The Influence of School Leadership, Educational Infrastructure, and Organizational Culture on Teacher Performance

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ABSTRACT: This study aims to describe the principal's leadership, educational infrastructure, organizational culture and teacher performance at the Dhira Bhakti Malang Foundation; analyze the influence of the principal's leadership on teacher performance at the Dhira Bhakti Malang Foundation; analyze the effect of educational infrastructure on teacher performance, and analyze the influence of organizational culture on teacher performance at the Dhira Bhakti Malang Foundation. The population of this research is the number of teachers at the Dhira Bhakti Malang Foundation 110 teachers. Sample research object using a census. After distributing the questionnaire, only 70 respondents returned. The collected data is processed with a multiple linear regression analysis. The research results show Principal leadership and educational infrastructure have no significant effect on teacher performance. Meanwhile, organizational culture has a significant effect on teacher performance.

KEYWORDS: leadership of school principals, educational infrastructure, organizational culture, and teacher performance

I. INTRODUCTION

The Dhira Bhakti Malang Foundation is an educational institution that manages levels from KB-TK (early childhood education) to SMA or SMK (high school). This foundation has 110 educators. Various efforts have been made to improve teacher performance, such as providing professional workshops, awarding scholarships for advanced studies (such as master's degrees) to outstanding teachers, and procuring educational infrastructure. However, the teacher performance improvement program is still experiencing various problems, such as: First, teachers often complain that the learning media is not functioning properly. For example, the LCD display of the projector appears blurry, there are issues with the internet network the WiFi, and the speakers produce distorted sound.

Second, some teachers complain when they have to take part in Continuing Professional Development (PKB) activities, such as: scientific activities (seminars, training, webinars). Teachers have quite a large workload, for example: having to complete teaching devices, or inputting evaluation results of student learning outcomes, and so forth. When having to take part in various scientific activities (seminars, training, webinars), the time used by teachers to complete work outside teaching hours is reduced.

Third, some teachers complain about the principal's leadership which tends to regulate based on personal will. This situation makes some teachers less flexible in contributing their creative and innovative ideas for the betterment of the school. In addition, some teachers complained about the lack of transparency principal in financial management. This can be seen from the use of School Operational Assistance (BOS) funds for educational infrastructure that is not in accordance with the needs of teachers for Teaching and Learning Activities (KBM) in class.

Fourth, some teachers complain when they have to make and complete various teaching tools, such as: syllabus, prota, promissory notes, and lesson plans. Because teaching time in class is more than being in the office, this makes teachers less able to complete teaching tools precisely and accurately. Thus, parts of the curriculum often have to return the teacher's work to be corrected. These problems prompted the researcher to choose the research title: "The Influence of Principal Leadership, Educational Infrastructure, and Organizational Culture on Teacher Performance."

II. LITERATURE REVIEW

The Cambridge Dictionary defines leadership as the quality or ability that makes a person a leader, or the position of being a leader. According to Permendiknas Number 35 of 2010 concerning Technical Instructions for the Implementation of Functional

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Teacher Positions and Their Credit Scores, school principals is a teacher who is given the additional task of leading a school/madrasah in accordance with his competence or main duties and functions. Then Mulyasa (2009:90) explains the leadership of the school principal as one of the driving factors for the school in achieving the vision, mission and goals of the school. Permendiknas number 35 of 2010 states that there are 6 components of the school principal's assessment, namely: personality and social, learning leadership, school development, resource management, entrepreneurship, and learning supervision.

Educational infrastructure is one of the supporting factors for the implementation of education in schools. Permendiknas Number 24 of 2007 concerning Standards of Facilities and Infrastructure for SD/MI, SMP/MTS, and SMA/MA describes facilities as learning equipment that can move right. While infrastructure is a basic facility to carry out the functions of a school/madrasah. Barnawi and Arifin (201 4 : 10) define educational facilities as all facilities (equipment, accessories, teaching materials, and furniture) which are directly used for teaching and learning activities in class. While educational infrastructure is a facility that indirectly helps the process of education or teaching. According to Permendiknas Number 24 of 2007, there are 5 indicators of educational infrastructure, namely: furniture, tools and media, library room, laboratory room, and teacher room.

