



Analysis of the Influence of Social Interaction and Organizational Culture on the Optimism of Elementary School Educators in Pangean District

Musriadi^{1*}, Bunari¹, Daeng Ayub¹

¹ Universitas Riau, Indonesia

*Corresponding author email: musriadisadi2@gmail.com

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ABSTRACT

The purpose of this study was to investigate how social interaction and organizational culture impact the optimism of elementary school teachers in Pangean district. Teacher optimism is an essential psychological resource that determines mental resilience, motivation, and performance quality. This study used a quantitative approach with an ex post facto design. The study population consisted of 202 teachers from 19 public elementary schools, and a sample of 135 teachers was obtained using the Taro Yamane formula, with random selection based on clusters. Primary data collection was conducted using a structured questionnaire, developed based on a five-point Likert scale, which underwent validity and reliability tests. Data interpretation was carried out using simple and multiple regression, as well as t-tests, F-tests, and the coefficient of determination (R^2). The results showed that social interaction had a positive and significant influence on teacher optimism, with a contribution of 41.2%. Organizational culture also had a positive and significant impact, with a contribution of 42.7%. Together, these two variables contributed 42.7% of teacher optimism, with an R of 0.653, indicating a significant correlation, and a Sig. value. The F -value was 0.000, validating the model's significance. These findings indicate that good social relationships and a supportive organizational culture are crucial for teachers to have a more positive outlook on their profession. This study confirms that the growth of optimism among teachers depends on the support of a positive social environment and a strong organizational culture. Therefore, schools and educational policymakers need to improve collaborative, communicative, and emotionally welcoming environments for teachers.

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INTRODUCTION

Social interaction and organizational culture are fundamental pillars in shaping the quality of professional life in educational settings, particularly in elementary schools (Fusco, 2001; Zohriah et al, 2025). Social interaction is a reciprocal process between individuals and groups, characterized by contact and communication, resulting in the exchange of meaning and responses within a specific social context (Bardis, 1979). Sudariyanto (2020) and Sherif (2017) emphasized that social interaction encompasses actions and reactions between individuals and groups, which is the foundation of social life in schools. Giddens and Sutton (2021) reinforced this perspective, stating that social interaction is the foundation of all social activity, enabling individuals to influence each other through actions and reactions within normative social structures. In the elementary school context, effective social interaction enables open communication, collaboration between teachers, and emotional support that strengthens professional relationships within the teaching community (Romanovska & Novak, 2024).

Organizational culture is a crucial factor that, along with social interaction, helps determine the quality of teachers' work environments. Robbins and Judge (2022) define organizational culture as a system of shared meanings among organizational members, which distinguishes the organization from other organizations and guides individual behavior in the workplace. Hasibuan (2020) emphasized that organizational culture serves as a behavioral guide, a social control mechanism, and a determinant in the formation of organizational identity. Therefore, an adaptive, open, and collaborative work culture can strengthen teachers' sense of belonging, increase commitment, and create a conducive work environment for carrying out their professional duties.

One important aspect influenced by the quality of social interactions and organizational culture is teacher optimism. Optimism is a psychological resource that enables educators to confidently overcome professional challenges and achieve positive outcomes. Recent research findings indicate that teachers who exhibit high levels of optimism demonstrate greater creativity, effective classroom management skills, and greater emotional resilience. Yuin et al. (2024) found that optimism contributes to teacher creativity and productivity, while Song (2022) noted that optimism is a key predictor of maintaining work-life balance and avoiding emotional exhaustion. Wahyuni et al. (2023) also stated that a strong organizational culture can help teachers become more optimistic by creating a collaborative and supportive work environment.

However, empirical conditions in Pangean Regency indicate that the level of optimism among some elementary school teachers is still less than ideal. Based on initial observations of 51 teachers, it was found that some still struggle to remain positive, lack confidence in facing curriculum changes, and are dissatisfied with their professional achievements. Furthermore, 37.9% of teachers found it difficult to build close working relationships with colleagues, while 36.8% felt disappointed with their own achievements. These results indicate that teachers experience psychosocial issues that affect their motivation and emotional stability at work.

