The Effect of Leadership Support, Organizational Culture, and Infrastructure on Student Achievement at the Tobelo Special School

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A R T I C L E   I N F O

A B S T R A C T

This study aims to determine the effect of leadership support, organizational culture, and infrastructure on student achievement at SLB Negeri Tobelo school. The total population is 80 students and the sample in this study is 40 respondents. Data was collected by distributing questionnaires to all respondents. The analytical technique used in this research is multiple linear regression with SPSS 16.0 application. From the results of hypothesis testing, it was found that leadership support has a positive and significant effect on student achievement, organizational culture has a positive and significant effect on student achievement, and infrastructure has a positive and significant effect on student achievement.

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A B S T R A K

Penelitian ini bertujuan untuk mengetahui pengaruh dukungan pimpinan, budaya organisasional dan sarana prasarana terhadap prestasi siswa di sekolah SLB Negeri Tobelo. Jumlah keseluruhan populasi adalah sebanyak 80 siswa dan sampel dalam penelitian ini adalah sebanyak 40 responden. Pengumpulan data dilakukan dengan membagikan kuesioner kepada seluruh responden. Teknik analisis yang digunakan dalam penelitian ini adalah regresi linier berganda dengan aplikasi SPSS 16.0. Dari hasil uji hipotesis yang dilakukan, ditemukan bahwa dukungan pimpinan berpengaruh positif dan signifikan terhadap prestasi siswa, budaya organisasional berpengaruh positif dan signifikan terhadap prestasi siswa, dan sarana prasarana berpengaruh positif dan signifikan terhadap prestasi siswa.

INTRODUCTION

Improving human resources (HR) quality is an absolute prerequisite for achieving development goals. One of the vehicles to enhance the quality of human resources is education, so the quality of education must constantly be improved (Cheung & Wong, 2017). Education has a vital role in the continuity of human life. Education can make people intelligent, creative, responsible, and productive. In line with the development of society today, education faces many challenges. One of the most exciting challenges related to improving the quality of education is the low quality of human resources in schools. Especially the achievement of students who are in special education schools.

Law Number 20 of 2003 concerning the National Education System article 32, paragraph 1 states that special education is education for students who have difficulty following the learning process due to physical, emotional, mental, and social abnormalities and have unique potential and talents.

Education plays a vital role in the survival of human life. Starting from success in the field of education, a nation becomes advanced. Through education, quality human resources are molded to become the driving force of the nation's progress and prosperity. The educational process is directed at mastering knowledge, skill abilities and developing attitudes and values in the context of forming and improving existing achievements in students (Aliyyah et al., 2021).

To improve student achievement, some components can positively contribute to the formation and improvement of achievement. In addition, schools need to pay attention to various factors that can affect student achievement; in this case, it requires leaders who can provide motivation, encouragement, and move situations and conditions to create a conducive organizational culture and facilitate support for improved student achievement at school. Bhate (2013) argues that solid leadership support improves the quality of a person's self, which is related to improving optimal employee performance.

Based on observations at Tobelo Special School related to student achievement, it shows that: (1) when learning in the classroom takes place, a teacher who is distributing test results to students and there are still many students who get scores below the Minimum Completion Criteria (KKM), so they have to take remedial tests. The causes of deviations in the teaching and learning process include students feeling bored during the learning process. (2) some teachers consider the principal to need to improve in his contribution as a leader in the school, so that this assumption creates a less harmonious working atmosphere.

Yansen (2021) argues that leadership on learner achievement assumes other factors that influence the size of facilities and infrastructure support are considered constant. Principal leadership is one factor that influences the formation and development of student behavior, including learning. The implications of good principal leadership in supporting the teaching and learning process at school are significant for student achievement. Leadership is instrumental in encouraging teachers' enthusiasm and motivation to carry out their duties to create working conditions that can improve student achievement. Thus teachers will be more motivated as teachers and become human figures who are many examples of figures for students and organizational culture in schools.

Robbins (2015) states that organizational culture is a culture in which the organization's core values are held intensively and shared widely by members. For educators, these values appear in the activities of teachers serving good students, qualified teaching staff, and adequate facilities and infrastructure, all of which are the strengths of organizational culture that can encourage rapid growth. The role of organizational culture is as a tool to determine the organization's direction, what can and cannot be done, how to allocate organizational resources, and also as a tool to deal with problems and opportunities from the organizational environment. If appropriately managed, values in the organizational environment will help teachers generate motivation and performance to improve student achievement (Sampo et al., 2021).