Every school has an organizational culture that is created, disseminated, and implemented to all its members. According to Robbins and Judge (2017: 565), organizational culture is ' a system of shared meaning held by members that distinguishes the organization from other organizations '. Meanwhile, Moko, et al (2021: 95) define organizational culture as values, norms, beliefs, attitudes, and assumptions that may not be expressed but shape the way people behave in organizations and in doing their jobs. Robbins and Judge (2017:565) mentions that there are 6 indicators of organizational culture, namely: innovation and risk taking; attention to detail (attention to detail); orientation to results (outcome orientation); individual orientation (people orientation); team orientation (team orientation); and aggressiveness (aggressiveness).

Teacher performance is the teacher's ability to apply all teacher competencies (pedagogic, personality, social, and professional) in the learning process, mentoring, or carrying out additional tasks that are relevant to school/madrasah functions (Permendiknas RI Number 16 of 2007 concerning Academic Qualification Standards and Competence Teacher). Meanwhile, Mangkunegara (2013) defines performance as the results (output) both in quality and quantity achieved by teachers in carrying out tasks according to their roles and responsibilities. RI Minister of National Education Number 16 of 2007 states that there are four indicators of organizational culture, namely: pedagogic, personality, social, and professional.

III. RESEARCH HYPOTHESIS

Based on several issues related to teacher performance and theoretical basis, the researchers chose three research hypotheses, namely:

H1: Principal leadership has a significant effect on teacher performance at the Dhira Bhakti Malang Foundation.
H2: Educational infrastructure has a significant effect on teacher performance at the Dhira Bhakti Malang Foundation.
H3: Organizational culture has a significant effect on teacher performance at the Dhira Bhakti Malang Foundation.

IV. RESEARCH METHODOLOGY

This study wanted to examine four variables, namely: principal leadership, educational infrastructure, organizational culture, and teacher performance. Data collection used a Likert Scale questionnaire with choices, namely: 5 (strongly agree), 4 (agree), choice 3 (neutral), choice 2 (disagree), and choice 1 (strongly disagree). The research period was conducted in November 2022. Data processing using multiple linear regression analysis techniques was used to test the research hypothesis.

The data analysis technique using multiple linear regression consists of the principal's leadership (X_1), educational infrastructure (X_2), organizational culture (X_3), and teacher performance (Y). This study uses multiple linear regression through the SPSS 26 program with the following equation:

$$Y = a + \beta 1 X1 + \beta 2 X2 + \beta 3 X3 + e$$
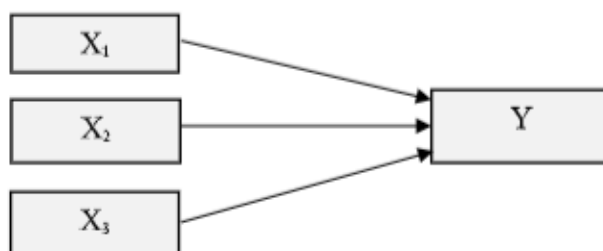

Figure 1. Multiple Linear Regression Model

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V. RESEARCH RESULT

A. Respondent Character

The research questionnaire was distributed to 110 teachers at the Dhira Bhakti Malang Foundation. However, there were 70 respondents who returned. The collected data is processed and tabulated. Based on the data collected, the majority of respondents were female, 64.3%, and 35.7% male. Most of the respondents aged between 20-30 years were 31.4%, aged 31-40 years were 28.6%, aged 41-50 years were 24.3%, aged 51-60 years were 15.7%. Most of the respondents had an educational background of 85.7% Bachelor degree, 7.1% High School education, 5.7% Masters education, and 1.4% Diploma education. Most of the respondents worked in SMA units (25.7%), SMP units (24.3%), SD units (18.6%), and SMK units (17.1%). Most of the respondents had 28.6% of 1-5 years of service, 25.7% of 11-15 years of service, 17.1% of more than 20 years of service, 15 of 6-10 years of service, 7%, working period of 16-20 years is 8.6%, and working period < 1 year is 4.3%. The conclusion from the respondent's profile is that they are young, have good knowledge and work experience.

