
The Influence of Women Leadership and Learning Facilities on the Performance of Islamic Religious Education Teachers at State Madrasah Ibtidaiyah in Bandar Lampung City

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Abstract

Teachers' efficacy in carrying out their responsibilities and functions as educators is inextricably linked to the success of Madrasah education. On the other hand, educational facilities and the Madrasah principal's leadership style frequently impact teachers' performance. This quantitative study will look into how female leadership, learning facilities, and all of these characteristics influence the performance of Islamic religious education teachers at the State Madrasah Ibtidaiyah in Bandar Lampung City. The SPSS statistics 23 programs were used to perform multiple regression analysis in this quantitative study. The findings revealed that: (1) there is no significant effect of female Madrasah leadership on the performance of Islamic religious teachers; (2) learning facilities have a significant effect on the performance of Islamic religious teachers; (3) female Madrasah principals and Madrasah facilities together have a significant influence on the performance of Islamic religious teachers by 58.6%, and other factors influence the remaining 41.4%. As a result, the study's findings suggest that factors other than gender influence how well Islamic religious education teachers function at Bandar Lampung City's state Madrasah Ibtidaiyah. These criteria include aspects of the learning facility, separately and in conjunction with the leadership of the female Madrasah principal. As a result, more research is needed to look into various other factors that influence the efficiency of Madrasah teachers.

Keywords: *Teacher performance, learning environments, and female leadership.*

Abstrak

Keberhasilan pendidikan di madrasah tidak dapat dilepaskan dari performa guru dalam menjalankan tugas dan fungsinya sebagai pendidik. Di sisi lain, kinerja guru tersebut acapkali dipengaruhi oleh fasilitas pendidikan dan peran kepemimpinan kepala madrasah. Penelitian kuantitatif ini bertujuan menguji pengaruh kepemimpinan perempuan, pengaruh fasilitas pembelajaran, dan pengaruh keduanya terhadap kinerja guru pendidikan agama Islam di Madrasah Ibtidaiyah Negeri Kota Bandar Lampung. Sampel penelitian diperoleh dari seluruh guru pendidikan agama Islam (PAI) yang berjumlah 39 orang dari 6 MIN di Kota Bandar Lampung yang dipimpin oleh kepala madrasah perempuan. Data diuji untuk mengukur pengaruh-pengaruh kepemimpinan kepala madrasah perempuan, fasilitas pembelajaran, dan pengaruh keduanya terhadap kinerja guru pendidikan agama Islam. Penelitian kuantitatif ini menggunakan analisis regresi berganda dengan aplikasi Program SPSS statistics 23. Hasil penelitian menunjukkan: (1) tidak terdapat pengaruh kepemimpinan kepala madrasah perempuan secara parsial terhadap kinerja guru PAI MIN

di Kota Bandar Lampung; (2) terdapat pengaruh yang signifikan fasilitas pembelajaran secara parsial terhadap kinerja guru PAI MIN di Kota Bandar Lampung pada MIN di Kota Bandar Lampung; (3) terdapat pengaruh yang signifikan kepemimpinan kepala madrasah perempuan dan fasilitas madrasah secara bersama-sama terhadap kinerja guru PAI MIN di Kota Bandar Lampung sebesar 58,6% dan sisanya 41,4% dipengaruhi oleh faktor lain. Dengan demikian, kesimpulan penelitian ini menyebutkan kinerja guru PAI di MIN Kota Bandar Lampung tidak dipengaruhi oleh aspek gender kepemimpinan kepala madrasah perempuan semata, namun lebih dipengaruhi oleh aspek fasilitas pembelajaran secara parsial maupun fasilitas pembelajaran secara bersama-sama dengan kepemimpinan kepala madrasah perempuan. Untuk itu, diperlukan penelitian lebih lanjut guna mengurai sejumlah faktor lain yang mempengaruhi kinerja guru madrasah.

Kata Kunci : kepemimpinan perempuan, fasilitas pembelajaran, kinerja guru.

INTRODUCTION

The success of educational objectives is inextricably linked to the teacher's performance. Professional teacher performance, according to (1983), will have a significant impact on educational quality. Madrasas as educational institutions are inextricably linked to the work of teachers, particularly Islamic religious education teachers. In addition to transferring knowledge, skills, and values, Islamic religious education teachers in madrasas play an important role in establishing and internalizing socio-religious ideals in students (M. Rohman & Mukhibat, 2017; M. Rohman & Hairudin, 2018). This procedure can begin as soon as students attend the primary school level of education. This stage is ideal for instilling character in students as a preparation for higher levels of education. This undoubtedly necessitates the performance of Islamic religious education teachers who are personally competent, professional, and value learning quality to promote educational objectives.

