

# The Influence of Charismatic Leadership and School Culture on The Performance of Islamic Religious Education Teachers in Elementary Schools in South Bekasi

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**Abstract :** This study aims to identify the influence of charismatic leadership and school culture on the performance of Islamic Religious Education teachers in elementary schools in South Bekasi. This research uses quantitative method with descriptive approach. The sample in this study, namely all Islamic Education teachers of public and private elementary schools in South Bekasi, totaling 85 people. The type of analysis used in this study, namely Multiple Regression and correlation tests described descriptively. The results showed that: (1) Charismatic Leadership affects the performance of PAI teachers in elementary schools in South Bekasi with a t-count value of 4.486 and a significance level of  $0.000 < 0.05$ . (2) School Culture affects the performance of PAI teachers in elementary schools in South Bekasi with a t-count value of 3.146 and a significance level of  $0.002 < 0.05$ . (3) Charismatic Leadership and School Culture jointly affect the performance of PAI teachers in elementary schools in South Bekasi with an F-count value of 63.039 and a significance level of  $0.000 < 0.05$ .

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**Keywords:** Charismatic Leadership, School Culture, Teacher Performance, Islamic Religious Education, Quality of Education.

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## A. INTRODUCTION

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The mandate of the Republic of Indonesia Law No. 20 Tahun 2023 states that "national education functions to develop abilities, shape character, and create a civilization of a nation that is a sign, with the aim of enlightening the life of the nation". This goal includes the development of the potential of students, so that they become individuals who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. In this process, educators are needed who are able to arouse motivation, and develop the creativity and potential of students. According to Government Regulation No. 74 of 2008, teachers are defined as professional educators whose main task is to educate, teach, guide, direct, train, assess, and distribute students in early childhood education, formal education, basic education, and secondary education. This policy places teachers in a strategic position as determinants of success in improving the quality of education. This is in line with the statement of Ginting and Purba (2019), that teachers are the most influential component in creating quality education processes and results. This policy reflects the state's recognition of the importance of the role of teachers in shaping the nation's character.

Teacher performance in the teaching process can be evaluated through several aspects, such as the teacher's ability to create a communicative and educational classroom

atmosphere, which includes cognitive, affective, and psychomotor aspects. The purpose of this is so that teachers can teach according to the initial plan to the assessment or evaluation stage. If teacher performance is low, this will have a negative impact on the quality of student graduates, which in turn affects the achievement of educational goals. On the other hand, if teacher performance is at a high or optimal level, then the quality of student graduates will increase, and the achievement of educational goals will be easier to achieve.

Islamic Religious Education (PAI) is one of the main subjects taught at all levels of education, both basic and higher. PAI learning is often considered a compulsory subject that aims to form a generation with good morals, strong faith, and piety towards Allah SWT. As with the quality of other education, Islamic religious education also depends heavily on the performance of PAI teachers in the teaching process. The performance of PAI teachers is the focus of attention because they have a significant role and great responsibility in achieving the goals of Islamic religious education. Therefore, Islamic Religious Education teachers need to have adequate competence and good, active, creative, and innovative teaching skills. However, there are challenges that need to be overcome related to Islamic religious education in schools. If there are no efforts to improve or effective solutions, the trade in Islamic Religious Education teacher performance and the quality of Islamic religious education in Indonesia will decline. Therefore, it is very important for Islamic Religious Education teachers to improve their performance in teaching in order to improve the quality of Islamic religious education as a whole (Juliawan, 2021).

In the implementation of Islamic Religious Education in Public and Private Elementary Schools in South Bekasi, there are several problems that originate from the educators or teachers themselves. Some of the problems faced by Islamic Religious Education teachers include: 1) The performance of Islamic Religious Education teachers is less than optimal, both in work discipline and in the implementation of learning planning; 2) The low salaries of Islamic Religious Education teachers, especially for honorary teachers, which has an impact on their level of welfare; 3) Inability to control classroom situations, especially in classes with students with poor behavior; and 4) In some schools, there are still educators who do not meet the minimum qualifications as teachers, namely having a bachelor's degree (Jadidah, 2021).

