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Scaffolding Strategy Of Supervisor Teachers In Managing Students' Performative Anxiety In Madrasah Religious Activities

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Abstract

Friday worship activities in madrassas require students to take turns appearing in front of school residents, so this condition has the potential to cause performative anxiety when speaking in public. The application of scaffolding is known to support students' self-efficacy, but its use as a mentoring strategy in religious activities is still limited to study. This study aims to describe the scaffolding strategy of the supervisor teacher, describe the performative anxiety conditions of students before and after mentoring, and analyze the supporting factors and inhibitions of its implementation. The research uses a descriptive qualitative approach with a case study design. Data were collected through participatory observation, semi-structured interviews, and documentation. The results of the study showed six forms of scaffolding applied by teachers, namely identification of readiness and interests, simplification of tasks and gradual exercises, continuous exercises, positive feedback and reinforcement, frustration control, and demonstration, modeling, and fading. The assistance is related to changes in students' conditions, fluency in speech, and students' confidence, although the anxiety response is different for each individual. Its application is supported by continuous practice, time allocation, and the support of teachers and peers, while the obstacles are in the form of limited facilities and time and low confidence of some students. These findings show that scaffolding can be used as a contextual mentoring strategy in madrasah religious activities.

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INTRODUCTION

The implementation of Friday worship at MTs Negeri Salatiga is carried out regularly and involves students taking turns to appear in front of the school community, both as the host, leader of the Yasin and tahlil readings, prayer leaders, and preachers of the cult. Each student who gets a turn is required to speak fluently, memorize the material, maintain an attitude, and appear convincingly in front of peers and teachers. This rotating implementation pattern provides an opportunity for almost all students, sooner or later, to appear individually in front of the school public (Jois et al., 2026). Based on the implementation of Friday worship at MTs Negeri Salatiga, it can be concluded that this activity provides ample opportunities for students to hone their skills in performing and communicating in front of the school community. The involvement of students in turn as hosts, Yasin and tahlil recitation leaders, prayer leaders, and cult presenters puts students in situations that require readiness to speak, mastery of material, the ability to maintain attitudes, and confidence when appearing in front of peers and teachers. This shows that Friday worship activities not only function as religious activities, but also as a context that demands students' performative abilities. Therefore, the pattern of appearing individually and in turns can create situations that have the potential to cause performative anxiety in some students, so support and assistance from teachers are needed so that students can face the demands of performing more confidently and purposefully.

The condition of appearing in public like this is not always responded to calmly by the students. McCroskey (1977) defines the tendency of individuals to feel afraid or anxious about ongoing and future communication as communication apprehension, and this tendency has proven to be experienced by students at various levels of education. Rusman and Nasution (2021) found that of the 123 college students surveyed, 46.34% of them had above-average speech anxiety scores. More recent studies by Ansel and Sadipun (2026) Of prospective elementary school teachers, 81.1% were in the category of moderate speech anxiety, and this anxiety was proven to have a significant influence on the activeness of discussion, with the influence contribution reaching 95.8%. In a context that is more relevant to this study, Halimah and Nuraida (2025) found that learners experienced anxiety both in the process and during public speaking performances, while Tarbani et al. (2024) It was found that lack of confidence, peer influence, and lack of experience of performing contributed to speech anxiety in high school students in

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Islamic boarding schools. These findings confirm that performative anxiety is not just an assumption, but a symptom that students actually experience when they have to perform in front of others, including in routine activities such as Friday Worship. Based on various existing studies, it can be concluded that the demand to appear in public is one of the factors that can trigger performative anxiety in students. This anxiety can appear in the form of fear, lack of confidence, concern about the judgment of others, and tension when speaking in public. Various studies show that this condition is not only experienced by students, but also occurs in students at the secondary school level, including in educational environments involving religious activities. Therefore, performative anxiety needs to be a concern in activities that require in-person performance, as this condition can affect students' courage and participation in communicating and contributing during the activity.