According to Teacher and Lecturer Law No. 14 of 2005, a teacher's performance should include a set of knowledge, abilities, and behavior as a foundation for carrying out their obligations and roles in conveying knowledge to students. Pedagogical, personal, social, and professional competence are required (Kusumawardhani, 2017; Tjabolo, 2020; Utami, 2015). In the end, the professionalism of teacher performance is often determined by the availability of learning facilities and the leadership role of the madrasah principal he serves. According to Rizal & Nurjaya (2020), one of the decisive variables for the quality of teacher performance is complete and suitable learning facilities. Furthermore, learning facilities might increase students' motivation to participate in learning (Alif et al., 2020). Educational institutions will be of high quality if their operations are supported by qualified instructors and students and suitable learning facilities (Nasution, 2000). The madrasah principals, who are educational leaders responsible for building institutional visions, frequently influence teacher performance and student achievement in the madrasas they lead (Marzano et al., 2005; Shulhan, 2018).

The issue of leadership receives adequate attention from professionals. This is because leadership often impacts the organizational atmosphere, particularly in madrasas. Leadership should highlight teamwork traits, not simply the superior-subordinate relationship, as a process of someone functioning as a leader and pushing their subordinates to conduct according to their will (Bennis & Thomas, 2020; Fiedler, 2015). Leadership affects more than just a group; it also necessitates action that focuses on each group's many resources to develop its opportunities (Campbell, 2018). Ginnet (2017) expresses another intriguing aspect of leadership, namely that to achieve goals, leadership must be able to establish a suitable climate for an organization to become an effective organization because a strong leader can motivate his team to achieve success in a variety of scenarios and conditions (Mumford et al., 2007). Thus, the madrasa principal's leadership must be capable of creating working conditions and environments that are supportive, safe, peaceful, pleasant, fun, and full of joy for educators and students. It appears that leadership can ensure that the educational and teaching processes function smoothly and that the educational goals specified are met.

This research precisely investigates diverse objects and has never been researched by prior researchers. This study looks at the leadership of female madrasa principals in Bandar Lampung state madrasah ibtidaiyah. Previous studies have researched the leadership of female madrasa principals; for example, Kurniawan (2020) concluded that there was an association between the leadership quality of female madrasa principals and teacher quality. According to him, if the female madrasa principal's leadership is good, the teacher's performance will also be good. It is different from Zainal Abidin (2022), who described in his research results that there was substantial progress in the leadership of female madrasa principals in the two private madrasas analyzed. Aside from being a leader-manager at madrasas, women's leadership can be more active. According to Suraya et al.'s research (2021), women's leadership in madrasah ibtidaiyah can serve as facilitators, articulators, and motivators. These roles have been carried out well, driven by solid internal communication with all aspects of the madrasa. As a result,

masculinity and gender identity are not always determinants of the principal's leadership success. Hasan et al. (2021) discovered that women could perform managerial duties in their research findings.

Furthermore, the role of educational infrastructure has previously been extensively examined. Sahid & Rachlan (2019) found that good management of learning facilities can improve educational quality. Furthermore, learning facilities can pique students' attention and motivate them to learn. This is highlighted in the research findings of Sandiar et al. (2019) who indicate that learning facilities have a considerable positive influence on students' learning interests.

Given that a number of State Madrasah Ibtidaiyah (MIN) in Bandar Lampung City are led by female madrasa principals, a number of these past studies have been the foundation for the literature and the inspiration for this research. The overall number of madrasah ibtidaiyah in the city of Bandar Lampung is 60, with 12 state madrasas and the rest 48 madrasas managed by the community (private). Of the 12 MIN, six were commanded by female madrasa principals. Furthermore, according to EMIS statistics, there were 260 MIN teachers in Bandar Lampung, with 189 of them being Civil Servants (PNS) and the remaining 71 being teachers who were not Civil Servants (Non-PNS). In terms of educational background, 219 (84.2%) of the teachers had a bachelor's degree (S-1), 17 (6.5%) had a master's degree (S-2), and the rest 24 (9.2%) had not yet graduated. Then out of 260 teachers, 183 teachers (70.4%) were certified. At the same time, the remaining 75 teachers (29.6%) were not certified. The data demonstrates the need for several stakeholders to work together to improve the effectiveness of madrasah ibtidaiyah teachers.

