is discipline. Discipline in carrying out good guidelines in learning efforts, then a student has a good way of learning. Discipline is social behavior to be responsible on the basis of the ability to manage or control, motivate, and self-independence. (Daryanto and Darmiatun in Anggraini et al., 2017). Learning by applying the principle of discipline can avoid feeling lazy and create interest in learning in students, thereby increasing the learning abilities of students. Discipline will bring benefits through one's behavior and actions. So discipline can be the key to success and success.

The object of this research is student achievement at the Faculty of Economics, State University of Jakarta, Class of 2017, which is in the form of a Grade Point Average. From the observations made by researchers, students who obtained GPA < 2.75 totaled 2 people, students who obtained GPA 2.75 – 3.50 were 36 people and GPA > 3.50 amounted to 287. So it can be seen that the average student The economics faculty of UNJ obtained a satisfactory GPA, meaning that the overall score for the cumulative achievement index of the students of the economics faculty of the State University of Jakarta was up to standard.

According to Slameto, effective learning can be seen from internal conditions (physiological needs, the need to know and understand, security needs) and external conditions (clean study rooms, available learning facilities such as books, learning tools) that are good so that student learning achievement is in accordance with
with standards such as GPA results.

According to Rahmah & Makmur in (Ari & Madeten, 2019), "A collection is a collection of books or materials collected by a person or institution". According to Subrata, reference material or reference book is a book that is compiled and processed in such a way as to be used as a source to find certain information and not to be read in its entirety (Subrata, 2009).

Interest in reading according to (Wijayanto et al., 2012), "Interest in reading is a force that encourages children to pay attention, feel interested and happy in reading activities so that they want to do reading activities on their own". Aspects of reading interest include reading pleasure, reading frequency and awareness of the benefits of reading.

Suharsimi defines learning discipline as follows: "Discipline is something related to a person's self-control against forms of rules where the rules are set by the person concerned or from outside". So learning discipline can be interpreted as a person's self-control against the rules in the learning process where the rules are applied by oneself or rules that come from outside.

Research conducted by Parmadani & Latifah (2016) shows that there is an influence of interest in reading, learning resources and peer environment partially or simultaneously on the economic learning achievement of students of class X SMA Negeri 2 Kendal in the 2014/2015 academic year. Similar to Nurdin's research (2011), there is an influence of interest in reading, utilization of learning facilities, and utilization of learning resources on learning achievement of Integrated Social Studies students of class VIII SMP Negeri 13 Bandar Lampung in the 2009/2010 academic year. Also supported by research by N. Sari & Wakijo (2017) the positive influence of school library utilization and reading interest on social studies learning outcomes.

Likewise, research conducted by Herlambang et al (2017) shows that there is a significant positive influence on reading interest and learning discipline on the learning achievement of sociology students in class XI IPS SMA Negeri 1 Kartasura in the 2016/2017 academic year.

METHOD

Based on the title put forward by the researcher, the design chosen in this research is to use a survey research method with a quantitative approach that utilizes primary data in the form of a questionnaire. The method used in testing the hypothesis is the path analysis that will be carried out to test the hypothesis in this study is by processing data between variables in a statistical procedure using the SPSS application program based on the theory that has been studied and the results are presented in a way that is described specifically, clearly and in detail. The sampling technique was simple random sampling.

The research instrument for learning achievement variable (Y) uses a cumulative achievement index. utilization of economic literature collections (X1) using collection relevance indicators, collection benefits (Hartanti, 2016) and up-to-date collections (Kartikasari & Subekti, 2016). Variable interest in reading (X2) using indicators of need for reading, actions to search for reading, interest in reading and the desire to always read (Rahayu, 2016). The learning discipline variable (X3) uses indicators of disciplinary behavior in the classroom, disciplinary behavior outside the classroom in the school environment and disciplinary behavior at home (Khafid & Suroso, 2007). Research data collection was carried out in August-September by distributing questionnaires in the form of Google Forms which were distributed online via WhatsApp Group to respondents. The scale used by researchers in assessing the questionnaire is a Likert scale with a range of scoring values for positive statements in the form of a scale as follows SS = 5, S = 4, KS = 3, TS = 2 and STS = 1 while for statements that are The negative scores in the form of a scale are as follows: STS = 5, TS = 4, KS = 3, S = 2 and SS = 1.