It can be assumed that organizational culture can encourage the improvement of the effectiveness of organizational performance quickly with the development of society and the demand for school performance to have sound output; then, schools need to develop a school organizational culture that supports the achievement of school goals. Thus, schools are more professional and have high work productivity and governance of infrastructure facilities that improve student achievement.

Purwanto (2019) states that facilities and infrastructure are supporting facilities that can support the process of activities in the organization. However, the management process or management of these infrastructure facilities is more important. Management of facilities and infrastructure is a significant activity in schools because its existence will significantly support the success of the learning process at school. Jannah (2018) states that learning facilities and infrastructure influence student learning motivation. This is getting stronger with the support of the correlation results of infrastructure facilities' strong relationship with student learning motivation. Learning facilities and infrastructure are likely to support teacher performance and facilitate students' learning process in improving student learning achievement at school.

Sekolah Luar Biasa Negeri Tobelo is one of the unique educational institutions for children with special needs in North Halmahera Regency, which has accreditation B with a total of 80 students in the 2021/2022 school year consisting of 30 junior high school students and 50 high school students. From 2018 to 2021, the (non-academic) achievements in several National Student Sports Olympiad (O2SN) competitions at the Provincial and National levels have decreased, inversely proportional to previous years, namely in 2014 and 2016 Tobelo State Special School students were able to make achievements by winning first place in the O2SN competition at the National level for athletic sports in Kalimantan and Surabaya.

In addition, in the academic field, student achievement has also decreased; it can be seen from the results of the school report that in the 2019/2020 academic year, the number of students who reached the KKM (minimum completeness criteria) above 75 was 50 students ranging from an average of 49% completeness out of a total of 80 students and in the 2020/2021 academic year 30 students completed the whole number with a percentage of 29%. Referring to the school quality report card data in 2019 and 2020, based on eight standards of education quality assurance towards SNP (category 3), the lowest score is 3.70, and the highest is a score of 5.06. In the assessment achievement results at Tobelo State Special School, there are three indicators: the management standard for leadership, the process standard for organizational culture, and the infrastructure standard for learning support facilities that received low achievement scores. The achievement score for management standards is only 3.71, process standards a score of 2.05, and infrastructure standards a score of 3.70. The results of this assessment score can be obtained from filling out the instrument by the principal and teachers and then become material for school evaluation.

Based on this data, there is a decrease in student achievement in the academic and non-academic fields. Lack of leadership support, an organizational culture that does not run well, inadequate facilities and infrastructure, and low school support resources also affect student achievement. In improving student achievement, support from various components is needed: leadership support showed by leaders towards their subordinates, organizational culture with a conducive learning atmosphere, and adequate infrastructure to support teaching and learning activities improving student achievement.

This study aims to determine and analyze the effect of leadership support, organizational culture, and facilities and infrastructure on student achievement at Tobelo State Special School. Theoretically, the benefits of this research are expected to provide additional knowledge about leadership. They can also be a reference in innovating the learning environment and empowering learning facilities for principals, teachers, and education personnel, as well as being able to provide references to further research related to student achievement and become further studies.

According to Rizal (2020), leadership is school leaders' cleverness, skill, and ability to influence individuals or groups to generate cooperation in achieving predetermined goals. This principle aligns with what Anik and Lantip (2015) stated about leadership. Leadership is very influential when generating work enthusiasm. It can motivate individuals or teachers who are the driving force of learning in the school environment so that it has an impact on improving student achievement.

There are no excellent leaders; there are influential leaders, namely leaders who constantly adjust their behavior to the level of development of their students' maturity (Deddy, 2011). Therefore, a leader can behave effectively; it will be more suitable if the leader can apply the teachings of situational leadership theory to improve student achievement in schools.

Marhadi's research (2020) results show that the principal's leadership style has a positive and significant effect on student achievement. Listyasari's research (2016) shows the results that leadership has an impact on student achievement. Anik and Lantip's research (2015) show that the results of the principal's leadership influence student achievement. Ramadhani's research (2016) shows that principal leadership has a significant effect on student achievement. Agustina's research (2014) shows that leadership is significantly related to student achievement. Thus, leadership support with a good leadership style can affect the level of achievement of learners (students) in schools.