The results of initial observations identified a few problems in MIN led by female madrasah principals, such as the lack of firmness in making decisions and a lack of confidence in several female madrasah principals who were often compared to male madrasah principals (interview, July 2020). Furthermore, tracking the number of past research revealed various issues with the performance of primary school teachers in Bandar Lampung. First, Asep Rohman's investigation (2021) discovered that there were still teachers whose educational qualifications did not

correspond to their teaching responsibilities. Some of them have not been able to generate learning creativity and are less able to grasp approaches that correspond to lesson plans that have been developed. Second, the results of Abas' research (2019) found that the discipline of Islamic religious education teachers at MIN in Bandar Lampung City was greatly influenced by madrasa management.

Furthermore, learning facilities at numerous MIN in Bandar Lampung are often still quite simple, although having appropriate minimum standards that have not been upgraded with the times (observation, July 2019). According to one madrasah principal, supporting facilities like air conditioners, LCD projectors, laptops, laboratories, multimedia rooms, and so on are expensive, and not all MIN can afford them. Meanwhile, requests for assistance from students' parents are strictly prohibited by the government and are regarded as a burden on the community. Furthermore, teachers and students have not properly utilized the available learning facilities, not to mention the poor maintenance and upkeep of these facilities (Madrasah Principal, Interview, July 2020).

This study aims to determine: a) the influence of female madrasah principals on the performance of Islamic religious education teachers at MIN in Bandar Lampung City; b) the influence of learning facilities on the performance of Islamic religious education teachers at MIN Bandar Lampung City; and c) the influence of both factors on the performance of Islamic religious education teachers at MIN Bandar Lampung City. As a result, this study hypothesizes that the leadership of female madrasa principals, educational facilities, and both factors together impact the performance of Islamic religious education teachers at MIN in Bandar Lampung City.

METHOD

A causal correlation with a quantitative approach was used in this study, with the object of research being the leadership of female madrasa principals and learning facilities on the performance of Islamic religious education teachers in Bandar Lampung City (Cohen et al., 2014; Barringer et al., 2013). The study

population comprised all Islamic religious education teachers, namely 39 teachers in six MIN in Bandar Lampung City, led by female madrasah principals.

This study's data collecting method was a questionnaire provided in statements, both positive and negative (Neuman, 1997). Each statement has four response options: strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SDA). Following data analysis, a Likert scale was utilized to offer a numerical value to the positive or negative responses based on leadership theory, learning facilities, and teacher performance. As a result, positive and negative statements got inverse scores. The responses were valued as follows: Strongly Agree (SS) is 4 for a favorable statement and 1 for an unsubstantiated statement. Multiple regression procedures were utilized to test the hypothesis through processing, testing, and data analysis utilizing the SPSS statistics 23.

RESULTS AND DISCUSSION

The Description of Research Variables

A questionnaire with 17 statement items was used to obtain variable data on the leadership of female madrasah principals. The answer scores were distributed from 34 to 85, with the lowest being 34 and the highest being 85. The following data were acquired using simple statistics calculations: mean = 73.54, median = 75, mode = 68, and standard deviation = 10.20. A questionnaire with 20 statement items was used to obtain variable data from the Learning Facility. The answer scores were distributed from 50 to 100, with 50 being the lowest and 100 being the highest. The mean was 81.18, the median was 82, the mode was 68, and the standard deviation was 10.92. A questionnaire acquired data on the Islamic religious education teacher performance variable with 30 statement items. The scores ranged from 50 to 150. The mean was 113.72, the median was 121, the mode was 68, and the standard deviation was 25.77 based on data distribution calculations.

The Influence of the Leadership of Female Madrasah Principals on the Performance of Islamic Religious Education Teachers at State Madrasah Ibtidaiyah in Bandar Lampung City

Women in leadership positions represent a big step forward in the development of gender equality. Women's leadership in government agencies, especially education, is a novel development in the face of male hegemony, which has traditionally ruled. Women's leadership is founded on the concept that men and women have equal chances and rights in leadership activities. According to the research findings of Hassan & Silong (2008), women's leadership is more focused on democratic relations, providing genuine service to others, displaying care and affection, and being concerned about those who are less fortunate. However, due to their casuistic nature, the conclusions of this study cannot be generalized.