B. Results and Descriptive Analysis

Researchers tested the validity and reliability of all research instruments. The number of questionnaires on the dependent variable (teacher performance) is 16 items. While the number of questionnaires on the independent variables, namely: the leadership of the school principal has 18 items, educational infrastructure has 10 items, and organizational culture has 14 items. The results of the validity test on 58 questionnaires proved to produce a product moment correlation number exceeding 0.7. This is in accordance with the statement of Nunnally and Bernstein (1994) that if the correlation value exceeds 0.7, then the questionnaire items are declared valid.

Table 1. Questionnaire Reliability Test Results

Variable	Cronbach's α	Cut-off
Principal Leadership	0.974	0.700
Education Infrastructure	0.932	0.700
Organizational culture	0.953	0.700
Teacher Performance	0.945	0.700

Table 1 shows the reliability level exceeds the recommended figure, which is 0.7. According to Nunnally and Bernstein (1994), if Cronbach's α value exceeds 0.7, then the instrument being analyzed is declared reliable. This shows that the respondent understands the questionnaire filled out, and if asked again the respondent has a high chance of answering consistently. The results of the tabulation analysis of the description of the respondents' answers were measured by statistical averages. Researchers measure respondents' perceptions using a Likert Scale. The results of the average statistical analysis are shown in the table below:

Table 2. Average Statistical Analysis Results

Variable	Indicator	Means	Questionnaire Items	Means
Principal Leadership	Personality and Social	4.06	The school principal has integrity in carrying out his duties.	4,17
			The principal is open to criticism that builds school progress.	3.96
			The principal participates actively in social activities.	4.04
	Learning Leadership	4,12	The principal acts according to the vision and mission of the school.	4,20
			The principal creates a conducive school climate.	4.03
			The school principal develops a learning curriculum according to the school's vision and mission.	4,14
	School Development	4.08	The principal prepares a school development plan.	4,16
			The principal evaluates each implementation of the work program.	4,14
			The school principal follows up on the results of the work program evaluation.	3.94
	Resource Management	3.90	The principal manages the teaching staff optimally.	3.94
			The school principal manages educational infrastructure optimally.	4.07
			The school principal manages school finances in a transparent and accountable manner.	3.70
	Entrepreneur	4.00	The principal creates innovations that are beneficial for school	3.94

