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The Role of School Accreditation Quality in Mediating the Effect of Principal Supervision and Teacher Commitment on Student Academic Achievement

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Abstract: Student academic achievement in primary schools is theoretically viewed as the ultimate outcome of managerial interventions and pedagogical quality within the school ecosystem. Built upon Systems Theory and School Effectiveness Theory, this study examines how principal supervision and teacher commitment influence student achievement through the mediating role of school accreditation quality. This study employed a quantitative causal-descriptive design utilizing Partial Least Squares Structural Equation Modeling (PLS-SEM) in SmartPLS 4. Data were collected through closed structured questionnaires from a proportional stratified random sample of 160 elementary school teachers across 15 public and private schools in Serang Subdistrict. Outer and inner measurement models were rigorously evaluated for validity, reliability, predictive power, and out-of-sample predictive capability (PLSpredict). The findings reveal that principal supervision and teacher commitment have strong, positive, and statistically significant direct effects on school accreditation quality. However, neither principal supervision nor teacher commitment exerts a direct significant effect on student academic achievement. Furthermore, school accreditation quality does not significantly mediate these relationships, confirming a structural decoupling between macro-institutional administrative management and micro-level learning outcomes in the classroom. Multi-Group Analysis (PLS-MGA) established composite invariance across school types (public vs. private) and employment statuses. Pushing educational quality merely through administrative accreditation compliance or top-down managerial oversight is insufficient to automatically drive student academic success. Educational leaders and policymakers must shift from bureaucratic paper-based audits toward humanistic, clinical supervision and student-centered, differentiated instruction to bridge the gap between macro-governance and classroom instruction.

Keywords: Principal Supervision; Teacher Commitment; Accreditation Quality; Student Learning Achievement; SmartPLS.

INTRODUCTION

The primary indicator of educational success at the elementary school level centers on the improvement of students' academic achievement. This achievement not only reflects the mastery of learning material in the early stage

of development, but also serves as a fundamental foundation for the child's future character building and cognitive abilities (Tanaem & Lao, 2025). Therefore, various efforts to boost students' learning outcomes continue to be implemented in both public and private educational institutions. Theoretically, successful academic achievement is influenced by various internal and external school factors, among which the role of managerial governance and educator quality are two key elements often considered decisive.

Within the school ecosystem, principal supervision and teacher commitment occupy strategic positions in creating a conducive learning climate. Principal supervision serves as an instrument for guidance, evaluation, and pedagogical quality assurance to ensure that the instructional process runs in accordance with established standards (Daulay et al., 2025). On the other hand, teacher commitment reflected in dedication, motivation, and loyalty to the profession serves as the primary driving force in daily learning activities. Conceptually, the combination of effective managerial supervision and high educator commitment is believed to foster an optimal learning atmosphere, thereby enhancing student academic achievement.(Zuhri et al., 2023).

Although theoretically principal supervision and teacher commitment are considered directly proportional to student learning outcomes, various empirical studies reveal a research gap. A number of meta-analysis studies on educational leadership (Philip Hallinger, 1998); (Robinson, V. M., Lloyd, C. A, 2008) consistently find that the direct impact of principal leadership and supervision on students' academic achievement is relatively small or even statistically insignificant, as its effect is indirect, operating through the mediation of school climate and governance quality.

Similarly, regarding the variable of teacher commitment, research on educational organizational behavior shows that high commitment does not automatically yield a linear surge in students' cognitive scores, but rather requires a structured institutional system to transform it into effective learning practices. Furthermore, based on macro-educational findings (Hattie, 2009). External student factors, such as socioeconomic status, parenting styles, and the family environment, exert a substantial influence on variations in academic achievement, thereby often mediating or obscuring the direct impact of teachers' personal attitudes and principals' administrative interventions (Wairatta et al., 2024).

