

IMPLEMENTATION OF SUPPORTIVE SUPERVISION TO OVERCOME TEACHER ANXIETY AT MTsN 2 SIAK

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Abstract

This research aims to qualitatively analyze the implementation of supportive supervision by the school principal as an effort to overcome teacher anxiety at Madrasah Tsanawiyah Negeri 2 Siak. Specifically, this research aims to determine the factors causing teacher anxiety, identify the steps of supportive supervision implementation carried out by the school principal; and analyze the supporting and inhibiting factors of the supportive supervision implementation. This type of research is field research with a qualitative approach that uses interviews, observation, and documentation as data collection techniques. The research was conducted at Madrasah Tsanawiyah Negeri 2 Siak. The research results show that the main factors causing teacher anxiety are immaturity in lesson preparation, lack of deep and comprehensive knowledge, inability to teach certain subjects, problems faced by students related to school, the school building environment, and the principal's supervision. The implementation of supportive supervision is carried out through structured and collaborative steps, including: Planning, execution, feedback, evaluation and analysis of supervision results, follow-up plan, and supervision implementation report. Supporting factors for the implementation of supervision include emotional support, instrumental support, appreciation, information, social integration, and spiritual support. Meanwhile, the inhibiting factors are lack of a scientific spirit among teachers, weak creativity, and lack of facilities.

Keywords: Implementation, supportive supervision, teacher anxiety.

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INTRODUCTION

The role of a teacher in teaching and learning activities, which is the most important part of an educational institution, is highly significant. Without the presence of a teacher, the educational process will not run well. This is because a teacher's job is not only to teach and transfer knowledge, but also to educate, train, and guide students. This is what the internet lacks. Heru et al., in Novanto & Oktavia (2025) state that in order for teachers to carry out the learning process well and in line with the educational goals in Indonesia, they must possess eight skills. However, many challenges arise before or during the learning process, one of which is anxiety which causes unstable emotions that can make teachers feel disturbed (Novanto & Oktavia, 2025).

The Ministry of Health, cited by Sheny Salsabila Nadila and Nur Fajariyah, defines Anxiety as a psychological condition where a person experiences excessive anxiety regularly and finds it difficult to control, which negatively impacts their life. Anxiety arises at certain times in life, causing discomfort, difficulty concentrating, and difficulty relaxing. It involves tension, insecurity, and worry that arise when someone feels something

unpleasant is about to happen. However, most sources of anxiety originate internally and are unknown (Nadila & Fajariyah, 2023).

Anxiety is a condition or feeling that makes a person worry and feel that something bad will happen. Furthermore, anxiety is a mixture of various emotions that occur when a person is under emotional pressure and internal conflict. There are several reasons why a person might feel anxious: a threatening danger, seeing something, feeling guilty or doing things that are not morally appropriate, or due to a lack of parental affection. Many things can cause anxiety.

It is undeniable that teacher anxiety arises due to work pressure or other non-work-related matters. This can cause the learning process to be suboptimal and affect teacher performance. Therefore, the role of the madrasah principal is highly needed, especially in providing supportive supervision to help the teacher in overcoming the anxiety they experience.

Supportive supervision, according to Kadushin (1976), is defined as an intervention that strengthens ego defence and strengthens the ego's capacity to cope with work pressure and tension. This supportive supervision includes procedures such as assurance, encouragement and recognition of achievement, expression of realistic trust, approval and praise, catharsis-ventilation, desensitization and universalization, and attentive listening that can communicate interest and concern. Thus, supportive supervision, according to Okia et al (2021) is highly necessary for improving teacher performance and stress management in madrasah. Supportive supervision is very important in the performance of primary school teachers and students. For teachers to effectively fulfill their duties in the main outcome of teaching, they need supportive supervision oriented toward professional development.

Kraus, cited in Elingo Abdurahman et al., defines supportive supervision as a collaborative process that focuses on the growth, development, and well-being of the supervisee. This process involves providing guidance, feedback, and resources to help the supervisee achieve goals and overcome challenges. Supportive supervision is an approach that recognizes the importance of emotional support and encouragement in the supervision process. This process involves giving positive feedback, recognition, and acknowledgment to help the supervisee build self-confidence and motivation (Abdurahman et al., 2024).

