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The Effect of Home Visit on Islamic Education Learning Outcomes of SMKN 2 Students in Pagar Alam City

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Abstrak

Ujian dan tugas membantu siswa memperoleh tujuan pembelajaran, yang kemudian mereka tunjukkan dengan secara aktif mengajukan dan menjawab pertanyaan yang dibangun di atas tujuan ini. Banyak orang di komunitas akademik percaya bahwa nilai akhir siswa tidak benar-benar mencerminkan prestasi akademik mereka. Hasil belajar seorang siswa masih dapat diakui sebagai ukuran prestasi dalam bidang kognitif. Penelitian ini bertujuan untuk menguji hubungan antara kunjungan rumah siswa, hasil belajar PAI, dan dampak kunjungan rumah terhadap hasil belajar pendidikan Islam di kalangan siswa SMK Negeri 2 Kota Pagar Alam. Contoh studi kuantitatif deskriptif yang tidak berhasil adalah yang satu ini. Ini menggunakan wawancara dan kuesioner untuk mengkarakterisasi berbagai bagian populasi dari sampel. Siswa di SMKN 2 Kota Pagar Alam kelas X Pemasaran I mendapat manfaat akademis dari layanan kunjungan rumah. Prestasi siswa di kelas berbanding lurus dengan kualitas program kunjungan rumah. Konsisten dengan penelitian sebelumnya oleh Halam, penelitian ini menemukan bahwa layanan kunjungan rumah efektif ketika keluarga dan guru profesional bekerja sama untuk meningkatkan motivasi siswa untuk belajar dan mempertahankan motivasi itu dari waktu ke waktu, yang mengarah pada peningkatan hasil belajar.

Kata Kunci: *Visit Home, Hasil Belajar, Pendidikan Agama Islam*

Abstract

Exams and assignments help students acquire learning goals, which they then demonstrate by actively asking and answering questions that build on these objectives. Many people in the academic community believe that students' final grades do not really reflect their academic achievement. The learning outcomes of a student may still be recognized as a measure of achievement in the cognitive sphere. This research aimed to examine the relationship between student home visits, PAI learning results, and the impact of home visits on Islamic education learning outcomes among students at State Vocational High School 2 in Pagar Alam City. An example of a descriptive quantitative study that did not succeed is this one. It uses interviews and questionnaires to characterize different parts of the population from a sample. Students at SMKN 2 Kota Pagar Alam's class X Marketing I benefit academically from home visit services. Student achievement in the classroom is directly proportional to the quality of home visit programs. Consistent with previous research by Halam, this study found that home visit services are effective when families and professional teachers work together to boost students' motivation to learn and sustain that motivation over time, leading to improved learning outcomes.

Keywords*: Visit Home, Learning Outcomes, Islamic Education*

INTRODUCTION

Article 3 of Law No. 20 of 2003 of the Republic of Indonesia pertaining to the national education system states that one of the goals of national education is to help students reach their full potential as believers and ardent followers of God Almighty. This goal shows that national education wants students who can understand and carry out the values of the religious teachings they intend. So the creation of an Indonesian nation that believes and is devoted to the one and only god. This is in accordance with the practice of the first precept of the first precept of Pancasila, namely the only divinity (Liyandani & Kolis, 2021).

Education is a process of forming a quality generation of the nation and being able to follow the nation's competitiveness (Alfiyanto et al., 2023; Ikhwan et al., 2023). Education is not only limited to institutional processes, but the process of parenting, academics, and even cultural culture is very influential. In the world of education, formal and non-formal types of education are known. The school is a formal education in which there are many educational components. The academic components of education such as education, students, curriculum, facilities and infrastructure, media, and so on (Julhadi, 2020).

The root of the English word "educate," meaning "to nurture and train," is the meaning of education. Education as a process follows naturally from the idea of practice-

based learning. The term "education" originates from the Greek word "paedagogie," meaning "guidance given to children," which is how the concept is understood historically. Educate, nurture, and care for are the root words of the Arabic term rabba-yurabbi-tarbiyatan, which is where the English word "education" originates. The Arabic words "Allama" and "addaba" are often used to describe a schooling in Arabic. A term meaning to educate, inform, or instruct is allama.