The data analysis technique uses path analysis techniques (Path Analysis) with IBM SPSS Statistics 25. The research instrument tests are validity and reliability tests, classical assumption tests include normality, multicollinearity and heteroscedasticity tests, as well as hypothesis testing with t-test, f-test, coefficient of determination, path analysis and Sobel test.

RESULTS AND DISCUSSIONS

All respondents in this study were 179 respondents who were students of the economics faculty of Jakarta State University 2017 class consisting of accounting education, cooperative economic education, business education and office administration education.

Table III. 1 Number of Respondents

No	Konsentrasi	Jumlah	Sampel
1	Pendidikan Akuntansi	89	$n_i = \frac{89}{325} \times 179 = 49$
2	Pendidikan Ekonomi Koperasi	73	$n_i = \frac{73}{325} \times 179 = 40$
3	Pendidikan Bisnis	85	$n_i = \frac{85}{325} \times 179 = 47$
4	Pendidikan Administrasi Perkantoran	78	$n_i = \frac{78}{325} \times 179 = 43$
3	Total	325	179

Source: Data processed by researchers, 2021.

It can be seen in the table that 49 students in Accounting Education are taken, Cooperative Economics Education is taken as many as 40 students, Business education is taken as many as 47 students and Administration education is 43 students.

Descriptive of Member Satisfaction Variable (Y)

Learning achievement is the peak of success obtained through the abilities of students with the results of their efforts which are influenced by their experiences during the learning process and are shown through grades or scores. Based on the results of the descriptive statistical analysis of the Learning Achievement variable (Y), the mean value of 3.64 was obtained, the median was 3.65, and the standard deviation was 0.10062. Also obtained a minimum value of 2.00 and a maximum value of 4.00.

Description of Utilization of Economic Literature Collection (X1)

The utilization of the economic literature collection which is an independent variable is measured using 10 positive statement items that have been filled in by 179 respondents with each statement item having a score range of 1 to 5. The results can be seen that the collection relevance indicator is the largest percentage that affects the utilization of the literature collection. economy that is equal to 37.36%. This illustrates that student curiosity regarding learning requires conformity to needs. Meanwhile, the lowest indicator is the collection update of 25.89%. This illustrates that there are still many students who have not utilized the literature collection according to the times.

Descriptive Variable Interest in Reading (Z)

Reading interest which is an independent variable is measured using 10 positive and 4 negative statements which have been filled in by 179 respondents with each statement item having a scoring range of 1 to 5. The results can be seen that the indicator of the need for reading is the largest percentage that affects interest reading that is equal to 29.03%. This illustrates that students only read books when looking for information. Meanwhile, the lowest indicator is the desire to always read at 20.79%. This illustrates that there are still many students who are not interested in reading.

Descriptive Variable Learning Discipline (X2)

Learning Discipline which is an independent variable is measured using 3 positive and 8 negative statements which have been filled in by 179 respondents with each statement item having a score range of 1 to 5. The results can be seen that the indicators of Discipline Behavior Outside the Classroom in the Campus Environment are the largest percentage that affects learning discipline is 41.88%. This illustrates that students apply greater discipline while on campus. Meanwhile, the lowest indicator is Discipline Behavior in the Classroom, which is 26.67%. This illustrates that there are still many students who are not interested in learning seriously in class.