Garubo & Rothstein (1998) explain that Supportive Supervision is a learning situation for both the teachers and their supervisors. It is often understood by abandoning old ideas or ways and learning new ways of thinking and doing things. Supervisors must learn to trust what the teacher sees and hears, while the teacher must be confident that the supervisor will help the teacher shape and develop themselves using the information obtained. Supportive supervision is a cooperative effort between the supervisor and the teacher to learn more about what is actually happening in the classroom (Garubo & Rothstein, 1998).

Thus, supportive supervision can be understood as an intervention effort by the leader through coaching, feedback, and the provision of resources to help subordinates strengthen their resilience in building self-confidence and coping with job pressure so that they can achieve the expected performance.

In the preliminary study, the author found several indicators of teacher anxiety in the madrasah as follows:

1. Teachers feel anxious when supervised by the madrasah principal or madrasah supervisor.
2. Teachers feel anxious about the change from the 2013 curriculum to the Merdeka curriculum.
3. Teachers feel anxious about the demands of teaching duties and required administration that must be fulfilled.

One of the school principal's efforts to overcome this teacher anxiety issue is by implementing supportive supervision. This is what makes the author interested in examining the actual implementation of supportive supervision to overcome teacher anxiety carried out by the madrasah principal, as the supervisory and managerial function of a principal will greatly assist in the achievements of the teachers in the madrasah.

RESEARCH METHOD

The type of this research is Field Research using a qualitative approach which aims to understand phenomena experienced by the research subjects, such as behavior, perceptions, motivations, and actions holistically, by using various natural techniques (Moleong, 2016). This research discusses the behavior, perceptions, motivations, and actions related to the implementation of supportive supervision to overcome teacher anxiety.

This research was conducted at Madrasah Tsanawiyah Negeri 2 Siak in Sungai Apit Sub-district. The primary data source in this research is data on the Implementation of Supportive Supervision to overcome teacher anxiety, gathered through interviews with the madrasah principal, vice principal, and subject teachers. Meanwhile, secondary data in this research was obtained through document review relevant to the Implementation of Supportive Supervision to overcome teacher anxiety at Madrasah Tsanawiyah Negeri 2 Siak.

The data collection technique used in qualitative research, based on the opinion of (Ahmadi, 2016), emphasizes the interview technique, specifically the deep interview. In this research, data collection regarding the factors causing teacher anxiety, the steps taken in implementing supportive supervision to overcome teacher anxiety, and the supporting and inhibiting factors of the supportive supervision implementation were obtained from interviews with the Madrasah Principal, Vice Principal, and Subject Teachers at Madrasah Tsanawiyah Negeri 2 Siak. Meanwhile, documentation serves as a supporting technique to obtain the required data. The data analysis in this research is the grouping of data concerning the Implementation of Supportive Supervision to overcome teacher anxiety at Madrasah Tsanawiyah Negeri 2 Siak.

RESEARCH RESULTS AND DISCUSSION

Research Results

This research is directed to analyze the implementation of supportive supervision to overcome teacher anxiety at Madrasah Tsanawiyah Negeri 2 Siak. Several findings were obtained in this study as follows:

A. Factors Causing Teacher Anxiety at Madrasah Tsanawiyah Negeri 2 Siak:

1) Immaturity in lesson preparation

From the data obtained, it is known that one of the factors that cause teacher anxiety is their unpreparedness in delivering lessons due to the obligation to complete administration. Suyitno in Amrina Rosyada et al. explains that with the Merdeka Curriculum, teachers hope to help students who fall behind in subjects. However, teachers spend a lot of time completing administrative tasks.

Teachers spend more time preparing learning tools by creating Learning Objectives (TP), Learning Activity Flow (ATP), and Teaching Modules. Moreover, teachers also have to create Employee Performance Targets (SKP), daily work reports, monitor SIMPEG 5, Simpatika, Emis, and so on. Teachers are also involved in PKKM

(Madrasah Principal Performance Assessment) and other activities, so teachers have less time to prepare the lesson material to be delivered to students.

However, the essence of education is classroom learning activities. Therefore, the madrasah principal must be able to provide encouragement to overcome the teacher's anxiety. The principal needs to simplify the administration that must be done, provided it does not reduce the essence of classroom learning activities. The principal needs to explain that the administrative assessment is more geared toward what the teacher will develop in the classroom in accordance with the teacher's language, so teachers do not need to be afraid or anxious about whether what they are doing is right or wrong.