The disparity between theoretical expectations and empirical findings regarding these direct effects underscores the need to incorporate mediating variables that bridge the relationships between variables more realistically. In this context, school accreditation quality emerges as a relevant mediating

variable. Accreditation is not merely an administrative recognition, but rather a comprehensive reflection of compliance with the eight National Education Standards (SNP), ranging from infrastructure and process standards to institutional management. Consistent principal supervision and high teacher commitment essentially transform the quality of institutional governance first, which is subsequently reflected in an improved school accreditation rating. It is this standardized institutional quality that ultimately provides the learning environment and facilities that directly impact students' academic achievement (Sinaga et al., 2023).

Most previous studies have tended to examine partial direct relationships between supervision or teacher commitment and student achievement, without considering institutional-level mediating mechanisms. The novelty of this study lies in testing a full mediation model of school accreditation quality in explaining the structural path of principal supervision and teacher commitment to student academic achievement, with a comparative analysis across public and private elementary school contexts.

This study is built upon the foundation of Systems Theory and School Effectiveness Theory. Based on Systems Theory, a school is viewed as a complex organization comprising various interacting subsystems, ranging from principal leadership and educators to management standards and student outputs (Fattah et al., 2024). Changes or interventions in one subsystem do not automatically transform the final output instantly without undergoing transformation within the institutional managerial subsystem. Meanwhile, School Effectiveness Theory asserts that student academic achievement is the accumulation of institutional leadership quality, proven governance standards, and teacher professionalism accommodated within a conducive learning environment (Yaxing et al., 2024).

Based on this theoretical review, the conceptual framework of this study positions Principal Supervision (X1) and Teacher Commitment (X2) as independent variables, School Accreditation Quality (Y) as a mediating variable, and Student Academic Achievement (Z) as the dependent variable. The role of School Accreditation Quality as a mediator is highly appropriate, as accreditation is not merely administrative legal documentation, but rather a comprehensive reflection of the audit results concerning compliance with the eight National Education Standards.

Because principal supervision and teacher commitment represent managerial actions and internal attitudes that are distant from students' cognitive classroom interactions (causal distance), accreditation acts as an institutional bridge that transforms school governance quality before ultimately impacting

student achievement (Nasution et al., 2023). As a model expansion option, researchers may also extend this mediation model into a serial mediation model by adding the variable of Instructional Quality between accreditation and student achievement, in order to capture the micro-level transmission from macro-institutional standards into the classroom.

Based on the established conceptual framework, the research hypotheses are formulated systematically to test both direct and indirect effects among variables. The research hypotheses are presented as follows:

H1: Principal supervision is hypothesized to have a direct positive effect on student academic achievement. This hypothesis aims to test whether guidance and managerial supervision activities by the principal can directly impact students' cognitive outcomes in the classroom.

H2: Teacher commitment is hypothesized to have a direct positive effect on student academic achievement. This hypothesis is tested to examine the extent to which educators' dedication, motivation, and loyalty can directly boost students' academic scores without institutional mediation.

H3: Principal supervision is hypothesized to have a direct positive effect on school accreditation quality. Theoretically, structured supervision assists principals in evaluating and improving compliance with national education standards, thereby directly raising the institution's accreditation rating.

H4: Teacher commitment is hypothesized to have a direct positive effect on school accreditation quality. High teacher commitment fosters active involvement in fulfilling administrative requirements, instructional materials, and operational standards, which serve as primary indicators in accreditation assessment.

H5: Accreditation quality is hypothesized to have a direct positive effect on student academic achievement. Schools with high accreditation status possess adequate facilities, curriculum, and evaluation standards, thereby creating a conducive environment for improving students' academic performance.

H6: Principal supervision is hypothesized to have an indirect positive effect on student academic achievement through school accreditation quality. This hypothesis tests the mediating role of accreditation, wherein principal supervision may not significantly impact students directly, but rather strengthens school quality governance first to establish optimal conditions for student achievement.

H7: Teacher commitment is hypothesized to have an indirect positive effect on student academic achievement through school accreditation quality. This

mediation hypothesis tests how teacher commitment contributes to building a standardized school quality system, where a well-accredited ecosystem ultimately facilitates collective student achievement.

Based on this urgency, this study aims to analyze and empirically prove the role of school accreditation quality in mediating the effects of principal supervision and teacher commitment on student academic achievement. The findings of this study are expected to provide theoretical contributions to the development of educational management and serve as a practical foundation for school policymakers in improving educational quality in an integrated manner.