The meaning of addaba is more closely associated with virtue, training, improvement, and the perfection of morals (manners) (Efendi, 2021). When Muslims receive instruction in accordance with Islamic law, they are more likely to grow into devout followers of Islam who cherish their parents, community, and homeland as gifts from Allah (SWT). This type of education is known as Islamic religious education (Aaron, 2023; Musthofa & Divine, 2023). Thus, Islamic religious education is an endeavor by educators to equip pupils with the belief, understanding, and practice of Islamic teachings via planned and executed instruction and guiding activities.

Exams, assignments, and the process of actively asking and answering questions all contribute to what are known as student learning outcomes, which are the academic accomplishments that students attain. Many people in the academic community believe that students' final grades do not really reflect their academic achievement. The learning outcomes of a student may still be recognized as a measure of achievement in the cognitive sphere. The level of engagement and appropriate conduct shown by pupils might provide insight into their level of learning accomplishment. The desired results of a lesson are the knowledge and skills that students acquire in accordance with predetermined standards (Aziz et al., 2019; Farhan & Rofi'ulmuiz, 2021). Knowledge or memory, comprehension, application, analysis, synthesis, and assessment are the six components that make up intellectual learning outcomes, which are addressed in the cognitive domain. The capacity for reasonable and logical thought is emphasized in this domain (Alfiyanto, 2020).

Action patterns, values, knowledge, attitudes, appreciation, and competence are all examples of learning outcomes. The ability to compete in a variety of community life activities is one of the learning outcomes that students will acquire via schooling. In today's competitive market, having access to high-quality, specifically trained, human resources is essential (Dakhi, 2020b; Latiki et al., 2024). This aligns with the goals of national education as outlined in Law of the Republic of Indonesia No. 20 of 2003, concerning National Education (Law on National Education Systems). According to this law, the purpose of national education is to help students reach their full potential as

human beings by fostering their belief in and devotion to God Almighty, as well as their physical and mental health, knowledge, ability, creativity, independence, and citizenship. The goal of this national education program is to instill these values in the next generation so that they can carry them on to the next. Every student should put forth their best effort in the classroom so that they may learn as much as possible (Dakhi, 2020a).

The home visit program is an approach program carried out to meet the needs of infants and preschool children who live in risky conditions. Home Visits are a method to understand individuals by the way counselors make visits to the homes of parents of students with the aim of getting to know and understand the situation of students at home. For example, the relationship between students and parents, with brothers or sisters, family social and economic conditions, home learning facilities, home environment conditions, and so on (Komalasari, 2016).

Home visits at SMKN 2 Pagar Alam, especially class X Marketing 1, have been carried out to overcome learning problems experienced by students. Homeroom teachers believe that the provision of content units or materials that contain skills can affect students' study habits for the better, which is manifested in students' daily lives and motivation in learning. However, this has not run optimally because it has not been carried out thoroughly. Therefore, researchers are interested in conducting this study to see if there is an influence of home visits (Home Visit) carried out by homeroom X Marketing 1 so far on student learning interests, which will then be able to affect the learning outcomes of grade X Marketing 1 SMKN 2 Pagar Alam students.

RESEARCH METHODS

An example of a descriptive quantitative study that did not succeed is this one. Survey research involves describing different elements of a population by gathering information from a sample via questionnaires or interviews (Maidiana, 2021). To get a feel for the demographics of a certain group, this survey approach is useful. This research made use of the Purposive Sampling method.

RESULTS AND DISCUSSION

Results

The results of this study are answers to the problem formulation that the author set earlier, where there are two problem formulation items. The formulation of problems 1 and 2 will be answered using descriptive statistical analysis. In contrast, the formulation of problem three will be answered using inferential analysis as well as answering hypotheses

that have been set. Based on research conducted in class X Marketing I SMKN 2 Kota Pagar Alam with a sample of 35 students, the data obtained are as follows:

1. Description of Home Visit Class X Marketing Students I SMKN 2 Kota Pagar Alam

Based on the results of research that has been conducted on class students in class X Marketing I SMKN 2 Kota Pagar Alam with a sample of 35 students, the author can collect data through the distribution of questionnaires by these students, which are then given scores on each item. The data on the home visit questionnaire score of class X Marketing I SMKN 2 Kota Pagar Alam students is presented in the following table.

