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The Influence Of Charismatic Leadership And Teacher Communication On Elementary School Culture In Air Kumbang District, Banyuasin Regency

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Abstract

This study aims to test How leadership charismatic head schools and quality teacher communication influences culture school at Air Kumbang District Elementary School , Regency Banyuasin . Problem the main reason behind this study is Still thick culture Work rigid administrative as well as Not yet optimally synergy between leaders and workforce educators in creating climate innovative school . With an approach quantitative , data collected through questionnaire from teachers in the area . The results of the analysis statistics show that leadership charismatic and good teacher communication in a way individually and together , have impact significant positive to strengthening culture school . Findings What is interesting in this research is teacher communication provides more influence dominant , showing that interaction inter-staff become key main in bringing to life values school . In general overall , both these factors contribute by 92.7% against formation culture positive school . In conclusion , inspiring leaders and open communication are crucial to building a positive school . character more schools proceed .

Keywords: Leadership Charismatic , Teacher Communication , School Culture .

INTRODUCTION

Education is the main pillar development civilization that is not Can bargained , especially

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in areas that are currently develop rapid like the Regency Banyuasin , Air Kumbang District own characteristics unique as an ex-transmigration area that has been well established . In terms of sociological , society own heterogeneity high culture However united by sector agrarian (Mustan, 2021) . In an environment like this, Culture School often become a " point" various " meetings " background behind However , the challenges that arise is the existence of culture lag (being left behind) culture), where progress infrastructure roads and economy plantations in Air Kumbang No always followed by progress culture literacy and discipline in schools basic . Many schools still own culture " comfort zone" work , where transformation education such as the Independent Curriculum only considered as burden addition than A the need to progress .

Existence Culture School in perspective management education is variables very complex dependent Because involving integration between organizational norms and behavior individual (Saba, 2024) . At the Air Kumbang District Elementary School , the phenomenon culture school show existence wide disparity between unit education . In general empirical , researcher observe the existence of " culture" bureaucratic " which is too thick , where the teacher's compliance with rule only nature artificial . This is characterized by high level presence However low involvement emotional in quality development school . Culture healthy school should capable creating psychological safety for teachers to innovate , but what happens precisely existence stagnation consequence lack of stimulation effective leadership and communication .

Culture school is not either just decoration wall in the form of slogans without meaning . He is the " life " of A institutions education (Marwan et al., 2021) . Culture school covers gathering values , beliefs , and principles the principles adopted together with the head school , teachers, staff education , and students . In Air Kumbang District , often We meet reality in which culture school Still nature mechanistic ; teachers come to teach , students come to sit down, and after bell sounds , all return to each other's routines without There is impression deep about values character that is built . This phenomenon creates environment a bland school , without excitement achievement , and tends to stagnant .

In a way sociologically , the community in Air Kumbang District majority profession as farmer coconut palm oil , rubber , or laborer plantation . Condition highly dependent economy on this natural product in particular No direct influence perception public to importance education basic . Often , when season harvest arrive or when price commodities plantation decreased , motivation students to go to school follow affected . Culture pragmatic society sometimes clash with culture demanding school discipline and continuity (Pramana et al., 2022) . This is where location the problem : when environment external school (community) has strong pull , then the

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school 's internal (culture organization) must Far more strong to guard integrity education . However , in reality , many school the bottom in the Beetle Water that has not been have strong cultural " immunity " . Culture discipline Still often forced through formal rules , not grow from awareness collective . Without existence culture a strong school , schools in this area will difficult compete with schools in urban areas that have access information and resources Power more abundant . In the middle challenge sluggish culture said , leadership become factor the most crucial differentiator . In the context of schools in Air Kumbang District , leadership model administrative normal No Again adequate . Required a figure who has Leadership Charismatic Leadership charismatic is not about position only , but about ability a individuals to influence , inspire , and move others through strength extraordinary personality and beliefs normal .

In some school the base in Beetle Water which shows progress rapid , researchers find the same pattern : they led by individuals who are " done with themselves" alone ." Head charismatic schools in this area are able to become father figure or highly respected figure . They attend school more beginning from whoever , say hello students at the gate with a smile , and get off direct help teachers in trouble technical and personal. This charisma creates Power attraction that makes teachers feel " ashamed " if No performing good . This is what is called influence emotional ; where his subordinates follow No Because afraid of letters warning , but Because respect for the dedication of the leader . Leadership This charismatic character becomes very relevant in Air Kumbang Because public local Still hold firm mark character . If the head his school is respected figure , then parents students and figures public will more easy invited Work the same in building school . Without charisma , a head school only will considered as a state- assigned " foreigner " , without own bond mind with environment schools and communities surrounding areas . In several elementary schools in Air Kumbang District , which shows progress significant , visible existence influence Leadership Strong charismatic from Head The school . The leader charismatic in this area has ability outside usual to raise emotions and inspiration his subordinates . They No lead by threat sanctions , but rather with the radiance integrity and exemplary behavior that makes teachers feel reluctant and motivated in a way voluntary . In the context of public local which is still uphold tall values personality , charisma a leader school become a very valuable social capital . When the Principal is able to show a sincere vision to advance child nation , then obstacle geographical and limitations means as if become No means for teachers below its influence .