The performance of the education sector, especially Islamic Religious Education teachers, requires special attention to improve the quality of teaching and produce a generation with a good understanding of religion. Local governments must focus on developing the capacity of PAI teachers through training, improving welfare, and strengthening educational facilities. This is important because the performance of PAI teachers, which greatly influences the goal of quality education, is influenced by factors such as charismatic leadership and organizational culture. Understanding the interaction between these two factors is key to improving the performance of PAI teachers in South Bekasi Elementary Schools.

A leader in an educational institution who has a charismatic character can significantly influence teacher motivation and performance (Hardiansyah, 2021). Charismatic leadership not only focuses on decision making, but also on the ability to inspire, motivate, and

influence followers, including teachers, through a strong vision, high self-confidence, and effective communication skills (Gunawan et al., 2024). Charismatic leadership has been shown in several studies to have a significant impact on various aspects of educational management, including inspiration, motivation, institutional identity based on Islamic values, and positive school culture (Erdiansyah et al., 2024).

In addition to the influence of charismatic leadership, school culture is also a crucial element that influences the performance of Islamic Religious Education (PAI) teachers. School culture is defined as a system of values, norms, and practices that are generally accepted in an institution. According to Suharningsih & Murtedjo (2017), school culture can be described as a system of values, norms, ways of life, beliefs and attitudes adopted by school residents. All aspects of school culture can influence and shape the behavior of its members in carrying out their duties. A strong school culture can create a conducive work climate for teachers to improve their performance.

Overall, the influence of charismatic leadership and school culture on the performance of Islamic Religious Education teachers in elementary schools in South Bekasi is very important. To achieve optimal educational goals, there needs to be synergy between leaders, teachers, and the school environment. By creating a positive culture and inspiring leadership, it is hoped that the performance of Islamic Religious Education teachers can improve, which will ultimately have a positive impact on the development of character and the quality of student education.

## **B. METHOD**

This type of research is quantitative research with a descriptive approach. Sugiyono (2013) stated that the quantitative approach is a research approach that uses data in the form of numbers from survey answers that are distributed to research samples and analyzed using statistical analysis techniques. Silalahi (2018) explains that explanatory research is research that aims to explain the relationship between two or more symptoms or test the relationship between variables, where this research is conducted to find out how charismatic leadership and school culture (as independent variables) can affect teacher performance (dependent variables).

This research was conducted in Public and Private Elementary Schools in South Bekasi, Bekasi City. The primary data used came from questionnaires distributed to respondents, namely elementary school PAI teachers totaling 85 respondents. The determination of the selected sample was nonprobability sampling using accidental techniques. The determination of the number of samples used in this study was by using the Slovin method. From the number of samples, the Slovin formula was entered with an  $e$  value of 5%. The research instrument test, classical assumption test, multiple regression analysis, hypothesis test, and coefficient of determination test are the methods used to analyze the data that has been collected. The following will explain the results of the research instrument test which includes the validity test and reliability test.

## 1. Validity Test

In this study, the rtable value is 0.361, with a significance level of 5%, and a two-way test is used. The results of the validity test of this research instrument are presented in the following table:

**Table 1.** Results of the Validity Test of Research Instruments

Variable	No. Item	r-count	r-table	information
Charismatic Leadership (X1)	X1.1	0,758	0.361	valid
	X1.2	0,618	0.361	valid
	X1.3	0,866	0.361	valid
	X1.4	0,732	0.361	valid
	X1.5	0,812	0.361	valid
	X1.6	0,704	0.361	valid
	X1.7	0,683	0.361	valid
	X1.8	0,672	0.361	valid
	X1.9	0,845	0.361	valid
	X1.10	0,821	0.361	valid
	X1.11	0,823	0.361	valid
	X1.12	0,677	0.361	valid
	X1.13	0,728	0.361	valid
	X1.14	0,670	0.361	valid
	X1.15	0,638	0.361	valid
	X1.16	0,852	0.361	valid
	X1.17	0,730	0.361	valid
	X1.18	0,896	0.361	valid
	X1.19	0,887	0.361	valid
	X1.20	0,781	0.361	valid
	X1.21	0,816	0.361	valid
	X1.22	0,848	0.361	valid
	X1.23	0,906	0.361	valid
	X1.24	0,833	0.361	valid
	X1.25	0,726	0.361	valid
	X1.26	0,866	0.361	valid
	X1.27	0,816	0.361	valid
	X1.28	0,805	0.361	valid
	X1.29	0,724	0.361	valid
	X1.30	0,809	0.361	valid
	X1.31	0,851	0.361	valid
	X1.32	0,615	0.361	valid
	X1.33	0,863	0.361	valid
	X1.34	0,688	0.361	valid
	X1.35	0,797	0.361	valid
	X1.36	0,693	0.361	valid