1. Data Quality Test

1) Validity Test

The validity test was carried out in this study to see the feasibility of each statement item from each variable that was made as a questionnaire. This validity test was carried out by comparing the r_{count} and r_{table} values of each statement item with a significant value of 0.05. The value of r_{count} is the correlation coefficient in which each statement item is calculated using the Pearson Correlation function. While the r_{table} value of the 30 sample test respondents in this study was 0.306. Based on the results of data processing, it can be concluded that the 31 statement items consisting of the variable utilization of the economic literature collection (X1), Reading Interest (Z), Learning Discipline (X2) are declared VALID because the r_{count} value of each statement item is greater than the r_{table} value. So that the questionnaire created as a research instrument can be used for further testing in the research conducted

2) Reliability Test

The reliability test is a continuation of the validity test, which is included in the reliability test are statement items with valid status. In this study, the 31 statement items were declared valid so that all the statement items entered the validity test. Based on the results of data processing, each variable has an alpha coefficient value as follows: the use of a collection of economic literature (0.711), Reading Interest (0.904), Learning Discipline (0.799) which is more than

0.60 means that each variable can be accepted as reliable.

2. Classical Assumption Test

1) Normality Test

This test is carried out by comparing the residual value with a significance level of 0.05. A data can be indicated as normally distributed if the test results exceed a significance value of 0.05 and vice versa. The results of testing the normality of equation one using the Kolmogorov-Smirnov method, the value of the variable in Asym.Sig.(two-tailed) is 0.200, which is greater than the significance value of 0.05, meaning that the data is normally distributed. Based on the results of the normality test through the Normal Probability Plot, it can be seen that the data points spread around the diagonal line and follow the direction of the diagonal line. So that if conclusions are drawn, the results of data processing using

* Corresponding Author.

novikanada@gmail.com Novika Sri Pratiwi

the normality test have met the assumption of normality so that it is feasible to be used in further research.

2) Heteroscedasticity Test

Heteroscedasticity test is a tool used to test the regression model. A good research data occurs when the variance in the residual value of all observations remains, meaning that there is no heteroscedasticity problem. This heteroscedasticity test uses the Scatterplot graph method test. From the graph, it can be seen that the points spread randomly, do not form a certain clear pattern, and are spread both above and below the number 0 (zero) on the Y axis, this means that there is no heteroscedasticity in the regression model.

3) Multicollinearity Test

If the points spread with an unclear pattern, it can be concluded that the multicollinearity test is used to determine whether in this research the regression model has collinearity or not between variables by comparing the tolerance values and the Variance Inflation Factor (VIF). Based on the results of data processing, the tolerance value of the economic literature collection utilization variable is 0.955, the reading interest variable is 0.778 and the learning discipline variable is 0.807 which is more than 0.10. Furthermore, the Variance Inflation Factor (VIF) variable for the use of the economic literature collection variable is 1.047, the reading interest variable is 1.286 and the learning discipline variable is 1.239, which value does not exceed 10. Based on the results of this test, it means that there is no perfect multicollinearity, no correlation. or a strong relationship between independent variables and ensured that the research data used had reliable and stable predictive power. So that the regression model is good to be continued in further research.

3. Hypothesis Test

1) t test

This t test is a test tool used to determine the effect of significance between independent variables on the dependent variable. This test needs to be done because to find out the truth of a hypothesis can be accepted in a study. The way that can be done to find out the results of the t test is to compare the values of tcount and ttable with a significance level of 0.05. If the research data processing results obtained the value of tcount is greater than

table value with a significance of less than 0.05 then the hypothesis can be accepted. But on the contrary, If the research data processing results in the tcount value being smaller than the ttable value with a significance of more than 0.05 then the hypothesis cannot be accepted. The following are the results of hypothesis testing using the t statistical test:

Table III. 2 t test

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	22.082	5.367		4.114	.000
	Koleksi_Literatur	.206	.085	.172	2.421	.017
	Disiplin_belajar	.595	.100	.423	5.969	.000

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2,064	.3,245		0,636	.000
	Koleksi_Literatur	.219	,097	.156	2,254	.026
	Disiplin_belajar	.120	.059	.146	2.050	.043
	Minat_Membaca	.626	.075	.612	6.335	.000

a. Dependent Variable: Achievement_Learning

Source: Data processed by researchers, 2021.