However , charismatic leadership just will lost his strength If No supported by channels Healthy Teacher Communication . In the ecosystem school basic in Air Kumbang , the teacher plays a role as a mediator between policy school with reality social in the middle parent / guardian .

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Established communication between fellow teachers, as well as teachers with leaders , often become determinant life or death A culture school . Often found cases where brilliant ideas The principal failed implemented Because blockage communication or existence misperceptions in the teachers' lounge . On the other hand , in schools where the culture Already established , visible pattern fluid , dialogic , and full communication kinship . The teachers don't Again feel as laborer teacher , but rather as a solid team that supports each other support . Apart from leadership , variables that are not lost importance in forming culture school is Teacher Communication . Teachers are actor main one who translates vision big head school become action real in space class (Rahayu et al., 2025) . In Air Kumbang District , where the distance between House student can be very far and access digital communication sometimes limited , interpersonal communication between teachers becomes very vital.

Researchers observe that in schools with a weak culture , communication between his teacher tend nature transactional and rigid . Happens grouping (clicking) between senior and junior teachers, or between ASN teachers and honorary teachers , which is an obstacle exchange information and creative ideas . On the other hand , in schools that have culture healthy school , its teachers own pattern open and supportive communication . They often share practice Good teaching in between times rest , each other give constructive criticism , and have similarities language in dealing with behavior students . Effective teacher communication in Air Kumbang also includes ability they interact with parents the majority of students working in the sector plantations . Without ability communication good persuasive from teachers, culture school No will Once get support from home . Synchronization between messages education delivered at school with habits at home only Can happen If teacher communication is running well . Therefore , synergy between charisma capable leader unite vision , with teacher communication that is capable spread values said , is key main in the formation culture solid school .

Connection between third This variable forms A circle determining causality quality Education in Air Kumbang District . Leadership charismatic act as a generator or source energy that provides direction and motivation . Teacher communication acts as cable conductor that delivers energy the to every corner school . And School Culture is light produced is A identity that makes school the known Because his discipline , his achievements , or his family . (Press, 2021) . If the head school own charisma tall However communication between bad teachers , then vision great leader will stopped in space office only . Likewise , if the teacher communicates well However led by a figure who is not inspire , then the teacher's enthusiasm will easy outage Because No existence clear direction . Therefore , both this factor must be walk side by side to

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intervene culture schools that are currently still considered need repaired in the Air Kumbang area . Initial data show that variation quality culture schools in elementary schools throughout Air Kumbang District are very dependent on how interaction between leaders and teachers occur . There are schools that, although located in a remote area with access a difficult road , but own culture Outstanding cleanliness and literacy normal Because head the school is very inspiring and the teachers compact in communicating . However , still there are also schools located on the edge road main However the culture is " dead" suri " because his leadership nature passive and communication full internal conflict .

Problems this real form is low ethos work , miscommunication in implementation curriculum independence , until fading values character in students become reason strong Why this research is necessary done .. From the implementation observations that have been I carried out on November 10, 2025 to November 15, 2025 at the School State foundation in Air Kumbang District so found problem as following : (1) Not yet built strong synergy between leadership charismatic head school and teacher communication , which has an impact on weak formation culture healthy school ; (2) Not yet optimal implementation leadership charismatic head school , even though context social The Air Kumbang community really appreciates mark character and role model figure leader ; (3) Low trust self leader in taking policy innovative and capable interesting sympathy and support all over inhabitant schools ; (4) Lack of psychological safety for teachers, which causes low courage innovation and the occurrence stagnation in practice learning ; (5) Weakness Power cultural resistance (immunity) school to influence external , so that school difficulty guard integrity mark education when dealing with dynamics public around ; (6) Lack of effective communication between teachers so that values culture school Not yet well internalized in the environment family ; (7) Culture rigid bureaucracy Still dominate management school , so that greater teacher compliance nature formality (artificial) and not yet reflect involvement emotional in the increase quality school ; (8) Culture school Still nature mechanistic , where the activity school ongoing routine without internalization values character , togetherness , and vision meaningful education .

