



Strategic Planning and Facilities as Predictors of Educational Quality: The Mediating Role of School Accreditation in Public Junior High Schools

Sakti Andayani^{1(*)}, Uli Wildan Nuryanto², Mutoharoh³, Ika Pratiwi⁴, Basrowi⁵

¹Student Magister of Management Education Universitas Bina Bangsa, Serang, Indonesia

^{2,3,4,5}Lecturer Magister of Management Education Universitas Bina Bangsa, Serang, Indonesia

Abstract

Received : July 15, 2026
Revised : July 31, 2026
Accepted : Agustus 31, 2026

This study aims to analyze the influence of strategic planning and infrastructure on the quality of education through school accreditation quality as an intervening variable in public junior high schools in Serang City. The study is motivated by the importance of improving educational quality, supported by the implementation of effective strategic planning, the availability of adequate facilities and infrastructure, and the achievement of optimal school accreditation quality as an indicator of educational quality. Research design employs a quantitative approach using a survey method. The study population consists of civil servant (ASN) teachers at public junior high schools in Serang City. The sample consisted of 200 respondents selected using a sampling technique appropriate to the study's characteristics. Data collection was conducted through the distribution of questionnaires using a Likert scale. Data analysis was performed using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method to test the measurement model (outer model) and the structural model (inner model). The results of the study indicate that all of the proposed hypotheses were accepted. Specifically, strategic planning has a positive and significant effect on school accreditation quality; facilities and infrastructure have a positive and significant effect on school accreditation quality; strategic planning has a positive and significant effect on educational quality; facilities and infrastructure have a positive and significant effect on educational quality; and school accreditation quality has a positive and significant effect on educational quality.

Keywords:

Strategic Planning, Facilities and Infrastructure, School Accreditation, Educational Quality

(*) Corresponding Author: andayanisakti67@gmail.com

How to Cite: Andayani, S., Nuryanto, U. W., Mutoharoh, Pratiwi, I., & Basrowi. (2026). Strategic Planning and Facilities as Predictors of Educational Quality: The Mediating Role of School Accreditation in Public Junior High Schools. *JTP - Jurnal Teknologi Pendidikan*, 28(2), 799–816. <https://doi.org/10.21009/jtp.v28i2.71045>

INTRODUCTION

Education has become a central focus for many countries, particularly developing nations, given that it is a key investment in human capital development, economic growth, and the progress of society at large (Belkhatan & Abdouni, 2023). The quality of education also has a significant impact on macroeconomic growth, increased productivity and innovation, as well as poverty reduction and the promotion of social values such as empowerment and equality (Carvalho et al., 2024).



For many countries especially developing nations education is an aspect that cannot be overlooked as a determinant of a nation's success. Throughout this journey, the quality of education has become a crucial factor that cannot be compromised (Sriyakul et al., 2020). One factor that significantly influences and plays a vital role in the quality of education is strategic planning, which establishes a framework for enhancing the sustainability and accountability of educational institutions. Strategic planning helps schools formulate annual work plans aligned with the institution's vision and mission, thereby ensuring that all school activities contribute to the quality of education (Priyambodo & Hasanah, 2021). The implementation of strategic planning can also increase the involvement of all stakeholders, including teachers and the school committee, which can foster a collaborative environment that supports strategic initiatives to improve the quality of school education (Verano et al., 2024).

Strategic planning can significantly improve the quality of school education by enhancing the quality of school accreditation through improved coordination among stakeholders and ensuring the effective and efficient use of resources (Yapandi, 2018). Effective strategic planning can improve teacher quality, graduate quality, and school programs, thereby enhancing the school's competitiveness (Husni & Wahyudiati, 2022). Another factor that contributes to the quality of education and one that is still considered in urgent need of development, particularly in developing countries relates to the quality of educational facilities and infrastructure, given that these play a crucial role in creating an effective learning environment and supporting the development of high-quality graduates (Sari et al., 2024). Comprehensive and well-maintained educational facilities and infrastructure will significantly support the learning process, thereby enable the achievement of quality educational goals and ultimately have a positive impact on school accreditation (Siregar & Aziza, 2021).

One piece of empirical evidence related to the phenomenon occurring in Indonesia concerns the quality of education, which remains a challenge; according to global reports, the quality of education in Indonesia often lags that of other countries in Southeast Asia. This situation is reflected in Indonesia's consistently low performance in international assessments such as the Programme for International Student Assessment (PISA), which indicates persistent weaknesses in students' literacy, mathematical, and scientific competencies (Hewi & Shaleh, 2020). Since Indonesia first participated in PISA in 2000, its performance has remained relatively low compared with other participating countries. In the 2018 PISA assessment, for example, Indonesia ranked 73rd in reading, 74th in mathematics, and 71st in science among 79 participating countries, demonstrating the continuing challenges faced by the Indonesian education system in developing essential student competencies.