Table 1. Recap of Student Questionnaire Results

No	Respond	Questionnaire Results	No	Respond	Questionnaire Results
1.	Respondent 1	73	19.	Respondent 19	81
2.	Respondent 2	81	20.	Respondent 20	54
3.	Respondent 3	70	21.	Respondent 21	62
4.	Respondent 4	59	22.	Respondent 22	74
5.	Respondent 5	74	23.	Respondent 23	65
6.	Respondent 6	71	24.	Respondent 24	56
7.	Respondent 7	49	25.	Respondent 25	57
8.	Respondent 8	59	26.	Respondent 26	68
9.	Respondent 9	75	27.	Respondent 27	75
10.	Respondent 10	77	28.	Respondent 28	58
11.	Respondent 11	55	29.	Respondent 29	70
12.	Respondent 12	72	30.	Respondent 30	83
13.	Respondent 13	55	31.	Respondent 31	82
14.	Respondent 14	55	32.	Respondent 32	79
15.	Respondent 15	68	33.	Respondent 33	54
16.	Respondent 16	79	34.	Respondent 34	78
17.	Respondent 17	69	35.	Respondent 35	63
18.	Respondent 18	68	Sum		2368

Table 2. Description of Home Visit Class X Marketing Students I SMKN 2 Kota Pagar Alam

Descriptive Statistics

	N	Range	Minimum	MaXmum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Home_Visit	35	34	49	83	67,66	1,656	9,798	95,997
Valid N (listwise)	35							

Based on the table above, descriptive statistical results were obtained from 35 respondents having a home visit questionnaire score of 49, and a maximum score of 83, so the range was 34. In practice, the greater the range, the more varied the data would be. The total score is 2638, the average is 67.6, the standard deviation is 9.798, and the variance is 95.997. The standard deviation and variance indicate the level of data diversity. Based on the calculation above, the variable quality criteria of home visits are as follows.

Table 3. Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kurang	7	18,4	20,0	20,0
	Cukup	20	52,6	57,1	77,1
	Baik	8	21,1	22,9	100,0
	Total	35	92,1	100,0	
Missing	System	3	7,9		
Total		38	100,0		

Based on the variable quality table above it shows that home visits conducted by class X Marketing I homeroom teachers of SMKN 2 Pagar Alam City are included in the "sufficient" category, with a frequency of 56 with a percentage of 52.6%.

2. Student Learning Outcomes

The acquisition of student learning outcomes in this study was measured by indicators, namely odd semester grades of classes for the 2023/2024 school year in PAI subjects. From the bizarre semester exam scores, the highest and lowest scores were grouped according to the assessment criteria of SMKN 2 Kota Pagar Alam, which was based on the KKM (Minimum Completeness Criteria) scores to determine student learning outcomes. The amount of KKM that has been defined by SMKN 2 Kota Pagar Alam can be seen in the table below.

Table 4. KKM Lessons PAI SMKN 2 Pagar Alam City

KKM	Interva	Predicate Range

Education Unit	I Length	A (Excellent)	B (Good)	C (Enough)	D (Need Guidance)
73	40/3 = 13,3	86<A<100	72<B<86	60<C72	D<60

From the table above, it can be seen that the minimum completeness criteria (KKM) of SMKN 2 Kota Pagar Alam is 73. The results of the scores of SMKN 2 Kota Pagar Alam students in the eyes of PAI students can be presented as follows:

Table 5. Grades / Learning Outcomes of Class X Permasaran I Students of SMKN 2 Kota Pagar Alam Academic Year 2019/2020