Variable	No. Item	r-count	r-table	information
	X1.37	0,740	0.361	valid
	X1.38	0,671	0.361	valid
	X1.39	0,683	0.361	valid
	X1.40	0,758	0.361	valid
School Culture (X2)	X2.1	0,661	0.361	valid
	X2.2	0,601	0.361	valid
	X2.3	0,439	0.361	valid
	X2.4	0,812	0.361	valid
	X2.5	0,731	0.361	valid
	X2.6	0,842	0.361	valid
	X2.7	0,820	0.361	valid
	X2.8	0,817	0.361	valid
	X2.9	0,752	0.361	valid
	X2.10	0,717	0.361	valid
	X2.11	0,779	0.361	valid
	X2.12	0,617	0.361	valid
	X2.13	0,612	0.361	valid
	X2.14	0,662	0.361	valid
	X2.15	0,712	0.361	valid
	X2.16	0,751	0.361	valid
	X2.17	0,767	0.361	valid
	X2.18	0,661	0.361	valid
	X2.19	0,769	0.361	valid
	X2.20	0,858	0.361	valid
	X2.21	0,805	0.361	valid
	X2.22	0,781	0.361	valid
	X2.23	0,798	0.361	valid
	X2.24	0,776	0.361	valid
	X2.25	0,640	0.361	valid
	X2.26	0,737	0.361	valid
	X2.27	0,818	0.361	valid
	X2.28	0,723	0.361	valid
	X2.29	0,680	0.361	valid
	X2.30	0,604	0.361	valid
	X2.31	0,520	0.361	valid
	X2.32	0,653	0.361	valid
	X2.33	0,598	0.361	valid
	X2.34	0,571	0.361	valid
	X2.35	0,604	0.361	valid
	X2.36	0,372	0.361	valid
	X2.37	0,575	0.361	valid
	X2.38	0,738	0.361	valid
	X2.39	0,682	0.361	valid

Variable	No. Item	r-count	r-table	information
Teacher Performance (Y)	X2.40	0,746	0.361	valid
	Y1	0,673	0.361	valid
	Y2	0,444	0.361	valid
	Y3	0,811	0.361	valid
	Y4	0,792	0.361	valid
	Y5	0,609	0.361	valid
	Y6	0,383	0.361	valid
	Y7	0,725	0.361	valid
	Y8	0,594	0.361	valid
	Y9	0,474	0.361	valid
	Y10	0,696	0.361	valid
	Y11	0,464	0.361	valid
	Y12	0,765	0.361	valid
	Y13	0,811	0.361	valid
	Y14	0,751	0.361	valid
	Y15	0,764	0.361	valid
	Y16	0,755	0.361	valid
	Y17	0,775	0.361	valid
	Y18	0,768	0.361	valid
	Y19	0,541	0.361	valid
	Y20	0,634	0.361	valid
	Y21	0,795	0.361	valid
	Y22	0,613	0.361	valid
	Y23	0,766	0.361	valid
	Y24	0,572	0.361	valid
	Y25	0,737	0.361	valid
	Y26	0,520	0.361	valid
	Y27	0,669	0.361	valid
	Y28	0,667	0.361	valid
	Y29	0,743	0.361	valid
	Y30	0,604	0.361	valid
	Y31	0,723	0.361	valid
	Y32	0,577	0.361	valid
	Y33	0,630	0.361	valid
	Y34	0,693	0.361	valid
	Y35	0,717	0.361	valid
	Y36	0,606	0.361	valid
	Y37	0,842	0.361	valid
	Y38	0,765	0.361	valid
	Y39	0,705	0.361	valid
	Y40	0,798	0.361	valid

The table above shows the results of the instrument validity test: Charismatic Leadership (X1), School Culture (X2), and Teacher Performance (Y). The results of the instrument validity test indicate that the research is valid overall, because the r-count value is greater than the r-table value. From these results, the research data can be processed for further testing.