Achievement is the result achieved by individuals through efforts that are experienced directly and are an activity of proficiency in certain situations. In the Big Indonesian Dictionary, the achievement is defined as the results achieved. Based on this description, the achievement is the result of both individuals and groups obtained from an activity with two characteristics, namely action, and results.

Siburian (2014) assumes that organizational culture is a force that can influence the thoughts, feelings, and direct actions of organizational members who work to achieve organizational goals effectively and efficiently. In this case, there is a lack of encouragement from the leadership and oneself to show their professional role as educators. The lack of discipline that becomes a habit of educators every day causes the implementation of learning in the classroom to be low and can have an impact on students' learning process. Wahab (2008) argues that organizational culture is a pattern of organizational beliefs and values that are understood, imbued, and practiced by members of an organization so that it gives its meaning and becomes the basis for rules of behavior in the organization. This means that the organizational culture applied and practiced by students will impact their performance at school.

The results of Nayaka's research (2013) prove organizational culture variables' positive and significant influence on student learning achievement variables. Oktavianus' research (2017) shows that work culture results positively and significantly affect student achievement. Mustomi (2017) shows that organizational culture has a positive influence on learning achievement. Rosmayanti (2020) shows the results that there is a significant influence between school culture on student achievement. This means a better organizational culture in schools can also encourage increased student achievement. Yulika (2019) argues that learning is related to changes in a person's behavior toward a particular situation caused by repeated experiences. Rosyid (2021) states that learning is a relatively permanent process of changing one's behavior which involves cognitive processes because of interaction with the environment and one's own experience. Based on the above opinion, learning is a person's attitude and

behavior caused by his experience in certain situations where there is a change in this behavior which involves a person's knowledge process because of his interaction with the environment.

H1: Leadership support has a positive and significant effect on student achievement
H2: Organizational culture has a positive and significant effect on student achievement
H3: Facilities and infrastructure have a positive and significant effect on student achievement

RESEARCH METHOD

This study aims to determine the influence of leadership support, organizational culture, and infrastructure on Tobelo State Special School student achievement. This research design uses quantitative methods. According to Sugiyono (2017), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on specific populations or samples, data collection using research instruments, and data analysis is quantitative/statistical aim of testing predetermined hypotheses. The population in this study were all 80 students of Sekolah Luar Biasa Negeri Tobelo, consisting of junior and senior high school students with various special needs. Of the total population of 80 students in this study, only 40 people were taken as a sample.

Table 1. Types of Special Needs at the Tobelo State Special School

No	Types of Special Needs	Total
1	Tunarungu	11
2	Tunalaras	19
3	Tunadaksa	7
4	Tunanetra	3
	Total	40

Source: Tobelo State Special School, 2022

Table 2. Types of Special Needs at the Tobelo Special School

No	Types of Special Needs	Total
1	Mentally disabled	35
2	Autism	4
3	Down syndrome	1
	Total	40

The data in the table are 40 people who were not included in the research respondents due to their limitations in understanding the contents of the statement from the questionnaire. The data source in this study consists of primary data. The primary data of this research was carried out by distributing questionnaires and conducting interviews directly with parties related to the research being conducted. The data collection technique that will be used in the study is a questionnaire or questionnaire with closed questions where the variation of answers on the questionnaire has been determined and compiled in advance to be selected by the respondent. To test the influence between the independent and dependent variables, namely the influence of leadership support, organizational culture, facilities, and infrastructure on student achievement at Tobelo State Special School (Sekolah Luar Biasa Negeri Tobelo) individually and simultaneously, the test tool used is multiple regression analysis using the statistical package of social scientists (SPSS) as a statistical test tool.

RESULTS AND DISCUSSION

The validity test is a test step carried out on the content of an instrument to measure the instrument's accuracy used in a study. Sugiyono (2015) states that the instrument is considered valid if the value of r > 0.3. In addition, reliability testing is also carried out to see the consistency of measuring instruments used by the Cronbach Alpha method. Reliability > 0.6 is not good, 0.7 is acceptable, and above 0.8 is good. The results of the analysis can be seen in table 3.