This is exacerbated by the fact that communication between teachers in several schools in Pangean District is not as good as it should be. Some teachers have little social support, few opportunities to share experiences, and the work culture remains bureaucratic and rigid. Such an organizational culture not only makes people less enthusiastic about their work but also makes them feel less at home at school. Konadi (2022) emphasized that an adaptive and participatory organizational culture can increase teacher optimism and professionalism, but a rigid

organizational culture can hinder creativity and collaboration in the school environment. This suggests that poor quality social interactions and organizational culture directly impact teacher optimism.

Theoretically, the relationship between social interactions, organizational culture, and optimism has a strong scientific basis. Robbins and Judge (2022) stated that a positive social environment can increase individual job satisfaction and motivation. Seligman (2020) emphasized that optimism is a component of psychological capital that requires external support, such as a conducive work environment, for its continued development. Therefore, the synergy between social interactions and organizational culture is crucial for creating a work environment that fosters optimism, mental resilience, and high motivation among teachers.

From both an empirical and theoretical perspective, there is a gap between the ideal and actual conditions faced by elementary school teachers in Pangean District. To date, no research has specifically examined the influence of social interaction and organizational culture on teacher optimism in the region. Therefore, this study is urgently needed, both academically and practically, to provide a comprehensive understanding of the impact of these two variables on the development of teacher optimism and to provide a foundation for policymakers to improve the quality of the school work environment.

This study aims to examine the impact of social interaction and organizational culture on the optimism of elementary school teachers in Pangean District. The results are expected to provide theoretical contributions to educational science and serve as a basis for schools and local governments to develop strategies that can improve the work environment, making it more collaborative, friendly, and conducive to teacher psychological well-being.

METHODS

This study employed an ex post facto quantitative design to investigate the impact of social interaction and organizational culture on teacher optimism. The population consisted of 202 elementary school teachers from 19 public schools in Pangean district. A sample of 135 teachers was determined using the Taro Yamane formula, with a 5% margin of error, and selected through random cluster sampling. Primary data were obtained through a structured questionnaire developed based on indicators of social interaction, organizational culture, and teacher optimism, assessed using a five-point Likert scale. A pilot test of the instrument, involving 30 teachers, was conducted to assess validity using the Pearson correlation coefficient ($r > 0.361$) and reliability using Cronbach's Alpha, with all instruments meeting high reliability standards.

Data were collected through an offline questionnaire and processed using descriptive and inferential statistical techniques. This analysis includes classical assumption tests (normality, linearity, multicollinearity, and heteroscedasticity), followed by simple regression, multiple regression, t-test, F-test, and calculation of the coefficient of determination (R^2) to determine the partial and simultaneous effects of social interaction and organizational culture on teacher optimism. All statistical analyses were conducted using SPSS version 25.

RESULTS AND DISCUSSION

A. Result

Hypothesis 1: The Effect of Social Interaction (X_1) on Teacher Optimism (Y)

Table 1. Simple Regression of Social Interaction on Teacher Optimism

Model	B	t	Sig.
Constant	1,706	7,719	0,000
Social Interaction (X_1)	0,567	9,658	0,000

The regression coefficient $B = 0.567$ indicates that for every 1%, or one unit, increase in social interaction, teachers' optimism increases by 0.567. This means that the more teachers communicate, collaborate, and support each other, the more confident and hopeful they are about the effectiveness of their work.

With a t-value of 9.658, this effect is clearly statistically significant, confirming that the relationship between social interaction and optimism is not a coincidence. This finding suggests that social interaction is a key element in increasing educators' optimism in their workplace.

Table 2. Summary Model Regression Hypothesis 1

R	R ²	Sig. F
0,642	0,412	0,000

The R^2 value of 0.412 indicates that social interaction explains 41.2% of teacher optimism. This means that the quality of social interaction in the school environment can explain almost half of the variation in changes in teacher optimism. The more frequently they communicate, collaborate, and provide emotional support, the more likely they are to have an optimistic attitude. The remaining 58.8% is shaped by factors outside the model, such as leadership style, intrinsic motivation, psychological well-being, and professional experience. This regression model is significant ($p < 0.05$), so the relationship between social interaction and teacher optimism is statistically validated.

