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THE IMPACT OF TEACHER PERFORMANCE, TEACHING FACILITIES, AND SCHOOL PRINCIPAL SUPERVISION ON GRADUATE QUALITY AND ACCREDITATION

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A B S T R A C T S

This research aims to describe the achievement of teacher performance, teaching facilities, and school principal supervision that can influence the quality of graduates and school accreditation. The research method used in this study is the inferential statistical analysis method using a quantitative approach, examined using the causal relationship method and the data is analyzed using Structural Equation Modeling (SEM) using the Smart PLS application to obtain significant interrelated results. The results of this study indicate that the variables of Teacher Performance Achievement and Teaching Facilities have a significant effect on Graduate Quality, while School Principal Supervision does not have a significant effect on Graduate Quality. Teacher Performance Achievement, Teaching Facilities, and School Principal Supervision do not have a significant effect on School Accreditation, while Graduate Quality has a significant effect on School Accreditation. Teacher Performance Achievement, Teaching Facilities, and School Principal Supervision simultaneously do not have a significant effect on Graduate Quality, and Teacher Performance Achievement, Teaching Facilities, School Principal Supervision, and Graduate Quality simultaneously do not have a significant effect on School Accreditation. This research is expected to have an impact on the development of teacher performance carried out consistently as well as the maintenance of teaching facilities in the school environment.

Keyword: Teacher Performance Achievements, Teaching Facilities, Principal Supervision, Quality of Graduates, School Accreditation.

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1. INTRODUCTION

The development of teacher competencies is one of the important aspects of the teaching and learning process. Additionally, with the advancement of knowledge and technology, both in the field of education and directly related to the material being taught, teachers' knowledge and technology must also continue to evolve. For example, a biology teacher is required to continuously update their understanding of new discoveries in the field of biology. Furthermore, there is a need to enhance knowledge and skills in using newer, more effective teaching methods in biology. Comprehensive teacher competency development can refer to teacher competency standards that include professional, pedagogical, social, and personal competencies (Dudung, 2018).

Unfortunately, the development programs implemented by the government have not yet achieved optimal results. Seminars, training sessions, workshops, or conferences intended for development still do not optimally enhance the learning process in classrooms. The knowledge gained from these forms of development is often not implemented after the activities conclude. Even with training provided using the latest teaching methods, learning patterns often revert to old styles, and the implementation of training outcomes is frequently short-lived and unsustainable (Dudung, 2018).

In line with the increasing demands and competition in education quality, aspects such as school culture, work motivation, and teacher performance have not yet met expectations for teacher performance in Indonesia. In other words, some teachers have not optimized their teaching performance as expected. The low performance of teachers in learning, which then affects the quality of education, has been studied through various research, one of which was conducted by Amtu et al. (2020).

The availability and completeness of educational facilities significantly influence the effectiveness and smoothness of the teaching and learning process. All school facilities must be well managed to support the teaching and learning process and be used as needed, so that learning can proceed smoothly and educational goals can be achieved. In teaching and learning activities, school facilities are essential to support the smoothness of activities (Nengsih, 2022).

One important issue in the organization of education in Indonesia today is the improvement of educational quality; however, what is happening is a decline in the quality of primary, secondary, and higher education. This occurs as a result of education being more focused on quantity rather than quality. The improvement of educational quality is significantly influenced by the enhancement of the learning process in the classroom. The quality of graduates can be improved with the enhancement of the teaching and learning process. The quality of educational graduates can also be influenced by the quality of the school. Additionally, students' learning outcomes can be affected by the teaching and learning process and its supporting facilities. Educational quality is not influenced by a single factor; there are several variables that are considered to influence each other, and thus, an empirical study is needed to identify the direct or indirect relationships within the educational system (Murniati and Harun, 2015).

In a study conducted by Santoso (2014) on thirty-three (33) Vocational High Schools specializing in Business and Management in Bandung City, it was stated that teacher performance has a positive and significant effect on student graduate quality. In research

conducted by Ilmi (2019), it was found that teacher performance directly affects student learning outcomes.

In a study conducted by Wardani (2021) regarding the impact of teaching facilities on the learning outcomes of one hundred forty-four (144) students at SMPN 22 Bandar Lampung, it was explained that there is a positive and significant influence of teaching facilities on student learning outcomes; the better the teaching facilities, the better the learning outcomes or quality of the students' graduates. In research conducted by Veronica and Listiadi (2021) on one hundred nineteen (119) students at SMK Negeri 1 Surabaya, it was found that learning facilities directly impact student learning outcomes.