2) Lack of deep and comprehensive knowledge.

One cause of teacher anxiety is the lack of deep and comprehensive knowledge. This can be seen from two factors:

a) Curriculum changes

The change from the K13 (2013 Curriculum) to the Merdeka Curriculum also became a source of teacher anxiety. This is because they do not master the curriculum itself. Teachers still do not fully understand the learning outcomes (Capaian Pembelajaran), then transform them into learning objectives, pour the TPs into ATPs, and finally create teaching modules. What they create today is more of an imitation of what others have done and modified according to the teacher's madrasah. Differentiated learning has become confusing for teachers; theoretically, they can understand it, but not in practice.

The latest changes are deep learning and the love-based curriculum (KBC). Although essentially deep learning and KBC are not different curricula from the Merdeka Curriculum, these changes also put pressure on teachers and make them feel anxious. They do not truly master and do not have good enough knowledge about the Merdeka Curriculum, deep learning, or the love-based curriculum. Novanto & Oktavia (2025) explain that based on their research, curriculum changes cause high anxiety for teachers.

Thus, the madrasah principal has an important role in overcoming teacher anxiety related to curriculum changes. The principal must provide the understanding that these changes are one step in developing the relationship between the existing curriculum and the new curriculum. A teacher must be dynamic and ready to accept change. To overcome the anxiety experienced, the principal can create special training on the latest curriculum by inviting experts who can help teachers understand and implement the curriculum.

b) Lack of mastery of teaching material

Many teachers feel anxious because they do not master the material well. According to Maharani (2025), this inability to understand the material then affects a person's self-confidence. Wahyuni (2013) explains that there is a negative relationship between self-confidence and anxiety. The lower a person's self-confidence, the higher the anxiety experienced.

Learning activities and social interaction in the classroom can increase anxiety. Pedagogically anxious teachers tend to avoid innovative teaching approaches, such as open discussions or in-depth question-and-answer sessions, because they are afraid of revealing their lack of knowledge. Instead, they may prefer to speak in a rigid manner, which limits two-way communication. This anxiety can manifest socially in the form of authoritarian or defensive behavior in front of students; this is a self-defense mechanism to maintain control and conceal vulnerability. This frightening state persists: anxiety is caused by a lack of material mastery, which in turn reduces teaching effectiveness, and ultimately increases the teacher's belief that they are incompetent. As a result, anxiety deepens.

3) Inability to teach certain subjects.

One cause of teacher anxiety at Madrasah Tsanawiyah Negeri 2 Siak is their inability to teach certain subjects. There are several teachers who teach subjects different from their competence. The assignment of several teachers to teach subjects outside their

expertise is due to the shortage of teachers at Madrasah Tsanawiyah Negeri 2 Siak. This assignment certainly makes the teacher concerned feel uncomfortable and anxious because they do not master the material in those subjects. However, for the learning activities to take place, this must be done. Fernet et al. in Tran (2023) found that job ambiguity threatens teacher motivation and enthusiasm. Inadequate information and unclear job requirements can make teachers feel insecure and uncertain about their performance.

4) Problems faced by students related to school and the school building environment.

Another factor that causes anxiety for teachers at Madrasah Tsanawiyah Negeri 2 Siak is the problems faced by students related to the environment because there are many drug users and dealers. They are anxious about the environment where students live, which could eventually lead them astray. The heterogeneous madrasah environment and the presence of criminals such as drug dealers make teachers anxious if their students become contaminated by destructive association. To anticipate this, the madrasah principal and teachers conduct anti-drug and anti-alcohol counseling. They also hold Islamic studies that can help improve students' *akhlakul karimah* (noble character). In addition, they also carry out positive activities involving students so that they can help students build mental resilience and be part of character education.

5) Principal's supervision.

Many teachers still feel anxious when they hear that supervision will be carried out by the madrasah principal. The implementation of supervision also turns out to be a cause of anxiety for teachers, even though this activity is always carried out every semester. In this regard, the madrasah principal conveys and provides the understanding to teachers that supervision is not to find fault, but as an effort to improve the teacher's ability to teach.