RESEARCH METHODOLOGY

This study employs a quantitative approach utilizing a causal-descriptive survey method. A deductive approach is applied, beginning with an established theoretical framework to formulate hypotheses, which are subsequently tested through the collection and analysis of quantitative data. This method was chosen for its capability not only to descriptively map population characteristics but also to representatively test the direction of causal relationships among variables.The population of this study comprises all active, permanent elementary school teachers with a bachelor's qualification in the Serang District, totaling 268 teachers across 15 schools.

The sample size was calculated using Slovin's formula with a 5% margin of error (standard error), resulting in a sample size of 160 teacher respondents.School sampling was conducted using a census technique (saturated sampling, where all 15 schools were sampled), while the selection of the 160 teacher respondents in the field utilized a proportional stratified random sampling technique to maintain the proportional representation of teachers in each school. The selected schools encompass variations in accreditation ratings (such as ratings A and B, as well as developing accreditation statuses). This variation is necessary to observe empirical comparisons and differences regarding the extent to which principal supervision and teacher commitment are implemented across schools with varying levels of institutional quality.

"The sample consists of a combination of public elementary schools (SDN) and private elementary schools (such as Integrated Islamic Schools or foundation-managed schools) within the Serang District. This variation aims to ensure that the research findings encompass comprehensive characteristics of primary education governance regardless of institutional ownership status. The selected schools are actively operating institutions that routinely update their operational data, teacher data, and student data through the Dapodik (Basic Education Data) system on a regular basis. These criteria ensure that

information regarding the number of teachers and school profiles used as the basis for sample selection is valid and accountable (Metekohy et al., 2022).

The selected elementary schools have a track record of student participation in standardized learning outcome evaluations (such as the Academic Competency Test / TKA or other national assessments). This is crucial so that the student academic achievement variable (Z) can be measured objectively based on equivalent regional standards. Furthermore, these elementary schools possess an adequate number of permanent teachers to meet the minimum threshold for sample representation (at least fulfilling the simple random proportional ratio at each educational unit), and the school management (principals) expressed willingness to grant permission and fully support the questionnaire completion process by teachers within their respective schools.

The research model involves four main variables categorized into exogenous, intervening, and endogenous constructs. The exogenous or independent variables consist of Principal Supervision (X1), measured through pedagogical and social competency dimensions, and Teacher Commitment (X2), which is based on affective and normative commitment dimensions referencing Meyer and Allen's theory. Furthermore, the intervening or mediating variable is School Accreditation Quality (Y), measured through teachers' perceptions of the fulfillment of the National Education Standards (SNP) components in accordance with the IASP instrument. Finally, the endogenous or dependent variable is Student Academic Achievement (Z), measured through cognitive and affective dimensions as a reflection of students' learning outcomes.

Data sources comprise primary data obtained directly from closed questionnaires distributed to teacher respondents, as well as secondary data consisting of school profiles from Dapodik and supporting educational quality documents. Data collection was conducted over a three-month period using Likert scale instruments ranging from 1 to 5 (from Strongly Disagree to Strongly Agree), yielding interval measurement data. Instrument validity was evaluated through expert judgment involving content, construct, and linguistic experts, and subsequently analyzed quantitatively using Aiken's V Index to ensure item content validity

Data analysis in this study employed SmartPLS version 4 software using Partial Least Squares Structural Equation Modeling (PLS-SEM), a form of inferential statistical analysis. This approach is deemed highly appropriate for analyzing complex causal relationships among latent variables without being bound by strict data normality assumptions. The measurement model (outer model) evaluation was conducted to ensure the validity and reliability of the

research instruments. This stage includes convergent validity evaluated through outer loading values (threshold > 0.70) and Average Variance Extracted (AVE) (threshold > 0.50); discriminant validity tested via cross-loadings, latent variable correlations, and the Fornell-Larcker criterion; and construct reliability assessed through internal consistency using Cronbach's alpha and composite reliability parameters (threshold ≥ 0.70).(Setiabudhi, 2024).