Table 3. Validity and Reliability Test Results

Variable	Instrument	r-calculated	Cronbach Alpha	Info
X1	X1.1	0,800		Valid dan reliable
	X1.2	0,900		Valid dan reliable
	X1.3	0,878	0,885	Valid dan reliable
	X1.4	0,839		Valid dan reliable
	X1.5	0,718		Valid dan reliable
X2	X2.1	0,750		Valid dan reliable
	X2.2	0,770		Valid dan reliable
	X2.3	0,405	0,715	Valid dan reliable
	X2.4	0,385		Valid dan reliable
	X2.5	0,813		Valid dan reliable
	X2.6	0,773		Valid dan reliable
X3	X3.1	0,821		Valid dan reliable
	X3.2	0,799		Valid dan reliable
	X3.3	0,706	0,824	Valid dan reliable
	X3.4	0,890		Valid dan reliable
	X3.5	0,777		Valid dan reliable
	X3.6	0,858		Valid dan reliable
Y	Y1.1	0,848		Valid dan reliable
	Y1.2	0,876		Valid dan reliable
	Y1.3	0,811	0,909	Valid dan reliable
	Y1.4	0,800		Valid dan reliable
	Y1.5	0,888		Valid dan reliable

Source: Primary data, processed in 2022

From the results of testing the research instruments on 40 respondents, both valid and reliable, it can be stated that the research instruments used are valid and reliable. Thus all statement items that meet the requirements can be used for analysis.

Before conducting multiple linear regression analysis using the statistical package for social scientists (SPSS) as a statistical test tool, first conduct an analysis requirement test, namely the basic regression assumption test, which consists of a normality test and linearity test. In contrast, the classic regression assumption test includes normality, multicollinearity, and heteroscedasticity tests. Normality test to determine whether the data population is normally distributed or not. The normality test in this study uses Liliefors by looking at the value of Kolmogrov-Smimov using SPSS as a statistical test tool. The requirement is that if the

Kol-Mogorov-Smimov value is greater than the significance level (0.05), then the research data is usually distributed.

Table 4. Kolmogorov-Smirnov Test Results, One-Sample Kolmogorov-Smirnov Test

		UnstandardizedResidual
N		40
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	1.37149469
Most ExtremeDifferences	Absolute	.103
	Positive	.072
	Negative	-.103
Kolmogorov-Smirnov Z		.654
Asymp. Sig. (2-tailed)		.486

a. Test distribution is Normal.

Source: Primary data, processed in 2022

Based on table 4, it can be seen that the Kolmogorov-Smirnov value for all regression equations is above the significant 0.05 as required. From these results, the residual data in this study are typically distributed; in other words, the data in this study have met the normality assumption.

The multicollinearity test aims to determine whether or not there is a linear relationship between the independent variables in the regression model. The requirement that must be met in the regression model is the absence of multicollinearity. The test is used by looking at the regression model's value inflation factor (VIF). If VIF is greater than 5, the variable has multicollinearity with other independent variables and vice versa; if VIF is smaller than 5, then the variable is not multicollinear.

Table 5. Multicollinearity Test Results

	Coefficients[a]		
Model	**Collinearity Statistics**		**Info**
	Tolerance	**VIF**	
X1	0,973	1.027	Multicollinearity Does Not Occur
X2	0,967	1.034	Multicollinearity Does Not Occur
X3	0,992	1.008	Multicollinearity Does Not Occur

Source: Primary data, processed in 2022

The results of the calculation of the tolerance value show that no independent variable has a tolerance value> 0.01, and, with the results of the calculation of the VIF value of the three independent variables tested, there is no VIF value greater than 10, so it can be concluded that there is no Multicollinearity between the independent variables with the regression model.
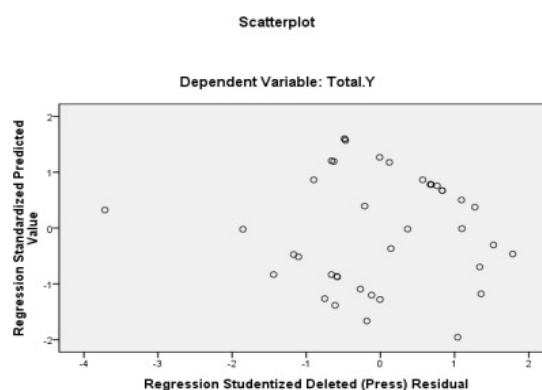

Scatterplot

Dependent Variable: Total.Y

Figure 1. Heteroscedasticity Test Results

The results of heteroscedasticity testing display scatterplot graphs of the four variables represented in the figure from three hypothesized regression equations. From the scatterplot graph, all models have dots spreading above and below the number 0 on the Y axis; this means that this research model is free from heteroscedasticity.