Based on various problem facts found in the field , clearly seen that culture schools in Elementary Schools throughout Air Kumbang District Not yet formed in a way strong and sustainable . Weakness culture discipline , low teacher innovation , miscommunication in implementation policy education , as well as Still dominant pattern work of a nature administrative and routine , showing existence problem fundamental in management source Power humans at school . Phenomenon This empirical indicates that success or failure formation

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culture schools in Air Kumbang District are very much determined by how head school operate their leadership and how teachers communicate as well as interact in the environment Work . Schools that show culture positive , although be in limitations facilities and conditions geographically , generally led by the head schools that have leadership charismatic as well as supported by patterns open , harmonious , and collaborative teacher communication . In contrast , schools with a weak culture tend led in a way administrative without Power inspiring and colored by the teacher's stiff communication as well as full partition.

Therefore , depart from problem real that researchers find in a way directly at elementary schools throughout Air Kumbang District Banyuasin Regency , researcher look at need to study in a way scientific connection between leadership charismatic head school and teacher communication towards culture school . This study is expected capable give description empirical about how far both variables said , well in a way partial and simultaneous , influential to formation culture school . On the basis of thinking said , then researchers choose title research " The Influence Leadership Charismatic and Teacher Communication towards Culture Schools at Elementary Schools in Air Kumbang District Banyuasin Regency ."

THEORITICAL REVIEW

School Culture

Culture school is the determining foundation direction and quality organization education in an institution (Kholis et al., 2014) . Culture school No only understood as gathering rule written or vision and mission slogans , but as system meaning that is lived and practiced in a way real by all inhabitant school . The values adopted together will influence how teachers work , how participant educate learning , and method head school lead . (Utaminingsih , 2014) explain that culture organization formed from assumptions growing base through experience shared and inherited to member new as the right way to think and act . In the context school , assumptions the reflected in habits everyday , such as how to respond to delay , way finish problems , and method value achievement and effort . Culture strong school functioning as guidelines No written instructions behavior inhabitant school without must always supervised formally . The teacher understands what to expect from himself , the participant educate know boundaries and norms of behavior , and the head school own foothold value in taking decision . On the other hand , the weakness culture school often causes ambiguity direction , low discipline , and weak sense of ownership to school . At school base Air Kumbang District , culture school own role strategic Because school No only functioning as institution formal education , but also as center formation

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character in the middle society . Therefore , culture school become instrument important in building quality continuing education .

Leadership Charismatic

Leadership charismatic is something style leadership where the leader (Principal) has the power to influence followers (Teachers) through personality , beliefs strong , and ability inspirational (Gunawan et al., 2024) . A leader charismatic considered own clear vision and ability stunning articulation , so that capable awaken commitment , trust , and compliance highly emotional from his followers , even exceed compliance procedural usual . However , in the development theory leadership contemporary , understanding the experience shift a fairly fundamental paradigm . Leadership charismatic No Again viewed as just a " gift" natural ", but rather as gathering behavior , communication strategies , and patterns interaction social that can studied , trained , and developed in a way systematic . (Gunawan et al., 2024) confirm that charisma No stand alone in oneself leader , but is the result of interaction dynamic between characteristics leader , condition environment organization , as well as need psychology of his followers . Various study latest show that leadership charismatic Still relevant until nowadays , especially in facing change policy education , demands teacher professionalism , as well as dynamics social society . Therefore , understanding to theories leadership charismatic need reviewed in a way comprehensive from various perspective scientific .

Teacher Communication

Communication is activity base human beings who do not can separated from life organizations , including Educational organization (Muspawi & Gulo, 2023) . School as organization social No only functioning as place the learning process takes place teach , but also as room interaction social involving exchange ideas , values , emotions , and meaning . In context This , the teacher holds role strategic as communicator the main thing that is direct form climate and culture school through interaction daily . (Salahuddin, 2024) look at communication as a process of delivery and understanding possible meaning occurrence coordination and integration in organization . Communication No just convey messages , but also creates similarities understanding and building connection social . In the environment school basic , teacher communication functions as means main For translate policies , values , and vision school to in practice real in space class and environment school . Teacher communication in study This understood as a process of verbal and nonverbal interaction carried out by teachers with fellow

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teachers, with head school , and with participant education and manpower education others . Quality communication it is very decisive How values school understood , accepted , and implemented in a way collective . At school base Air Kumbang District , teacher communication has characteristics typical which is influenced by the setting behind social public agrarian . Relationship close and social nature family make communication as instrument important in guard harmony , work same , and stability organization school .

RESEARCH METHODOLOGY

This research uses method study quantitative with an ex post facto approach , namely research that aims to examine connection cause and effect between variables without give treatment in a way direct to object research . This method was chosen Because the variables studied , namely leadership charismatic head school , teacher communication , and culture school , is phenomena that have ongoing in a way natural in the environment school . Approach quantitative allows researchers to measure teacher perceptions in general objective through the numerical data obtained from instrument research . The data Then analyzed use technique statistics to find out size influence variables independent to variables dependent . Thus , the results of the study expected No only nature descriptive , but also capable explain relationships and influences between variables in a way empirical . Use ex post facto methods are also relevant to the context education , because researchers No can manipulate behavior leadership head school and pattern teacher communication . This study focuses on the disclosure fact field as existence , so that the research results expected can reflect condition real culture school at Air Kumbang District Elementary School Banyuasin Regency .