## 2. Reliability Test

The following table shows the results of reliability testing for each variable using Cronbach's Alpha measurement:

**Table 2.** Results of Research Instrument Reliability Test

Variable	Cronbach's Alpha	N of Items	information
Kepemimpinan Kharismatik (X1)	0,982	40	Reliabel
Budaya Sekolah (X2)	0,972	40	Reliabel
Kinerja Guru (Y)	0,965	40	Reliabel

Based on the table above, the variables used in this study, Charismatic Leadership (X1), School Culture (X2), and Teacher Performance (Y), produced a Cronbach Alpha value of more than 0.6. Therefore, it can be concluded that the research data passed the reliability test and can be processed for further testing.

## C. RESULTS AND DISCUSSION

### 1. Descriptive Analysis of Respondent Characteristics

Descriptive Respondent Characteristics aims to describe respondents based on Gender, Age, Last Education, and Length of Teaching. Based on data analysis conducted using SPSS version 25, consisting of 85 respondents, various characteristics of respondents were obtained in this study.

#### a. Respondent Characteristics Based on Gender

**Table 3.** Respondent Characteristics Based on Gender

	Frequency	Percentage %
Male	54	63,5
Female	31	36,5
Total	85	100,0

Based on the table above, respondents with male gender amounted to 54 respondents, while respondents with female gender amounted to 31 respondents. Thus, the majority of respondents were male, with a percentage of 63.53%, while women contributed 36.47%.

b. Respondent Characteristics Based on Age

**Table 4.** Respondent Characteristics Based on Gender

	<b>Frequency</b>	<b>Percentage %</b>
20-28 year	34	40,0
29-36 year	26	30,6
37-44 year	16	18,8
45-52 year	7	8,2
53-60 year	2	2,4
Total	85	100,0

Based on the table above, the 20-28 age group dominates with 34 respondents or 40%, followed by the 29-36 age group which includes 26 respondents or 30.59%. Respondents aged 37-44 years reached 18.82% or 16 respondents, while the age group above 45 years had a lower percentage, amounting to 9 respondents or 10.59%.

c. Respondent Characteristics Based on Last Education

**Table 5.** Respondent Characteristics Based on Gender

	<b>Frequency</b>	<b>Percentage %</b>
D4/S1	85	100,0

Based on the table above, all respondents have a D4/S1 educational background, showing uniformity in education level.

d. Respondent Characteristics Based on Length of Teaching

**Table 6.** Respondent Characteristics Based on Length of Teaching

	<b>Frequency</b>	<b>Percentage %</b>
1-5 year	61	71,8
6-10 year	11	12,9
11-15 year	4	4,7
16-20 year	5	5,9
21-25 year	4	4,7
Total	85	100,0