B. Steps for Implementing Supportive Supervision

The steps taken by the madrasah principal and the team are as follows:

1) Planning

The first step carried out by the madrasah principal is to plan the supervision activity together with the team, which is outlined in the madrasah's annual work plan, including:

a) Conducting General Planning.

Supervision activities are carried out once every semester. The schedule is adjusted to other madrasah activities. Based on the interview results, it is known that this supervision activity is indeed carried out every semester. This means that supervision is carried out twice a year. This was decided based on a joint agreement between the principal and the teachers.

b) Setting goals and outcome criteria for supervision

In setting the supervision goals, the principal has involved a designated team to assist the principal in carrying out the supervision activity. The principal also involves teachers in formulating these supervision goals so that teachers can understand and provide input for the supervision to run well. Coppola et al (2004) explain that in setting these goals and objectives, the Principal must work with the Deputy Principal for Curriculum and the teacher to be supervised so that the goals and objectives are mutually understood. Goal setting is a primary management tool for organizing and directing school operations and functions. However, it must be a collaborative team process supported by the entire staff.

c) Forming a Supervision Team

To ensure that supervision activities are carried out well, the madrasah principal forms a team for the supervision activity. The formation of this team is very important to lighten the principal's burden in carrying out their duties. Wiyono (2021) explains that to achieve institutional goals, everyone in the organizational structure needs effective

teamwork. When tasks require multiple skills, opinions, and experiences, teams usually work better than individuals.

d) Creating a Supervision Schedule

The madrasah principal and the team prepare a supervision schedule so that the activity is well planned. The preparation of this supervision schedule can reduce teacher anxiety, as teachers can make more thorough preparations both mentally and in terms of teaching material. This is reinforced by the data obtained from interviews that the madrasah principal and the team create a schedule for the supervision implementation based on each subject and the appointed supervisor so that teachers can prepare well and thus give a maximum performance.

2) Implementation

In this implementation item, several activities are carried out by the madrasah principal and the team, namely:

a) Supervision of the Learning Implementation Plan (RPP)

The Principal supervises the Learning Implementation Plan before the teacher enters the classroom. The goal is for the principal to be able to discuss with the teacher and find out the extent of the teacher's preparation for the learning activity. Coppola et al (2004) explain that in a supportive supervision program, lesson planning is done through a collaborative team approach. In this regard, it is essential to prioritize an open and supportive culture that respects differences and values individual rights. However, for the greater good, a positive group dynamic must be developed in an atmosphere of mutual trust, mutual respect, and a genuine willingness to share knowledge and expertise. Using a team approach in designing learning is not complicated. The team can find the right time to discuss the focus of the learning activities. This team can consist of a homogeneous composition or an interdisciplinary group consisting of teachers across disciplines or grade levels. Teams can also be organized horizontally (across grade levels) or vertically (including several grade levels). If possible, different types and combinations of planning teams should be encouraged and given the opportunity to develop learning activities related to the established academic goals.

b) Preparation of the Supervision Instrument

The madrasah principal does not prepare the supervision instrument alone with the team and teachers. In the supervision implementation, the madrasah principal uses the supervision instrument already provided by the supervisor. Nevertheless, the madrasah principal still conveys the supervision instrument to the teachers so that they can know what items will be observed. The available instrument displays quite a large number of items. This can put pressure on teachers, as conveyed by some teachers in the interview. Therefore, the madrasah principal needs to simplify the instrument according to the needs and predetermined goals.

c) Observation

To obtain supervision results, the madrasah principal and the team conduct classroom observation. What the principal has done in this observation is very good. The principal does not intervene in the activities carried out by the teacher. This is expected to reduce the anxiety felt by the teachers. In this classroom observation, the supervisor observes the learning activities and aligns them with the items on the supervision instrument. The supervisor also provides important notes as material to be conveyed to the teacher. The principal and the team also document the learning activities through video to facilitate the feedback process between the supervisor and the teacher.

3) Feedback

The activity carried out by the madrasah principal after observation is implementing feedback. This follow-up feedback is carried out by the supervision team in

the principal's room so that the discussion between the teacher and the supervision team is more open. Teachers feel comfortable expressing their feelings and asking questions without worrying about being heard or known by others outside the supervisor team. The supervisor also feels comfortable conveying shortcomings during the learning activity without embarrassing the teacher concerned in front of other teachers.