The population in this study is all teachers who work at the school the basis of the country located in Air Kumbang District Banyuasin Regency . Based on data from the local Education Department , there are 21 schools active base organize education elementary school in the Air Kumbang District area . Teachers who are included in the population This study includes teachers with the status Civil Servants (PNS) and non -PNS teachers (honorary). Both viewed own equal role in the learning process , implementation policy school , and formation culture school . The population in this study was all elementary school teachers in Air Kumbang District Regency Banyuasin , which has 290 teachers spread across 21 schools basis . Because the number of population Enough big , then researchers use technique determination sample with the Slovin formula to obtain amount representative sample . Use Slovin's formula aims to determine size sample with level error certain so that the data obtained still can represent population research .

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The data collection technique in this research uses questionnaire , observation and interview

RESULTS

Data Description

a. Characteristics of Respondents' School of Origin Respondent Distribution Table by Gender

Based on the results of the demographic data recapitulation , the distribution respondents as many as 12 teachers or 11.8% of SD N 5 Air Kumbang , 9 teachers or 8.91% of SD N 9 Air Kumbang , 12 teachers or 11.8% of SD N 10 Air Kumbang , 18 teachers or 17.8% of SD N 11 Air Kumbang , 20 teachers or 19.8% of SD N 12 Air Kumbang , 15 teachers or 14.8% of SD N 13 Air Kumbang , 15 teachers or 14.8% of SD N 15 Air Kumbang .

b. Respondent Gender Characteristics

Based on the table above , it is known that that respondents Woman more Lots compared to respondents men . Number respondents Woman as many as 79 people or 78.2%, while respondents man as many as 22 people or 21.7%. The data show that Composition of teachers in Public Elementary Schools in the District Air Kumbang District relatively balanced between men and women , even though the teacher is a woman A little more dominant .

c. Characteristics of Teacher Status

employment status , respondents study dominated by teachers with status There are 31 civil servants (PNS) or 30.6%, while there are 70 PPPK teachers or 69.3%. This condition indicates that majority power Educators in Karang Agung Ilir District are permanent teachers who have formal employee status in the education system. education national .

Variable Data Description

a) Leadership Charismatic

statistical results of the variable test Leadership Charismatic (X1) obtained Of the 101 respondents , it was found that that in a way general variables Leadership Charismatic is in the “Very Good” category with a total percentage of 82.7%. These results obtained of the total score amounting to 12,526 of ideal score 15,150. Indicator vision articulate strategic shows very good results , it looks from part large items obtained percentage above 82 %. Items X1.2 and X1.4 obtained percentage the highest , namely 84.4 %, which shows that head school capable convey vision and goals school in a way clear to the teacher. On the indicator sensitivity to environment , some big respondents give answer agree and strongly agree so that This indicator is also in the

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category very good . Items X1.13 and X1.14 obtained percentage by 82.8%, which shows that head school own concern to condition environment schools and teacher needs .

Next on the indicator taking risk Personally , the results obtained are also in the very good category . although some items still is in the category good . This shows that head school Enough brave in taking decisions and take responsibility answer to policies made . Meanwhile , on the indicators inappropriate behavior conventional , partly large items obtained category good and very good . Item X1.28 obtained percentage of 82.2%, while item X1.24 obtained percentage by 78.6 %. Overall , the results of this study show that leadership charismatic head school at Air Kumbang District Elementary School Regency Banyuasin has going very well so that capable give influence positive to environment school .

Description Table Statistics

Descriptive Statistics								
	N	Minimum	Maximum	Sum	Mean		Standard Deviation	Variance
	Statistics	Statistics	Statistics	Statistics	Statistics	Std. Error	Statistics	Statistics
CHARISMATIC LEADERSHIP	101	32	150	12526	124.02	2,407	24,191	585,200
Valid N (listwise)	101							

Source : SPSS data processing version 26

Based on the results of the analysis statistics descriptive on variables Leadership Charismatic processed using the SPSS program, it is known that amount respondents analyzed as many as 101 people. The results of the study show minimum value of 32 and value maximum of 150, so that can seen that there is difference answer respondents to statements given in the questionnaire research . Total overall scores obtained is 12,526 with an average value (mean) of 124.02. This average value show that in a way general respondents give high rating to leadership charismatic head school . In addition, obtained mark standard deviation amounting to 24,191 which shows that distribution of respondent data Still classified as Enough good and bad too Far from the average value . Meanwhile , the variance value of 585.200 describes level data diversity in variables leadership charismatic . In a way overall , statistical results This descriptive shows that leadership charismatic head school at Air Kumbang District Elementary School Regency Banyuasin is in the category good and capable give influence positive in the environment school .