If this anxiety is not addressed, the impact is not only limited to temporary nervousness. Hadi et al., (2025) stated that performative anxiety can develop into a psychological condition that interferes with students' readiness, concentration, and ability to complete performative tasks. On the other hand, Fauziah and Pujiastuti (2020) recording symptoms such as trembling sounds, forgetting material, and trying to avoid opportunities to appear as manifestations of unhandled anxiety. Longitudinal study reviewed by Khairunisa (2019) showed that students with high levels of speech anxiety were significantly more prone to quit halfway and get lower grade points compared to students with low anxiety, with the strongest impact occurring in the early years. Anggela et al. (2026) adds that anxiety that arises in the context of religious learning is also influenced by nervousness, fear, and lack of confidence which, if it continues to recur without accompaniment, risks creating a negative experience for students of the religious activity itself, instead of making it a space for the formation of the expected character. Therefore, performative anxiety that is not handled properly can have an impact on students' readiness, concentration, confidence, and courage to perform. This situation can even hinder participation and create unpleasant experiences in the learning process as well as religious activities. Thus, appropriate guidance is needed so that students can overcome anxiety and remain optimally participating.

A number of studies have shown that anxiety in speaking can be minimized through certain forms of assistance. Panggah Utama et al. (2021) It was found that group counseling that applied stress inoculation training and systematic desensitization techniques was proven to be effective in reducing speech anxiety among students. Ihsan et al. (2022) reported the success of group guidance with symbolic modeling techniques, while Arif et al., (2024) suggests that

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assertive training can lower public speaking anxiety. On the other hand, the scaffolding concept introduced by Wood, Bruner, and Ross (1976) that is, the gradual provision of support by more experienced individuals until the individual is able to complete the task independently — proven to have a close relationship with strengthening students' self-efficacy (Allagui, 2024); (Hammasa et al., 2024); (Waruwu & Zega, 2023). However, the application of scaffolding in these studies is still focused on the context of formal academic learning such as language, writing, and technology-based learning (Ibrahim et al., 2023); (Diani et al., 2019); (Nuryani et al., 2025), while interventions on speech anxiety are generally seen as a stand-alone counseling or training problem, not as part of the daily role of the supervisor in religious activities in schools. This gap is the basis for research on "Scaffolding Strategies of Supervisor Teachers in Reducing Pupils' Performative Anxiety in Madrasah Religious Activities", which positions scaffolding not only as an academic learning technique, but also as a teacher mentoring strategy to overcome students' performative anxiety in religious contexts that has received less attention. Therefore, a number of studies indicate that anxiety in speaking can be reduced through appropriate mentoring. However, the application of scaffolding is still more dominant in the context of academic learning and has not been widely researched as a teacher mentoring strategy to overcome performative anxiety in religious activities. This situation indicates a gap in research that needs to be explored further.

This research was carried out at MTs Negeri Salatiga because Friday worship activities in the madrasah are carried out routinely and require almost all students to get a turn to perform, so that the phenomenon of performative anxiety can be observed continuously from time to time, not just at one moment of performance. In addition, based on the researcher's research, documentation regarding the form of supervisor assistance for students who experience anxiety in this activity is still rarely researched, so MTs Negeri Salatiga is a relevant location to explore the practice of scaffolding that actually occurs in the field. Based on this explanation, this study aims to: (1) describe the various forms of scaffolding strategies applied by supervisors in accompanying students in religious activities at MTs Negeri Salatiga; (2) describe the condition of performative anxiety of students before and after receiving scaffolding assistance; and (3) analyze the contribution of the strategy to the reduction of student performative anxiety as well as the supporting and inhibiting factors in its application. These three objectives will then become the framework of the subchapter in the results and discussion of the research.

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THEORETICAL FRAMEWORK

Scaffolding Theory and Vygotsky's Sociocultural Perspective

Scaffolding is understood as a gradual assistance provided by more experienced parties to individuals who are not able to complete tasks independently, until the assistance is reduced as the individual's abilities increase (Wood et al., 1976), in line with Vygotsky's concept of proximal development zones (1978). In this study, the concept was operationalized into six forms of scaffolding that were observed and recorded in the practice of mentoring teachers, namely: (1) giving examples or performance models; (2) gradual exercises before performing; (3) direct assistance when memorizing or preparing materials; (4) feedback and correction of errors; (5) verbal encouragement to build the courage to perform; and (6) gradual reduction of assistance (fading) as student independence increases. These six indicators are a reference for coding observation and interview data in the research results section.