Female school principals, for example, will be more attentive in making judgments, valuing informal communication ties, expressing thanks, or being more diplomatic in giving reprimands with their motherly character, according to studies on women's leadership (Kristiyanti & Muhyadi, 2015). Therefore, if the positive effects of female school principals affect teacher performance, further research is needed.

A statistical test was also performed using SPSS version 23 to examine the effect of female madrasa principals' leadership on Islamic religious education instructors' performance at MIN in Bandar Lampung. To find out how far the value of the endogenous (Y) variable (teacher performance changes) is if the exogenous (X1) variable (the leadership of the female principal) is modified. A basic regression analysis was employed. The regression equation was developed using the SPSS statistics 23 computing application. To determine the influence of the leadership of female madrasa principals on the performance of MIN Islamic religious education teachers in Bandar Lampung City. The data were evaluated using simple regression to determine how well MIN Islamic religious education teachers in Bandar Lampung City perform if female madrasah principals' leadership was enhanced. As a result, Y regression over X1. Calculating the simple regression

coefficient with SPSS statistics 23 shows that the constant coefficient value was 38.631; the coefficient of the independent variable (X1) was 0.166. So the regression equation $Y = 38.631 + 0.166 X1$ was obtained. Based on this calculation, it is known that the constant value is 38.631 mathematically. When the leadership of the female madrasa principal is zero, the performance of Islamic religious education teachers has a value of 38.631. Furthermore, the positive value of 0.166 was found in the regression coefficient of the independent variable (X1), illustrating that the direction of the relationship between the independent variable (X1) and the dependent variable (Y) was unidirectional, where each increase of one unit of female principal leadership variables causes an increase in the performance of Islamic religious education teachers at MIN in Bandar Lampung City (0.166).

Based on the data above, it can also be shown that sig. (X1) the leadership of female madrasa principals was 0.886, which was higher than 0.05. Furthermore, the t-value was 0.398 based on the outcome of the t-test. When compared to the t-table at a 95% significance level (0.05), $t_{\text{table}} = t_{(\alpha/2; n-k-1)} = t_{(0.025; 36)} = 2.028$. Thus, 0.398 was lower than 2.028 or the t_{count} was smaller than t_{table} . Therefore, H_0 , which stated that there is an influence between the leadership variables of female madrasa principals on the performance of Islamic religious education teachers at MIN in Bandar Lampung City, was rejected.

According to the findings of the statistical tests presented above, gender did not affect teacher performance in general. Leadership's primary purpose is to direct, guide, show, organize, foster, and influence subordinates. To carry out these responsibilities, regardless of the leader's gender, sufficient competence is required.

Leadership can be seen as a process of influencing activities that are very closely related to group members' tasks (Stoner & Stoner, 2013). Koontz (2020) offers an alternative perspective, stating that leadership is influencing people to attain the leader's aims. As a result, in this study, the leadership of female madrasa principals did not connect with teacher performance, because factors of knowledge, abilities, and influence in leading their subordinates contributed more to teacher performance.

Looking at the findings of previous studies can help to strengthen this research. For example, the research findings of Alhusaini et al. (2020) and Rizal (2019) show that work motivation and discipline substantially influence teacher performance. Furthermore, corporate culture and pay might impact teacher performance (Sulisworo, Nasir, & Maryani, 2017; Herlina, Fitria, & Puspita, 2020; Silalahi, Simatupang, Romy, Candra, & Sudirman, 2021). Furthermore, the most important element influencing teacher effectiveness is the linearity of teacher education, which has implications for their competencies (Adi et al., 2019). This study concludes that the performance of Islamic religious education teachers at MIN in Bandar Lampung City is not influenced by the leadership of female madrasa principals. It is claimed that other factors influence the performance of Islamic religious teachers more, as evidenced by the outcomes of other studies reported by the author.