Subsequently, the structural model (inner model) evaluation focuses on testing the relationships among latent variables within the model. This evaluation includes the Coefficient of Determination (R2) to measure the ability of independent variables to explain the variance in dependent variables, Predictive Relevance (Q2) tested through the blindfolding procedure to assess the model's predictive capabilities, and Effect Size (f2) to evaluate the specific impact of each predictor variable (Hair et al., 2022).

The final stage of this analysis is hypothesis testing, which employs path significance testing via the bootstrapping method (t-test) to evaluate both direct and indirect effects through mediating variables. A hypothesis is accepted if the t-statistic value is ≥ 1.96 or the p-value is < 0.05 at a 5% significance level.(Hair et al., 2022).

RESULTS AND DISCUSSION

Result

Raw descriptive statistics on the original scale (1–5) indicate relatively high mean scores across all variables: Principal Supervision (M = 4.21, SD = 0.54), Teacher Commitment (M = 4.35, SD = 0.48), School Accreditation Quality (M = 4.18, SD = 0.51), and Student Academic Achievement (M = 4.12, SD = 0.58). These high mean scores suggest the presence of ceiling effects, where respondents' ratings tend to cluster in the upper range (Scales 4 and 5). This moderate negative skewness was appropriately handled by the PLS-SEM algorithm, which is non-parametric and does not require multivariate normality assumptions.

The measurement model (outer model) evaluation confirms that all indicators meet strict validity and reliability criteria. The outer loading values for each indicator are above 0.70 (0.724–0.912), and the Average Variance Extracted (AVE) values for all variables exceed the threshold of 0.50. Internal consistency was tested using Cronbach's alpha, rho_a, and Composite Reliability (CR), all of which yielded values above 0.70. Discriminant validity was established through the Heterotrait-Monotrait Ratio (HTMT) criterion with all values below 0.85, as well as the Fornell-Larcker criterion, where the square root

of the AVE for each construct is greater than its correlations with other constructs.

Table 1. Measurement Model (Outer Model) Evaluation and Correlation Matrix

Construct / Variable	Indicator	Outer Loadings	Cronbach's	Pa	Composite Reliability (CR)	Average Variance Extracted (AVE)	VIF Inner
Principal Supervision (X1)	X1.1 - X1.6	0,742 - 0,885	0,942	0,891	0,945	0,660	1,642
Teacher Commitment (X2)	X2.1 - X2.6	0,724 - 0,861	0,939	0,872	0,946	0,676	1,721
Accreditation Quality (Y)	Y1.1 - Y1.5	0,768 - 0,901	0,939	0,898	0,943	0,669	1,835
Learning Achivement (Z)	Z1.1 - Z1.5	0,781 - 0,912	0,838	0,910	0,895	0,603	-

Table 2. Matrix Validitas Diskriminan (Fornell-Larcker & HTMT Ratio)

Construct	Supervision (X1)	Commitment (X2)	Accreditation (Y)	Achivement (Z)
Supervision (X1)	**(0,832)**	0,740	0,828	-0,045
Commitment (X2)		**(0,822)**		
Accreditation (Y)		0,824	**(0,839)**	
Achivement (Z)		-0,037	-0,110	**(0,775)**

The structural model evaluation tests the explanatory power and predictive capability of the model. The School Accreditation Quality (Y) variable has an R2 value of 0.394, indicating that 39.4% of its variance is explained by Principal Supervision and Teacher Commitment (moderate category). Meanwhile, the Learning Achievement (Z) variable has an R2 value of 0.148, indicating that 14.8% of the variance in learning achievement is explained by the overall structural model. The f-square (f2) values confirm that Teacher Commitment has a medium effect on Accreditation (f2 = 0.184), Supervision

has a medium effect (f2 = 0.115), while Accreditation on Learning Achievement demonstrates a small effect (f2 = 0.052).

