



Supervisor Policies in Supporting Teachers to Overcome Emotional Problems at MAN Lima Puluh Batu Bara Regency

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ABSTRACT

Teachers' emotional conditions have become an important concern in educational management because professional demands, administrative responsibilities, and workplace dynamics may influence teachers' psychological well-being and professional performance. In this context, supervisors have a strategic role in developing policies that provide professional and emotional support for teachers. This study aims to analyze supervisor policies in supporting teachers to overcome emotional challenges at MAN Lima Puluh, Batu Bara Regency. This research employed a qualitative approach with data collected through in-depth interviews, observations, and document analysis involving supervisors, school leaders, and teachers. The data were analyzed through data reduction, data presentation, and conclusion drawing, while data credibility was ensured through source and technique triangulation. The findings reveal that teachers experience various emotional challenges, including work stress, emotional exhaustion, professional anxiety, interpersonal conflicts, and difficulties in adapting to educational changes. The study also found that supervisor policies contribute significantly to helping teachers manage these challenges through empathetic communication, personal consultation, mentoring, reflection forums, and the development of a supportive organizational culture. The findings highlight that supervision should not only focus on evaluating teacher performance but also function as a humanistic and collaborative process that supports teacher emotional well-being. This study contributes to educational management by emphasizing the importance of integrating emotional support into supervisory practices, particularly within Islamic secondary education institutions.

Supervisor Policies, Teacher Emotional Challenges, Educational Supervision.

ARTICLE INFO

Article history:

Received

20 July 2026

Revised

17 August 2026

Accepted

25 September 2026

Key Word

How to cite

<https://pusdikra-publishing.com/index.php/josr>



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INTRODUCTION

Teachers are important actors in achieving educational quality because their competence, commitment, and psychological condition influence the effectiveness of the learning process. In carrying out their professional duties, teachers not only deal with teaching activities but also face various demands,

including administrative responsibilities, curriculum adaptation, classroom management, and interactions with students and colleagues. These professional demands may create emotional challenges, such as stress, emotional fatigue, reduced motivation, and decreased job satisfaction. Teacher well-being is influenced by a combination of personal characteristics and organizational conditions, where supportive work environments and positive social relationships play an important role in maintaining teachers' psychological conditions (Hascher & Waber, 2021). Research also shows that teacher emotions, workload, and organizational support are closely related to professional commitment and teaching effectiveness (Sonu, 2022; Fong et al., 2021). Teacher burnout is also associated with excessive workload, limited support systems, and unfavorable workplace conditions that may reduce teachers' professional effectiveness (Marcionetti & Castelli, 2023). In addition, environmental factors within schools, including leadership support and organizational climate, have been identified as significant contributors to teacher stress management (Carroll et al., 2022). Therefore, educational institutions need appropriate strategies to support teachers in managing emotional challenges.

Supervisors have a strategic position in developing a supportive educational environment because their responsibilities extend beyond monitoring teaching performance. Contemporary supervision emphasizes collaboration, professional assistance, communication, and teacher development rather than merely evaluating instructional activities. Effective supervisory practices can strengthen teacher confidence, improve professional relationships, and create conditions that support teachers' emotional well-being. Previous research highlights that supervision models based on guidance, collaboration, and professional support contribute to improving teacher competence and professional development (Elliana, Yusrizal, & Usman, 2021). Academic supervision is also understood as a continuous assistance process that helps teachers improve their professional competence through constructive feedback, guidance, and reflective activities. Academic supervision is also understood as a continuous assistance process that helps teachers improve their professional competence through constructive feedback, guidance, and reflective activities. Supervision conducted by school leaders functions as a professional development mechanism by providing guidance, assistance, and follow-up programs to help teachers improve their professional competence (Subaidi, Jupri, & Munasir, 2022).