No	Respond	Value	No	Respond	Value
1.	Ade Putra Sadewo	75	19.	Fahri Kurniawan	80
2.	Adelia Kusuma	80	20.	Farel Julian	60
3.	Aisya Tri Utami	70	21.	Jupita Lestari	65
4.	Alip Muhammad H	60	22.	Lidiya Sapitri	75
5.	Almi Saputri	75	23.	Lingga Dwi Alamsyah	65
6.	Andrian Al-ghifari	70	24.	Melinda Agustin	60
7.	Atika	60	25.	M. Farel Efendi	65
8.	Ayu Suci Mulyani	85	26.	M. Ikhsan Putra Medi	70
9.	Bagas Mahesa	75	27.	Noka Agustiansyah	75
10.	Candi Afdila R	80	28.	Pahri Fitra Pahlevi	85
11.	Chelsi Adela	60	29.	Putri Talita	70
12.	Daniel Vidrosyah	75	30.	Rati Mis Astuti	8

					5
13.	Delta Kurnia	65	31.	Rizki Nakula Dewa	85
14.	Dika Tri Saputra	85	32.	Seftia Suci Ramadani	80
15.	Dita Ulan Apriani	70	33.	Shara Sentia Bela	65
16.	Elsa Lestari	80	34.	Siti Nur Halizah	80
17.	Emilia	70	35.	Yosep Aprianto	65
18.	Eren Aprilia	70	Jumlah		2535

Table 6. Descriptive Statistics

	N	Range	Minimum	MaXmum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Hasil_Belajar	35	25	60	85	2535	72,43	1,396	8,258	68,193
Valid N (listwise)	35								

Based on the table above, descriptive statistical results were obtained from 35 students having the lowest score of 60, and the maximum score of 85, so the range was 25. In practice, the greater the range, the more varied the data would be. The total score of 2535, the average of 72.4, the standard deviation of 8.25, and the variance of 68.193 standard deviations and variances indicate the level of data diversity. Based on the calculation above, the quality criteria for the quality of student scores in PAI subjects are as follows.

Table 7. Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less	11	31,4	31,4	31,4
	Enough	13	37,1	37,1	68,6

	Good	6	17,1	17,1	85,7
	Excellent	5	14,3	14,3	100,0
	Total	35	100,0	100,0	

Based on the table above, it is known that there are 11 students (31.4%) who have not reached KKM with the Less category, 13 students (37.1%) have reached KKM with the Sufficient category, six students (17.1%) with the good category, and five students (14.3%) with the Very Good category. From the category of student learning outcomes, scores are then presented in the form of histogram graphs, which are as follows.

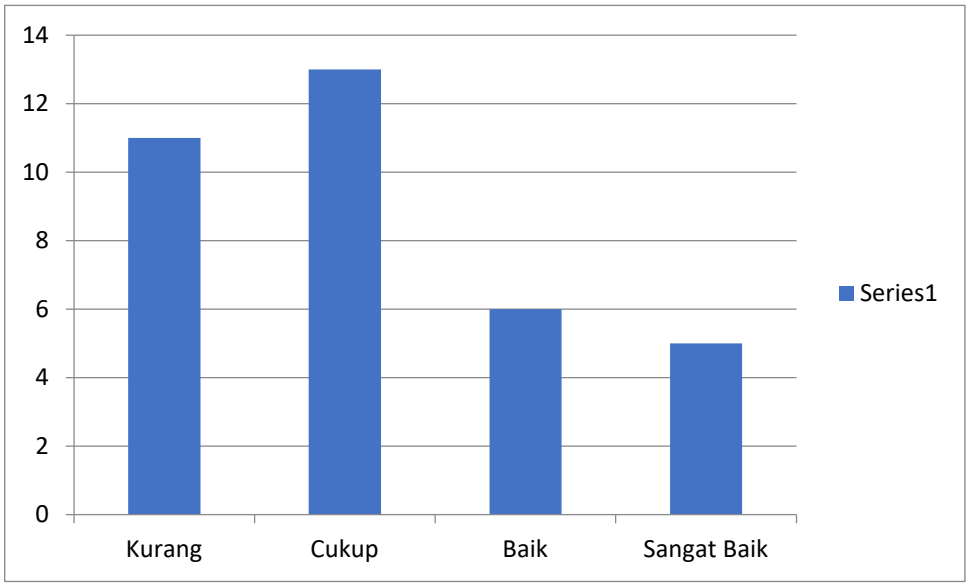

Figure 1. Histogram Graph Categories Learning outcomes of SMK Negri 2 Pagar Alam students

3. Test analysis prerequisites

a. Normality Test

The examination known as the normality test serves the purpose of establishing whether the distribution of the population under investigation adheres to a normal distribution or deviates from it. The instrument utilized for this determination is the normality test, a statistical procedure executed through the SPSS 22.0 software application, specifically designed to assess the normality of the population in question. The assessment of the distribution pattern of population data is conducted by means of a statistical method known as the K-S Test, which stands for Kolmogorov-Smirnov Test, serving as a tool to ascertain the normality of the data distribution. The hypothesis formulated for the normality test conducted as part of the research study is outlined as follows.