In research conducted by Nurhayati et al. (2020) at Madrasah Tsanawiyah in Gantarang District, Bulukumba Regency, it was explained that there is a significant influence of the headmaster's supervisory competencies on the quality of education. In research conducted by Budiman and Barata (2018) at private higher education institutions in West Kalimantan, it was found that there is an influence of leadership on the accreditation achievement of private higher education institutions.

Several aspects differentiate this research from previous studies. The learning facilities, which are the variables of this research, are also teaching facilities viewed from the teachers' perspective, not the students'. Teacher performance and teaching facilities are very important in determining the quality of graduates from a school, and graduate quality is crucial for school accreditation.

Additionally, another difference between this research and previous studies is the perspective of the respondents. Although the results may be similar, several prior studies chose school principals or students as respondents. The measurement in those studies was based on assessments from school principals, whereas this research takes the perspective of teachers. The assessment of teaching facilities and the supervision of school principals is derived directly from the professional evaluations of teachers who are directly involved with the available resources and the school principal.

To assess and compare the public elementary schools where the researcher conducts the study, the selected area is also the area of the researcher’s profession, namely South Jakarta Region II. Based on all the reviews and explanations above, the researcher wants to investigate the influence of Teacher Performance Achievements, Teaching Facilities, and School Principal Supervision on Graduate Quality and School Accreditation, which will be conducted in public elementary schools located in South Jakarta Administrative City Region II for the academic year 2022-2023.

Based on the background of the problem that has been presented, the research problem formulation is as follows:

(1) Does Teacher Performance Achievement significantly affect Graduate Quality?
(2) Do Teaching Facilities significantly affect Graduate Quality?
(3) Does School Principal Supervision significantly affect Graduate Quality?
(4) Does Teacher Performance Achievement significantly affect School Accreditation?
(5) Do Teaching Facilities significantly affect School Accreditation?
(6) Does School Principal Supervision significantly affect School Accreditation?
(7) Does Graduate Quality significantly affect School Accreditation?

(8) Do Teacher Performance Achievements, Teaching Facilities, and School Principal Supervision collectively have a significant effect on Graduate Quality?
(9) Do Teacher Performance Achievements, Teaching Facilities, Graduate Quality, and School Principal Supervision collectively have a significant effect on School Accreditation?

2. RESEARCH METHODOLOGY

This study uses data from both primary and secondary sources. The primary data in this research includes responses from participants obtained through the distribution of questionnaires concerning an experimental study on the variables of Teaching Facilities and School Principal Supervision. The secondary data includes information obtained for the variables of Teacher Performance Achievement, Graduate Quality, and School Accreditation.

The population for this study comprises all public elementary schools in South Jakarta Region II, DKI Jakarta, for the academic year 2022-2023. Based on specific considerations, the research objectives, and the explanations provided earlier, the sampling technique used is non-random/non-probability sampling with a purposive sampling method. To reflect the population, the sampling data is based on the following criteria:

(a) Schools that have been accredited by the National Accreditation Agency for Schools/Madrasahs (BANSM);
(b) Each school represents a different cluster area; and
(c) Schools that are recommended or appointed by the Head of the Education Sub-District Office for South Jakarta Administrative City Region II.

All public elementary schools have the same standards and there are no significant characteristics that differentiate each sub-district area. Therefore, the sample size in this study is 40 elementary schools, or approximately 25 percent of the population. The unit of analysis in this study is the school, and the respondents are teachers (class teachers and subject teachers). The total population in this study is 158 public elementary schools, with a sample of 40 public elementary schools.

Table 1. Sample Data Collection Table

No	Variable	Unit of Analysis	Data Type	Data Source	Respondents	Sampling Technique	Additional Data Source
X1	Teacher Performance	School	Secondary	Education Office	6 teachers	Documentation Study	PKG
X2	Teaching Facilities	School	Primary	Respondents	6 teachers	Questionnaire	Respondent Data
X3	Principal Supervision	School	Primary	Respondents	6 teachers	Questionnaire	Respondent Data
Y1	Graduate Quality	School	Secondary	Education Office	Average Scores of 6th Grade Students	Documentation Study	Diploma Scores
Y2	School Accreditation	School	Secondary	BANSM (National Accreditation Board for Schools)	School Accreditation Scores	Documentation Study	Accreditation Scores

Operational Definition

(1) Teacher Performance Achievement

In this study, the variable Teacher Performance Achievement is measured based on the Teacher Performance Assessment (PKG) regulated by the Minister of Administrative and Bureaucratic Reform Regulation Number 16 of 2009 concerning Functional Positions of Teachers and their Credit Scores, which consists of four competency assessments, including:

- Pedagogical competence;
- Personality competence;
- Social competence; and
- Professional competence.