The second piece of empirical evidence regarding the challenges facing the quality of education in Indonesia is the country's ranking of 67th out of 203 countries worldwide in terms of education quality in 2023, based on five key indicators used for assessment, including an early childhood education enrolment rate of 68%, a 100% completion rate for elementary school, a 91.19% completion rate for middle school, a 78% high school graduation rate, and a 19% college graduation rate (OECD, 2023). These results are illustrated in the following graph:

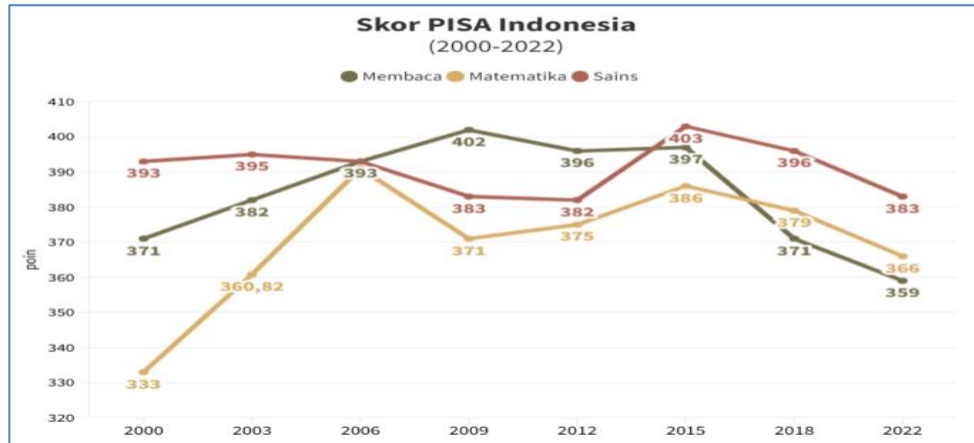


Figure 1. Indonesia's PISA Scores, 2000–2022 (Source: Organization for Economic Cooperation and Development (OECD) 2023)

The third empirical phenomenon which is closely related to the low quality of education at the junior high school level and will be the focus of this study is caused by limitations in the infrastructure and educational facilities of junior high schools in Indonesia, which still lack classrooms, adequate libraries, and laboratories for science subjects, thereby hindering effective teaching and learning (Puspita & Andriani, 2021; Novita et al., 2022; Sumual et al., 2023) as shown in the following graph:

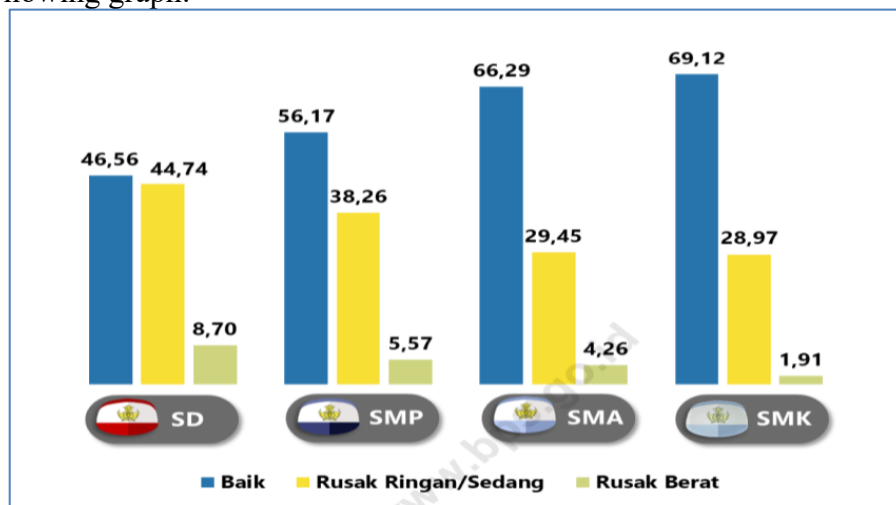


Figure 2. Percentage of Classrooms by Classroom Condition and Educational Level (Source: Ministry of Education, Culture, Research, and Technology, 2023)

The fourth empirical phenomenon is the research data found by Susetyo & Karwono (2021) from a study of 4,817 schools using the 2020 Educational Institution Accreditation Instrument, which was subsequently used as pilot data by BAN-S/ M through representative quota sampling across all provinces. The analysis concluded that of the 1,067 junior high schools (SMP) and Islamic junior high schools (MTs) included in the sample, the majority (46.5%) were accredited at Level B, followed by 25.8% accredited at Level C, and 25.3% at Level A; there were even 2.4% that were not accredited at all. As shown in the following table:

Table 1. Accreditation Results by Level and Type of Educational Institution

Types&Levels	Rankings				Total	Number of Schools
	A	B	C	Not Accredited		
SD	18,10%	52,30%	26,50%	2,30%	100%	2519
MI	18,60%	57,90%	22,50%	1,00%	100%	382
SMP	25,70%	46,60%	24,80%	2,80%	100%	817
MTs	24,80%	46,40%	26,80%	2,00%	100%	250
SMA	45,70%	39,60%	13,10%	1,50%	100%	328
MA	35,20%	37,20%	23,40%	4,10%	100%	145
SMK	26,30%	47,10%	24,10%	2,50%	100%	278
SDLB/SMPLB/ SMALB/SLB	27,60%	56,10%	14,30%	2,00%	100%	98
Sum	22,80%	50,40%	24,50%	2,30%	100%	4817

Source: Data compiled by BAN-S/M (2020)

The results of the above study are consistent with the accreditation status of public junior high schools in Serang City, where out of the 87 junior high schools in the city comprising 30 public junior high schools (34.48%) and 57 private junior high schools (65.52%) In terms of accreditation status, only 26 junior high schools (29.89%) in Serang City have achieved an “A” accreditation, while 39 (44.83%) have a “B” accreditation, and 16 (18.39%) have a “C” accreditation; the remaining 6 schools (6.90%) have not yet been accredited. Furthermore, in terms of international standards, only 2 junior high schools (2.30%) in Serang City have obtained ISO 9001:2000 certification, 6 junior high schools (6.90%) hold ISO 9001:2008 certification, while the majority 79 junior high schools (90.80%) do not yet hold ISO certification, as illustrated in the following graph:

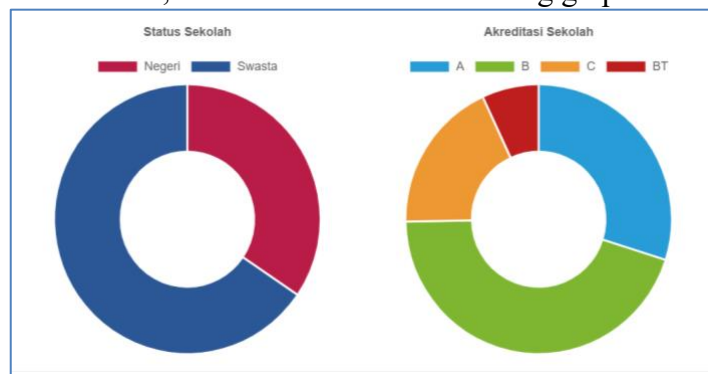


Figure 3. Accreditation Status and Quality of Junior High Schools in Serang City (Source: Serang City Department of Education, 2025)

The distribution of junior high schools in Serang City by subdistrict in 2025, as well as their accreditation status and international certification status for each subdistrict, can be seen in the following table:

The fifth phenomenon is the persistently high dropout rate at the junior high school level in Indonesia, where in 2020, 11,378 students dropped out of junior high school; this number increased to 15,042 students in 2021 and 13,716 students in 2022, as shown in Figure 4 below. This illustrates the gap in access to education between rural and urban areas, as well as the low quality of education including a

lack of qualified teachers and educational facilities, and a curriculum that is not sufficiently relevant to students' needs. The high dropout rate at the junior high school level poses a serious threat to the quality of education in Indonesia.

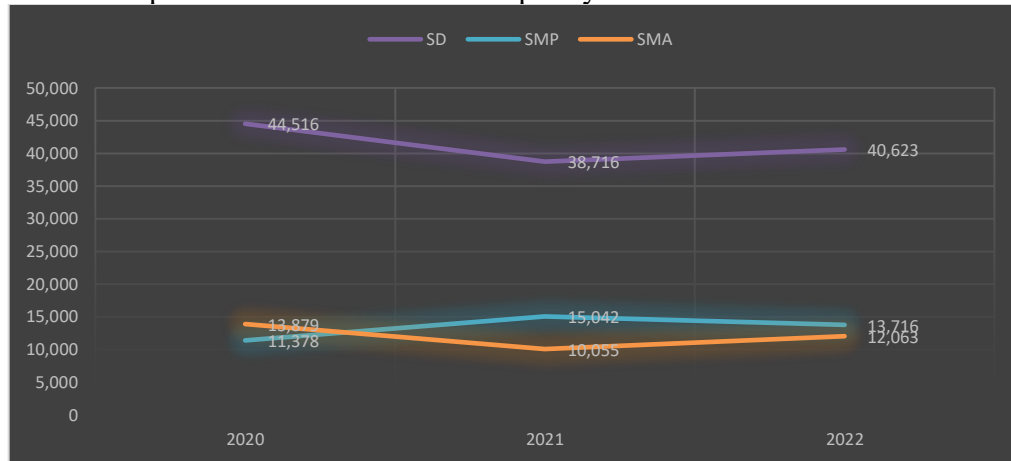


Figure 4. Data on School Dropouts in Indonesia for 2020–2021 (Source: [https://statistik.data.kemdikbud.go.id./](https://statistik.data.kemdikbud.go.id/))

In addition to the empirical phenomena identified based on credible and valid data sources which serve as evidence of existing problems and justify the feasibility of this study the researcher also identified issues related to research gaps in previous studies on educational quality. The first research gap is the persistent knowledge gap regarding studies on developing countries, which often use frameworks developed in developed countries without considering the local context. These studies highlight significant differences between developed and developing countries in geopolitical, sociocultural, and economic aspects (Rahmat, 2021).