- HO = Abnormally distributed population.

- HA = Normal distributed population.

The fundamental criteria utilized for the determination of test decisions within the context of normality testing involve a systematic comparison between the Significance value (often abbreviated as Sig.) and a predefined threshold level of 5% or 0.05. This comparison is conducted in a specific manner that entails scrutinizing whether the Significance value is less than or equal to the designated threshold level.

If the value of Sig. > 0.05, then the population is normally distributed.

If the value of Sig. < 0.05, then the population is abnormally distributed.

The results of testing normality data from home visit variables and learning outcomes of Islamic education students with the SPSS 22.0 application are as follows:

Table 8. One-Sample Kolmogorov-Smirnov Test

		Home_visit	Hasil_Belajar
N		35	35
Normal Parameters[a,b]	Mean	67.66	72.43
	Std. Deviation	9.798	8.258
Most Extreme Differences	Absolute	.126	.135
	Positive	.126	.130
	Negative	-.114	-.135
Test Statistic		.126	.135
Asymp. Sig. (2-tailed)		.176[c]	.109[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Based on the analysis of data using SPSS Version 22.0, the sign value for the data related to home visits is computed as 0.176. It is observed that this sign value

surpasses the α level of significance (0.176 > 0.05). Similarly, in the context of student academic achievements, the sign value exceeds the α level (0.109 > 0.05). The interpretation drawn from the sign values of both variables leads to the acceptance of the alternative hypothesis (Ha), indicating that the data originates from a population that follows a normal distribution.

b. Linearity Test

The examination for linearity is a component of the traditional assumptions within correlation analysis and linear regression analysis (regression models). This assessment for linearity is utilized to determine whether a linear relationship exists between two variables. The linearity assessment aims to establish whether the dataset aligns with a linear trajectory. Assessments for linearity in regression are conducted to evaluate the extent of proximity in the relationship, forecast the magnitude of the relationship's direction, and anticipate the degree of the dependent variable given knowledge of the independent variable's value. In this instance, the variables under scrutiny are home visits (X) and learning outcomes (Y). The linear association between the independent and dependent variables may be either positive or negative in nature. A positive correlation is also referred to as a direct relationship. A positive correlation between variables signifies that as the independent variable rises, the dependent variable will also increase, and conversely for negative or non-unidirectional correlations. The hypothesis for the examination of linearity in research is stated as follows.

- $H0$ = Patterned regression models are not linear.
- $H1$ = The regression model is linearly patterned.

The fundamental criterion for concluding the linearity test is to juxtapose the Significance value (Sig.) with a threshold of 5% or 0.05 in the subsequent manner:

- In cases where the Sig. value surpasses 0.05, it indicates a notably linear correlation between variable X and variable Y.
- Conversely, if the Sig. value is less than 0.05, it suggests the absence of a significant correlation between variable X and variable Y.

The output data is derived from the linearity assessment conducted by performing calculations with the IBM SPSS 22 software application and is presented as follows:

Table 9. Linearity Test of Research Results Data

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Hasil_Belajar * Home_visit	Between Groups	(Combined)	1643.571	23	71.460	1.165	.411
		Linearity	948.129	1	948.129	15.451	.002
		Deviation from Linearity	695.443	22	31.611	.515	.911
	Within Groups		675.000	11	61.364		
	Total		2318.571	34			

Based on the table, the sign is 0.911, which means that in this case, the sign is greater than α (0.911> 0.05), so we can know that between home visits and the learning outcomes of Islamic religious education students have a linear relationship or linear pattern.