The Effect of Learning Facilities on the Performance of Islamic Religious Education Teachers at MIN in Bandar Lampung City

Madrasa learning facilities include both facilities and infrastructure. All instruments and equipment utilized in the educational process, such as buildings, rooms, tables and chairs, textbooks, visual aids, and other tools, are considered educational facilities. In other words, means are tools for achieving educational objectives. Meanwhile, infrastructure includes all components that help the learning process indirectly, such as roads, courtyards, laws, and so on (Sinta, 2019). One of the aspects that can influence the quality of education in madrasas is the learning facilities. Learning facilities and infrastructure teachers use to support the teaching and learning process, both within and outside the classroom, in teaching and learning activities (Azhari & Kurniady, 2016). As a result, the state of educational facilities and infrastructure owned, as well as the optimization of their management and utilization, have a considerable influence on the success of educational programs in madrasas (Fuad, 2016).

A statistical test was performed using the SPSS version 23 program to determine the effect of learning facilities on the performance of Islamic religious education teachers at MIN in Bandar Lampung City. A simple regression analysis is utilized to determine how far the value of the endogenous variable (Y), namely teacher performance, changes if the exogenous variable (X2), namely learning facilities, is changed. The basic regression coefficient calculation results with SPSS Statistics 23 show that the constant coefficient value is 38.631, and the independent variable (X2) coefficient is 0.861. So the regression equation $Y = 38.631 + 0.861X_2$ is produced. Mathematically, the constant value is 38.631 based on this equation. This constant number indicates that the performance of MIN Islamic religious education teachers in Bandar Lampung City at the time of learning facilities is 38.631. Following that, the positive value (0.861) in the regression coefficient of the independent variable (X2) shows that the relationship between the independent variable (X2) and the dependent variable (Y) is unidirectional, with every increase in one unit of learning facility variable causing an increase in the performance of Islamic religious education teachers at MIN in Bandar Lampung City (0.861).

Based on this data, it can also be seen that sig. (X2) Learning Facilities is 0.000, which is lower than 0.05. From the output of the t-test above, it can also be seen that the t_{count} value is 5.050. When compared with t_{table} at 95% significance level and α of 0.05, [$t_{table} = t(\alpha/2; n-k-1) = t(0.025; 36) = 2.028$]; then 5.050 is lower than t_{table} (2.028). The t_{count} is greater than t_{table} . Therefore, H_a , which states that there is an influence between the variables of learning facilities on the performance of MIN Islamic religious education teachers in Bandar Lampung City is accepted. Furthermore, H_o , which stated that there was no influence between learning facilities variables on the performance of MIN Islamic religious education teachers in Bandar Lampung City, is rejected. Therefore, from this statistical analysis, it can be underlined that learning in madrasas, in general, is often influenced by the facilities and infrastructure available.

The test results reflect how crucial learning facilities are in boosting teacher success. Educational tools and media are required to promote an effective learning

process. For example, the educational process cannot operate properly if the classrooms employed as learning spaces are not maintained or acceptable for use. Another example is that teachers cannot give excellent instruction if resources like LCD projectors, laptop computers, and internet technological gadgets are unavailable. Learning in the digital era requires these tools, which are 21st-century learning demands. According to Mun'im Amaly et al. (2022), a teacher must be skilled and open to accepting various information technologies that will assist his competency, which impacts the effectiveness and success of learning. If the learning facilities possessed by the madrasa are incomplete, it can impair the teacher's performance in carrying out their main obligations as educators.

The findings of this study support the conclusions of prior investigations. For instance, Chepkonga (2017) discovered a substantial relationship between educational infrastructure and the quality of educational institutions, including the teachers who work in them. Rizal & Nurjaya (2020) research explains the same issue: educational facilities affect teacher performance. These results were confirmed by the research study of Anggrainy et al. (2020), which said that educational facilities and infrastructure substantially influenced teacher performance.

Similar to the research findings above, the results of research in Tanzania also explain relatively the same thing, namely, the lack of school infrastructure, such as libraries, laboratories, classrooms, etc., causes poor teacher academic performance, which has implications for student learning outcomes (Ilomo & Mlavi, 2016). The influence of learning facilities on teacher performance can also be seen from the research results by Rizal & Nurjaya (2020), with a percentage of 58.3%, while other factors influence the remaining 41.7%.

Based on the study's findings, it is possible to conclude that this study confirms the findings of earlier studies, namely that learning facilities significantly impact teacher performance. So facilities and infrastructure are crucial aspects that will decide whether a learning process can function effectively or vice versa. As a result, facility and infrastructure management in an educational institution must be

carried out professionally and proportionately, which includes planning, procurement, supervision, inventory storage, and elimination to create neat and beautiful educational institutions that create pleasant conditions for teachers and students.