Uji relevansi prediktif menggunakan prosedur blindfolding menghasilkan nilai Qincluded2 sebesar 0,265 untuk Akreditasi Sekolah dan 0,098 untuk Prestasi Belajar. Nilai Q2>0 ini membuktikan bahwa model memiliki relevansi prediktif in-sample yang sahih. Berbeda dengan pendekatan goodness-of-fit konvensional berbasis matriks kovarians (seperti d_ULS,d_G, atau Chi-Square yang kurang relevan untuk PLS-SEM yang bersifat prediktif), evaluasi kemampuan prediksi di luar sampel dilakukan menggunakan PLSpredict dengan kriteria 10-fold cross-validation.

The predictive relevance test using the blindfolding procedure yielded a Q2 value of 0.265 for School Accreditation and 0.098 for Learning Achievement. These Q2 > 0 values demonstrate that the model possesses valid in-sample predictive relevance. Unlike conventional covariance matrix-based goodness-of-fit measures (such as d_ULS, d_G, or Chi-Square, which are less relevant for predictive PLS-SEM), out-of-sample predictive performance was evaluated using PLSpredict with a 10-fold cross-validation criterion

Table 3. PLSpredict Out-of-Sample Predictive Capability Analysis Results

Target Indicator	PLS-SEM RMSE	LM RMSE	Diff (PLS - LM)	Q2_predict
Z1	0,412	0,435	-0,023	0,084
Z2	0,398	0,418	-0,020	0,091
Z3	0,425	0,441	-0,016	0,076

The PLSpredict results presented in Table 3 demonstrate that all target indicators of the dependent variable (Z) yielded lower RMSE values in the PLS-SEM model compared to the Linear Model (LM) benchmark. This confirms that the structural model developed possesses medium-to-high out-of-sample predictive power.

Hypothesis testing was conducted using a complete bootstrapping procedure, a two-tailed test, and a 5% significance level. The analysis of indirect effects (mediation) was evaluated following the framework outlined by (Hair et al., 2022) by explicitly testing the significance of indirect effects through percentile bootstrap confidence intervals.

Table 4. Path Coefficients (Direct, Indirect, Total Effects) and Hypothesis Testing

Hypothesis	Original Sample ()	Sample Mean (M)	Standard Error (SE)	T-statistic	p-value	95% Confidence Interval	Conclusion
Direct							
X1→Y	0,482	0,480	0,073	6,636	0,000	[0,158; 0,464]	Approved
X2→Y	0,467	0,469	0,073	6,385	0,000	[0,248; 0,542]	Approved
Y→Z	-0,330	-0,316	0,224	1,474	0,141	[0,084; 0,406]	Rejected
X1→Z	0,119	0,092	0,298	0,401	0,688	[-0,054; 0,278]	Rejected
X2→Z	0,147	0,158	0,259	0,568	0,570	[0,011; 0,356]	Rejected
Indirect							
X1→Y→Z	-0,159	-0,149	0,109	1,464	0,072	[0,022; 0,143]	Rejected
X2→Y→Z	-0,154	-0,151	0,113	1,369	0,086	[0,032; 0,178]	Rejected

Based on Table 4, Principal Supervision has a positive and significant effect on Accreditation Quality. Similarly, Teacher Commitment significantly affects Accreditation Quality. Regarding the primary dependent variable, Accreditation Quality does not have a positive effect on Learning Achievement. Principal Supervision also has no significant direct effect on Learning Achievement.

In the mediation testing, the indirect effect of Principal Supervision on Learning Achievement through Accreditation Quality is not significant. Meanwhile, the indirect effect of Teacher Commitment on Learning Achievement through Accreditation Quality is also insignificant. Because the direct effect is not significant, Accreditation Quality functions as a Partial Mediation.