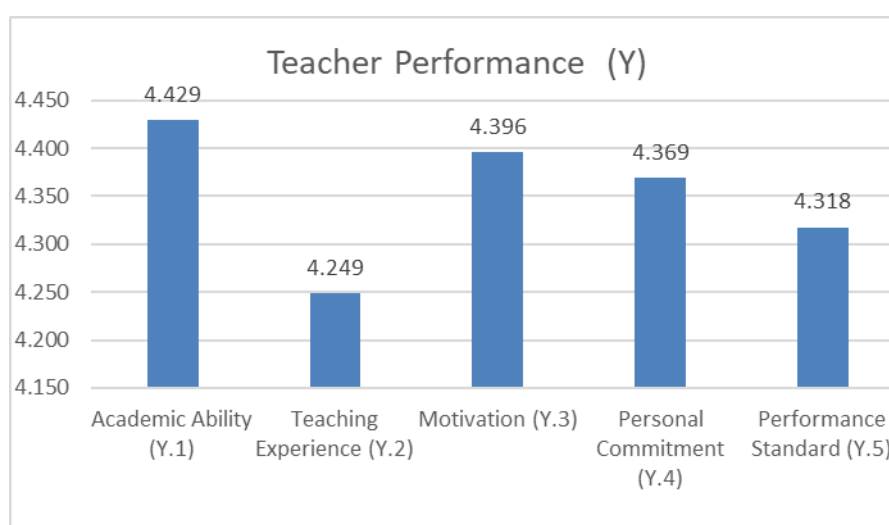
Based on the table above, most respondents with a total of 61 respondents or 71.76%, have teaching experience between 1-5 years, followed by 12.94% or 11 respondents who have 6-10 years of experience. Respondents with teaching experience of 11-15 years, 16-20 years, and 21-25 years each amount to 4.71%, indicating that most respondents are relatively new educators in their profession.



## 2. Descriptive Analysis of Research Variables

### a. Teacher Performance Variable (Y)

Teacher Performance Variable (Y) has 5 variable dimensions, namely the Academic Ability dimension (Y.1) which is measured by 8 observed variables, the Teaching Experience dimension (Y.2) which is measured by 8 observed variables, the Motivation dimension (Y.3) which is measured by 8 observed variables, the Personal Commitment dimension (Y.4) which is measured by 8 observed variables, and the Performance Standard dimension (Y.5) which is measured by 8 observed variables. The data description for each dimension of the Teacher Performance Variable (Y) can be seen in the image below:

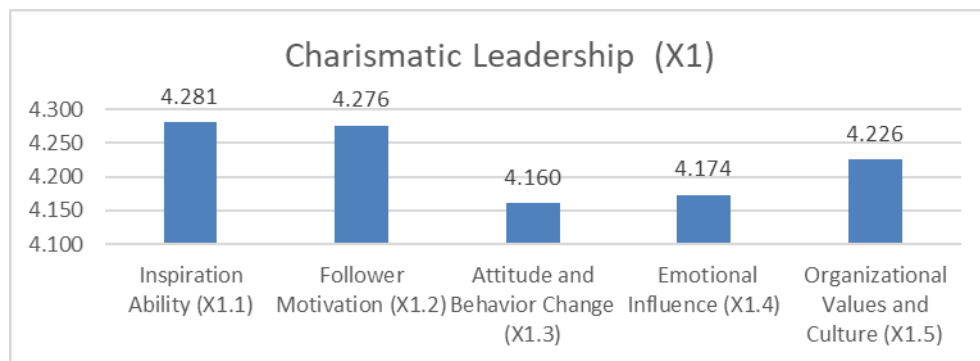


**Figure 1.** Average Score of Teacher Performance Variable Indicator (Y)

Based on the data output above, it can be seen that the dimension with the highest average value is the Academic Ability dimension (Y.1) with an average value of 4.429, while the Motivation dimension (Y.3) has an average value of 4.396. In the Personal Commitment dimension (Y.4), it has an average value of 4.369, the Performance Standards dimension (Y.5) has an average value of 4.318, and the Teaching Experience dimension (Y.2) has an average value of 4.249.

### b. Charismatic Leadership Variable (X1)

Charismatic Leadership Variable (X1) has 5 variable dimensions, namely the Inspiration Ability dimension (X1.1) which is measured by 8 observed variables, the Follower Motivation dimension (X1.2) which is measured by 8 observed variables, the Attitude and Behavior Change dimension (X1.3) which is measured by 8 observed variables, the Emotional Influence dimension (X1.4) which is measured by 8 observed variables, and the Organizational Values and Culture dimension (X1.5) which is measured by 8 observed variables. The data description of each dimension of the Charismatic Leadership Variable (X1) can be seen in the image below:

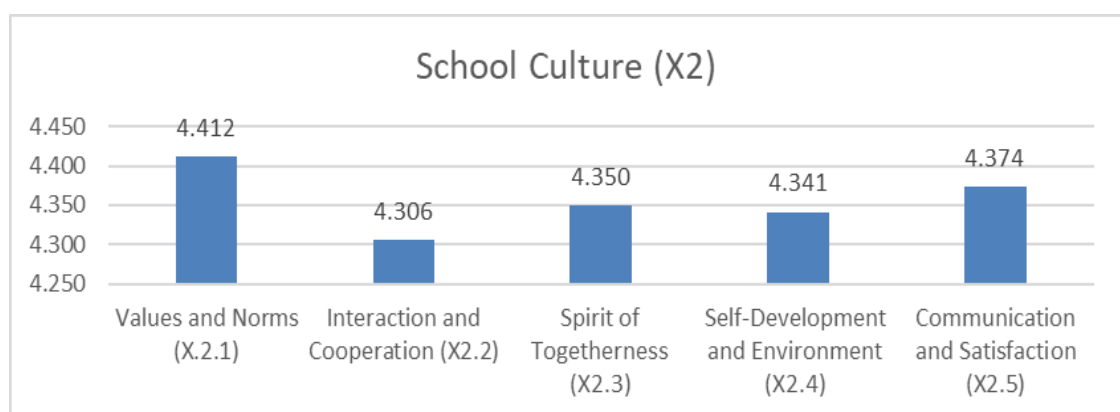


**Figure 2.** Average Score of Charismatic Leadership Variable Indicator (X1)

Based on the data output above, it can be seen that the dimension with the highest average value is the Inspiring Ability dimension (X1.1) with an average value of 4.281, while the Follower Motivation dimension (X1.2) has an average value of 4.276. In the Organizational Values and Culture dimension (X1.5), it has an average value of 4.226, the Emotional Influence dimension (X1.4) has an average value of 4.174, and the Attitude and Behavior Change dimension (X1.3) has an average value of 4.160.

c. School Culture Variable (X2)

The School Culture Variable (X2) has 5 variable dimensions, namely the Values and Norms dimension (X2.1) which is measured by 8 observed variables, the Interaction and Cooperation dimension (X2.2) which is measured by 8 observed variables, the Spirit of Togetherness dimension (X2.3) which is measured by 8 observed variables, the Self-Development and Environment dimension (X2.4) which is measured by 8 observed variables, and the Communication and Satisfaction dimension (X2.5) which is measured by 8 observed variables. The data description for each dimension of the School Culture Variable (X2) can be seen in the image below:



**Figure 3.** Average Score of School Culture Variable Indicator (X2)

Based on the data output above, it can be seen that the dimension with the highest average value is the Value and Norm dimension (X2.1) with an average value of 4.412, while the Communication and Satisfaction dimension (X2.5) has an average value of 4.374. In the Spirit of Togetherness dimension (X2.3), it has an average value

of 4.350, the Self-Development and Environment dimension (X2.4) has an average value of 4.341, and the Interaction and Cooperation dimension (X2.2) has an average value of 4.306.

### 3. Data Analysis Requirements Test

#### a. Normality Test

The following is an interpretation of the Normality Test table using the One-Sample Kolmogorov-Smirnov Test method:

**Table 7.** Normality Test Result Data

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		85
Normal Parameters <sup>a,b</sup>	Mean	0,0000000
	Std. Deviation	10,54777320
Most Extreme Differences	Absolute	0,086
	Positive	0,086
	Negative	-0,064
Test Statistic		0,086
Asymp. Sig. (2-tailed)		.173 <sup>c</sup>

Based on the results of the normality test in the table above, the residual data from the analyzed model can be considered normally distributed because the p-value (Asymp. Sig. 2-tailed) obtained is 0.173 which is greater than 0.05 ( $0.173 > 0.05$ ). This shows that the assumption of normality in statistical analysis can be met.