c. Hypothesis testing

a) Simple Linear Regression Analysis

The impact of home visits on the academic achievements in Islamic religious studies among the grade X Marketing I students at SMKN 2 Pagar Alam can be assessed through the implementation of a basic linear regression analysis. The findings of this regression analysis are presented in the table provided below:

Table 10. Significant Test of Regression Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639[a]	.409	.391	6.444
a. Predictors: (Constant), Home_visit				

R The symbol represents the coefficient in mathematical terms. Within the provided table, the correlation coefficient stands at 0.639. This numerical value signifies that the relationship between the two variables under investigation falls within the adequate range. Furthermore, the table presents the R Square value, also known as the coefficient of determination (KD), which illustrates the accuracy of the regression model resulting from the interplay of independent and dependent variables. The calculated KD value is

40.9%. Consequently, it can be deduced that the independent variable X contributes by 40.9% to the variance observed in the dependent variable Y.

Table 11. Significant Value Test

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	948.129	1	948.129	22.831	.000[b]
	Residual	1370.443	33	41.529		
	Total	2318.571	34			
a. Dependent Variable: Hasil_Belajar						
b. Predictors: (Constant), Home_visit						

The table presented above is utilized for the determination of significance level or linearity in regression analysis. Criteria are established by assessing the significance value (Sig), with a condition that Sig value should be less than 0.05. Upon examination of the table, a Sig. value of 0.000 is observed, indicating that Sig. is lower than the established criterion of 0.05. Consequently, the regression equation model derived from the research data is deemed robust, meeting the necessary criteria.

Table 12. Results of Simple Regression Analysis

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.963	7.709		4.665	.000
	Home_visit	.539	.113	.639	4.778	.000
a. Dependent Variable: Hasil_Belajar						

Based on the outcomes yielded by the regression test, the constant and coefficient of the equation have been derived from column B, yielding the regression equation: Y = 35.963 + 0.539X. The analysis reveals a t value of 4.478

and a significance value of 0.000 < 0.05 leading to the rejection of H0. Consequently, it can be inferred that home visits have an impact on the academic performance of students studying Islamic religious education in class X Marketing I at SMKN 2 Pagar Alam City. The equation indicates that the constant is 35.963, signifying that at the absence of home visits, the academic outcome is 35.963. The positive coefficient (0.539) within the regression coefficient denotes a unidirectional relationship between the independent variable (home visit) and the dependent variable (academic performance), indicating that each unit increase in home visits results in a 0.539 increase in academic performance.

Table 13. The results of the correlation of home visits to learning outcomes

Correlations			
		Home_visit	Hasil_Belajar
Home_visit	Pearson Correlation	1	.639**
	Sig. (1-tailed)		.000
	N	35	35
Hasil_Belajar	Pearson Correlation	.639**	1
	Sig. (1-tailed)	.000	
	N	35	35
**. Correlation is significant at the 0.01 level (1-tailed).			

From the analysis, it has been established that a total of 35 respondents yielded a correlation coefficient of 0.639. The examination of the magnitude of the association between two variables entails examining the correlation coefficient. The outcomes of the computations employing the interpretation of r values are presented as follows:

Table 14. Interpretation of r Value

0	There is no correlation between the two variables
>0 – 0,25	Very weak correlation
>0,25 – 0,5	Correlation is sufficient
>0,5 – 0,75	Strong correlation
>0,75 – 0,99	The correlation is very strong

1	Perfect correlation

Based on the information presented, one can infer that there exists a significant correlation between the variable denoting home visits (X) and the variable representing learning outcomes (Y), as evidenced by a correlation coefficient of 0.639.

b) Test t

The t-test is employed in order to ascertain the impact of partial home visits on the learning outcomes of Islamic religious education. The significance level utilized in the test was set at 0.05 with a two-tailed approach. The procedural steps of the test are outlined as follows;

i. Hypothesis Formulation

Ho: The absence of a relationship between home visits and the academic achievements of PAI students in grade X SMKN 2 Kota Pagar Alam is hypothesized. Ha: Conversely, it is hypothesized that home visits have a significant impact on the academic performance of PAI students in grade X SMKN 2 Kota Pagar Alam.

ii. Setting of criteria

The magnitude of the table t value for a significant level of 5% db = 32 (db = N – 2 for N = 35) is 2.035.

iii. Results t_{count}

Results t_{count} Obtained using SPSS 22.0 for Windows is 4,778.

iv. Decision

If t_{count} greater than t_{table} Then Ha is accepted, and Ho is rejected. From the calculation results t_{count} amounted to 4,778 above compared to t_{table} (db = 33) i.e., 2,035, a significant rate of 5%, so $t_{count} > t_{table}$ Then Ha was accepted, and Ho was rejected. In other words, reject the null hypothesis (Ho) and take the alternative hypothesis (Ha) for testing both variables.