After the results of the classical assumption test are carried out, and the overall results show that the regression model meets the classical assumptions, the next step is to evaluate and interpret the multiple regression model. This analysis technique is used to determine the magnitude of the influence between the dependent and independent variables with SPSS processing. The test results can be seen in table 6.

Tabel 6. Multiple Linear Regression Results

Coefficients^a

Model	Unstandardized Coefficients		t- count	t- table	Sig.
	B	Std. Error			
Constant	6,681				0,000
X1	0,434	0,106	4,157	1,68	0,003
X2	0,892	0,108	9,359	1,68	0,000
X3	0,209	0,100	2,087	1,68	0,010

Source: Primary data, processed in 2022

Based on the data shown in table 6, the regression equation is obtained as follows:

$$Y = 6{,}681 + 0{,}434(X1) + 0{,}892(X2) + 0{,}209(X3) + 4{,}562e$$

From the multiple linear regression equation, the t-count is 4.157 with a significance value of 0.003; therefore, the significance is smaller than 0.05 (0.003 < 0.05), and the regression coefficient has a positive value of 0.434 so that the hypothesis that leadership support affects student achievement at Sekolah Luar Biasa Negeri Tobelo is "proven." Then it can be interpreted that: Ha is accepted and H0 is rejected; this is seen from the t value of 4.157 or > t table 1.68. In addition, the significant value of the leadership support variable (X1) obtained 0.003, where this value is <0.05.

The statistical results of the regression test obtained a t-count of 9.359 with a significance value of 0.000 because the significance value is smaller <0.05 (0.000 <0.05), and the regression coefficient has a positive value of 0.892, so the hypothesis that organizational culture affects student achievement at Sekolah Luar Biasa Negeri Tobelo is "proven." Then it can be interpreted that: Ha is accepted and H0 is rejected; this is seen from the t-count of 9.359 or >t-table 1.68. In addition, the significant value of the organizational culture variable (X2) obtained 0.000, where this value is <0.05.

The statistical results of the regression test obtained a t-count of 2.087 with a significance value of 0.010; because the significance value is smaller <0.05 (0.010 <0.05), and the regression coefficient has a positive value of 0.209, the hypothesis stating that facilities and infrastructure affect student achievement at Sekolah Luar Biasa Negeri Tobelo is "proven." Then it can be interpreted that: Ha is accepted and H0 is rejected; this is seen from the t-count

of 2.087 or > t-table 1.68. In addition, the significant value of the infrastructure variable (X3) obtained 0.010, where this value is <0.05.

Partial test results for the leadership support variable obtained a t-count value of 4.157 with a significant level of 0.003 or <0.05. Then hypothesis one is accepted, so it can be concluded that the leadership support variable positively and significantly affects student achievement at Tobelo State Special School.

For the organizational culture variable, the t-count value is 9.359 with a significant level of 0.000 or <0.05. The second hypothesis is accepted, so it can be concluded that the organizational culture variable positively and significantly affects student achievement at Tobelo State Special School.

For the facilities and infrastructure variable, the t-count value is 2.087, with a significant level of 0.010 or <0.05. The third hypothesis is accepted, so it can be concluded that the facilities and infrastructure variable positively and significantly affects student achievement at Tobelo State Special School.

Furthermore, the F test shows whether all independent or independent variables jointly influence the dependent or bound variable. To prove jointly, the F test is carried out. The results of the simultaneous regression test or F test can be seen in table 7.

Tabel 7. Uji F

Research variable	f-count	f-table	Sig
X1, X2, X3	24,638	2,85	0,000

Source: Primary data, processed in 2022

Table 7 shows the F-count value of 24.638 with a significant 0.000 or <0.05. This means that leadership support, organizational culture, and infrastructure together (simultaneously) significantly affect student achievement at Tobelo State Special School.