#### b. Linearity Test

The following is an interpretation of the Linearity Test produced through ANOVA analysis:

**Table 8.** Linearity Test Result Data

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual *	Between Groups	(Combined)	7756,575	70	110,808	0,976	0,560
		Linearity	0,000	1	0,000	0,000	1,000
Unstandardized Predicted Value		Deviation from Linearity	7756,575	69	112,414	0,991	0,546
Within Groups			1588,889	14	113,492		
Total			9345,464	84			

Based on the results of the linearity test in the table above, the linearity p-value (sig.)  $0.05 < 1,000$  was obtained, so it can be concluded that there is a linear relationship between the independent variable and the dependent variable.

c. Multicollinearity Test

The following is the interpretation of the Multicollinearity Test generated through ANOVA analysis.

Table 9. Multicollinearity Test Result Data			
		Coefficients <sup>a</sup>	
		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		
	Charismatic Leadership	0,410	2,438
	School Culture	0,410	2,438
a. Dependent Variable: Teacher Performance			

Based on the analysis results in the table above, the VIF values for both independent variables (Charismatic Leadership and School Culture) are less than 10, which means that the independent variables have a positive and significant influence on the dependent variable (Teacher Performance). There is no serious multicollinearity problem, so this regression model can be considered valid for further analysis.

#### 4. Hypothesis Testing

a. Partial Hypothesis Test (T Test)

Table 10. Uji T					
		Coefficients <sup>a</sup>		t	Sig.
Model		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error	Beta	
	(Constant)	49,848	11,673		
1	Charismatic Leadership	0,399	0,089	0,486	0,000
	School Culture	0,326	0,104	0,341	0,002
a. Dependent Variable: Teacher Performance					

Based on the results of hypothesis testing using the t test, it can be explained as follows.

- 1) Charismatic Leadership (X1) obtained a t-count value of 4.486 with a significance level of  $0.000 < 0.05$ . With the acquisition of a significance value smaller than 0.05, H1 is accepted, so it can be stated that there is an influence of the Charismatic Leadership variable (X1) on Teacher Performance (Y).
- 2) School Culture (X2) obtained a t-count value of 3.146 with a significance level of  $0.002 < 0.05$ . With the acquisition of a significance value smaller than 0.05, H2 is accepted, so it can be stated that there is an influence of the School Culture variable (X2) on Teacher Performance (Y).

## b. Model Feasibility Test (F-test)

**Table 11.** Uji F

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14368,960	2	7184,480	63,039	.000 <sup>b</sup>
	Residual	9345,464	82	113,969		
	Total	23714,424	84			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), School Culture, Charismatic Leadership						

Based on the table above, it shows that the F count obtained is 63.039, with a significance level of 0.000, which means below 5% (0.05). With a significance value smaller than 0.05, it can be stated that together there is an influence between the variables of Charismatic Leadership (X1) and School Culture (X2), on Teacher Performance (Y).

## c. Coefficient of Determination Test (R2)

**Table 12.** Coefficient of Determination Test (R2)

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 <sup>a</sup>	0,606	0,596	10,676
a. Predictors: (Constant), School Culture, Charismatic Leadership				
b. Dependent Variable: Teacher Performance				

Based on the table above, it shows that the coefficient of determination or R Square (R2) value is 0.606, which when percented becomes 60.6%. This means that the Charismatic Leadership (X1) and School Culture (X2) variables are able to contribute to changes that occur in the Teacher Performance (Y) variable by 60.6%, while the remaining 77.8% is explained by other variables outside this study.

**5. DISCUSSION**

## a. The Effect of Charismatic Leadership on the Performance of Elementary School Islamic Religious Education Teachers in South Bekasi

The results showed that the regression coefficient of Charismatic Leadership (X1) was 0.486 by obtaining a t-count value of 4.486 with a significance level of  $0.000 < 0.05$ . This means that there is an influence of charismatic leadership on teacher performance. The higher the charismatic leadership characterized by the ability to inspire, motivate followers, change attitudes and behavior, emotional influence, and organizational values and culture, it can significantly improve teacher performance characterized by academic ability, teaching experience, motivation, personal commitment, and performance standards.