The second research gap relates to the practical-knowledge gap, whereby many studies on the quality of education in developing countries particularly in Southeast Asia often focus more on inputs than on outputs (Nurrijal, 2024). These studies have examined various aspects of the education system, including infrastructure, teacher quality, and budgets, given the numerous infrastructure challenges still facing developing countries (Sartika et al., 2023); however, there remains a gap that has not yet been thoroughly explored regarding the understanding of strategic planning concerning the relationship between educational investment and the tangible outcomes perceived in terms of educational quality.

Another evidence gap arises from the inconsistent findings of previous studies. While some studies argue that expanding access to education alone has not sufficiently improved educational quality, workforce capabilities, or economic growth (Belkhatan & Abdouni, 2023), others demonstrate that higher educational attainment combined with improved educational quality can enhance productivity, technological advancement, and gross domestic product (Pal, 2023), while education has also been found to be an inconsistent indicator of sustainable development outcomes (Carvalho et al., 2024). Similar inconsistencies are evident in research on school accreditation, with Mahadi and Konadi (2022) finding a significant effect on the quality of high school graduates in Aceh, whereas Azwardi

et al. (2021) found that accreditation explained only 4.67% of student satisfaction, with other factors having greater influence. These contradictory findings indicate that the determinants and outcomes of educational quality remain inconclusive, particularly in developing-country contexts.

LITERATUR REVIEW

Educational Quality

Educational quality refers to the extent to which an educational institution is able to meet the expectations and needs of its stakeholders. Research defines educational quality as customer satisfaction, emphasizing the capacity of educational institutions to meet the expectations of students and the wider community (Vorovshchikov, 2020). Educational quality also encompasses the development of professional competencies that enable graduates to succeed in the workforce, demonstrating a strong relationship between education and employability (Lazar, 2022). Furthermore, the meaning of educational quality may differ among stakeholders, including teachers, students, and employers, because their perceptions are shaped by different experiences, expectations, and community demands (Nadtochiy et al., 2021). Based on the definitions established by Indonesian laws, UNESCO, the OECD, and previous studies, educational quality can therefore be synthesized as the extent to which an education system provides relevant, inclusive, and effective learning that develops individual potential holistically while meeting the needs of society and the workforce.

School Accreditation

School accreditation in Indonesia is legally grounded in Government Regulation of the Republic of Indonesia No. 57 of 2021 on National Education Standards (SNP), which provides the basis for evaluating educational quality. Accreditation is a systematic and comprehensive assessment of an educational institution's eligibility based on the SNP to determine its quality and performance and to ensure continuous improvement. The accreditation process is conducted by the National Accreditation Board for Schools and Madrasahs (BAN-S/M), which evaluates school quality and provides recommendations for continuous improvement, with accreditation results generally expressed through ratings such as A, B, and C. From the UNESCO perspective, accreditation is a systematic, standards-based evaluation process intended to ensure educational quality, accountability, transparency, and continuous improvement.

Strategic Planning

Strategic planning is a systematic organizational process for determining long-term goals and selecting appropriate strategies to achieve them, while also providing a framework for translating organizational goals into actionable directions and ensuring that members work toward shared objectives (Almuarif, 2023). In the school context, strategic planning is a comprehensive process developed from the school's vision, mission, and educational objectives to achieve high-quality education, involving a school team in developing programs and

implementation strategies (Simatupang et al., 2024). Strategic planning generally involves establishing organizational goals and determining the strategies, policies, projects, programs, procedures, methods, systems, budgets, and standards required to achieve them. In education, planning is a systematic process for preparing future educational activities by considering four main aspects: the objectives to be achieved, the current condition of the education system, alternative policies and priorities for achieving the objectives, and strategies for selecting the most appropriate means of achieving them (Rambe et al., 2020).

Facilities and Infrastructure

Facilities and infrastructure constitute essential resources supporting schools in achieving educational objectives and ensuring effective teaching and learning. Their importance is reflected in their inclusion as one of the eight components of the National Education Standards (Awaliyah et al., 2023). Facilities and infrastructure are also essential for the smooth implementation of academic activities, with infrastructure referring to locations, rooms, and buildings, while their management is intended to ensure that educational activities operate effectively through the available resources (Sartika, 2023). A comprehensive physical environment can increase students' comfort and influence activities beyond direct teacher instruction, thereby supporting the academic community and the development of competencies (Efendi & Arnyana, 2023). More specifically, facilities refer to resources directly used to conduct activities, such as desks, chairs, whiteboards, computers, and learning tools, whereas infrastructure indirectly supports activities through buildings, classrooms, libraries, laboratories, and sports fields (Hadi et al., 2024). Educational resources similarly encompass equipment and supplies directly supporting teaching and learning, while educational infrastructure provides indirect support for the educational process, making both essential components of an effective educational institution (Lahagu et al., 2024). In the Indonesian context, *sarana* refers to tools or media used directly to achieve a particular purpose, whereas *prasarana* refers to the primary supporting elements that provide the environment or foundation for an activity (Isnaniah, 2022); accordingly, this study synthesizes *sarana* as tools or equipment directly used in educational activities and *prasarana* as supporting facilities that provide the physical environment in which such activities take place, with both functioning complementarily to support effective educational processes.