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b) Teacher Communication

statistical results of the variable test Teacher Communication (X2) obtained Of the 101 respondents , it was found that that variables teacher communication is in the "Very Good" category with a percentage of overall by 83.4%. Percentage the obtained from the total research results score of 12,628 compared to the score The ideal maximum score is 15,150. The ideal maximum score is obtained from the number of items is 30 statements multiplied amount respondents as many as 101 people and scores highest Likert scale is 5, so obtained calculation 30 × 101 × 5 = 15,150. This result shows that teacher communication at Air Kumbang District Elementary School Regency Banyuasin has went very well . As for the rest percentage of 16.6% shows existence other external factors variables teacher communication that also takes place influence condition schools , such as leadership head school , culture organization , environment work , motivation teacher work , as well as factor individual other.

On the indicator openness , partly big respondents give answer agree and strongly agree to every the statement given . This shows that teachers have attitude open in conveying information , opinions , and input to colleague work and head school . Indicators empathy also gained very good category , which means the teacher is capable understand feelings , needs , and conditions of other people in the environment school . Next on the indicator attitude support research results show that teachers are able give support , motivation , and Work who are good at implementing it task education . Teachers are also assessed capable create connection harmonious work with fellow teachers and head school . Meanwhile , the indicators equality obtained excellent results , which shows existence attitude each other appreciate , honor , and treat every individual in a way fair without distinguish status and position . In terms of overall , fourth indicator the show that teacher communication at Air Kumbang District Elementary School Regency Banyuasin has going very well so that capable support creation environment harmonious and conducive school .

Description Table Statistics

Descriptive Statistics									
	N	Minimum	Maximum	Sum	Mean	Standard Deviation	Variance	Skewness	
	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	Std. Error
TEACHER COMMUNICATION	101	31	150	12630	125.05	23,663	559,948	-2,538	.240
Valid N (listwise)	101								

Source : SPSS data processing version 26

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Based on results analysis descriptive using SPSS, variables teacher communication is obtained of 101 respondents with minimum value of 31 and value maximum of 150. The total score obtained reached 12,630 with an average (mean) of 125.05. This average value show that level teacher communication is in the sufficient category high . Next , the value standard deviation of 23,663 indicates that distribution of respondent data relatively varies , although Still be around average value . The data variance of 559.948 also shows existence difference answer between respondents to indicator teacher communication . Meanwhile that , the skewness value of -2.538 shows that the data distribution tends to be skewed to the left (negative), which means part big respondents give evaluation tall to teacher communication . With thus , it can concluded that Teacher communication at elementary schools in Air Kumbang District Regency Banyuasin classified as Good based on results evaluation respondents

c) School Culture

statistical results of the Y variable test obtained Of the 101 respondents , it was found that that variable Y is in the “Very Good” category with a percentage of overall by 83.8%. Percentage the obtained of the total score amounting to 12,694 of score The ideal maximum score is 15,150. The ideal maximum score is calculated from number of statement items as many as 30 grains multiplied amount respondents as many as 101 people and scores highest Likert scale is 5, so the result is 30 × 101 × 5 = 15,150. This result shows that condition variable Y in Elementary Schools in Air Kumbang District Regency Banyuasin Already implemented very well based on evaluation respondents . Meanwhile , the remaining percentage by 16.2% shows that Still there is other external factors variables studied that can influence condition such as the environment work , culture organization school , motivation work , discipline , leadership head school , as well as factor each teacher's personality .

Based on the results of the answers respondents , some big teacher gives answer agree and strongly agree on almost all statement items . This can be seen from many scores that are in the very good category with a percentage above 81%. Some items even get mark percentage highest , such as item Y16 at 86.7% and items Y14 and Y21 at 86.1%. These results show that respondents own view positive to condition variable Y in school . In addition, no there are items that fall into categories not enough or enough , so that can it is said that implementation variable Y has walk optimally . The height the percentage on this variable also shows existence good support from head schools , teachers, and environment schools in support implementation activities at school . Thus , the results of this study prove that that variable Y in Elementary Schools in Air Kumbang

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District Regency Banyuasin has is in very good condition and capable support the creation of a more educational process effective and conducive .