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Variable	Indicator	Means	Questionnaire Items	Means
	ship		development.	
			The principal motivates teachers in completing their assignments.	4.01
			The school principal never gives up in finding solutions to the problems faced.	4.06
	Learning Supervision	3.96	The school principal compiles an academic supervision program to improve teacher professionalism.	4.01
			The principal carries out academic supervision for teachers with the right approaches and techniques.	3.96
			The school principal follows up on academic supervision activities to improve teacher professionalism.	3.91
Educational Facilities and Infrastructure	Furniture	4.07	The teacher's chairs and desks in the classroom are strong and comfortable to use.	4,27
			The storage cupboards in the classroom are in good working order.	3.87
	Educational Equipment and Media	4,19	The blackboard in the classroom is wide and clearly visible to students.	4,26
			Learning media (personal computer / sound system /LCD projector) works fine.	4,13
	Laboratory	4.01	The computer laboratory room has a personal computer that functions properly.	4,23
			The science laboratory room has science scientific research equipment/materials that function properly.	3.79
	Library room	4,28	The library provides handbooks for the teaching and learning process in class.	4,24
			The library provides reference books and other sources.	4,31
	Teacher's room	4,21	The teacher's room has sturdy work desks and chairs, and is comfortable to use.	4,14
			The teacher's room has a wide notice board and functions well.	4,27
Organizational Culture	Innovation	4,17	I respond positively to any new ideas that come up.	4,24
			I play an active role in implementing new ideas that have been agreed upon.	4,10
	Risk Taking	4.01	I am prepared to take risks in implementing new ideas.	4,10
			I am able to overcome problems when implementing new ideas.	3.91
	Attention to Details	3.92	I complete the work precisely and meticulously.	3.87
			I re-evaluate every work that I have completed.	3.97
	Results Orientation	4,34	I do my job seriously.	4,44
			I pay attention to every work process that I do.	4,23
	Individual Orientation	4,22	I strive to constantly improve myself.	4,31
			I feel proud of my current job.	4,13
	Team Orientation	4,41	I maintain harmony with my colleagues.	4,44
			I am happy to share my teaching experiences with my colleagues.	4.39
	Aggressiveness	4,11	I dare to submit suggestions and criticisms openly.	4.01
			I try to improve myself in the midst of competition between schools.	4,20
Teacher Performance	Pedagogic	4,11	I arrange learning materials from actual and contextual sources.	4,14
			I manage the learning process actively and creatively.	4,11
			I use teaching aids, or audio-visual aids to increase students' learning motivation.	4,23
			I carry out evaluations of student learning outcomes with assessment techniques that are in accordance with the lesson plans.	3.97
	Personality	4.38	I have a broad view of the diversity of the Indonesian nation.	4.39
			I develop cooperation with fellow co-workers.	4.46
			I start and end lessons on time.	4.30
			I am polite in speaking.	4.39

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Variable	Indicator	Means	Questionnaire Items	Means
	Social	4.48	I help students who are having difficulty understanding the subject matter.	4.46
			I maintain good relations with service partners.	4.49
			I interact with students without favoritism.	4.61
			I am able to communicate with the local community.	4.36
	Professional	3.93	I am able to map the KI and KD of my subjects well.	4.04
			I evaluate myself based on personal experience in reflection books.	4.01
			I actively participate in Continuing Professional Development (PKB) activities.	3.69
			I use ICT in Continuing Professional Development (PKB).	3.96

C. Multiple Linear Regression Analysis

Data processing was carried out using the SPSS 26 statistical program. Based on the results of the classical assumption test, all data is normally distributed and free from multicollinearity problems, and autocorrelation is shown in the table below:

Table 3. Results of Classical Assumptions Analysis

Variable el	VIF	tolerance	Asiymp. Significant	Durbin Watson
Principal Leadership	2,049	0.488	0.200c,d	1.715
Educational Facilities and Infrastructure	1,613	0.620		
Organizational culture	1,547	0.646		

The VIF value for the principal's leadership variable is 2.049, educational infrastructure is 1.613, and organizational culture is 1.547. In other words, the VIF value of all independent variables is no more than 10, and the tolerance value of all variables is $\geq$ 0.1. These results indicate that there is no multicollinearity in the variables studied. Furthermore, the Durbin Watson value of 1.715 is evident between the numbers -2 and 2. Here the DW is -2 < 1.715 < +2. That is, the regression model is free from autocorrelation problems. Finally, the Kolmogorov-Smirnov test results show the Asiymp value. Sig (2-tailed) 0.200 > 0.05. That is, this research is normally distributed. Thus, the results of the classical assumption analysis on the multiple linear regression equation model fulfill the Best linear Unbias Estimator (BLUE) principle.

The results of multiple linear regression analysis for four variables consisting of one dependent variable and three independent variables are shown in the table below.