Bandura*'s Self-Efficacy Theory*

Self-efficacy refers to an individual's belief in his or her ability to complete a task, which according to Bandura (1977) It was formed by four sources, namely mastery experience, vicarious experience, verbal persuasion, and physiological and emotional conditions. The four sources were operationalized in this study as the following indicators: students' success in completing the simple part of the task (mastery experience); exposure to examples of friends or teachers' appearances (vicarious experience); verbal support and confidence given by the teacher before students perform (verbal persuasion); as well as changes in students' physical and emotional conditions, such as reduced nervous symptoms after mentoring (physiological state). These four indicators are used to assess the contribution of scaffolding to improving students' self-efficacy (Allagui, 2024); (Hammasa et al., 2024); Waruwu & Zega, 2023).

The Concept of Performative Anxiety *(Communication Apprehension)*

In this study, performative anxiety in public speaking situations is understood through the perspective of communication apprehension, which is an individual's fear or anxiety about communication that is or will take place (Mccroskey et al., 1977). In this study, performative anxiety symptoms were operationalized into three indicators that were observed and measured through anxiety symptom mapping sheets as simple supporting data before and after mentoring, namely: cognitive indicators (difficulty remembering or forgetting material when performing),

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physiological indicators (trembling voices, heart palpitations, sweaty hands), and behavioral indicators (avoiding turn to perform, delaying preparation) (Riyanto et al., 2026); (Fauziah & Pujiastuti, 2020). These three indicators are used to compare students' anxiety conditions before and after receiving scaffolding from the supervisor, as well as a reference in assessing the effectiveness of the forms of mentoring that have been presented (Panggah Utama et al., 2021; Ihsan et al., 2022; Arif et al., 2024).

RESEARCH METHODS

This study uses a descriptive qualitative approach with a case study design to understand the application of scaffolding strategies in assisting students in routine religious activities, especially Friday Worship activities at MTs Negeri Salatiga. This approach is used because the research focuses on the mentoring process, students' experiences during the face of performance demands, and the form of support provided by teachers in the context of activities that take place naturally.

The research participants were selected purposively based on their involvement in the implementation and assistance of Friday Worship activities. The informants consisted of the coordinator teacher of Friday Worship activities, religious supervisors, homeroom teachers, and students who had been or were carrying out duties as hosts, leaders of Yasin and tahlil readings, prayer leaders, or cult presenters. The selection of students took into account the variety of experiences and levels of confidence in carrying out the task of performing.

Data were collected through participatory observation, semi-structured interviews, and documentation. Observations were made on the teacher's mentoring process before and during the student's performance assignment. Interviews were conducted with teachers and students to obtain information about the form of scaffolding given, anxiety experiences before and after mentoring, as well as factors that support and hinder the mentoring process. Documentation is used to complete data regarding the implementation of activities and the schedule of students' performances.

Data was analyzed qualitatively through the stages of data condensation, data presentation, and conclusion drawing and verification. The analysis process was carried out by grouping data based on the form of scaffolding, performative anxiety conditions, changes in students' experiences after mentoring, and supporting and inhibiting factors. The validity of the

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data was strengthened through triangulation of sources and techniques by comparing information from teachers, students, observation results, and relevant documents.

RESULTS AND DISCUSSION

This part of the results and discussion was prepared by following three research focuses that have been previously determined, including the form of scaffolding strategies implemented by the supervisor, the performative anxiety conditions experienced by students before and after receiving mentoring, and the contribution of the scaffolding strategy along with the factors that facilitate and hinder its implementation. Primary data was obtained through in-depth interviews with religious activity coordinator teachers, guiding religious teachers, homeroom teachers and students who had been involved in religious tasks at MTs Negeri Salatiga. The analysis process was carried out by comparing statements from various informants and relating them to the indicators of scaffolding, self-efficacy, and communication apprehension that are components of the research framework. Data collected from teachers described the mentoring process carried out, while data from students displayed anxiety experiences from the perspective of students. Therefore, the discussion does not only describe the actions taken by the teacher, but also describes how the assistance is understood and experienced directly by students.