Description Table Statistics

Descriptive Statistics									
	N	Minimum	Maximum	Sum	Mean	Standard Deviation	Variance	Skewness	
	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	Statistics	Std. Error
SCHOOL CULTURE	101	30	150	12669	125.44	24,725	611,348	-2,397	.240
Valid N (listwise)	101								

Source : SPSS data processing version 26

Based on the results of the analysis statistics descriptive using SPSS, variables culture school obtained of 101 respondents with a minimum value of 30 and a maximum value of maximum amounting to 150. Amount overall scores obtained is 12,669 with an average value (mean) of 125.44. This average value show that culture schools at Elementary Schools in Air Kumbang District Regency Banyuasin is in the category good . In addition , the standard deviation of 24,725 indicates existence variation answer from respondents , however data distribution is still be around average value . Variance value amounting to 611,348 shows level sufficient data diversity big between respondents in providing evaluation to culture school . Meanwhile , the skewness value of -2.397 indicates that data distribution tends to be skewed to the left or negative , which means part big respondents give evaluation tall to condition culture school . Thus , the results of this study indicate that culture school at school base Air Kumbang District Regency Banyuasin assessed has goes well according to perception respondents .

Normality Test

Normality Test Table

Tests of Normality						
	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Leadership Charismatic	.276	101	.000	.682	101	.000
Teacher Communication	.284	101	.000	.673	101	.000
School Culture	.298	101	.000	.676	101	.000

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a. Lilliefors Significance Correction

Source : SPSS data processing version 26

Based on normality test results use Kolmogorov-Smirnov and Shapiro-Wilk methods , third variables that is leadership charismatic , teacher communication , and culture school show mark significance of 0.000 in each test . Because the value significance the more small from 0.05, then can concluded that the data on the three variables No normally distributed . This is also supported by the value relative test statistics high in each variable , both in Kolmogorov-Smirnov and Shapiro-Wilk. With thus , in a way research data statistics This No fulfil assumptions normality , so that in analysis furthermore need considered use approach nonparametric or other methods that do not requires normal distribution . Although the normality test using Kolmogorov-Smirnov and Shapiro-Wilk has conducted , analysis normality No only depending on the results statistics only , but also necessary strengthened through visual approach . Therefore that , in study This used Normal PP Plot graph for see pattern residual distribution in terms of more clear . Graphics This compare probability cumulative observed with expected probability . If points on the graph follow or approaching the diagonal line, then the data can be it is said normally distributed , whereas deviation from the line show existence abnormality in data distribution .

Multicollinearity Test

Multicollinearity Test Table

Collinearity Diagnostics [a]						
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Leadership Charismatic	Teacher Communication
1	1	2,975	1,000	.00	.00	.00
	2	.023	11,320	.98	.02	.02
	3	.001	44,621	.01	.98	.98
a. Dependent Variable: Culture School						

Source : SPSS data processing version 26

Based on Collinearity Diagnostics test results , it can be seen that highest Condition Index value reached 44,621 in dimensions third . In In theory , a Condition Index value above 30 can indicates existence symptom multicollinearity . In addition , on the same dimension , the proportion variance For variables leadership charismatic and teacher communication are both is

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at 0.98 , which shows existence very strong relationship between second variables independent said . Condition This indicates that leadership charismatic and communication teachers have high correlation so that potential cause multicollinearity in the regression model . However Thus , the research model still can used with consider assumption test results others and purposes analysis study .

Determination Test

Determination Test Table

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.963 [a]	.927	.926	6,743
a. Predictors: (Constant), Teacher Communication , Leadership Charismatic				

Source : SPSS data processing version 26

Based on results analysis of the data above , obtained mark coefficient correlation between variable X and variable Y is 0.963. Based on guidelines interpretation coefficient correlation , the figure is 0.963 including in category very strong relationship . This is show that relatedness between variable X and variable Y in study this is very close so that changes in one of the variables own high relationship to variables others . For know size contribution variable X against variable Y, then done calculation coefficient determination . Calculation results show that $0{,}963^2\times$ × 100% = 92.73%. This value is indicates that variable X gives contribution by 92.73% against variable Y. With thus , some big changes that occur in variable Y can explained by the variable X, whereas the rest 7.27 % is influenced by other factors outside research . Based on results said , can concluded that variable X has enormous influence to variable Y, so that connection second variables in study This can said to be very strong and significant .

DISCUSSION

Influence Leadership Charismatic to Culture School

Based on t-test results , leadership charismatic own influence positive and significant to culture school . This is seen from mark significance by 0,000 which is more small of 0.05. The results show that hypothesis study can accepted Because there is influence real between leadership

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charismatic to culture school . Principal schools that have leadership charismatic capable give inspiration and encouragement to teachers and power education . Charismatic leader usually own ability in build trust and create connection good job with all over inhabitant school . Condition This can form atmosphere more schools disciplined , orderly , and full Spirit Work same . In addition , the head capable schools become example will more easy influence behavior positive inhabitant school . Role model the can seen through attitude not quite enough responsibility , discipline , and ability in take right decision . Culture good school will more easy created if head school capable operate his role as respected and trusted leader . With Thus , the results study This show that leadership charismatic be one of factor important in form culture positive school at school base in Air Kumbang District Banyuasin Regency .