Table 4. Results of Multiple Linear Regression Analysis

Variables	Koef. standardized	t statistics	Sig.	Remarks
Principal Leadership	0.013 _	0.137	0.891	Not significant
Education Infrastructure	0.168 _	1,999	0.050	Not significant
Organizational culture	0.752 _	9.157	0.000	Significant
*) shows a level of p ≤ 0.05				

The Multiple Linear Regression Equation model is obtained:

$$EP = 0.013 + 0.168 + 0.752 + e$$

Principal leadership produces a standard coefficient of 0.013 with a Sig value. 0.891 $\geq$ 0.05. This comparison shows that the principal's leadership has no significant effect on teacher performance, so that the proposed H1 is rejected. Educational infrastructure produces a standard coefficient of 0.168 with a Sig value. 0.05 = 0.05. This comparison shows that educational infrastructure has no significant effect on teacher performance, so that the proposed H2 is rejected. Organizational culture produces a standard coefficient of 0.752 with a Sig value. 0.00 $\leq$ 0.05. This comparison shows that organizational culture has a significant effect on teacher performance, so that the proposed H3 is accepted. Thus, organizational culture has a strong influence on teacher performance compared to the leadership of school principals, and educational infrastructure.

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VI. DISCUSSION

A. Description of Principal Leadership, Education Infrastructure, Organizational Culture, and Teacher Performance

Teacher performance is measured based on four indicators, namely : pedagogic, personality, social, and professional. a) Teachers' perceptions of pedagodic competence, that is using teaching aids, or audio-visual to increase student learning motivation. This shows creative and innovative teachers in conveying learning materials to students using teaching aids. b) Teacher's perception of personality competence, namely developing cooperation with fellow colleagues. This shows that teachers are able to build team work to achieve common goals. c) The teacher's perception of social competence, namely interacting with students without favoritism. This shows that teachers are able to build two-way communication between teachers and students without discriminatory treatment of students. e) The teacher's perception of professional competence, namely the teacher is able to map the KI and KD of the subject well. This shows that the teacher has good knowledge and masters the subjects taught to students. Results of teacher performance analysis obtained that the main factor that improves teacher performance is social competence, which is reflected in teachers interacting with students without favoritism, and teachers being able to maintain good relationships with service partners.

Principal leadership is measured based on six of the indicators, namely: personality and social, learning leadership, school development, resource management, entrepreneurship, and learning supervision. a) Teacher's perception of personality and social, namely having integrity in carrying out tasks. This shows that the principal is able to consistently complete the tasks and responsibilities that are accepted. b) The teacher's perception of learning leadership, namely the principal acts according to the vision and mission of the school. This shows that the principal's actions are always guided by the school's vision and mission, especially in achieving common goals. c) The teacher's perception of school development, namely the school principal prepares a school development plan. This shows that school principals are always trying to develop and improve the quality of schools in a sustainable manner, through work programs that are compiled and implemented. d) The teacher's perception of resource management, namely the school principal manages educational infrastructure optimally. This shows that the principal really pays attention to what things are needed by the teacher, especially related to teaching and learning activities for students. e) The teacher's perception of entrepreneurship, namely the school principal never gives up in finding solutions to the obstacles faced. This shows that the principal always seeks to find and find solutions to every problem faced. f) Teachers' perceptions of learning supervision, namely compiling an academic supervision program to increase teacher professionalism. This shows that the principal is able to pay attention to every teacher's professionalism, especially in carrying out its main tasks and functions. The results of the analysis of the principal's leadership description show that the main factor that enhances the principal's leadership is learning leadership which is reflected in the principal acting according to the school's vision and mission, the principal creating a conducive school climate, and the principal developing a learning curriculum according to the school's vision and mission.