1. Scaffolding Strategy of Supervisor Teachers in Accompanying Students

a. Recruiting Interests and Identifying Student Readiness

The findings of the study revealed that the scaffolding process began long before students carried out technical practices. Educators first prepare students' readiness and disposition through collaboration with classroom teachers, ability profile analysis, motivational encouragement, and adjustment of engagement strategies. Mrs. Dihliz as the coordinator of religious activities described that the assignment of officers is carried out in collaboration with homeroom teachers, after which students who have been selected receive guidance tailored to their specific needs. In certain situations, practices are even held on an ongoing basis if students need additional support. This pattern indicates that the provision of assistance is not homogeneous, but is adjusted to the initial conditions of the students.

More substantial evidence was revealed from the narrative of Mrs. Lilis as the homeroom teacher. Since the beginning of the academic year, she has carried out a comprehensive mapping of students and provided opportunities for them to express their

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willingness to become officers. Students who display a low level of confidence are not forced to perform in person, but are first analyzed to the root cause of their discomfort. One of the students experienced discomfort because he was required to stand and speak in front of male students. The teacher then explained the benefits of the experience as a means of practicing public speaking skills and allowing students to perform with their close colleagues. These adjustments ultimately encourage students to be willing to perform and be able to convey the culture smoothly. These findings indicate that recruitment in scaffolding is not just about determining who will be on duty, but also an effort to build emotional readiness so that students are willing to enter the performative context. The data also revealed that teachers consider the individual profiles of students before deciding on the form of support to provide.

Approach This is in line with scaffolding theory which underlines the importance of tailoring pedagogical support to each learner's initial ability level and unique needs, of apply the same strategy for all students. According to Wood, Bruner, and Ross, scaffolding is a temporary assistance provided when individuals are not able to carry out tasks independently. Research findings Allagui (2024) revealed that scaffolding is designed as an intervention that is given in stages and accompanied by constructive feedback to support students in facing complex academic problems. Thus, the mapping of students' learning abilities and readiness at MTs Negeri Salatiga can be understood as the first stage in determining the amount of support needed.

b. Task Simplification and Phased Training

At the task simplification stage, educators do not automatically place students in the context of the most complicated and challenging performances. Mrs. Lilis explained that the training process starts from a narrower environment, such as a performance in front of classmates, and then progresses towards a broader and more comprehensive context. Educators also prepare learning materials that students can learn at home and utilize tutoring sessions for training activities. By applying this strategy, performative tasks that initially feel heavy can be broken down into lighter experiences to manage and master.

Mr. Bambang as a religious teacher who guides the religious activity officers, demonstrates an analogous methodology. Before students do the assignment, the educator presents a description of the activity, allocates responsibilities according to each individual portion, then carries out the reading practice iteratively using reference books.

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The facilitator monitors the reading, provides corrective feedback, and guides students to carry out re-practice autonomously, including practicing in front of a mirror.

These findings suggest that gradual training can help students cope with performance demands in a more structured manner. Anxiety levels tend to increase when an individual's perception of the workload exceeds the assessment of their readiness. Therefore, the tiered training approach serves as a connecting mechanism between the abilities that have been possessed and the expected performance expectations. The research of Ibrahim et al. (2023) It was revealed that the integration of collaborative learning with scaffolding-based instruction showed a significant correlation with the transformation of students' anxiety levels in the context of language learning. The study is available in an open access format and provides empirical evidence that scaffolding can be integrated as an integral component in learning design that accommodates affective dimensions, beyond an exclusive focus on academic achievement alone.

c. Maintenance of Direction through Training Consistency

The identified learning support is not limited to providing initial guidance. Educators maintain the direction of the learning process through habituation and continuous iteration. Mrs. Lilis explained that students are consistently asked to make presentations in front of the class over a period of months as a simulative exercise before participating in events on a broader scale. This pedagogical consistency aims for students to develop familiarity with the presentation experience so that the public context is no longer considered completely foreign to them.

Mrs. Dihliz demonstrated the pattern of maintaining spiritual orientation through the development of the habit of reading Yasin and Tahlil as well as the implementation of religious evaluations. Along with this, kultum or tausiah materials are developed progressively and grade IX students can function as role models for grade VII students. This pattern integrates habituation with social learning models so that students gain an understanding of the expected performance standards.

d. Feedback, Correction, and Positive Reinforcement

The results of the study showed that feedback was given comprehensively on the dimensions of appearance that required optimization. Mrs. Lilis began by giving appreciation, then continued with an explanation of the elements that still needed development, such as clarity of articulation, readability, or specific aspects of appearance.