Discussion

The Influence of Leadership Support on Student Achievement in Tobelo Special Schools

The results showed that leadership support (X1) positively and significantly affected student achievement (Y) at Tobelo State Special School. Leadership support can be an inhibiting or supporting factor in continuing education; this relates to obtaining study permits, arranging teaching and learning schedules, and homework (Sampo et al., 2021). Barnawi (2012) says that leadership support is a condition in which someone is encouraged so that they feel psychologically safe and comfortable. Leaders are prominent supporters in helping students improve achievement. Leaders who do not support students to excel. Therefore, leaders pay attention to what students want so that students will be motivated to learn according to the leader's expectations to improve their performance. These results illustrate that the principal of Sekolah Luar Biasa (SLB), Tobelo, always encourages all teachers to improve student achievement. The encouragement given is like organizing comfortable teaching and learning activities according to the circumstances of the students. This makes students more enthusiastic about learning, increasing student achievement.h

These results are in line with research conducted (Agustina, 2014; Hadrawti Marhadi, 2020; Hendrawati & Prasojo, 2015; Lestari, 2021), which shows that the principal's leadership affects student achievement, meaning that support from the leadership will encourage increased student achievement at Sekolah Luar Biasa Negeri Tobelo. However, different

results are shown from Ramadhani's research (2016), which states that there is no significant influence between leadership behavior and student achievement. This means that there are some schools whose leadership does not affect the achievement of their students. From this explanation, it can be understood that the support provided by the leadership, in this case, the principal of SLB Negeri Tobelo, can affect student achievement, by the findings of the results of this study which state that leadership support has a positive and significant effect on student achievement seen from the statistical results of the regression test obtained t-count of 4.157 with a significance value of 0.003; therefore the significance is smaller than 0.05 (0.003 <0.05). The regression coefficient has a positive value of 0.434.

Based on the frequency distribution of the leadership support variable, the highest average respondent response is on question item X1.1; the principal always cares for all students, with an average value of 4.6500, which means that respondents strongly agree that the principal always cares for all students at Tobelo State Special School. Meanwhile, the lowest average value of respondents' responses to question item X1.4, the principal always provides space for students to be creative according to their respective abilities, with an average value of 4.4750, which means that the principal of Tobelo State Special School does not provide space for students to be creative. For this reason, the principal of Tobelo State SLB should provide space for all students to be creative according to their abilities. While overall, it is still at an average value (mean) of 4.5500, which is in the outstanding category.

The Influence of Organizational Culture on Student Achievement at the Tobelo State Special School

The results showed that organizational culture (X2) positively and significantly affected student achievement (Y) at Tobelo State Special School. The formation of work culture occurs when a work unit or organization faces a problem related to an organization's sustainability. Organizational culture is the values and habits owned and embraced by an organization that has been built for a long time and makes a difference to one another and underlies the identity of an organization. According to Robbins (2013), organizational culture is a system of shared meanings adopted by members that distinguish the organization from others. The point of the above understanding, organizational culture is a system that has values that are shared and believed by its members to achieve these organizational goals. Organizational culture has a significant effect on the level of student achievement, so the effectiveness of the teaching and learning process can run well if the organizational culture that occurs is by the conditions of the students at school. To realize the vision and mission of Sekolah Luar Biasa (SLB) Negeri Tobelo, organizational culture is applied by fostering relationships between teachers and students to create a relaxed learning atmosphere, but students can still absorb the lessons given well.

This result aligns with research conducted (Deke, 2017; Mustomi, 2017; Nayaka, 2013), which shows that organizational culture affects student achievement, meaning that a good organizational culture can improve student achievement at Tobelo State Special School. However, different results are shown from research (Megantara et al., 2019), which states that organizational culture has no significant effect on employee work performance. This means that the results of different cultures in an organization/agency are also different. From the explanation above, it can be understood that the proper application of organizational culture in Tobelo State Special School can affect student achievement by the findings of this study which states that organizational culture has a positive and significant effect on student

achievement seen from the statistical results of the regression test obtained t-count of 9.359 with a significance value of 0.000, because the significance value is smaller <0.05 (0.000<0.05). The regression coefficient has a positive value of 0.892. Based on the frequency distribution of organizational culture, the highest average respondent response is on question item X2.1 I always greet when I meet a teacher with an average value of 4.6250, which means that I must maintain a culture of greeting each other between students and teachers when I meet. While the lowest average value is question item X2.3, I always maintain cleanliness in the school environment with an average value of 3.3600, meaning that not all students can maintain cleanliness in the school environment. For this reason, it is better to educate all students on the importance of maintaining cleanliness in the Tobelo State Special School environment. While overall, it is still at an average value (mean) of 4.4970, which is in the outstanding category.