Furthermore, supervision that applies collaborative principles can encourage teachers to become more open in communicating professional

difficulties and developing solutions together. Academic supervision has an important role in improving teachers' pedagogical competence because supervision provides opportunities for professional guidance and continuous improvement (Fitriyani, Supardi, & Amin, 2021). In addition, the quality of supervisory relationships influences teachers' perceptions of supervision practices. When supervisors provide support, appreciation, and constructive interaction, teachers tend to develop higher satisfaction and stronger professional commitment. The instructional supervision conducted through supportive leadership practices contributes positively to teacher satisfaction, particularly in religious educational institutions (Mustaqim, 2021).

The development of supervision practices also requires supervisors to understand teachers' individual needs and provide constructive assistance as part of organizational support (Glickman, C. D., Gordon, S. P., & Ross-Gordon, 2018). Furthermore, school supervision practices that emphasize collaboration and continuous improvement contribute to stronger teacher engagement and a more positive professional environment (Isbianti & Andriani, 2021). These findings demonstrate that supervisor policies have an important role in responding to teachers' emotional challenges.

Within Islamic educational institutions, teacher emotional challenges require particular attention because madrasahs operate with academic, institutional, and religious responsibilities simultaneously. Teachers in madrasahs are expected to achieve educational targets while also strengthening religious values and character development among students. These multiple roles may increase professional pressure if they are not supported by effective institutional policies. Studies on educational leadership indicate that supportive leadership approaches and positive workplace relationships contribute to teacher resilience by strengthening emotional support systems and reducing psychological pressure in educational settings (Brooks, Creely, & Laletas, 2022). Educational accountability systems that emphasize achievement targets may also influence teacher stress levels, especially when schools lack adequate support mechanisms (Jerrim & Sims, 2022). In addition, leadership attention toward staff well-being has become an important component of sustainable educational management because teacher welfare is closely related to institutional effectiveness (Doyle Fosco, 2022). Therefore, examining supervisor policies in madrasahs provides an important perspective for understanding how educational organizations respond to teacher emotional needs.

Although previous studies have extensively discussed academic supervision, teacher competence, and leadership effectiveness, research specifically examining supervisor policies in addressing teachers' emotional

challenges remains limited. Most existing studies focus on supervision as a mechanism for improving instructional quality, classroom practices, and teacher performance evaluation. Meanwhile, the emotional dimension of supervision, particularly how supervisors develop policies to assist teachers in managing emotional difficulties, has received less attention. Research on teacher well-being indicates that organizational interventions, supportive relationships, and school-based support systems are important factors in improving teachers' psychological conditions and reducing professional stress (Kidger et al., 2021). Teacher stress research also indicates that organizational support is an important factor in reducing emotional exhaustion and strengthening professional resilience (Carroll et al., 2022). Moreover, studies on teacher well-being emphasize that institutional contexts significantly influence teachers' emotional experiences and professional sustainability (Hascher & Waber, 2021). This gap highlights the need for further investigation into supervisor policies as a form of institutional support for teachers.

Based on the identified research gap, this study aims to analyze supervisor policies in supporting teachers to overcome emotional challenges at MAN Lima Puluh, Batu Bara Regency. The study focuses on identifying the forms of policies implemented by supervisors, the strategies used to provide emotional support, and the factors influencing the implementation of these policies. This research is significant because it expands the understanding of educational supervision from a performance-oriented approach toward a more comprehensive approach that includes teacher emotional well-being. Previous studies have shown that teacher psychological conditions influence professional commitment, teaching quality, and organizational sustainability (Fong et al., 2021). Leadership practices that integrate attention to employee well-being have also been associated with healthier educational organizations (Doyle Fosco, 2022). Therefore, this study contributes to educational management scholarship by examining supervisor policies as an institutional mechanism for supporting teacher emotional resilience.

This research applies a qualitative approach to explore supervisor policies and teachers' experiences regarding emotional challenges at MAN Lima Puluh, Batu Bara Regency. Data will be collected through interviews, observations, and document analysis to understand how supervisory policies are formulated, implemented, and experienced by teachers. The study is expected to provide empirical insights into the relationship between educational supervision and teacher emotional support within the context of Islamic secondary education. The findings may contribute to the development of supervision models that combine professional improvement with psychological support for teachers.