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The educator also included a scientific justification behind each improvement suggestion so that students could understand in depth and accept the proposed improvement recommendations.

Pak Bambang implemented a similar learning strategy by providing practical demonstrations, constructive verbal feedback, and appreciation when students successfully completed the assigned tasks. The correction process was carried out while still considering the affective condition of the students so that the evaluation did not develop into a source of psychological pressure. The results of this study revealed that feedback in the context of scaffolding has two simultaneous functions: improving the quality of academic performance and maintaining the emotional well-being of students. From the perspective of learning theory, this pattern strengthens self-efficacy through the mechanism of verbal persuasion, because educators not only identify mistakes, but also reaffirm competencies that have been mastered by students.

e. Frustration Control: Managing Nervousness and Pressure Before Performing

The dimension of frustration control is a very important discovery because educators provide an immediate response to the anxiety experienced by students. Mrs. Dihliz stated that when students show signs of anxiety or fear, educators provide psychological support and emphasize mastery of the material as a very important basis. Mrs. Lilis uses the strategies of repetitive exercises, appreciation of achievements, and the direct presence of educators near students during presentations. The presence of educators causes students to feel that they do not face the situation alone.

Mr. Bambang applies a well-structured strategy in addressing students' anxiety through two main mechanisms: first, instructing controlled breathing techniques and reframing perceptions of the audience as learning partners; second, providing ongoing motivational support to maintain calmness and confidence. This approach is in line with the concept of physiological and affective states within the framework of Bandura's self-efficacy theory, which emphasizes that physiological conditions such as tension and anxiety serve as indicators that learners interpret to evaluate their personal abilities. When educators facilitate learners in regulating these physiological and affective responses, the presentation experience can be interpreted as an event that can be managed and fully mastered.

f. Demonstration, Modeling, and Fading

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The demonstration process is carried out by presenting illustrations first before students practice the assignments given. Mr. Bambang, for example, presented a reading while describing aspects of tajweed, long-short sound duration, and letter meaning. Furthermore, students conducted exercises independently and educators listened and provided markers for segments that needed improvement. Mrs. Lilis also provided illustrations in the initial phase, then reduced support when students had acquired adequate knowledge.

This pattern indicates the presence of fading, which is a progressive reduction in support as students' abilities develop. This phenomenon is a crucial component of scaffolding because the purpose of support is not to generate reliance on educators, but to guide students towards autonomy. This finding is also in line with the study by Allagui (2024) which revealed that scaffolding interventions are able to increase self-efficacy through tiered support and feedback during task implementation.

2. Students' Performative Anxiety Condition Before and After Scaffolding

a. Communication Anxiety and Concern for Mistakes

Information obtained from the learners' data showed that anxiety in performative situations did not display a consistent pattern of manifestation among individuals. Rendi experienced the expression of anxiety through muscle tension, embarrassment, and fear of mistakes when performing speaking or reading activities. The level of anxiety experienced by Rendi increased as the time for performing the performance approached. In contrast to Rendi, Abrisam displayed a calmer state because the tasks assigned to her only included reading activities without demanding mastery of the content through the memorization process.

The results of the analysis of Elsa and Queen revealed more complex and multidimensional manifestations of anxiety. Elsa had experienced a fear of receiving negative evaluations from her peers, while Queen faced the fear that arose a few days before the event and the fear of making mistakes in verbal communication. After receiving the guidance intervention, both individuals reported visible changes in terms of emotional calm, stronger confidence, and better fluency in their appearance.

These findings are in line with the communication apprehension theory put forward by McCroskey, which defines communication anxiety as an individual's tendency to experience fear or anxiety associated with both ongoing and anticipated communication

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situations in the future. Research conducted by Tarbani et al. (2024) In the middle school student population, in the context of the pesantren environment, factors such as lack of confidence, limited language skills, grammatical errors, difficulties in pronunciation, and peer influence are also identified as elements that contribute to anxiety in public speaking. Strategies applied by students to overcome this anxiety include positive thinking practices, careful preparation, consistent practice, and efforts to face the audience directly.