Theoretical Foundation

The conceptual framework of this study can be strengthened through four complementary theoretical perspectives: Resource-Based View (RBV), Systems Theory, Total Quality Management (TQM), and Institutional Theory. RBV provides a perspective for understanding facilities, infrastructure, human resources, and organizational capabilities as strategic resources that can generate educational value when they are effectively managed. Systems Theory views schools as interconnected systems in which inputs, processes, outputs, and feedback interact to determine educational outcomes. TQM emphasizes continuous quality improvement, stakeholder satisfaction, process effectiveness, and organizational commitment to quality, making it relevant to understanding educational quality and

accreditation. Institutional Theory, meanwhile, explains how schools respond to regulatory requirements, accreditation standards, social expectations, and institutional pressures in shaping organizational practices. Together, these theoretical perspectives provide an integrated foundation for explaining how strategic planning, institutional resources, accreditation, and organizational processes interact in influencing educational quality.

METHODS

This study employs a positivist research paradigm, given that its objective is to test a hypothesis; consequently, in terms of methodology, it adopts a deductive approach that proceeds from theory to hypothesis, data collection, and testing (Basrowi & Nuryanto, 2024). In terms of research methods, this study employs a quantitative approach with a survey design, given that the research instrument used is a questionnaire, as well as a correlational approach that seeks to establish relationships between exogenous and endogenous variables through intervening variables. Data collection was conducted using a questionnaire, and data analysis employed inferential statistics in the form of a structural equation model (SEM) to test the hypotheses, as well as descriptive statistics to describe the respondents' characteristics and questionnaire responses, which utilized a 1–5 Likert scale.

The research population and sample must be determined at the outset of the study. The methods for determining the population and sample must be tailored to the needs and design of the research. According to the definition, a population is a generalization consisting of subjects or objects with specific quantities and characteristics determined by the researchers for further study and evaluation (Basrowi & Nuryanto, 2024). The population comprises the entire set of research subjects or objects under study. The population in this study consists of principals, vice principals, and teachers from all 29 public junior high schools located in Serang City and spread across 6 different subdistricts, with a total teacher population of 1,040 based on 2025 Dapodikdasmen data from Serang City. A sample is a portion of the population's size and characteristics that is selected to be representative of the population.

This study employed purposive sampling combined with proportional sample allocation. Purposive sampling was used to select schools and respondents based on specific considerations and criteria aligned with the research objectives, while proportional allocation was applied to determine the number of respondents selected from each school according to its proportion of the relevant population. Purposive sampling involves selecting samples based on predetermined criteria relevant to the objectives of the study and should therefore be distinguished from stratified sampling (Basrowi & Nuryanto, 2024). This approach ensured that the selected respondents met the study's eligibility criteria while maintaining proportional representation across the participating schools. (Basrowi & Nuryanto, 2024).

The sample size for this study is based on the guidelines for structural equation modeling (SEM), which specify a minimum of 5 times and a maximum of 10 times the number of indicators (Ferdinand, 2014). Since this study uses 40 indicators, multiplying by the minimum requirement yields $40 \times 5 = 200$ samples. The schools to be observed and selected as respondents are public junior high

schools (SMP) with B accreditation, based on the consideration that schools with B accreditation are typically still in the process of improving quality—having met some quality standards but not yet at an optimal level. This will provide an opportunity to identify the constraints or obstacles preventing these schools from achieving an A accreditation. Thus, this study is expected to provide insights into the specific needs of these schools regarding the required quality aspects. In this context, there are 11 junior high schools with B accreditation in Serang City, with the percentage of teachers selected as samples.

RESULTS & DISCUSSION

The inferential statistical analysis using PLS-SEM began with an outer model analysis utilizing the PLS Algorithm module to assess the validity and reliability of the indicator items used to measure each variable. Validity testing employed three parameters: convergent validity, Average Variance Extracted (AVE), and discriminant validity. Meanwhile, reliability was assessed using two parameters: composite reliability (CR) and Cronbach's alpha. The results of the PLS Algorithm analysis are as follows:

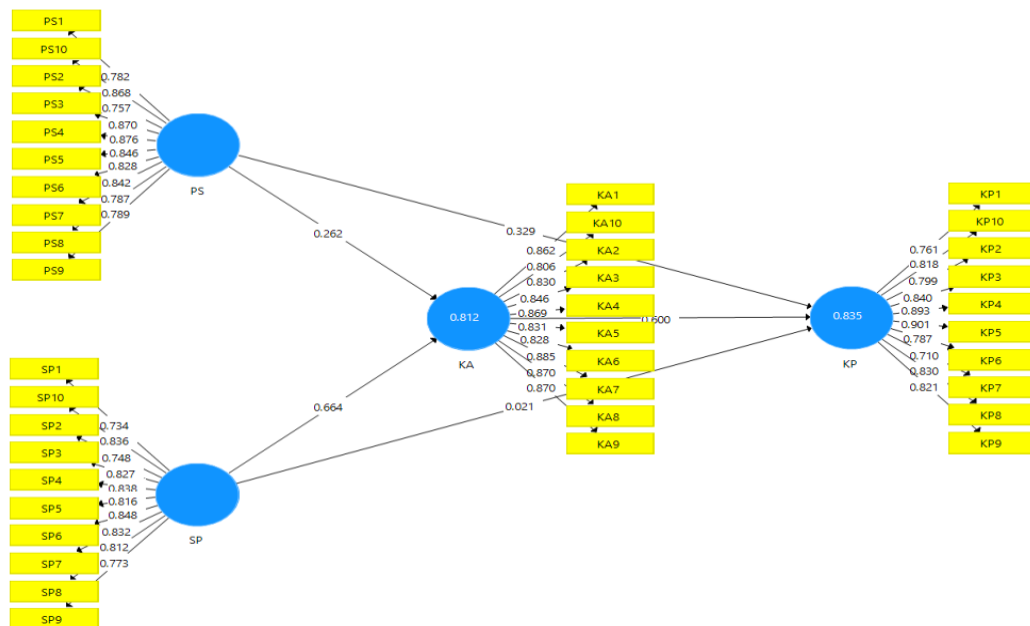


Figure 5. SEM-PLS Outer Model Analysis Results

Based on Figure 5, the convergent validity test results for the 40 indicators across the exogenous, intervening, and endogenous variables, it was found that all indicators had loading factor values greater than 0.70; this indicates that each indicator possesses good validity for measuring its respective latent variable, as shown in Figure 5 above. The validity of each research model indicator is supported by the Average Variance Extracted (AVE) value; specifically, the variance of each indicator within a latent variable captured by that variable exceeds the variance attributable to measurement error, as evidenced by AVE values greater than 0.50, as shown in Table 2 below:

Table 2. Nilai Average Variance Extracted

	Average Variance Extracted (AVE)
Accreditation Quality (Y)	0,723
Quality of Education (Z)	0,669
Strategic Planning (X1)	0,682
Facilities and infrastructure (S2)	0,652

Source: SEM-PLS data analysis results (2026)

The discriminant validity results indicate that the factor loading value for each indicator is higher for its corresponding latent variable than the cross-loading value for other variables. The research model findings indicate that the composite reliability value for each latent variable exceeds 0.90, demonstrating a high level of consistency among the indicators in measuring their respective latent variables. The composite reliability results for each latent variable are presented in the following Table 3:

Table 3. Results of Composite Reliability (CR) Parameter Analysis

	Composite Reliability (CR)
Accreditation Quality (Y)	0,963
Quality of Education (Z)	0,953
Strategic Planning (X1)	0,955
Facilities and infrastructure (X2)	0,949

Source: SEM-PLS data analysis results (2026)

The reliability of each latent variable is supported by Cronbach's alpha analysis results; values exceeding 0.60 indicate that the indicators for each latent variable demonstrate reliable consistency, as shown in the following Table 4:

Table 4. Hasil Analisis Parameter Alpha Cronbach's

	Alpha Chronbachs
Accreditation Quality (Y)	0,957
Quality of Education (Z)	0,944
Strategic Planning (X1)	0,948
Facilities and infrastructure (X2)	0,940

Source: SEM-PLS data analysis results (2026)

Based on the results of the PLS bootstrapping analysis of the constructed empirical model, the following results were obtained:

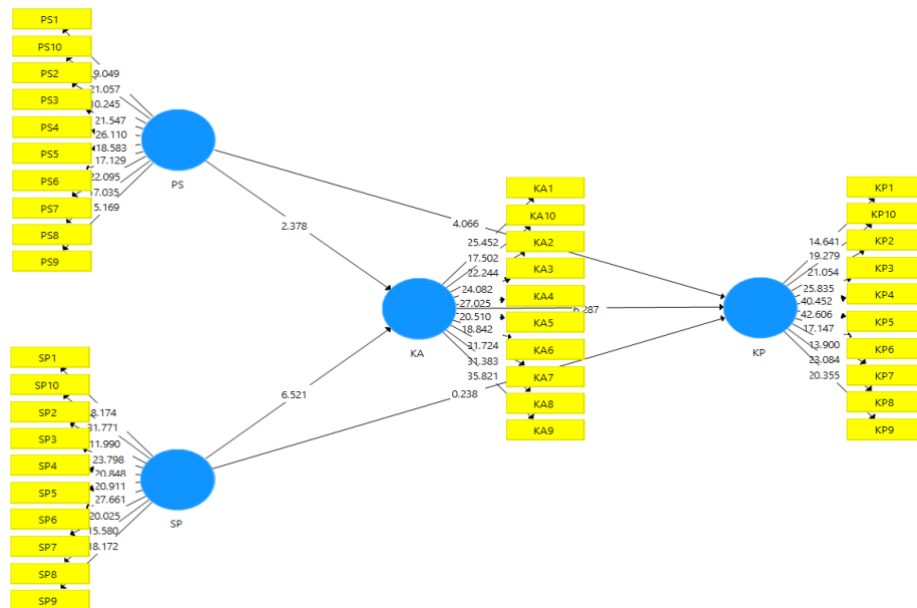


Figure 6. SEM-PLS Inner Model Analysis Results

The bootstrapping analysis yielded positive path coefficients for each relationship; the highest value was observed for the relationship between WLB and OCB (0.573), while the lowest was found for the relationship between resilience and OCB (0.106). The path coefficient results are summarized in table below:

The results of the significance/hypothesis testing analysis presented in Table 5 yielded a model that empirically demonstrates seven estimated inter-variable effects as follows:

Table 5. SEM-PLS Hypothesis Test Results

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Accreditation Quality (Y) → Education Quality (Z)	0,600	0,591	0,095	6,287	0,000
Strategic Planning (X1) → Accreditation Quality (Y)	0,262	0,247	0,110	2,378	0,018
Strategic Planning (X1) → Quality of Education (Z)	0,486	0,475	0,107	4,535	0,000
Facilities and Infrastructure (X2) → Accreditation Quality (Y)	0,664	0,679	0,102	6,521	0,000
Facilities and Infrastructure (X2) → Quality of Education (Z)	0,420	0,430	0,101	4,143	0,000

Strategic Planning (X1) → Accreditation Quality (Y) → Education Quality (Z)					
Facilities and Infrastructure (X2) → Accreditation Quality (Y) → Quality of Education (Z)	0,157	0,146	0,070	2,257	0,024
	0,398	0,401	0,090	4,446	0,000

Source: SEM-PLS data analysis results (2026)

Based on the hypothesis test results above, the interpretation is as follows. The analysis of the first hypothesis posited that Strategic Planning (X1) significantly influences Accreditation Quality (Y) yielded a p-value of 0.018 (less than 0.05) and a T-statistic of 2.378 (greater than 1.96). Consequently, it can be concluded that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted, indicating that strategic planning (X1) has a significant influence on accreditation quality (Y) in public junior high schools in Serang City.

The results of the first statistical hypothesis test indicate that strategic planning (X1) has a significant direct influence on accreditation quality in public junior high schools in Serang City. These empirical findings align with previous research conducted by Adiyaman & Ozmantar (2023), Husnis & Wahyudiati (2022), Mahardika & Raharja (2023), Prasetya (2023), and Puri et al. (2024), demonstrating that higher levels of strategic planning led to improved school accreditation quality.

The analysis of the second hypothesis posited that facilities and infrastructure (X2) significantly influence accreditation quality (Y) yielded a p-value of 0.000 (less than 0.05) and a t-statistic of 6.521 (greater than 1.96). Consequently, it is concluded that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating a significant influence of facilities and infrastructure (X2) on accreditation quality (Y) in public junior high schools in Serang City.

The results of the second statistical hypothesis test indicate that facilities and infrastructure (X2) have a significant direct influence on accreditation quality in public junior high schools (SMP Negeri) in Serang City. These empirical findings align with previous research conducted by Anugrahwati et al. (2022), Hadi et al. (2024), Isnaniah (2022), Sari et al. (2024), and Siregar & Aziza (2021), demonstrating that higher quality facilities and infrastructure lead to improved school accreditation quality.

The analysis of the third hypothesis posited that strategic planning (X1) has a significant effect on the quality of education (Z) yielded a p-value of 0.000 (less than 0.05) and a t-statistic of 4.535 (greater than 1.96). Consequently, it is concluded that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating that strategic planning (X1) has a significant effect on the quality of education (Z) in public junior high schools in Serang City.

The results of the third statistical hypothesis test indicate that strategic planning (X1) has a significant direct influence on the quality of education (Z) in public junior high schools in Serang City. These empirical findings align with previous research conducted by Alhadian & Fatmawati (2024), Hidayat & Nurmila (2024), Mesiono et al. (2022), Husni & Wahyudiati (2022), and Syarifudin (2023), demonstrating that higher levels of strategic planning led to improved educational quality.

The analysis of the fourth hypothesis posited that facilities and infrastructure (X2) significantly influence the quality of education (Z) yielded a p-value of 0.000 (less than 0.05) and a t-statistic of 4.143 (greater than 1.96). Consequently, it is concluded that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating a significant influence of facilities and infrastructure (X2) on the quality of education (Z) in public junior high schools in Serang City.