Educational infrastructure is measured based on five of the indicators, namely: furniture, tools and media, library room, laboratory room, and teacher room. a) The teacher's perception of furniture, namely the teacher's chairs and desks in the classroom are strong and comfortable to use. This shows that the facilities for teachers are available in good condition and comfortable to use. b) The teacher's perception of tools and media, namely the blackboard in the classroom is wide and clearly visible to students. This shows that the means for teaching and learning activities in class are very helpful for learning for students. c) The teacher's perception of the library space, namely the library is available reference books, and other sources. This shows that the source of learning materials and evaluation of learning outcomes for students is available in full. d) The teacher's perception of the laboratory room, namely the computer laboratory room has a personal computer that functions properly. This shows that the learning media used for teaching and learning activities is available and functioning properly. e) The teacher's perception of the teacher's room, namely the teacher's room has a wide and well-functioning notice board. This shows that the means to convey information to teachers is available, and can be used as a means of communication for teachers. The results of the analysis of the description of educational infrastructure show that the main thing that improves educational infrastructure is the library space which is reflected in the availability of reference books and other sources, and the library provides handbooks for the teaching and learning process in the classroom.

Organizational culture is measured based on seven indicators, namely: innovation, risk taking, attention to detail, result orientation, individual orientation, team orientation, aggressiveness. a) The teacher's perception of innovation, namely the teacher responds positively to any new ideas that arise. This shows that the teacher has a mindset that is very open to new things that can advance the school. b) The teacher's perception of risk taking, namely the teacher is ready to take risks in implementing new ideas. This shows the teacher is ready to face challenges and difficulties in implementing the new ideas. c) The teacher's perception of attention to detail, namely the teacher re-evaluates each work that has been completed. This shows

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that the teacher always looks back at how effective or not the performance that has been carried out is. d) The teacher's perception of result orientation, namely the teacher does the job seriously. This shows that the teacher carries out each main task and function seriously to produce high performance. e) The teacher's perception of individual orientation, namely the teacher seeks to continuously improve self-ability. This shows that teachers always develop themselves in a sustainable manner so that they can keep abreast of the latest developments in science and knowledge. f) The teacher's perception of team orientation, namely the teacher maintains harmony with fellow co-workers. This shows that teachers are able to create a conducive work environment that allows teachers to share experiences and skills with one another. g) The teacher's perception of aggressiveness, namely the teacher tries to improve self-ability in the midst of competition between schools. This shows that teachers are always trying to equip themselves with various competencies that can support the implementation of their roles and functions as teachers. The results of an analysis of the description of organizational culture show that the main factor that enhances organizational culture is team orientation which is reflected in teachers maintaining harmony with fellow co-workers, and teachers who enjoy sharing teaching experiences with fellow co-workers.

B. The Effect of Principal Leadership on Teacher Performance

The results of the study stated that the principal's leadership had no effect on teacher performance at the Dhira Bhakti Malang Foundation. That is, the principal's leadership through personal and social, learning leadership, school development, resource management, entrepreneurship, and learning supervision does not improve teacher performance at the Dhira Bhakti Malang Foundation. This is evidenced by the significance value of the principal's leadership which is greater than 0.05; and the t-count value is smaller than the t-table. So it can be concluded that the principal's leadership has no significant effect on teacher performance. However, the results of the study show that the principal's leadership is good.

Teacher performance at the Dhira Bhakti Malang Foundation is more influenced by the organizational culture developed and implemented by the school, for example; love and compassion can improve the social competence of teachers which is reflected in the ability to interact with students without favoritism. Then the spirit of unity is able to increase cooperation among colleagues through team unity. It is Serviam's values that are always communicated, implemented and evaluated on an ongoing basis, so as to improve teacher performance at the Dhira Bhakti Malang Foundation.

C. The Effect of Educational Infrastructure on Teacher Performance

The results of the study stated that educational infrastructure had no significant effect on teacher performance at the Dhira Bhakti Malang Foundation. That is, educational infrastructure with a library room, teacher's room, educational equipment and media, furniture, and laboratory space do not improve teacher performance at the Dhira Bhakti Malang Foundation. This is evidenced by the significance value of educational infrastructure equal to 0.05; and the t-count value is greater than t-table. So it can be concluded that educational infrastructure has no effect on teacher performance. Even so, the educational infrastructure at the Dhira Bhakti Malang Foundation is good, and some are complete.