In line with research conducted by Kurnia & Prasetyo (2024), entitled "The Effect of Charismatic Leadership and Organizational Culture on the Education System of

Ulumuddin Pesantren in Lhokseumawe City". The study explained the importance of the impact of charismatic leadership and organizational culture on the pesantren education system. Furthermore, this study investigates additional determinants that affect the education system in the institution. The findings of the study show that charismatic leadership exerts a direct influence on organizational culture, evidenced by the t-statistic value of 3.604, which exceeds the t-table value of 2.016, thus confirming its significance in the pesantren education system. In addition, the significance value of 0.000, which is less than 0.05, further proves the existence of a positive and significant relationship between charismatic leadership and the pesantren education system, which is mediated by organizational culture at Ulumuddin Pondok Pesantren in Lhokseumawe city.

The results show that charismatic leadership plays an important role in improving the performance of elementary school religious education teachers in South Bekasi through motivation, emotional support and professional development. Building charismatic leadership in the religious education environment can strengthen teaching effectiveness and student learning outcomes. To improve PAI teachers' performance, it is important to pay attention to aspects of charismatic leadership, which can be a key factor in creating a productive and inspiring learning environment.

b. The Effect of School Culture on the Performance of Islamic Religious Education Teachers in Elementary Schools in South Bekasi

The results showed that the regression coefficient of School Culture (X2) of 0.341 obtained a t-count value of 3.146 with a significance level of  $0.002 < 0.05$ . This means that there is an influence of school culture on teacher performance. The higher the school culture characterized by values and norms, interaction and cooperation, spirit of togetherness, self-development and environment, as well as communication and satisfaction, it can significantly improve teacher performance characterized by academic ability, teaching experience, motivation, personal commitment, and performance standards.

In line with research conducted by Fitriani et al., (2023), with the title "The Effect of Work Environment and Organizational Culture on the Performance of Public Elementary School Teachers in Marpoyan Damai District, Pekanbaru City". There are findings in the study that show that, partially, the work environment has a positive and significant effect on teacher performance in public elementary schools in Marpoyan Damai District. In addition, organizational culture also shows a positive and significant effect on teacher performance in the same context. Consequently, the proposed hypothesis is accepted. Furthermore, when considered together, both work environment and organizational culture significantly and positively affect teacher performance. The study concluded that 65.1% of teacher performance is influenced by work environment and organizational culture, while the remaining 34.9% is attributed to other factors.

These results indicate that school culture is an important factor in improving the performance of PAI teachers in elementary schools in South Bekasi. According to Kurniyanto, (2022), explains that organizational culture and work environment also affect teacher performance indirectly through the mediating variable of job satisfaction. This implies that fostering job satisfaction can serve as a channel through which these factors affect teacher performance, as well as indicating that the better the work culture implemented, the greater its contribution to improving teacher performance.

c. The Effect of Charismatic Leadership and School Culture on the Performance of Elementary School PAI Teachers in South Bekasi

The results showed that the F count obtained was 63.039, with a significance level of 0.000, which means below 5% (0.05). With a significance value smaller than 0.05, it can be stated that together there is an influence between the variables of Charismatic Leadership (X1) and School Culture (X2), on Teacher Performance (Y). When a charismatic leader views quality as something to strive for, organizational members' perceptions will be influenced by the quality of their work, which in turn can improve teachers' performance. A good school culture will also encourage the improvement of the work culture towards a more conducive environment, thus contributing significantly to the improvement of teacher performance. These results explain that charismatic leadership and school culture are both important factors in improving teacher performance. Charismatic leadership and school culture have a strong influence on improving PAI teachers' performance. Thus, there is a positive relationship between charismatic leadership and school culture in improving teacher performance. This shows that the higher the quality of the principal's leadership and the more conducive the school culture, the more teachers' performance will improve.

#### D. CONCLUSIONS

The results showed that: (1) Charismatic Leadership affects the performance of Islamic Religious Education teachers in elementary schools in South Bekasi; (2) School Culture affects the performance of Islamic Religious Education teachers at elementary schools in South Bekasi; and (3) With a significance value smaller than 0.05, namely  $0.000 < 0.05$ , it can be stated that together there is an influence between the variables of Charismatic Leadership (X1) and School Culture (X2), on Teacher Performance (Y). Thus, this shows that the higher the quality of the principal's leadership and the more conducive the school culture, the more the performance of the teachers will improve.

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