The Influence of the Leadership of Female Madrasah Principals and Learning Facilities on the Performance of Islamic Religious Education Teachers at Madrasah Ibtidaiyah in Bandar Lampung City

The previous sub-discussion said that female madrasa principals' leadership does not affect the performance of Islamic religious education teachers. Still, learning facilities have a beneficial effect on teacher performance. As a result, a study was conducted to assess the impact of female madrasah principals' leadership and learning facilities on the performance of Islamic religious education teachers at MIN Bandar Lampung City.

A simple regression analysis is done to determine how far the value of the endogenous variable (Y) or teacher performance changes if the exogenous variable (X1X2) or the leadership of the female madrasa principal and learning facilities is changed. The significance value (sig.) or probability value of the ANOVA output, or comparing the computed f-value with the f-table based on the significant value of the ANOVA output, can be used as a reference or guideline for assessing the hypothesis in the f-test: (a) If the result is significantly less than 0.05, the hypothesis is accepted, implying that the X1 female madrasa principal's leadership motivation and X2 learning facilities both influence the performance of Islamic religious education teachers in Bandar Lampung City (Y). (b) If the significant value is more than 0.05, the hypothesis is rejected, indicating that it has no effect on Islamic religious education teachers' performance in Bandar Lampung City.

This test is performed by comparing the significance of the f_{count} value greater than f_{table} , indicating that the model formulated is correct. If the f_{count} value is greater than f_{table} , it can be interpreted that the regression model is correct, indicating that the joint effect is by looking at the value of $f_{table} = [F_{table} = F(k; n-k)]$

= $F(2; 37) = 3.25$] with a 5% error rate. The coefficient of determination (KD) or r^2 (square) value indicates how well the interaction of the independent factors and the dependent variable creates the regression model. The value of r^2 is 0.586, which suggests that the combined influence of variables X1 and X2 on variable Y is 58.6%, with the remaining 41.4% influenced by other factors. Based on the test results, it can be seen that the f_{count} value is 12,752 and the f_{table} value is 3.25, indicating that the f_{count} value is greater than the f_{table} , or $12,752 > 3.25$, and a significance level of 0.00 is greater than 0.05, indicating that H_0 is rejected and H_a is accepted. As a result, it is possible to conclude that the leadership variables of female madrasa principals (X1) and learning facilities (X2) substantially affect the performance of Islamic religious education teachers at state madrasah ibtidaiyah in Bandar Lampung City at the same time.

This study's outcomes support Djatmiko (2006) research that school principal leadership and infrastructure influence teacher performance. According to Djatmiko's findings, the second effect was at 65.1%. However, it should be noted that the principal of the school that is the subject of Djatmiko's research is male, implying that the influence of leadership and infrastructure as a whole is unaffected by gender. Because educational facilities and infrastructure support instruction continuity, male and female school principals can impact teacher performance when combined with infrastructure.

Furthermore, Sulisty & Aprilliyani (2017) discovered similar conclusions, namely that the school principal's leadership, teacher discipline, and infrastructure utilization might influence teacher performance. Rahayuningtyas & Yulianto (2016) discovered in their research at a private vocational school that both the principal's leadership and school facilities favorably influence teacher performance. As a result, the third sub-discussion hypothesis in this study is answered, and previous research projects are completed.

CONCLUSION AND SUGGESTION

Three conclusions can be drawn from the data analysis results of this quantitative study. First, statistical analyses revealed that the female madrasa

principal's leadership did not affect the performance of Islamic religious education teachers at MIN, Bandar Lampung City. Second, learning facilities substantially impact the performance of Islamic religious education teachers at MIN in Bandar Lampung City. Third, the leadership of female madrasah principals and madrasah learning facilities substantially influences the performance of Islamic religious education teachers at MIN Bandar Lampung City. Thus, this study concludes that the performance of Islamic religious education teachers at MIN in Bandar Lampung City is influenced not only by the gender aspect of the female madrasah principal's leadership but also by aspects of learning facilities partially and learning facilities together with the female madrasah principal's leadership.

As a result, this study suggests an additional investigation into other factors influencing teacher performance, particularly teachers of Islamic religious subjects at MIN in Bandar Lampung City.

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