Educational infrastructure does not affect teacher performance because it is common, normal, and even mandatory for the Dhira Bhakti Malang Foundation as an educational institution. In addition, the government is also participating in providing subsidies in the form of School Operational Assistance (BOS) funds to each education unit at the Dhira Bhakti Malang Foundation. The aim is to support teaching and learning activities in schools. Because of this, educational infrastructure is seen as something ordinary, and does not have a significant influence on teacher performance in schools.

D. The Influence of Organizational Culture on Teacher Performance

The results of the study show that organizational culture has a significant effect on teacher performance at the Dhira Bhakti Malang Foundation. That is, team orientation, individual orientation, innovation, aggressiveness, risk taking, and attention to detail can improve teacher performance at the Dhira Bhakti Malang Foundation. This is evidenced by the significance value of organizational culture less than 0.05; and the t-count value is greater than the t-table. So it can be concluded that organizational culture has a significant effect on teacher performance.

The main thing that forms organizational culture is team orientation which is reflected in maintaining harmony with fellow co-workers, and sharing teaching experiences with each other. The team orientation is compatible with the organizational culture at the Dhira Bhakti Malang Foundation, namely: the spirit of unity. Team orientation can improve teacher pedagogic competence, such as: sharing knowledge and knowledge so that they are more skilled in utilizing ICT.

Organizational culture is also formed by an orientation towards results which is reflected in doing the job seriously. The orientation towards results is compatible with the organizational culture at the Dhira Bhakti Malang Foundation, namely:

sincerity or totality. Result orientation can improve teacher personality competencies, such as: encouraging teachers to carry out assignments seriously through a disciplined attitude when starting and ending learning activities in class.

Organizational culture is also formed by individual orientation which is reflected in efforts to continuously improve self-abilities. Individual orientation is compatible with the organizational culture at Yayasan Dhira Bhakti Malang, namely: courage and toughness (for example: critical, creative and innovative thinking). Individual orientation can improve teacher professional competence, such as: encouraging teachers to develop themselves in a sustainable manner through active participation in Continuing Professional Development (PKB) activities. d) Organizational culture is also shaped by innovation which is reflected in responding positively to every new idea that arises. Innovation is compatible with the organizational culture at the Dhira Bhakti Malang Foundation, namely: courage and toughness (for example: innovative). Innovation can improve teacher pedagogical competence, such as; assist teachers in compiling and delivering actual and contextual material.

Organizational culture is also shaped by aggressiveness which is reflected in self-improvement amid competition between schools. Aggressiveness is compatible with the organizational culture at the Dhira Bhakti Malang Foundation, namely: unity (for example: working with various parties). Aggressiveness can improve teacher social competence, such as: maintaining good relationships with service partners. Good relations with various parties will create public trust in the institution. Good relations with other parties will provide a positive assessment of teacher performance at the Dhira Bhakti Malang Foundation.

Organizational culture is also shaped by taking risks which is reflected in implementing new ideas. Risk taking is compatible with the organizational culture at the Dhira Bhakti Malang Foundation, namely: courage and toughness (for example: taking risks from decisions or policies taken). Taking risks can improve teacher personality competencies, such as: increasing collaboration among fellow teachers to find solutions to every challenge and difficulty faced together.

Organizational culture is also shaped by attention to detail which is reflected in re-evaluating every work I have completed. Attention to detail can improve teacher professional competence, such as: self-evaluating based on personal experience in reflection books to improve self-performance so that it gets better.