The results of the teacher performance assessment are converted to a scale of 100 using the following formula:

$$PKG\ Score\ 100\ = \frac{KG\ Score}{Highest\ PKG\ Score} \times 100$$

(2) Teaching Facilities

In the Indonesian Government Regulation Number 57 of 2021 concerning National Education Standards as amended in Government Regulation Number 4 of 2022, it is stated that learning facilities must be determined based on the following principles, supporting the implementation of active, creative, collaborative, enjoyable, and effective learning;

- Ensuring safety, health, and security;
- Friendly to persons with disabilities; and
- Environmentally sustainable.

Based on this regulation, the researcher creates and prepares a questionnaire that corresponds to the teaching facilities used by teachers. In this study, there are three aspects that need to be considered: teaching media or aids, teaching equipment and supplies, and teaching rooms.

After the respondents are distributed and data is collected, the data will be gathered, processed, and then analyzed using statistical analysis tools, which will then be used as the basis for interpreting this research.

(3) Principal Supervision

In this study, the standards for principal supervision in Indonesia are regulated in the Principal's Work Guide published by the Ministry of Education and Culture in 2017. The main goal of the supervision conducted by the principal is to improve the quality of the school. Several aspects that need supervision include:

- Curriculum;
- Student affairs;
- Educators and educational staff;
- Facilities and infrastructure;
- School learning culture and atmosphere;

- Community participation and partnerships;
- Accreditation;
- Management information systems; and
- School flagship programs.
- Graduate Quality

The graduate quality standards in this study refer to Government Regulation Number 57 of 2021 on National Education Standards as amended in Government Regulation Number 4 of 2022, which states that the graduate competency standards are the minimum criteria for knowledge, skills, and attitudes that demonstrate students' learning achievements at the end of their education level.

(4) School Accreditation

In this study, school accreditation is measured through routine school accreditation issued by the government, which is based on the assessment of the Four Core Performance Indicators listed in the Primary Education Unit Accreditation Instrument of 2020, which includes:

- Graduate quality,
- Learning process,
- Teacher quality,
- School management.

Based on the research problems and objectives, the number of variables, the type of hypotheses, and the form of relationships between variables, the analysis technique used in this study is Inferential Statistical Method, employing Structural Equation Modeling (SEM). SEM is a statistical technique often used for testing and estimating a statistical model, which usually has a causal model form. The statistical application used for data analysis is Smart PLS. SEM is characterized as a technique for more affirming (confirming) rather than explaining. This means that researchers are more inclined to use SEM to determine whether a particular model is valid rather than using it to find whether a specific model fits, although SEM analysis often includes elements for explanation (Narimawati and Sarwono, 2017).

SEM is one of the analytical techniques used for testing and estimating causal relationships by integrating path analysis and factor analysis. PLS-SEM aims to test the predictive relationships between constructs by examining whether there is a relationship or influence between these constructs. PLS-SEM does not require a large sample size and can use nominal, ordinal, and continuous measurement scales. The use of PLS-SEM does not require data to be normally distributed, disregards multicollinearity effects among indicators and latent variables, and parameter estimation can be performed directly without requiring goodness of fit criteria (Hamid et al., 2019).

3. RESULTS AND DISSCUSION

3.1. Results

Testing the Structural Model (Inner Model)

The inner model is a structural model that connects latent variables. The evaluation is based on the path coefficient values to see the extent of the influence between latent variables using bootstrapping calculations. The evaluation steps are carried out by observing

the R-Square criteria and the Significance value. In SmartPLS, this is done by selecting the main menu "calculate," then choosing "bootstrapping." Next, set the subsamples or number of resampling to 1,000, with a significance level of 0.05. The test type is then adjusted according to the hypotheses developed in this study. After that, click "start calculation" to generate the following path diagram output as seen in **Figure 1** below.