b. Cognitive Anxiety: Social Assessment, Guilt, and Readiness Disorders

In the cognitive dimension, Rendi experienced concerns about the potential for errors in the reading or speaking process. The intensity of these worries continued to increase as the time of the performance approached. Elsa was more likely to think about the risk of receiving negative judgments from her peers, while Queen faced concerns about the possibility of making mistakes that could result in disrupted sleep patterns before the show began. These findings suggest that performative anxiety functions through anticipatory mechanisms, not just when learners have faced the audience in person. This is in line with Halimah and Nuraida's research (2025) which implements PRPSA and categorizes public speaking anxiety as a phenomenon that can appear in the preparation phase of the performance as well as when the performance is in progress. The study involved 27 students from the first batch and was publicly accessible.

c. Somatic/Physiological Anxiety

The most prominent manifestations of physiological symptoms were identified in Elsa and Queen subjects. Elsa reported cold sensations in the extremities of the hands and body tremors at the time of first performing. Queen experienced body tremors, disfluence in speech, and diaphoresis. After receiving guidance interventions, the severity of these symptoms decreased, although in Queen diaphoresis was still felt. In Rendi's case, the manifestation of physiological symptoms appeared in the form of palpitations and nervous states in the early phases of appearance. In contrast, Abrisam did not report the presence of specific physiological symptoms. This variation suggests that anxiety in a performative context has individual characteristics. Therefore, the application of identical teaching strategies does not always result in uniform experiential impacts on each learner. These findings also strengthen the justification for why learning support (scaffolding) needs to be designed with adaptive nature and responsive to individual needs.

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d. The tendency to avoid does not always follow anxiety

A phenomenon that attracts attention was revealed through this study, namely that the anxiety experienced by the students does not always result in avoidance behavior. Rendi continues to participate in training sessions despite feeling fear and a fast heartbeat. Elsa also continues to receive assignments despite experiencing cold hands and tremors. Queen even continues to be present in learning activities even though she is sick. Therefore, based on the data of this study, anxiety and avoidance do not always go hand in hand.

These findings are of important significance because the evaluation of mentoring success should not be based solely on the complete elimination of anxiety. In some situations, a more relevant and realistic indicator of change is the learner's capacity to continue to perform the task despite still feeling nervous. This is consistent with the RQ2 data which shows that post-mentoring, the most pronounced change is an increase in calmness, confidence, and smooth execution of tasks, rather than a complete elimination of fear.

3. Contribution of Scaffolding Strategies to Performative Anxiety Management

a. Scaffolding as a Bridge from Readiness to Confidence

When the data of educators and students were analyzed comparatively, a stable and recurring pattern appeared: educators provided support through structured practice, examples, corrective feedback, motivation, and ongoing mentoring; while students reported that after receiving the support they experienced increased calmness, fluency in communication, and stronger confidence. In Rendi's case, practice with the homeroom teacher resulted in noticeable changes in reading and speaking skills that felt more fluent. In the case of Elsa and Queen, students reported reduced fear after receiving guidance and the emergence of new confidence

From the point of view of self-efficacy, the pattern can be interpreted through the mechanism of success experience. When students successfully complete part of the assigned tasks after doing the exercises, the success serves as a meaningful mastery experience. Educator Lilis explicitly observed that the longer duration of preparation and the training carried out gradually resulted in an increase that according to the informant appeared to be greater than the period when the preparation lasted only approximately two weeks. The educator estimated the improvement in ability to reach about 80 percent. However, this figure is a subjective assessment of the informant and not the result of

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quantitative measurements carried out in the study, so the data is used as an educator's perception, not as an indicator of effectiveness in a statistical sense.

b. Vicarious Experience through Peers

The phenomenon of learning through observation of others (vicarious learning) (Nugroho, 2025), became very prominent in the pedagogical approach applied by Guru Lilis. She explained that students who have low levels of confidence can experience increased motivation after watching peers who previously experienced similar conditions successfully display their abilities. Furthermore, the support provided by peers in certain learning contexts has proven to be more effective than the support of educators, because students feel that they are facing these challenges collectively.