Leadership charismatic No only related with ability leading , but also related with ability influence others in a way positive . Head schools that have character charismatic usually capable build connection good emotional with teachers and participants educate . Good relationship the can increase trust and loyalty inhabitant school to policies implemented . In addition , charismatic leaders tend capable create vision clear and easy school understood by all inhabitant school . When the vision the understood together , then all over inhabitant school will own same goal in increase quality education . Conditions This in a way No direct can strengthen culture more schools harmonious and directed . Culture positive school will reflected through attitude discipline , responsibility answer , and work The same between residents school . Principal the school also has role important in guard stability and atmosphere comfortable working environment school . If head school capable create environment positive work , then the teacher will more motivated in operate his duties . Therefore that , leadership charismatic be one of element important in support creation culture quality schools .

Study This in line with research conducted by Sodikin (2022) which states that leadership charismatic head school influential significant to formation culture disciplined and conducive schools . In addition , research by Kurnia & Prasetyo (2024) also shows that head schools that have character charismatic capable increase Work equality and loyalty of teachers in running school programs . Research results This is also supported by research (Itho'ah (2025) which explains that leadership charismatic can create environment harmonious school through good example and communication between head school with inhabitant school . Another study conducted by Rohim & Wildan (2024) find that culture positive schools are greatly influenced by the ability head school in give motivation , inspiration , and direction to teachers and power education . Furthermore , research by Masruri et al., (2025) conclude that leadership charismatic head school own

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contribution big in increase discipline , responsibility answer , and enthusiasm Work inhabitant school . Research by Ridho (2019) also stated that head capable schools become example will more easy build culture quality - oriented schools education . With Thus , the results study This the more strengthen that leadership charismatic is factor important in build culture positive schools , especially in schools base in Air Kumbang District Banyuasin Regency .

Influence Teacher Communication Towards School Culture

Research result show that teacher communication has influence positive and significant to culture school . This is proven through t-test results show mark significance of 0.000 or more small of 0.05. The results signify that teacher communication has contribution real in form culture good school . Effective communication can help creation harmonious relationship between teachers and between teachers and head school . Good relationship the will facilitate the coordination and work process The same in operate activity education . In addition , ongoing communication with good also can reduce occurrence misunderstandings in the environment school . Capable teachers communicate in a way effective will more easy convey information and building interaction positive with colleague Work and participant educate . Condition This can create atmosphere more schools comfortable and supports the learning process . Culture positive school usually grow from healthy interactions and open communication between residents school . Therefore that , the result study This show that teacher communication has a very important role in support formation culture good school at school base in Air Kumbang District Banyuasin Regency

Teacher communication is not only related with delivery information , but also related with ability build connection social in schools . Teachers who have ability good communication will more easy create atmosphere fun learning for participant educate . In addition , good communication can also increase mutual respect respect and work The same between teachers. When communication walk in a way open and positive , then problems that arise at school will more easy completed together . Condition the can create environment more work harmonious and conducive . Culture good school will seen from there is a sense of togetherness , discipline and responsibility answer all over inhabitant school . Teachers as one of the component main in school own role big in build culture the through interaction daily . The research results also show that teacher communication has more influence dominant compared to leadership charismatic to culture school . This is show that communication carried out in a way continously in activity school own big impact to formation culture school . With Thus , the increase quality teacher communication is necessary Keep going done so that culture school can develop in a way more positive .

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Study This in line with research conducted by Nurhayati and Arifin (2021) which stated that teacher communication has influence significant to creation culture conducive and harmonious schools . Research by Putra et al . (2021) also explains that effective communication between teachers can increase Work togetherness , coordination , and a sense of togetherness in environment school . In addition , research Fitri and Handayani (2022) show that good teacher communication capable create atmosphere comfortable learning so that impact positive to formation culture school . Research results This is also supported by research by Ramadhan and Sulastri (2022) which found that openness communication between teachers and principals school can strengthen discipline as well as not quite enough answer inhabitant school . Another study conducted by Wulandari et al . (2023) concluded that interpersonal communication of teachers plays a role important in build connection healthy social environment school . Furthermore , research by Saputri and Kurniawan (2023) stated that that intensity good teacher communication capable increase climate positive and supportive work creation culture quality schools . With Thus , the results study This the more strengthen that teacher communication is one of the factor main influencing factors formation culture positive school at school base in Air Kumbang District Banyuasin Regency .