4) Evaluation and analysis of supervision results

The supervisor, who in this supervision implementation is the madrasah principal and the team, conducts an evaluation of the supervision implementation. They analyze the supervision results to see if they are in accordance with the expected targets and goals, what constraints are faced by the teachers, and what problems are faced by the team itself. In this evaluation, besides discussing with the team, the principal also conveys generally to all teachers so that teachers can also provide ideas for further educational development.

5) Follow-up Plan

The madrasah principal invites the team and teachers to jointly design a follow-up to the supervision implementation. This follow-up could be in the form of offline training filled by senior teachers or inviting expert speakers, or bringing in the madrasah supervisor to coach teachers to be better. Training can also be online, such as the Kemenag Smart Platform (MOOC). The madrasah principal also directs teachers who experience difficulties in learning activities to be more active in participating in the MGMP (Subject Teacher Forum) and conveying their problems so that other teachers in the same subject can provide comprehensive advice and knowledge that can help them improve their competence.

6) Supervision Implementation Report.

After the supervision activity is completed, preparing the supervision report is the next important step. This report serves as a formal record of the results, evaluation, and suggestions generated. All evidence and observations noted during the visit or audit are included in this process, which begins with thorough data collection and validation. Next, the data is processed and analyzed to find challenges, successes, and deviations from the plan or standards.

C. Supporting and Inhibiting Factors for Supportive Supervision Implementation.

1) Supporting factors consisting of:

a) Emotional support

The madrasah principal tries to provide emotional support through opportunities given to teachers to convey various problems they face, so that teachers feel sympathy and empathy from the principal, which gives them a safe haven and makes them feel not alone. They feel greatly helped and can eliminate the anxiety they have been experiencing.

b) Instrumental support

The madrasah principal tries to provide instrumental support by preparing the necessary facilities for the implementation of learning activities at the madrasah. Thus, teachers can feel comfortable and can reduce teacher anxiety in carrying out their duties. Teachers no longer feel hesitant or embarrassed to express their aspirations as long as those aspirations are for the advancement of the madrasah.

c) Appreciation support

The madrasah principal strives as much as possible to provide appreciation support to teachers, both verbal appreciation by saying "congratulations," "extraordinary," "great job, Sir/Madam," and so on, or by inviting teachers on vacation to relieve the fatigue and burden they feel during learning activities. This is also, in principle, a form of appreciation support that is able to eliminate the anxiety and pressure felt by teachers when carrying out their duties at the madrasah.

d) Information support

The madrasah principal always provides important information as a form of support to teachers in improving competence and matters related to teachers. This information is conveyed via WhatsApp or through meetings if deemed very important and urgent. The goal is to provide teachers with more information and deeper insight into what is happening around them. This increases the options teachers have when they work with students.

e) Integration support

The madrasah principal tries to eliminate teacher anxiety through activities that make them comfortable and relaxed when they are with the principal. Removing the distance between fellow teachers and between teachers and the principal. This activity is a form of social integration support that is very important and can foster a sense of kinship and ownership towards the madrasah, so that teachers strive to provide the best possible service to students because they feel that the madrasah is their own home.

f) Spiritual support

Spiritual support is very important, because anxiety can be overcome by drawing closer to Allah SWT.

2) Inhibiting factors consisting of:

a) Lack of a scientific spirit among teachers.

One of the factors inhibiting the implementation of supportive supervision based on the data above is that some teachers lack the spirit to develop their knowledge. This is due to their approaching retirement age. As a result, these teachers are less motivated to improve their competence and teaching methods. They feel that attending training is less beneficial, so they hand over training opportunities to younger colleagues. They only attend training merely to fulfill the responsibility for certification disbursement.

b) Weak creativity

The weak creativity of some teachers is one of the factors inhibiting the implementation of supportive supervision. They teach conventionally and are unwilling to go to great lengths to develop creativity and innovation in teaching. They already feel comfortable with the current situation. The School's principal feels the need to take them to better madrasahs or schools to broaden their horizons so that a strong motivation emerges for them to be more creative and innovative. This can also be a form of appreciation given to the teachers. Thus, their burden and anxiety can be reduced

c) Lack of facilities.