In conclusion, it is evident that a noteworthy relationship exists between variable X and variable Y. The hypothesis testing results have established that there is a discernible impact of home visits on the academic achievements of students enrolled in the Marketing 1 class of PAI at SMKN 2 Kota Pagar Alam.

Discussion

Home Visit is a concerted endeavor aimed at identifying and providing guidance and counseling support activities to gather data, information, convenience, and commitment towards addressing student issues (be it clients or counselors) via visits to their residences. Hence, it can be inferred that a Home Visit entails a visit conducted to homes in order to acquire detailed and tangible information with the collaboration of parents or family members within that setting. According to Wiguna and Al Qadri, the undertaking of home visit activities serves as a platform for informing parents about the necessary steps they need to take to support the unfolding of their children's potentials, interests, and talents while within the domestic sphere. Given that parents may lack expertise in child development, there exists a requirement for institutions that can aid in providing the essential stimuli and monitoring the developmental progress of the child. Home-based learning is facilitated within the confines of the school schedule, all the while adhering to health protocols. Children and educators alike wear masks, some opt for face shields, and teachers adjust their home visitations to ensure the optimal progression of the learning process.

The execution of home visit services manifests a beneficial impact on the academic achievements of the students enrolled in class X Marketing I at SMKN 2 in Pagar Alam City. It is evident that the enhanced execution of home visit services corresponds to an amelioration in student academic performance. These findings resonate with the research conducted by Halam et al., who affirmed that the efficacy of home visit services, supported by proficient families and educators, facilitates direct and efficacious interactions that bolster student motivation, subsequently leading to iterative enhancements in academic performance over time. Supported by the theory proposed by Hamalik (2008) that learning outcomes can be influenced by factors from within students (interest, motivation, talent, intelligence, and cognitive abilities) in the implementation of home visit services.

CONCLUSION

Based on the results of descriptive statistical analysis on home visit activities of class X Marketing 1 SMKN 2 Kota Pagar Alam X Marketing 1 students at SMKN 2 Kota Pagar Alam, it showed that 18.4% were in the less category in the sense that seven people (18.4%) out of 35 students said that the visits made by homeroom teachers were still lacking. 52.6% were in the sufficient category, in the sense that 20 people (52.6%) out of 35 students said that the visit made by the homeroom teacher was good enough. 21.1% were in the good category, in the sense that eight people (21.1%) out of 35 students said that the visit made by the homeroom teacher was good. So, it was concluded that the

home visit conducted by the homeroom teacher of class X Marketing 1 at SMKN 2 Kota Pagar Alam was centered on the good category. Based on the results of descriptive statistical analysis on student PAI learning outcomes, it showed that the categorization results showed that 11 students (34.4%) were in the less category, 13 students (37.1%) were in the sufficient category, six students (17.1%) were in the good category, and five students (14.3%) were in the very good category.

The outcomes of inferential statistical analysis regarding home visits have an impact on the academic achievements of students studying Islamic education in the first-grade Marketing class at SMKN 2 Kota Pagar Alam, as indicated by the test result of 0.000. When the significance level is less than 0.05 (0.000< 0.05), the null hypothesis (H0) is rejected, leading to the conclusion that there exists a notable correlation between intellectual intelligence and academic performance. Specifically, intellectual intelligence accounts for 63.9% of the variance in mathematics achievement, with the remaining 46.1% being influenced by unexamined variables. In summary, it is evident that home visits play a pivotal role in shaping the academic progress of eleventh-grade Marketing students studying Islamic education at SMKN 2 Kota Pagar Alam.

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