The Influence of Facilities and Infrastructure on Student Achievement at the Tobelo State Special School

The results showed that facilities and infrastructure (X3) positively and significantly affected student achievement (Y) of Sekolah Luar Biasa Negeri Tobelo. In education, facilities and infrastructure are critical because they are the driving force of education. Educational facilities and infrastructure can be helpful to support the implementation of the teaching and learning process, both directly and indirectly, in an institution to achieve educational goals. According to Mazayah (2022), infrastructure facilities are significant and vital in supporting smoothness and comfort in learning; in connection with education that requires infrastructure facilities, infrastructure facilities can be utilized by teachers and students in the learning process. Facilities and infrastructure are critical in supporting and assisting in implementing an activity or all learning activities, especially in schools which are educational institutions, of course, really need complete, coordinated, and adequate facilities and infrastructure. In order to improve student achievement at Tobelo Special School (SLB), the school has provided complete facilities and infrastructure such as classrooms with a comfortable atmosphere equipped with decorations, then a library for students who want to read books as well as a large garden for students to relax and also learn.

These results are in line with research conducted (Inayah et al., 2021; Miski, 2015; Munah, 2019; Tarigan, 2019), which shows that organizational culture affects student achievement, meaning that facilities and infrastructure that are by student needs will encourage increased achievement of students at Sekolah Luar Biasa Negeri Tobelo. However, different results are shown from research (Pratiwi et al., 2016), which states that facilities and infrastructure have no significant effect on student achievement. This means that facilities and infrastructure in schools do not guarantee that student achievement will increase. It all depends on how the teacher delivers the learning material and how students can understand it.

From this explanation, it can be understood that the completeness of infrastructure facilities at Tobelo State Special School can affect student achievement by the findings of this study which states that infrastructure facilities have a positive and significant effect on student achievement seen from the statistical results of the regression test obtained t-count of 2.087 with a significance value of 0.010, because the significance value is smaller <0.05 (0.010 <0.05). The regression coefficient has a positive value of 0.209. Based on the frequency distribution of infrastructure facilities, the highest average respondent response is on question item X3.1 The school (Tobelo State Special School) has many classrooms with an average value of 4.8000,

which means that many classrooms in Tobelo State Special School have an impact on student achievement because all students can study in the classroom without exception. While the lowest average value is question item X3.6, in the classroom, there are various kinds of textbooks with an average value of 4.2250, meaning that not all classrooms have a variety of textbooks. For this reason, various textbooks should be provided in each classroom for students. While overall, it is still at an average value (mean) of 4.4416, which is in the very good category.

CONCLUSIONS

This study tests and analyzes the influence of leadership support, organizational culture, and infrastructure on student achievement. Based on the results of hypothesis testing and the discussion previously described, the following conclusions can be made: 1. Leadership support has a positive and significant effect on student achievement at Tobelo State Special School, meaning that the higher the leadership support, the higher the student achievement at school. 2. Organizational culture has a positive and significant effect on student achievement at Tobelo State Special School, meaning that the better the organizational culture, the better the student achievement. 3. Facilities and infrastructure have a positive and significant effect on student achievement at Tobelo State Special School, meaning that the more complete the facilities and infrastructure, the more student achievement will be improved.

For the Tobelo State Special School (SLB), it is recommended to provide space for students to be creative according to their abilities. For the Tobelo State Special School, it is recommended to provide education on how important it is to maintain cleanliness in the school environment. The Sekolah Luar Biasa (SLB) Negeri Tobelo is advised to try decorating the classrooms so that even though they are not too large, students are still comfortable; it can impact their student achievement. It is suggested that the Tobelo State Special School should be able to increase interest and always invite all students to participate in every school activity.

The limitations of this study, among others: 1. The number of respondents is only 40 people; of course, more is needed to describe the actual situation. 2. The research object only focused on students rather than teachers, so the information obtained still needs to be provided.

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