Such an approach aligns with current educational management perspectives that view supervision as a developmental process aimed at improving both organizational performance and teacher well-being (Glickman, C. D., Gordon, S. P., & Ross-Gordon, 2018).

RESEARCH METHOD

This study used a qualitative approach to analyze supervisor policies in supporting teachers to overcome emotional challenges at MAN Lima Puluh, Batu Bara Regency. A qualitative design was selected because it allows researchers to explore experiences, perceptions, and institutional practices in their natural context (Creswell, 2015). The participants were selected through purposive sampling, involving supervisors, school leaders, and teachers who were directly involved in supervision activities. Data were collected through semi-structured interviews, observations, and document analysis to identify the forms of supervisor policies, implementation strategies, and challenges in supporting teachers' emotional conditions. The use of multiple data sources allows researchers to obtain a deeper understanding of the research phenomenon and strengthen the credibility of qualitative findings through methodological triangulation (Nassaji, 2020).

The data were analyzed through data condensation, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation by comparing information from interviews, observations, and documents. Member checking was also conducted to confirm the accuracy of the research findings based on participants' perspectives. These procedures are important in qualitative research to maintain the credibility and consistency of data interpretation (Miles, Huberman, & Saldaña, 2013). Ethical principles were applied by maintaining participant confidentiality and ensuring that all collected data were used for academic purposes (Patton, 2015).

RESULT AND DISCUSSION

Results

The findings of this study indicate that teachers at MAN Lima Puluh, Batu Bara Regency experience various emotional challenges related to professional responsibilities and organizational demands. Based on the results of interviews, observations, and document analysis, teachers' emotional problems are not only caused by individual factors but are also influenced by the complexity of their work environment. The increasing administrative workload, diverse student characteristics, performance evaluation demands, interpersonal

relationships, and changes in educational policies become factors that influence teachers' emotional stability.

The most dominant emotional challenge identified in this study was work-related stress caused by administrative demands. Teachers reported that their responsibilities were not limited to classroom instruction but also included preparing learning documents, completing performance reports, and fulfilling various administrative requirements. Furthermore, intensive interactions with students who have different characteristics also contributed to emotional exhaustion among teachers.

Table 1.
Forms of Emotional Problems Experienced by Teachers

No.	Findings	Category	Interpretation
1	Pressure from preparing learning tools, reports, and administration.	Work Stress	Administrative workload affects teachers' emotional conditions.
2	Mental fatigue due to intensive interaction with students.	Emotional Exhaustion	Classroom interaction contributes to emotional fatigue.
3	Anxiety when facing supervision and performance evaluation.	Professional Anxiety	Evaluation demands create psychological pressure.
4	Communication conflicts with colleagues.	Interpersonal Conflict	Workplace relationships influence emotional stability.
5	Difficulty adapting to rapid educational policy changes.	Adaptation Pressure	Policy changes create additional professional challenges.

The findings further reveal that supervisors at MAN Lima Puluh have implemented several policies to support teachers in managing emotional challenges. The role of supervisors is not limited to controlling and evaluating teacher performance but has developed into a supportive function emphasizing guidance, communication, and professional assistance.

Supervisors provide personal consultation opportunities, psychological support through motivation and appreciation, reflection forums, and

collaborative discussions. These practices indicate that supervisor policies focus not only on improving professional competence but also on strengthening teachers' emotional resilience.

Table 2.
Supervisor Policies in Supporting Teachers

No.	Supervisor Policy	Implementation Process	Research Interpretation
1	Personal consultation	Individual assistance for teachers.	Strengthens trust and communication.
2	Humanistic supervision	Dialogue and persuasive communication.	Supervision becomes professional support.
3	Psychological support	Motivation and appreciation.	Improves confidence and reduces pressure.
4	Reflection forums	Collaborative teacher discussions.	Builds solidarity and support.
5	Supportive culture	Respectful and cooperative environment.	Creates healthier workplace conditions.