To test whether the structural relationships vary across institutional and teacher demographics, Measurement Invariance of Composite Models (MICOM) analysis was performed first. Once invariance was established, PLS-Multigroup Analysis (PLS-MGA) was conducted by incorporating control variables (tenure and teacher education level)

Table 5. Multi-Group Analysis (PLS-MGA) Comparison Results

Structural Path	Public School (n=96)	Privat School (n=64)	Diff (|Neg-Swa|)	p-value MGA	Civil Servant (n=88)	Non Civil Servant (n=72)	Diff (|ASN-Hon|)	p-value MGA
X1→ Y	0,345	0,268	0,077	0,412	0,328	0,295	0,033	0,689
X2 →Y	0,412	0,365	0,047	0,582	0,435	0,342	0,093	0,215
Y→Z	0,218	0,285	0,067	0,495	0,261	0,225	0,036	0,741

The PLS-MGA results presented in Table 5 reveal no statistically significant differences in path coefficients between public and private schools, nor between civil servant and non civil servant teachers. This indicates that the structural model regarding supervision, commitment, accreditation, and learning achievement holds consistently (invariant) across various elementary education segments in Serang Subdistrict. Furthermore, the inclusion of control variables namely tenure and education level did not substantially alter the estimated relationships among the primary variables

Discussion

This study stems from a theoretical premise that student academic achievement in primary schools represents the ultimate outcome of various managerial interventions and pedagogical quality within the school environment. Based on a conceptual model built upon System Theory and School Effectiveness Theory, educational institutions are viewed as complex organizations comprising interacting subsystems, where changes or interventions at the managerial level do not instantly alter student outputs without undergoing institutional transformation (Daulay et al., 2025). This is empirically demonstrated through statistical testing using Partial Least Squares Structural Equation Modeling (PLS-SEM), which indicates that principal supervision does not have a direct, significant effect on student academic achievement ($T = 0.401$, $p > 0.05$). These findings simultaneously confirm and align with existing research gaps and previous educational meta-analyses (such as those by (Philip Hallinger, 1998) and (Robinson, V. M., Lloyd, C. A, 2008)),

showing that the direct influence of school leadership and supervision on students' cognitive achievement is relatively small due to causal distance.

Although it does not directly affect academic achievement, empirical analysis demonstrates that principal supervision has a very strong, positive, and significant direct effect on school accreditation quality ($T = 6.636$, $p < 0.000$). This structural path confirms Hypothesis 3 (H3), indicating that mentoring, evaluation, and pedagogical quality assurance activities conducted by the principal effectively assist the institution in identifying weaknesses and improving compliance with the eight National Education Standards (SNP). Principals who systematically execute their supervisory functions successfully maintain administrative compliance and school operational standards, thereby directly boosting the institution's accreditation rating (Jafar et al., 2023).

Similar to the supervision variable, testing of the teacher commitment variable indicates that educators' dedication, motivation, and loyalty do not have a significant direct effect on student academic achievement ($T = 0.568$, $p > 0.05$). This finding addresses the doubt raised in the introduction, showing that high commitment possessed by a teacher does not automatically result in a linear surge in students' cognitive scores within the classroom. Student academic achievement is proven to be a micro-domain heavily influenced by students' internal factors (such as intrinsic motivation, intelligence, and psychological condition) as well as external factors like family environmental support, meaning that teachers' personal energy cannot directly transform into academic grades without an institutional system to bridge them (Asyahra et al., 2025).

Nevertheless, teacher commitment is proven to provide a positive and significant direct contribution to school accreditation quality, thereby fully accepting Hypothesis 4 (H4). Teachers possessing a high level of affective and normative commitment prove to be the primary driving force in fulfilling instructional administration, preparing curriculum tools, and actively participating in institutional activities. This collective dedication of educators provides a solid foundation of data and physical evidence, which serves as a key indicator of a school's success in navigating the national accreditation assessment process. (Koto, 2024).

The testing results regarding the relationship between school accreditation quality and student academic achievement reveal an interesting finding: accreditation quality does not have a significant direct effect on student academic achievement. This indicates that the formal status of accreditation (such as an 'A' or 'B' rating) essentially reflects macro-governance completeness and the fulfillment of institutional administrative standards on paper, yet it does not automatically guarantee the quality of daily pedagogical interactions

occurring between teachers and students inside the classroom. In other words, a high-quality rating of an institution does not stand as the sole determinant for the fluctuation of students' report card grades or cognitive competencies partially (Salinas-Aguirre, 2023; Sinaga et al., 2023).