The results of this study reveal that the scaffolding mechanism that takes place at MTs Negeri Salatiga does not solely come from teacher-student interaction, but also from the social ecosystem of students. Based on Bandura's theoretical framework, the experience of witnessing other individuals with relatively similar characteristics succeed in overcoming a task can function as a vicarious experience that strengthens the belief that the task can be achieved. Therefore, the use of peers as a learning model can be an effective complementary strategy in providing assistance to students who experience anxiety disorders.

c. Verbal Persuasion and Positive Reinforcement

Verbal persuasion strategies were identified in almost all teachers' research subjects (Hmawuri et al., 2020). The educators provide motivational encouragement, praise, appreciation, and belief that students have the ability to complete the assignments given by Mrs. Dihliz, for example, providing reinforcement to the reading segments that have shown good quality before making corrections to the parts that need improvement. Mr. Bambang applies motivational strategies to maintain the seriousness of students in carrying out exercises, while Teacher Lilis prioritizes appreciation as a mechanism to create a feeling of appreciation in students for the dedication they have given.

Empirically, the correlation between self-efficacy and public speaking anxiety was also confirmed by Putri et al. (2024). The study involving 109 students identified a statistically significant negative relationship between self-efficacy and anxiety in public speaking. This indicates that in the sample population, higher levels of self-efficacy were associated with lower levels of anxiety. Although the results of the study could not be

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directly applied to MTs Negeri Salatiga students given the differences in the demographic characteristics of the participants, these findings provide conceptual support for the significance of increased confidence in the context of public oral communication.

d. Management of Emotional/Physiological Conditions

Mr. Bambang's notes reveal the form of learning support that directly affects the physiological condition of students, namely by instructing students to breathe regularly and treating the audience as peers. Post-mentoring, educators observe the transformation of students' facial expressions to be more luminous and calm and reduce excessive sweat production.

The students' notes also show changes in line. Elsa, who had previously experienced cold hands and trembling bodies, became calmer and more comfortable after receiving guidance. Queen still experienced cold sweats, but admitted that the intensity of nervousness was not as intense as before. Therefore, the contribution of learning support is more accurately understood as a mechanism to help students regulate anxiety responses rather than eliminating all physiological responses.

e. Fading and the Development of Independence

One of the most significant findings in characterizing scaffolding is a decrease in the level of students' dependence on educator support (Antisna & Sayono, 2025). Mrs. Lilis stated that in the initial phase, support is provided comprehensively, then reduced gradually when students have accumulated adequate competencies. Mrs. Dihliz also observed that after the process of habituation and continuous guidance, students no longer show constant dependence on educator intervention.

The patterns identified suggest that the effectiveness of scaffolding does not solely depend on reduced anxiety levels, but rather on the capacity of learners to perform tasks more autonomously. These findings are consistent with the fundamental principle of scaffolding: support is temporary and should be minimized as learners' competencies improve. Therefore, the transition from a condition of "requiring guidance" to "being able to display performance without continuous dependence on guidance" is a significant marker in this study.

4. Supporting and Inhibiting Factors for the Implementation of Scaffolding

a. FSupporting Actor

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Based on data collected from educators, four key supporting factors that facilitate success were identified, including adequate allocation of preparation time, ongoing practice practices, support from educators and homeroom teachers, and support from peer groups. Ms. Lilis emphasized that the duration of extensive preparation time facilitates the initiation of practice in the period long before the performance event. Ms. Dihliz underlined the significance of effective coordination between homeroom teachers and supervisors, while support from peers points to a crucial role for students experiencing increased sense of security when performing collaboratively with close friends.

These supporting factors indicate that scaffolding does not operate as an individual practice carried out by an educator. This strategy functions in a mentoring ecosystem system that includes the involvement of homeroom teachers, religious teachers, teachers of other subjects, peers, and support from the institutional level. This collaborative work pattern is in line with the research results of Ibrahim et al. (2023) who integrate scaffolding together with collaborative learning as a methodology that accommodates the academic dimension while addressing the anxiety experienced by students.

b. Inhibiting Factors and How to Overcome Them

The main obstacles identified include low confidence in some students, refusal to make presentations, inadequate readiness of facilities and infrastructure, and limited time allocation of teachers. Teacher Lilis explained that there are students who have cognitive capacity that is actually quite adequate but repeatedly show refusal to appear in front. The approach applied by teachers is not to force these students, but to provide opportunities at the next opportunity and take advantage of peer achievement as a motivational stimulus.