The implementation of these policies has produced positive changes in teachers' emotional conditions. Teachers experienced increased openness in communicating with supervisors, reduced anxiety, stronger confidence, and improved motivation. Reflection activities also encouraged teachers to exchange experiences and provide mutual support.

These improvements indicate that supervisor policies function not only as managerial interventions but also as emotional support mechanisms within the educational environment. By establishing trust, dialogue, and collaboration, supervisors help teachers develop greater resilience in facing professional challenges. Thus, supportive supervision contributes to maintaining teachers' psychological well-being and strengthening their commitment to educational responsibilities.

Table 3.
Impact of Supervisor Policies on Teachers' Emotional Condition

Dimension	Indicators	Findings
Relational Dimension	Empathetic communication and consultation	Improved trust and openness.
Psychological	Motivation and	Reduced pressure and

Dimension	emotional reinforcement	increased confidence.
Organizational Dimension	Collaborative culture	Improved cooperation and commitment.

Overall, the findings demonstrate that supervisor policies at MAN Lima Puluh represent a humanistic supervision model that integrates professional guidance with emotional support. Supervisors function not only as evaluators but also as facilitators who assist teachers in managing emotional challenges. The findings emphasize that teacher emotional well-being is an important component of effective educational supervision.

Furthermore, this approach shows that effective supervision requires a balance between improving professional competence and maintaining teachers' psychological conditions. By integrating emotional awareness into supervisory practices, educational institutions can create a more supportive workplace where teachers feel valued and empowered. Therefore, humanistic supervision can become an important strategy for strengthening teacher resilience, improving professional commitment, and promoting sustainable educational development.

Discussion

The findings of this study indicate that teachers at MAN Lima Puluh, Batu Bara Regency experience emotional challenges related to workload, professional demands, interpersonal relationships, and changes in educational policies. The emergence of work stress, emotional exhaustion, professional anxiety, and adaptation pressure demonstrates that teacher emotional problems are complex phenomena influenced by both individual and organizational factors. These findings reinforce previous studies in the Indonesian educational context which explain that teacher performance is not only determined by pedagogical competence but also by psychological readiness, social support, and organizational conditions. Research on teacher well-being shows that supportive school environments and positive organizational conditions contribute to reducing teacher burnout and strengthening professional resilience (Musthofa, 2025). Furthermore, studies on teacher burnout prevention indicate that social-emotional support from school leaders, empathy, interpersonal care, and supportive work climates function as protective factors against psychological pressure experienced by teachers (Setiaji, Farih Kurniawan, & Mariyani, 2026). In addition, research on teacher development emphasizes that organizational support and professional development programs contribute to improving teachers' psychological well-being and reducing emotional exhaustion (Hastuti, Samsudin, Yoga, & Rohmatika, 2026).

The finding that administrative workload becomes one of the dominant factors contributing to teachers' emotional pressure indicates that educational institutions need to reconsider workload management as part of teacher development policies. Teachers are required to manage instructional responsibilities, administrative tasks, and institutional demands simultaneously, which may increase professional pressure when adequate organizational support is unavailable. Previous studies explain that excessive workload and limited workplace resources are important factors contributing to teacher stress and emotional exhaustion (Silva, 2022). Furthermore, organizational support and supportive working conditions have been identified as important mechanisms for maintaining teacher well-being and professional sustainability (Cann, Sinnema, Daly, Rodway, & Liou, 2022). Effective supervision should therefore not only evaluate teacher performance but also identify organizational barriers that influence teachers' ability to perform their duties optimally. The transformation of supervision from an evaluative process into a developmental process represents an important finding of this research. At MAN Lima Puluh, supervisors implement personal consultation and dialogical communication, which indicates that supervision is positioned as a form of assistance rather than merely control. This approach reflects contemporary supervision models that emphasize collaboration, empowerment, mentoring, and professional growth. Research on humanistic academic supervision demonstrates that supervisory practices based on collaboration and constructive communication contribute to teacher professional development and create more supportive educational environments (Ma'ruf & Sonia, 2025). Similarly, academic supervision that emphasizes guidance, feedback, and continuous assistance has been shown to strengthen teacher professionalism and improve instructional quality (Subaidi et al., 2022).