Based on the table, it is shown that the partial significance value is said to have an effect if the sig value is less than 0.5,5. So from the results of the output table above, it can be concluded as follows:

- Utilization of Economic Literature Collection: In accordance with the results of the t-test calculations carried out with the help of the SPSS program above, the X1 variable obtained a significance value of 0.026. So, this significance value is smaller than the value of which is 0.05. value ($\text{sig} < = 0.026 < 0.050$) then the independent variable, namely X1 has an effect on the Y . variable
- Learning Discipline: In accordance with the results of the t-test calculations carried out with the help of the SPSS program above, the X2 variable obtained a significance value of 0.043. So, this significance value is smaller than the value of which is 0.05. value ($\text{sig} < = 0.043 < 0.050$) then the independent variable, namely X2 has an effect on the Y . variable
- Reading Interest: In accordance with the results of the t-test calculation carried out with the help of the SPSS program above, the Z variable obtained a significance value of 0.000. So, this significance value is smaller than the value, which is 0.05. value ($\text{sig} < = 0.000 < 0.050$) then the independent variable, namely Z, has an effect on the Y . variable

2) Coefficient of Determination

The coefficient of determination (R²) test is used to determine how far the model's ability to explain variations in exogenous variables affect endogenous variables can be seen in the following table for structural equation 1:

Table III.3 Test of the Coefficient of Determination of Equation Satu

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.471 ^a	.222	.212	4.22914

a. Predictors: (Constant), Learning_discipline, Literature_Collection

Source: Data processed by researchers, 2021.

The value of R square (R²) contained in the summary model table is 0.222, this shows that the contribution of the influence of the use of economic literature collections and learning disciplines on reading interest is 22.2% while 77.8% is the contribution of other variables that not included in the study. Furthermore, below is the table of the coefficient of determination of the structure of the regression model equation two:

Table III.4 Test of the Coefficient of Determination of Equation Two

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803 ^a	.645	.635	3.11315

a. Predictors: (Constant), Interests_Reading, Collection_Literature, Discipline_learning

Source: Data processed by researchers, 2021.

The value of R square contained in the model summary table is 0.645, this shows that the contribution of the influence of the use of economic literature collections and learning disciplines on reading interest is 64.5% while 35.5% is the contribution of other variables not included in study.

4. Path Analysis

This study uses path analysis techniques to see the direct and indirect effects between independent variables on the dependent variable, especially through the variable of reading interest which mediates the use of economic literature collections and learning disciplines on learning achievement. This test is conducted to determine the asymmetric relationship of a hypothesis that is built based on theoretical studies. To test the effect of the mediating variable, the following is a description of the structural equation model of path analysis in the form of a diagram:

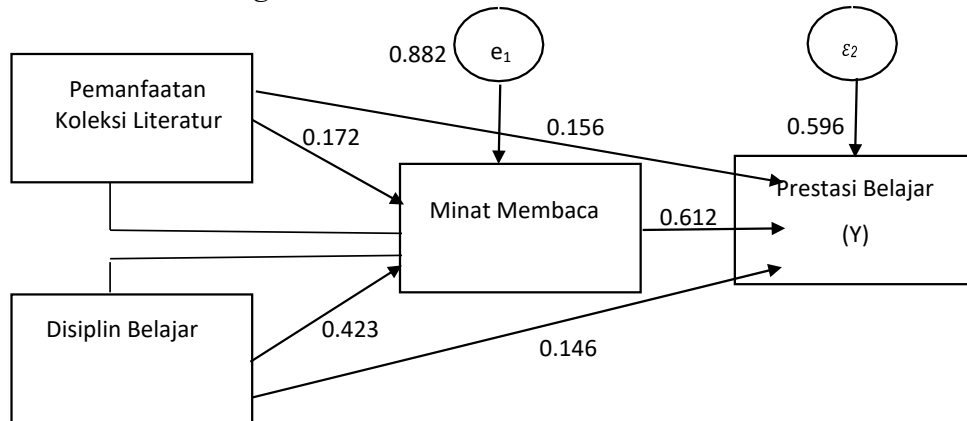


Figure III.1 Path Diagram Model

Source: Data processed by researchers, 2021.