The availability of facilities is very important in program implementation. This can support teachers in developing good teaching methods. However, based on the data, the facilities owned by Madrasah Tsanawiyah Negeri 2 Siak are not yet adequate, both in terms of buildings, as well as infrastructure and supporting facilities (*sarana and prasarana*). The land does not have a certificate; it is only under *waqf* (endowment) status, so the madrasah cannot apply for building assistance such as SBSN (State Sharia Securities) or PHTC (Project for the Improvement of Teacher Quality and Learning Outcomes). The provision of other facilities is also lacking, especially for learning activities, such as infocus/projectors. Ideally, every classroom should have an infocus/projector so that teachers can use it for learning activities.

The lack of facilities also certainly inhibits the implementation of supportive supervision. Teachers cannot maximize their self-development in improving the quality of learning. This is due to budget limitations, which rely solely on DIPA (List of Budget Implementation) and BOS (School Operational Assistance) funds. Therefore, the madrasah principal must think hard to find other sources of funding, so as to be able to support the implementation of supportive supervision in the madrasah.

Discussion

The support of the school principal for teachers will become positive energy for them to improve their abilities and skills in developing the world of education. Bloom and Herman, cited in Alfred Kadushin, explain that one of the main functions of a supervisor is to provide certain emotional support to the worker. They must encourage, reinforce, stimulate, and even cheer and calm them (Kadushin, 1976).

One effort that the madrasah principal must make to overcome teacher anxiety is through spiritual support, which is by inviting teachers to draw closer to Allah SWT, who grants tranquility in the human heart. This is stated by Allah SWT in Surah Al-Fath, verse 4:

هُوَ الَّذِي أَنْزَلَ السَّكِينَةَ فِي قُلُوبِ الْمُؤْمِنِينَ لِيَزْدَادُوا إِيمَانًا مَعَ إِيْمَانِهِمْ ۗ وَاللَّهُ جُنُودُ السَّمَوَاتِ
وَالْأَرْضِ ۗ وَكَانَ اللَّهُ عَلِيمًا حَكِيمًا

Meaning:

He it is Who sent down tranquility into the hearts of the believers that they might add faith to their faith. And to Allah belong the forces of the heavens and the earth, and Allah is ever Knowing, Wise. (Qur'an 48:4)

Muhammad Quraish Shihab explains that *Sakinah* means tranquility which is usually felt after something gripping or anxiety has occurred previously. Tranquility is sent down by Allah into the hearts of the believers because of their mental readiness (Shihab, 2005).

CONCLUSION

Through the collection of interview results, observation, documentation, and data analysis on each research question, the following can be concluded:

1. Teacher anxiety at Madrasah Tsanawiyah Negeri 2 Siak is caused by five main factors: Immaturity in lesson preparation, lack of deep and comprehensive knowledge, inability to teach certain subjects, problems faced by students related to the school, the school building environment, and supervision by the madrasah principal.
2. To overcome this anxiety, the School Principal strives to implement supportive supervision through structured steps consisting of: a. Planning, which includes conducting general planning, setting goals and criteria for academic supervision results, forming a supervision team, and creating a supervision schedule. b. Implementation, which consists of supervising the lesson implementation plan (RPP), preparing the supervision instrument, and observation. c. Feedback. d. Evaluation and analysis of supervision results. e. Follow-up plan. f. Supervision Implementation Report.
3. Supporting factors for the implementation of supportive supervision at Madrasah Tsanawiyah Negeri 2 Siak are: a. Emotional support. b. Instrumental support. c. Appreciation support. d. Information support. e. Social integration support. f. Spiritual support.

Meanwhile, the inhibiting factors are: a. Lack of a scientific spirit among teachers. b. Weak creativity. c. Prioritizing formality while neglecting essence. d. Lack of facilities.

SUGGESTIONS/RECOMMENDATIONS

Considering the real conditions of Madrasah Tsanawiyah Negeri 2 Siak, it is suggested that:

1. The madrasah principal pay attention to the causes of teacher anxiety which can reduce their performance.
2. The madrasah principal further improve the implementation of supportive supervision to overcome teacher anxiety and rectify its shortcomings.
3. The madrasah principal, as much as possible, turn the inhibiting factors into strong support for the implementation of supportive supervision.

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