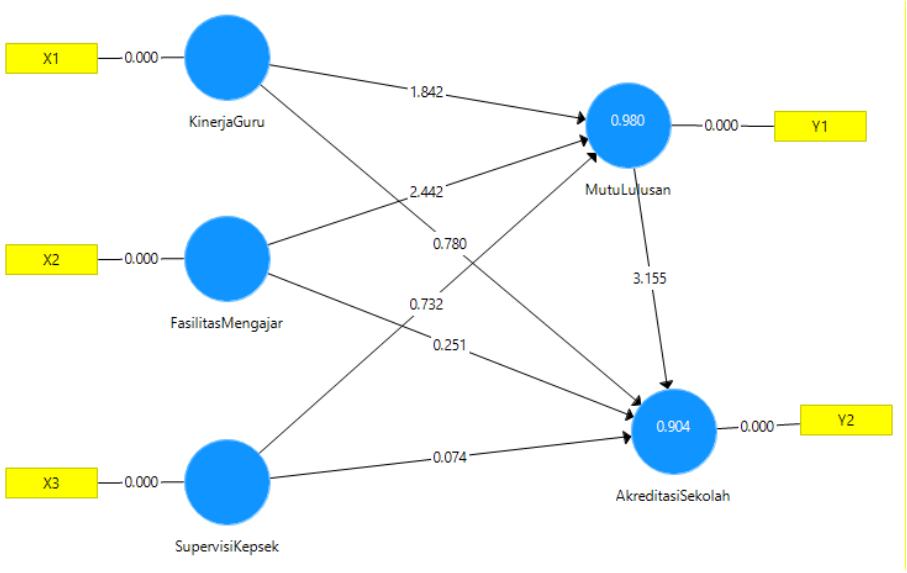

Figure 1. The Diagram Path

After the path diagram appears as in **Figure 1** above, the next stage, namely the evaluation of the measurement model or inner model, is carried out by looking at the R-Square value and significance criteria.

R-Square Value (Coefficient of Determination Test)

The Coefficient of Determination (R2) essentially measures how well the model can explain the variation in the dependent variable. The R-Square value ranges between zero and one. A low R2 indicates that the independent variables have a very limited ability to explain the variation in the dependent variable. A value close to one means that the independent variables provide almost all the information needed to predict the variation in the dependent variable (Rosvita et al., 2017). The output of the R-Square estimation results can be seen as **Figure 2** below.

R Square

Mean, STDEV, T-Values, P-Val... | Confidence Intervals | Confidence Intervals Bias Cor... | Samples | Copy to Cli

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
AkreditasiSekolah	0.904	0.912	0.023	39.687	0.000
MutuLulusan	0.980	0.983	0.005	208.098	0.000

Figure 2. The Output of the R-Square Estimation Results

Based on the output (**Figure 2**) of the analysis using the bootstrapping method, the R-Square value for the School Accreditation variable is 0.904, and for the Graduate Quality variable, it is 0.980. This means that the variability in School Accreditation, which can be

explained by the variables of Teacher Performance Achievement, Teaching Facilities, School Principal Supervision, and Graduate Quality in the model, is 98%, which falls under the strong category. Furthermore, the R-Square value for the Graduate Quality variable indicates that Graduate Quality can be explained by the variables of Teacher Performance Achievement, Teaching Facilities, and School Principal Supervision in the model by 90.4%, which is also considered strong.

Path Coefficients (Hypothesis Testing)

Decision-making in this test can be done by comparing the probability value of 0.05 with the Sig. F Change probability value, with the decision criteria as follows:

- If the probability value of 0.05 is less than or equal to the Sig. F Change probability value [0.05 ≤ Sig. F Change], then Ho (null hypothesis) is accepted, and Ha (alternative hypothesis) is rejected, indicating that there is no significant relationship between variable X and variable Y.
- If the probability value of 0.05 is greater than the Sig. F Change probability value [0.05 > Sig. F Change], then Ho is rejected, and Ha is accepted, meaning there is a significant relationship between variable X and variable Y.

Alternatively, the test can be conducted by comparing the t-Statistic value with the t-Table value. With a degree of freedom (df) of 35, obtained from n = 40 data points and k = 5 variables, the t-Table value is 1.68957. The output of the estimation results by selecting path coefficients in this study will appear as **Figure 3** follows.