Figure III.1 is a path diagram model in this study. Based on the figure, it is known that the coefficient value of each independent variable on the dependent is positive, referring to the results of the Standardized Coefficients Beta and the standard error values 1 and 2 obtained through the following calculations:

$$e_1 = \sqrt{1 - R^2}$$

$$e_1 = \sqrt{1 - 0,222}$$

$$\mathbf{e_1 = 0,882}$$

$$e_2 = \sqrt{1 - R^2}$$

$$e_2 = \sqrt{1 - 0,645}$$

$$e_2 = 0,596$$

From the structural equations of path analysis, it can be seen that the indirect influence of the variable interest in reading as a mediation between the variables of utilization of the economic literature collection and learning discipline on the variable of learning achievement. In addition, the magnitude of the direct influence and the total effect can also be known in detail as presented in the table below:

Table III.5 Path Analysis Calculation Results

Hubungan Antar Variabel	Pengaruh Langsung	Pengaruh Tidak Langsung	Pengaruh Total
Pemanfaatan koleksi literatur terhadap minat membaca	0,172	-	0,172
Disiplin belajar terhadap minat membaca	0,423	-	0,423
Pemanfaatan koleksi literatur terhadap prestasi belajar	0,156	-	0,156
Minat membaca terhadap prestasi belajar	0,612	-	0,612
Disiplin belajar terhadap prestasi belajar	0,146	-	0,146
Pemanfaatan koleksi literatur terhadap prestasi belajar melalui minat membaca	0,882	$0,172 * 0,612 = 0,1052$	0,9872
Disiplin belajar terhadap prestasi belajar melalui minat membaca	0,146	$0,423 * 0,612 = 0,2588$	0,4048

The biggest direct effect in this study is the influence of reading interest on learning achievement and the smallest direct effect is learning discipline on learning achievement. In addition, the indirect effect with the greatest value is the use of literature collections on learning achievement through reading interest. Meanwhile, the indirect effect that has the smallest value is learning discipline on learning achievement through reading interest.

5. Sobel Test

Sobel test is a tool used to analyze the strength of the influence of the indirect relationship created through the mediating variable that mediates the relationship between the independent variable and the dependent variable. The significance of the mediating variable having an indirect effect can be seen from the results of the comparison of the calculated z value greater than 1.96 with a significance level of 0.05. The following is the result of the calculation using the Sobel test:

First equation:

$$Z = \frac{ab}{\sqrt{b^2SE_a^2 + a^2SE_b^2}}$$

$$Z = \frac{0,206 \times 0,626}{\sqrt{0,626^2 \times 0,85^2 + 0,206^2 \times 0,075^2}}$$

$$Z = 0.24225084$$

Based on the results of the calculation of the research data, the calculated value of positive zcount is = 4.84498040 which is greater than the z-table value which is 1.96. This value indicates that reading interest acts as a mediator. it can be concluded that the variable of interest in reading can mediate the variable of learning discipline on learning achievement.

CONCLUSIONS AND SUGGESTIONS

1. Utilization of a collection of economic literature has a significant positive effect on reading interest
2. Learning discipline has a significant positive effect on reading interest
3. Utilization of a collection of economic literature has a significant positive effect on learning achievement
4. Reading interest has a significant positive effect on learning achievement
5. Learning discipline has a significant positive effect on learning achievement
6. Utilization of a collection of economic literature has a significant positive effect on learning achievement
7. through reading interest
8. Learning discipline has a significant positive effect on learning achievement through reading interest
9. For students, it will increase the desire to always read in an interest in reading. This can be done by encouraging students to be more active in the academic field by