Influence Leadership Charismatic and Teacher Communication towards Culture School

Based on F test results , leadership charismatic and teacher communication together own significant influence to culture school . This is seen from mark significance by 0,000 which is more small of 0.05. In addition , the value coefficient determination as big as 0.927 shows that second variables independent capable explains 92.7% of the variation culture school . The results show that culture schools are greatly influenced by the quality leadership head school and teacher communication . Good leadership can give clear direction in running school programs . While that is , effective teacher communication help create Work equality and harmonious relationships in the environment school . When both factor the walk with okay then culture school will develop in a way more positive and conducive . Culture good school can seen from increasing discipline , responsibility answer , and enthusiasm Work The same between residents school . In addition , the environment the school will also become more comfortable and supports the learning process . With Thus , the results study This show that leadership charismatic and communication teachers have a very important role in form culture school at school base in Air Kumbang District Banyuasin Regency .

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Leadership charismatic and teacher communication are two factors that are mutually dependent related in support success school . Principal schools that have ability lead with Good will more easy create policies accepted by citizens school . On the other hand , teachers who have good communication will help implementation policy the in activity everyday at school . Work same good between head schools and teachers can create atmosphere more schools harmonious and productive . Conditions This show that culture school No only influenced by one factor only , but influenced by various interconnected elements support . If leadership and communication walk in a way effective , then objective education will more easy achieved . In addition , the culture positive schools can also increase motivation teacher work and comfort participant educate in study . Research results This show that success schools are greatly influenced by the quality relationships and interactions between residents school . Therefore that , school need Keep going increase quality leadership head school and teacher communication so that culture school the more develop with good . With existence culture positive school , then quality education in schools will also increase in a way more optimal.

Study This in line with research conducted by Hidayat and Lestari (2021) which stated that leadership head school and teacher communication simultaneous influential significant to formation culture positive schools . Research by Maulana et al . (2021) also shows that success culture school is greatly influenced by ability head school in lead as well as effectiveness communication between teachers in the environment school . In addition , research by Sari and Nugroho (2022) explains that leadership charismatic supported good communication can create atmosphere a disciplined , harmonious and conducive school for the learning process . Research results This is also supported by research Fitriyah and Kurniawan (2022) who found that Work The same between head schools and teachers through effective communication capable increase not quite enough responsible and enthusiastic Work inhabitant school . Another study conducted by Wibowo et al . (2023) concluded that culture quality schools formed through combination leadership head inspiring schools and open teacher communication . Furthermore , research by Apriani and Saputra (2023) stated that that good interaction between head schools and teachers have influence big to creation environment a comfortable , orderly and supportive school improvement quality education . With Thus , the results study This the more strengthen that leadership charismatic and teacher communication is factor important that in together influence culture school at school base in Air Kumbang District Banyuasin Regency .

CONCLUSION

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research results that have been conducted at school base in Air Kumbang District Regency Banyuasin about influence leadership charismatic and teacher communication towards culture school , then can concluded as following : Leadership charismatic influential positive and significant to culture school . This is proven through t-test results show mark coefficient regression of 0.437 with t - value amounting to 4,518 and the value significance of 0.000 < 0.05. The results show that hypothesis First accepted . This means that the more Good leadership charismatic head school , then culture the school will also the more okay . Head capable schools give motivation , role model , and build harmonious relationship with inhabitant school can create culture a disciplined , orderly and conducive school . Teacher communication is influential positive and significant to culture school . This is seen from the results of the t-test obtained mark coefficient regression of 0.570 with t - value of 5,765 and the value significance of 0.000 < 0.05. The results show that hypothesis second accepted . In addition , the value beta coefficient of teacher communication is higher big compared to leadership charismatic , so that teacher communication becomes the most dominant variable influence culture school . Teachers who have good communication capable create connection harmonious work , improving Work the same , and build atmosphere comfortable learning environment school . Leadership charismatic and teacher communication together influential positive and significant to culture school . This is proven through F test results show calculated F value amounting to 623,297 with mark significance of 0.000 < 0.05. The results show that hypothesis third accepted . In addition , the results of the determination test show The R Square value is 0.927, which means 92.7 % of culture school can explained by leadership charismatic and teacher communication , whereas the rest 7.3 % is influenced by other factors outside research . With thus , the more Good leadership head school and teacher communication , then culture the school will also the more positive , harmonious , and supportive improvement quality education at school base Air Kumbang District Banyuasin Regency .

SUGGESTION

For the head school , it is hoped can Keep going increase ability leadership charismatic through attitude discipline , exemplary behavior , ability motivate teachers, as well as create connection harmonious work so that culture school become more good and conducive . For teachers, it is hoped that can increase quality communication good with fellow teachers, principal school , as well as participant educate so that created atmosphere Work good , comfortable , and supportive learning process at school . For schools , the results of this study are expected can

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made into as material evaluation in improving culture school through strengthening leadership head school and communication between residents school for quality education can develop optimally . For researchers next , it is hoped can develop this research by adding other variables such as motivation work , environment school , teacher competence , or management school so that the research results become more broad and deep .

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