Path Coefficients

Mean, STDEV, T-Values, P-Val... | Confidence Intervals | Confidence Intervals Bias Cor... | Samples | Copy to Clipboard: | Excel Format | R Format

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
FasilitasMengajar -> AkreditasiSekolah	0.125	0.096	0.498	0.251	0.401
FasilitasMengajar -> MutuLulusan	0.536	0.570	0.220	2.442	0.007
KinerjaGuru -> AkreditasiSekolah	-0.311	-0.373	0.399	0.780	0.218
KinerjaGuru -> MutuLulusan	0.561	0.498	0.305	1.842	0.033
MutuLulusan -> AkreditasiSekolah	1.104	1.052	0.350	3.155	0.001
SupervisiKepsek -> AkreditasiSekolah	0.030	0.175	0.407	0.074	0.471
SupervisiKepsek -> MutuLulusan	-0.106	-0.077	0.146	0.732	0.232

Figure 3. The Output of the Estimation Results by Selecting Path Coefficients

Based on the output by **Figure 3**, it can be concluded that the Teacher Performance Achievement variable has a significant influence on Graduate Quality with a parameter coefficient of 0.561 and a significance value of 0.033, which is smaller than the 5% alpha level. This is also indicated by a T-Statistic value of 1.842, which is larger than 1.68957 (the t-table value).

Teachers play a crucial role in the student learning process, enabling students to learn effectively and achieve desired goals. Student success is significantly influenced by the teacher's preparedness in planning lessons, conducting teaching, and evaluating student learning outcomes. Successful student learning is largely affected by the teacher's strategies in implementing lessons, hence the need for learning media to help teachers deliver subject matter to students. Students who succeed in learning achieve academic excellence after undergoing teaching and learning activities in school. Therefore, the teacher's readiness in planning learning suitable to the student's conditions and using appropriate learning media,

as well as conducting conducive teaching, will make a significant contribution to student success.

Teaching Facilities have a significant influence on Graduate Quality with a positive direction of influence, as indicated by a parameter coefficient of 0.536 and a significance value of 0.007, which is smaller than the 5% alpha level. This is also indicated by a T-Statistic value of 2.442, which is greater than 1.68957 (the t-table value).

Educational activities at schools can be conducted effectively if supported by adequate educational facilities and infrastructure. If a school does not have complete and adequate learning facilities, teaching and learning activities will be hindered. Therefore, the availability of learning facilities greatly affects the ease and smoothness of the teaching and learning process. Learning facilities that are complete and well-managed by the school can facilitate students' learning activities, as they can be used properly and last longer. Achieving the goals of facility and infrastructure management is an effort to improve the quality of teaching. Effective teaching quality leads to optimal learning outcomes.

The Principal Supervision variable was found to have no significant influence on Graduate Quality, with a parameter coefficient of -0.106. This is indicated by a significance value of 0.232, which is greater than the 5% alpha level, and a T-Statistic value of 0.732, which is smaller than the t-table value of 1.68957.

Supervision means overseeing or inspecting from above, conducted by a superior on the activities, creativity, and performance of subordinates. If the supervisor is the principal, the subordinates referred to here are the teaching staff under the principal (teachers). Thus, it is understandable if no significant influence is found from the principal's supervision on students' academic performance.

Teacher Performance Achievement does not significantly affect School Accreditation, as indicated by a parameter coefficient of -0.311 and a significance value of 0.218, which is greater than the 5% alpha level. This is also shown by a T-Statistic value of 0.780, which is smaller than the t-table value of 1.68957.

In this research, no significant differences were found in teacher performance between schools with high accreditation (A) and schools with lower accreditation (A). If teacher performance is maximized, the quality of graduation competency standards in the accreditation aspect is also expected to improve. The managerial implication needed is to optimize the revitalization of MGMP activities as a forum for dissemination and diversification. This can encourage teachers to evaluate and innovate in classroom teaching to conduct an ideal learning process. Furthermore, there is a time difference between determining school accreditation scores and evaluating teacher performance: school accreditation is assessed every five years, while teacher performance is evaluated annually. Teacher assessments may change if there is a change in the principal.

The Teaching Facilities variable does not significantly affect School Accreditation, as shown by a parameter coefficient of 0.125 with a significance value of 0.401 (greater than the 5% alpha level). This is also indicated by a T-Statistic value of 0.251, which is smaller than the t-table value of 1.68957 (n = 40, k = 5, df = 35).