10. make a schedule for reading

REFERENCE

- Anggraini, Y., Patmanthara, S., & Purnomo, P. (2017). Pengaruh lingkungan belajar dan disiplin belajar terhadap hasil belajar kompetensi keahlian elektronika industri di sekolah menengah kejuruan. *Jurnal Pendidikan*, 2, 2017. <http://journal.um.ac.id/index.php/jptpp/>
- Ari, & Madeten, S. S. (2019). Evaluasi ketersediaan koleksi di perpustakaan sekretariat daerah provinsi kalimantan barat. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 8(10), 1-8 <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/36980>
- Hartanti, P. N. (2016). Pemanfaatan koleksi di perpustakaan SMP negeri 14 Depok. [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/36553/2/PUTRI NOVIA HARTANTI-FAH.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/36553/2/PUTRI%20NOVIA%20HARTANTI-FAH.pdf)
- Herlambang, P., Rohmad, Z., & Subagya, S. (2017). Pengaruh Keaktifan Dalam Kegiatan Ekstrakurikuler, Minat Membaca dan kedisiplinan Belajar Terhadap Prestasi Belajar Siswa SMA Negeri 1 Kartasura. *Sosialitas: Jurnal Ilmiah Pendidikan Sosiologi-Antropologi*. <https://jurnal.fkip.uns.ac.id/index.php/sosant/article/view/10469>
- Kartikasari, P. D., & Subekti, S. (2016). Pengaruh Ketersediaan Koleksi Buku Pelayaran Terhadap Perilaku Baca Taruna Akademi Pelayaran Niaga Indonesia (AKPELNI) Semarang. *Jurnal Ilmu Perpustakaan*, 5(3). <https://ejournal3.undip.ac.id/index.php/jip/article/view/15138/0>
- Khafid, M., & Suroso, S. (2007). Pengaruh Disiplin Belajar Dan Lingkungan Keluarga Terhadap Hasil Belajar Ekonomi. *Dinamika Pendidikan Jurnal Pendidikan Ekonomi*, 2(2), 185–204. <https://doi.org/https://doi.org/10.15294/dp.v2i2.447>
- Nurdin, N. (2011). Pengaruh Minat Baca, Pemanfaatan Fasilitas Dan Sumber Belajar Terhadap Prestasi Belajar IPS Terpadu SMP Negeri 13 Bandar Lampung. *Jurnal Ekonomi & Pendidikan*, 8(1), 88–101. <https://journal.uny.ac.id/index.php/jep/article/view/710/0>
- Parmadani, T. S., & Latifah, L. (2016). Pengaruh Minat Baca, Sumber Belajar dan Lingkungan Teman Sebaya Terhadap Prestasi Belajar Ekonomi. *Economics Education Analysis Journal*, 5(2), 505–518. <http://journal.unnes.ac.id/sju/index.php/eeaj%0APENGARUH>
- Rahayu, L. T. I. (2016). Hubungan Minat Membaca dan Motivasi Belajar dengan Hasil Belajar Materi Menulis Karangan pada Warga Belajar Kejar Paket C di PKBM Al-Firdaus Kabupaten Serang. *Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus)*, 1(2), 188–201. <https://doi.org/http://dx.doi.org/10.30870/e-plus.v1i2.1165>
- Sari, N., & Wakijo, W. (2017). Pengaruh pemanfaatan perpustakaan sekolah dan minat baca siswa terhadap hasil belajar ips terpadu siswa kelas vii semester genap smp

negeri 2 metro tahun pelajaran 2016/2017. Pendidikan Ekonomi UM Metro, 5(1), 117–130.

Slameto. (2013). Belajar dan Faktor-faktor yang Mempengaruhinya. PT. Rineka Cipta.

Subrata, G. (2009). Kajian Ilmu Perpustakaan: Literatur Primer, Sekunder Dan Tersier. [http://digilib.um.ac.id/images/stories/pustakawan/kargto/Kajian Ilmu Perpustakaan_Literatur Pimer Sekunder dan Tersier.pdf](http://digilib.um.ac.id/images/stories/pustakawan/kargto/Kajian%20Ilmu%20Perpustakaan_Literatur%20Pimer%20Sekunder%20dan%20Tersier.pdf)

Suharsimi, A. (2010). Prosedur Penelitian Suatu Pendekatan Praktik. PT. Rineka Cipta.

Wijayanto, E., Subagsono, & Wardoyo. (2012). Peran Kelengkapan Perpustakaan Dan Minat Membaca Terhadap Prestasi Belajar Kelistrikan Otomotif Siswa Kelas XI Teknik Kendaraan Ringan SMK Negeri 5 Surakarta Tahun Pelajaran 2011/2012. Jurnal Ilmiah Pendidikan Teknik Mesin, 1(1), 71–78.