The results of the fourth statistical hypothesis test indicate that the quality of facilities and infrastructure (X2) has a significant direct influence on the quality of education (Z) in public junior high schools (SMP Negeri) in Serang City. These empirical findings align with previous research conducted by Afiefa et al. (2024), Ananda et al. (2023), Arruan et al. (2023), Lismawati et al. (2023), and Nisa et al. (2023), which suggest that higher levels of strategic planning led to improved educational quality.

The analysis of the fifth hypothesis posited that accreditation quality (Y) significantly influences education quality (Z) yielded a p-value of 0.000 (less than 0.05) and a T-statistic of 6.287 (greater than 1.96). Consequently, it is concluded that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating a significant influence of accreditation quality (Y) on education quality (Z) in public junior high schools in Serang City.

The results of the fifth statistical hypothesis test indicate that accreditation quality (Y) has a significant direct influence on the quality of education (Z) in public junior high schools (SMP Negeri) in Serang City. These empirical findings align with previous research conducted by Ardhian et al. (2024), Fatima et al. (2023), Firdaus et al. (2023), Rahminawati and Supriyadi (2023), and Suharsono et al. (2024), which show that higher school accreditation quality leads to improved educational quality.

The analysis of the sixth hypothesis posited that strategic planning (X1) significantly influences the quality of education (Z) through accreditation quality (Y) yielded a p-value of 0.024 (less than 0.05) and a T-statistic of 2.257 (greater than 1.96). Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating a significant influence of strategic planning (X1) on the quality of education (Z) through accreditation quality (Y) in public junior high schools in Serang City. This demonstrates that the accreditation quality variable serves as a mediator between strategic planning and the quality of education.

The results of the sixth statistical hypothesis test indicate that strategic planning (X1) has a significant direct influence on the quality of education (Z) through the quality of school accreditation (Z) in public junior high schools in Serang City. These empirical results hold significant importance from the perspective of modern educational management.

These findings indicate that the success of strategic planning cannot be measured solely by the formulation of a School Work Plan (RKS) or Strategic Plan (Renstra); rather, it depends on the extent to which these documents are implemented through programs and activities that support the fulfillment of accreditation standards.

The analysis of the seventh hypothesis posited that facilities and infrastructure (X2) significantly influence the quality of education (Z) through accreditation quality (Y) yielded a p-value of 0.000 (less than 0.05) and a T-statistic of 4.446 (greater than 1.96). Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating a significant influence of facilities and infrastructure (X2) on the quality of education (Z) via accreditation quality (Y) in public junior high schools in Serang City. This demonstrates that the accreditation quality variable serves as a mediator between facilities and infrastructure and the quality of education.

The results of the seventh statistical hypothesis test indicate that the quality of facilities and infrastructure (X2) has a significant direct influence on the quality of education (Z) through the quality of school accreditation (Z) in public junior high schools in Serang City. This finding holds significant importance from the perspectives of educational management and educational quality assurance.

CONCLUSION

Strategic planning has a positive and significant impact on accreditation quality in public junior high schools in Serang City. These results indicate that the better the strategic planning implemented by the school through the formulation and execution of the vision, mission, goals, objectives, and work programs, as well as targeted evaluation the higher the accreditation quality the school can achieve.

Facilities and infrastructure have a positive and significant impact on accreditation quality in public junior high schools in Serang City. These findings demonstrate that the availability, adequacy, and utilization of suitable educational facilities and infrastructure support the fulfillment of educational quality standards, thereby contributing to improved school accreditation quality.

Strategic planning has a positive and significant impact on the quality of education in public junior high schools in Serang City. This indicates that effective strategic planning provides clear direction for school management, enhances the effectiveness of educational programs, and supports the achievement of higher-quality education.

Facilities and infrastructure have a positive and significant impact on the quality of education in public junior high schools in Serang City. These findings indicate that adequate educational facilities, when utilized optimally, can support a more effective learning process, thereby contributing to an improvement in the quality of education.

Accreditation quality has a positive and significant effect on the quality of education in public junior high schools in Serang City. These results indicate that the higher the school's accreditation quality, the higher the quality of education produced. Accreditation quality reflects the level of compliance with educational

quality standards, contributing to the overall improvement of educational service quality.

Strategic planning has a positive and significant effect on the quality of education, with accreditation quality acting as an intervening variable, in public junior high schools in Serang City. These findings demonstrate that accreditation quality mediates the relationship between strategic planning and the quality of education. Thus, effective strategic planning enhances a school's accreditation quality, which subsequently leads to improved educational quality.

Facilities and infrastructure have a positive and significant effect on the quality of education, with accreditation quality acting as an intervening variable, in public junior high schools in Serang City. These results indicate that accreditation quality mediates the relationship between facilities and infrastructure and the quality of education. High-quality facilities and infrastructure improve a school's accreditation quality, ultimately contributing to enhanced educational quality.

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