The Principal Supervision variable does not significantly influence School Accreditation, with a parameter coefficient of 0.030 and a significance value of 0.471, which

is greater than the 5% alpha level. This is also indicated by a T-Statistic value of 0.074, smaller than the t-table value of 1.68957.

One of the reasons why principal supervision does not significantly affect school accreditation is the difference in the period of principal changes, which occur every two years, compared to the school accreditation evaluation schedule, conducted every five years. Therefore, during one accreditation period, there can be two or three principals rotating in their positions and duties at the school, while the accreditation remains the same. As a result, principal supervision is considered by the teachers (respondents) not to have much effect on accreditation.

The Graduate Quality variable significantly influences School Accreditation, with a parameter coefficient of 1.104 and a significance value of 0.001, which is smaller than the 5% alpha level. This is also indicated by a T-Statistic value of 3.155, which is larger than the t-table value of 1.68957.

Indirect Effect Analysis (Simultaneous Test)

An indirect effect occurs when one variable influences another through one or more latent variables, according to the paths found in the research model. The estimation output for this analysis is obtained by selecting the total indirect effects in the study, which will yield the following results as seen in **Figure 4** below.

Total Indirect Effects

Mean, STDEV, T-Values, P-Val... | Confidence Intervals | Confidence Intervals Bias Cor... | Samples | Copy to Clipboard: | Excel Forr

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
SupervisiKepsek -> MutuLulusan		-0.000	0.000		
SupervisiKepsek -> AkreditasiSekolah	-0.118	-0.093	0.161	0.731	0.232
MutuLulusan -> AkreditasiSekolah		-0.000	0.000		
KinerjaGuru -> MutuLulusan		0.000	0.000		
KinerjaGuru -> AkreditasiSekolah	0.620	0.554	0.403	1.540	0.062
FasilitasMengajar -> MutuLulusan		0.000	0.000		
FasilitasMengajar -> AkreditasiSekolah	0.592	0.582	0.282	2.098	0.018

Thus, it can be seen in **Figure 4**, that the indirect influence value for the influence of Principal Supervision on School Accreditation through Graduate Quality is -0.118 with a T-Statistic value of 0.731 which is smaller than the t-table value of 1.68957 and with a significance value of 0.232 (greater than the alpha level of 0.05). So, the Graduate Quality variable is not a mediator or intervening variable. In other words, the Graduate Quality variable does not play a good role in mediating the influence between the Principal Supervision variable on School Accreditation.

Furthermore, the indirect influence value for the influence of Teacher Performance Achievement on School Accreditation through Graduate Quality is 0.620, with a T-Statistic value of 1.540 which is smaller than the t-table value of 1.68957 and with a significance value of 0.062 which is greater than the alpha value of 0.05. So it can be concluded that Graduate Quality is not a mediator or intervening variable. In other words, the Graduate Quality variable does not play a good role in mediating the influence between the Teacher Performance Achievement variable on School Accreditation.

Then the indirect effect value for the influence of Teaching Facilities on School Accreditation through Graduate Quality is 0.592, with a T-Statistic value of 2.098 which is greater than the t-table value of 1.68957 and with a significance value of 0.018 which is smaller than the alpha value of 0.05. So it can be concluded that Graduate Quality is a mediator or intervening variable. In other words, the Graduate Quality variable plays a good role in mediating the influence between the Teaching Facilities variable on School Accreditation.

More specifically, it can be seen in the table below which explains that only one of the three indirect effect values indicated by the T-Statistics value is above the T-Table value of 1.68957, with P Values below 0.115. This can be interpreted that Teacher Performance Achievement, Teaching Facilities, and Principal Supervision do not have a simultaneous influence on Graduate Quality and Teacher Performance Achievement, Teaching Facilities, Principal Supervision, and Graduate Quality do not have a significant influence on School Accreditation simultaneously.

3.2. Discussion

Based on the analysis results, the indirect effects are as follows. For more specific indirect effect results, see **Figure 5** below.