Mr. Bambang explained that time constraints can be overcome through collaborative practice. Students do simultaneous readings while being monitored by their supervisors, then specific segments are separated to increase concentration before closing with joint exercises. Mrs. Dihliz also explained that technical needs such as audio systems can be facilitated by the staff of educational institutions, while students' psychological problems are handled through collaboration with classroom educators.

The results of this study reveal that a responsive scaffolding approach is not always synonymous with increasing the intensity of pedagogical support. In the context of learners who show an unwillingness to perform, educators instead take strategic steps by reducing the psychological burden and offering opportunities to participate in more optimal

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moments. These findings indicate that the effectiveness of scaffolding is highly dependent on the capacity of educators to interpret the specific needs of learners and calibrate the level of intervention, rather than simply the quantity of assistance provided.

5. Synthesis of Research Results

Focus	Field findings	Theoretical Interpretation	Implications
Scaffolding strategy	Gradual training, modeling, feedback, motivation, fading	according to the principle of scaffolding.	assistance is adjusted to the readiness of the students.
Performative anxiety	Fear of mistakes, trembling, cold hands.	Communication apprehension	Anxiety is multidimensional
Self-efficacy	successful experience, friend model, verbal persuasion	Four sources of self-efficacy	Practice can give you an experience of mastery
Changes	calmer, smoother, more confident	Changing experience	is not interpreted as causal evidence.
Factors	time, practice, teacher, peer	Contextual scaffolding	Requires coordination

6. Position of Findings on Previous Research

The findings of this study expand the contribution Some previous studies have placed scaffolding in the context of academic learning in three main dimensions. First, studies on anxiety in public generally focus on identifying severity, etiological factors, or psychological intervention strategies, as shown by the research of Tarbani et al. (2024), Panggah Utama et al. (2021), and Arif et al. (2024). This study reveals that the handling of anxiety can also be realized through the practice of educator guidance in routine activities in the school environment. Second, research related to scaffolding such as those conducted by Allagui (2024) and Ibrahim et al. (2023) reveals the advantages of applying scaffolding to academic tasks and the psychological dimension of students. This research expands the scope of this context to religious activities that take place in madrasah institutions. Third, this study demonstrates that the benefits of scaffolding can not only

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be measured from performance outcomes, but also from procedural dynamics: how educators identify learners' readiness, provide appropriate support, facilitate success experiences, manage anxiety levels, and gradually reduce interventions as learners become self-reliant.

Therefore, the central finding of this study is not just that scaffolding mechanically eliminates performative anxiety, but that scaffolding presents a mentoring framework that facilitates students in dealing with performative situations progressively. The transformations observed in Rendi, Elsa, Queen, and other students showed changes in calmness, fluency in speech, and confidence after receiving mentoring. These changes did not occur in the same pattern for each student, so the research findings were more accurately understood as contextual and individual mentoring dynamics. However, given that this study applied a qualitative methodology, the findings were placed as procedural and contextual contributions, not as evidence of causal effectiveness that can be generalized through statistical analysis.

CONCLUSION

This study revealed that supervisors at MTs Negeri Salatiga implemented six categories of scaffolding strategies in the implementation of Friday Worship activities, including readiness assessment and interest exploration, simplification of tasks through tiered exercises, continuous practice, providing positive feedback and reinforcement, frustration management, and demonstration, modeling, and fading. The mentoring was related to changes in anxiety conditions shown through increased calmness, fluency in speech, and student confidence, although the intensity of anxiety showed variation between individuals, although the intensity of anxiety experienced showed variation between individuals. The success of its implementation was supported by sustainable practices, adequate time allocation, and support from educators and peers, while the main challenges included limited infrastructure-time and low confidence in some students. These findings extend the application of the scaffolding concept from the domain of academic learning to the domain of assisting religious activities in madrasas, while emphasizing that the success of scaffolding depends more on the precision of the educator's calibration to the specific needs of the students than on the volume of support provided.

Based on the results of the study, the supervisor is recommended to document and establish standards for the forms of scaffolding that in this study were found to help this mentoring process so that it can be adopted by other educators in similar religious activities. Further research is recommended to apply a quantitative design or mixed-methods to test the

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relationship between the application of scaffolding and changes in performative anxiety through quantitative design or mixed methods between the implementation of scaffolding and the reduction of performative anxiety, as well as to expand the reach at different educational levels or categories of religious activities.

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