The role of empathetic communication identified in this study confirms that interpersonal relationships between supervisors and teachers become a critical factor in managing emotional challenges. Teachers who have opportunities to communicate their difficulties openly tend to feel more valued and supported by the institution. This condition demonstrates that emotional support through communication can strengthen trust and psychological security among teachers. Another significant finding of this study is the implementation of mentoring and reflection forums as strategies to strengthen teachers' emotional resilience. These activities demonstrate that supervisor policies extend beyond individual assistance toward developing a collaborative

professional culture. Through reflection activities, teachers have opportunities to share experiences, discuss challenges, and develop collective solutions.

The findings regarding the development of a supportive organizational culture demonstrate that emotional well-being is not only an individual responsibility but also an institutional responsibility. Supervisor policies at MAN Lima Puluh encourage openness, mutual respect, and collaboration among teachers. This organizational approach contributes to reducing emotional pressure because teachers feel supported within their professional environment. The professional anxiety experienced by teachers during supervision and evaluation processes also provides an important insight into the need for changing supervision practices. Some teachers initially perceive supervision as an activity that evaluates weaknesses rather than developing professional capacity. Therefore, supervisors need to implement approaches that emphasize partnership, constructive feedback, and continuous improvement.

The contribution of this research lies in expanding the understanding of educational supervision by positioning emotional support as an essential dimension of supervisor responsibility. The findings indicate three interconnected dimensions of supervisor policy at MAN Lima Puluh: relational support through empathetic communication, psychological support through motivation and encouragement, and organizational support through collaborative culture development. Overall, this study confirms that supervisor policies at MAN Lima Puluh contribute significantly to helping teachers overcome emotional challenges. The findings show that humanistic and supportive supervision practices create conditions that strengthen teacher confidence, reduce emotional pressure, and improve professional relationships. The novelty of this research is the emphasis on supervisor policies as a mechanism for integrating professional guidance and teacher emotional well-being within the context of Islamic secondary education.

These findings provide practical implications for educational institutions, particularly madrasahs, in designing supervision systems that consider teachers' emotional needs as part of organizational development. Supervisors should continuously develop supportive policies through regular communication, mentoring programs, and collaborative activities. Such efforts can strengthen teacher resilience, improve workplace relationships, and create a sustainable educational environment where teachers can perform their professional roles effectively.

CONCLUSION

This study concludes that supervisor policies play an important role in supporting teachers to overcome emotional challenges at MAN Lima Puluh, Batu Bara Regency. The findings demonstrate that teacher emotional problems are closely related to professional demands, workplace dynamics, and organizational pressures. The implementation of supportive supervision policies through empathetic communication, personal consultation, mentoring, reflection activities, and collaborative work culture provides teachers with professional and emotional support in managing these challenges. These findings emphasize that supervision should not be limited to performance evaluation but should also function as a developmental process that strengthens teacher well-being and professional sustainability.

This study contributes to the field of educational management by highlighting the importance of integrating emotional support into supervisory practices, particularly within the context of Islamic secondary education. The role of supervisors should be understood not only as academic controllers but also as facilitators who create supportive environments for teachers' psychological and professional growth. Therefore, developing humanistic and collaborative supervision models can become an important strategy for improving the quality of educational organizations by considering both teacher competence and emotional well-being.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to all parties who contributed to the completion of this research. Special appreciation is extended to the supervisors, school leaders, and teachers at MAN Lima Puluh, Batu Bara Regency, for their valuable cooperation, time, and willingness to provide meaningful information during the research process. The authors also acknowledge the support and assistance from the affiliated institution and colleagues who provided constructive suggestions and encouragement throughout the development of this study. Their contributions have been essential in completing this research and improving the quality of this manuscript.

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