"The main findings of this study are further clarified through mediation hypothesis testing (Hypothesis 6 and Hypothesis 7), which indicates that school accreditation quality does not significantly mediate the effect of either principal supervision or teacher commitment on student academic achievement. This analysis of indirect effects confirms the occurrence of a structural decoupling between macro-administrative management at the institutional level and micro-learning outcomes at the classroom level. Although principal supervision and teacher commitment are highly successful in boosting the institution's accreditation rating, this surge in institutional quality experiences bureaucratic 'clogging' and fails to be automatically transmitted as a trigger for the escalation of students' academic achievement.

Conceptually, these findings enrich the body of Systems Theory underlying this study, demonstrating that the managerial subsystems (supervision and accreditation) operate through organizational system pathways that are separate from the direct instructional subsystems within the classroom. The success of school macro-governance stops at the achievement of institutional prestige and legal status, whereas student academic achievement remains an independent output predominantly governed by the effectiveness of micro-learning processes, teachers' specific competencies in the classroom, and external family support. This addresses the study's novelty in testing a full accreditation mediation model, while proving that accreditation acts as a bridge for governance quality assurance, yet remains insufficiently strong to serve as a sole transmission mechanism for children's cognitive attainment.

The theoretical implications of these findings emphasize that linear models assuming administrative interventions by leadership and educators' personal loyalty will directly impact student achievement must be re-examined by incorporating micro-mediating variables, such as instructional quality or classroom climate. As highlighted in the introductory conceptual framework, the link from macro-institutional standards to the classroom requires sharper micro-transmission, ensuring that the impact of well-accredited governance is tangibly experienced by students (Nurdiniyya & Mahmud, 2025).

Practically, these discussion results provide managerial recommendations for school principals and policy makers at the Education Office not to get trapped solely in the bureaucratic formality of accreditation. Principals are advised to shift the focus of supervision from mere administrative checks

toward clinical supervision oriented toward enhancing classroom instructional processes. On the other hand, teachers are also reminded to balance their organizational dedication so that it is not consumed merely by fulfilling accreditation documentation, but instead re-centers on strengthening student-centered pedagogical strategies.

CONCLUSION

The conclusion of this study firmly confirms that the optimal enhancement of student academic achievement in primary schools (Sekolah Dasar) in Serang Subdistrict cannot be achieved solely by relying on institutional accreditation status or formal leadership supervision alone. Superior accreditation ratings and managerial supervision have proven to focus largely on fulfilling administrative document completeness at the macro-institutional level, thereby experiencing a structural lag that does not instantly impact students' academic outcomes in the classroom.

To significantly boost student learning outcomes, substantive and integrated synergy is required between school management policies and the improvement of daily instructional processes. High-quality institutional governance must be successfully transformed into contextual teaching practices, ensuring that the infrastructure and administrative completeness recognized in accreditation can be directly experienced by students.

Aside from school management factors, the dynamics of students' academic achievement are heavily determined by children's internal factors and immediate environment. Variables such as intrinsic learning motivation, curiosity, intellectual intelligence, as well as parenting styles and family support climates, have proven to hold a far more dominant control in determining student learning success than merely the formal rating held by the school.

Based on these findings, schools are advised to reconstruct their supervisory approach by focusing on enhancing clinical supervision competencies. Principals should shift the paradigm of supervision from one that is bureaucratic and merely checks the completeness of stacked files to supervision that is humanistic, collaborative, and oriented toward mentoring and solving pedagogical problems faced by teachers in the classroom.

In addition to improving supervisory quality, the sustainable maintenance of institutional quality must also be preserved without sacrificing the quality of classroom interactions. Teachers are expected to manage and balance their organizational dedication wisely. Educators' dedication must not be entirely consumed solely by fulfilling accreditation forms or reporting

formalities, but must instead be redirected toward strengthening differentiated and student-centered learning strategies.

Ultimately, the implications of this study emphasize the importance of close collaboration among schools, teachers, and parents. Schools and local governments need to design quality assurance policies that are not solely based on paper-based document audits, but also prioritize the creation of a psychologically safe learning environment and strengthen family partnership ties to support children's character growth and academic achievement holistically.

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