The results of the above research are consistent with the research conducted by Santosa, et al. (2019: 135) that school organizational culture can directly improve teacher performance in a direction that is increasingly more advanced and developing. That is, if the school's organizational culture increases, the teacher's performance will also increase. Conversely, if the organizational culture decreases, the teacher's performance will also decrease.

VII. CONCLUSION

First, a description of the principal's leadership, educational infrastructure, organizational culture and teacher performance at the Dhira Bhakti Malang Foundation. Principal leadership is shaped by personality and social, learning leadership, school development, resource management, entrepreneurship, learning supervision, as well as personality and social. The main thing that can improve the principal's leadership is learning leadership reflected in the principal acting according to the vision and mission of the school. Educational infrastructure is formed by furniture, tools and media, library room, laboratory room, and teacher room. The main thing that can improve educational infrastructure is the library space, which is reflected in the library's availability of reference books and other sources. Organizational culture is shaped by innovation, risk taking, attention to detail, result orientation, individual orientation, team orientation, aggressiveness. The main thing that can improve organizational culture is a team orientation reflected in teachers maintaining harmony with fellow co-workers. Teacher performance is shaped by pedagogic, personality, social, and professional. The main thing that can improve teacher performance is social competence reflected in teachers interacting with students without favoritism.

Second, the principal's leadership has no significant effect on teacher performance at the Dhira Bhakti Malang Foundation. The presence of the principal is seen as normal and will always be present in every education unit at the Dhira Bhakti Malang Foundation, because the principal is a teacher who is tasked with leading learning and managing an education unit. In addition, the principal's leadership has no effect on teacher performance because the foundation is able to develop and implement an organizational culture that is evident in Serviam's values, such as: love and compassion, integrity, toughness, unity, totality, and service. The application and development of Serviam's values has a significant impact on teacher performance at the Dhira Bhakti Malang Foundation.

Third, educational infrastructure has no significant effect on teacher performance at the Dhira Bhakti Malang Foundation. Educational infrastructure is considered as common, normal, and even mandatory for schools. After all, the government provides subsidies in the form of School Operational Assistance (BOS) funds to each education unit. The BOS funds aim to help schools at the Dhira Bhakti Malang Foundation to be able to provide more optimal learning. Because of this, educational infrastructure is seen as something ordinary, and does not have a significant influence on teacher performance in schools.

Fourth, organizational culture influences teacher performance at the Dhira Bhakti Malang Foundation. This can be seen from every indicator in organizational culture which has an influence on improving teacher performance, especially in the team orientation indicator, which is reflected in maintaining mutual harmony with colleagues, and sharing teaching experiences with one another. Organizational culture can improve teacher social competence, such as: teachers help students who are having difficulty understanding subject matter, and teachers interact with students without favoritism. So it can be concluded that if the organizational culture is good, it will improve teacher performance; conversely if the organizational culture is bad, it will reduce teacher performance.
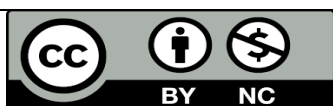
VIII.   RECOMMEDATION

This research enriches the conception of understanding of human resource management and education management in general, so it is still necessary to develop models and conceptions of teacher performance with various approaches other than those of school head leadership, educational infrastructure, and organizational culture.

Principals should be skilled in managing and maximizing resources effectively and efficiently. Solutions that can be implemented include, for example: improving school financial management to make it more transparent and accountable, as well as managing teaching staff to be more optimal through a more open and responsive attitude to positive and progressive ideas from teachers. School management should also be equipped with work facilities needed by teachers to support the implementation of tasks and functions teacher, for example: science scientific research equipment or materials in the laboratory room so that it is more complete and functions optimally.

Schools should develop and improve teachers' abilities to complete work accurately and carefully, and re-evaluate any results of work that has been done. These two aspects need to be of concern to schools to improve teacher performance. Furthermore, teachers should develop competence teacher professionals by actively participating in various Continuing Professional Development (PKB) activities, especially in optimizing learning activities in class.

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