Specific Indirect Effects

Mean, STDEV, T-Values, P-Val... | Confidence Intervals | Confidence Intervals Bias Cor... | Samples | Copy to Clipboard: | Excel Format | R F

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O...	P Values
FasilitasMengajar -> MutuLulusan -> AkreditasiSekolah	0.592	0.582	0.282	2.098	0.018
SupervisiKepsek -> MutuLulusan -> AkreditasiSekolah	-0.118	-0.093	0.161	0.731	0.232
KinerjaGuru -> MutuLulusan -> AkreditasiSekolah	0.620	0.554	0.403	1.540	0.062

Indirect Effect of Principal Supervision on School Accreditation through Graduate Quality: The effect is -0.118, with a T-Statistic of 0.731, which is smaller than the T-table value of 1.68957, and a significance level of 0.232 (greater than the alpha level of 0.05). This indicates that Graduate Quality does not act as a mediating variable between Principal Supervision and School Accreditation.

Indirect Effect of Teacher Performance Achievement on School Accreditation through Graduate Quality: The effect is 0.620, with a T-Statistic of 1.540, which is also smaller than the T-table value of 1.68957, and a significance level of 0.062 (greater than the alpha level of 0.05). This suggests that Graduate Quality does not adequately mediate the effect between Teacher Performance Achievement and School Accreditation.

Indirect Effect of Teaching Facilities on School Accreditation through Graduate Quality: The effect is 0.592, with a T-Statistic of 2.098, which is larger than the T-table value of 1.68957, and a significance level of 0.018 (smaller than the alpha level of 0.05). This result implies that Graduate Quality serves as an effective mediator between Teaching Facilities and School Accreditation.

In summary, only one out of the three indirect effects showed a T-Statistic above the T-Table value (1.68957) and a P-Value below 0.05. This means that Teacher Performance Achievement, Teaching Facilities, and Principal Supervision do not have a simultaneous effect

on Graduate Quality, and collectively, these variables do not have a significant simultaneous impact on School Accreditation.

4. CONCLUSION

Based on the data analysis, the findings can be summarized as follows: Teacher Performance Achievement and Teaching Facilities significantly influence Graduate Quality in public elementary schools in Area II, South Jakarta, for the academic year 2022-2023. However, Principal Supervision does not significantly impact Graduate Quality. Teacher Performance Achievement, Teaching Facilities, and Principal Supervision do not significantly influence School Accreditation in the same schools for the specified academic year. Graduate Quality significantly affects School Accreditation in these schools. Collectively, Teacher Performance Achievement, Teaching Facilities, and Principal Supervision do not have a significant simultaneous impact on Graduate Quality. Likewise, these factors, along with Graduate Quality, do not significantly affect School Accreditation simultaneously.

5. SUGGESTIONS

Based on the findings and their implications, the following suggestions are proposed to improve Graduate Quality and School Accreditation in public elementary schools in Area II, South Jakarta, in relation to Teacher Performance Achievement, Teaching Facilities, and Principal Supervision:

1) For the Education Department
   Continuously enhance the supervisory capabilities of principals in the local education area, promote organizational commitment among teachers in each school, and conduct seminars, socialization, or training on the importance of leadership in supporting teacher performance. Selecting and placing principals should be done based on their skills, experience, character, and cultural fit for each school due to the significant responsibilities they carry.

2) For Principals
   (a) Ensure observations and supervision are conducted properly, according to applicable standards, and not merely as a formality. Principals should motivate teachers to continually develop, generate ideas, and encourage participation in student competitions, as well as remind teachers to innovate in teaching.
   (b) Engage directly with all parts of the school, from professional relationships with teachers to personal interactions with students, observing their learning outcomes, particularly the final grades. Principals should also monitor the availability of teaching facilities. Democratic leadership is recommended, as it is generally preferred over authoritarian approaches.
   (c) Implement policies supporting all school activities involving teachers, staff, and other stakeholders. Principals should make efforts to improve teaching quality and facilities, thereby motivating teachers to maintain or improve their performance, graduate quality, and school accreditation.

3) For Teachers
   (a) Teachers should be prepared to support the principal's decisions professionally and contribute to creating a conducive work environment. It is recommended that

teachers actively seek opportunities for career development and be motivated by intrinsic and extrinsic factors.

(b) b. Teachers can adopt their unique teaching styles, provided they do not conflict with their professional obligations to deliver up-to-date information, inspire students, and set a positive example. Improving graduate quality will consequently help maintain school accreditation.

(c) Collaborate with fellow teachers and the principal. Eliminate old, ineffective habits, embrace necessary changes, and make fundamental improvements in teaching practices. These efforts will help achieve school targets and enhance the overall quality of the students.

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