Hypothesis 2: The Effect of Organizational Culture (X_2) on Teacher Optimism (Y)**Table 3. Simple Regression of Organizational Culture on Teacher Optimism**

Model	B	t	Sig.
Constant	1,646	7,465	0,000
Organizational culture (X_2)	0,586	9,947	0,000

This means that organizational culture has a significant impact on faculty optimism, as suggested by the regression coefficient of 0.586. In other words, for every point increase in the quality of organizational culture (values, norms, openness, work relationship patterns, etc.), optimism will increase directly and proportionally. This coefficient also indicates that organizational culture is a key element in the work environment in shaping constructive mindsets, professional expectations, and faculty's ability to handle challenges positively. Furthermore, the t-value of 9.947 validates that this influence is not only statistically significant but also highly consistent and stable. The high t-value indicates that the relationship between organizational culture and optimism is strong and consistent, ensuring that any improvement in organizational culture will, in fact, have a significant impact on increasing faculty optimism regarding their professional performance.

Table 4. Summary Model of Regression Hypothesis 2

R	R ²	Sig. F
0,653	0,427	0,000

The R² value of 0.427 indicates that organizational culture contributes 42.7% to teacher optimism. This means that almost half of the variation in the level of optimism can be explained by the quality of the school's organizational culture, such as values, norms, communication, and established work standards. Furthermore, this regression model is significant ($p < 0.05$), indicating that the influence of organizational culture on teacher optimism has been scientifically proven and is not a coincidence. This finding confirms the importance of a positive organizational culture in fostering teacher optimism.

Hypothesis 3: Social Interaction (X_1) and Organizational Culture (X_2) simultaneously influence Teacher Optimism (Y)**Table 5. Simultaneous Correlation of X_1 and X_2 with Y**

Variable Correlation	n	r	Sig.
$X_1 \& X_2 \rightarrow Y$	135	0,653	0,000

The combination of X_1 - X_2 shows a correlation of $r = 0.653$, indicating a positive and relatively strong relationship with teacher optimism. A significance value of $0.000 < 0.05$ confirms that the simultaneous relationship is statistically significant. This means that when social interaction and organizational culture increase simultaneously, teacher optimism also tends to increase, proving that these two variables contribute simultaneously to strengthening teachers' optimistic attitudes in carrying out their duties.

Table 6. Multiple Regression of Social Interaction and Organizational Culture on Teacher Optimism

Model	B	t	Sig.
Constant	1,083	5,325	0,000
Sosial Interaction (X_1)	0,296	4,147	0,000
Budaya Organisasi (X_2)	0,398	7,079	0,000

Multiple regression analysis showed that social interaction and organizational culture significantly impacted teacher optimism. Social interaction had a t-value of 4.147 ($p < 0.001$), indicating that the more positive the relationships and communication between teachers, the greater their optimism. Conversely, organizational culture had a more significant effect, with a t-value of 7.079 ($p < 0.001$), indicating that school values, norms, and work climate significantly influence teacher optimism.

The regression equation $\hat{Y} = 1.083 + 0.296X_1 + 0.398X_2$ shows that organizational culture (0.398) has a higher coefficient than social interaction (0.296). This means that organizational culture significantly increases teacher optimism compared to social interaction.

Table 7. Multiple Regression Model Summary Hypothesis 3

R	R ²	Adjusted R ²	Std. Error	Sig. F
0,653	0,427	0,419	2,452	0,000

The result of $R = 0.653$ shows a significant correlation between social interaction, organizational culture, and teacher optimism. This indicates that as these two factors increase, teachers tend to be more optimistic about their performance. $R^2 = 0.427$ indicates that the combination of the two contributes 42.7% of the variation in teacher optimism, while the rest is caused by other influences outside this study. Furthermore, Sig. Un F = 0.000 indicates that the combined effect of the two is statistically significant, which means it is not a coincidence but a real contribution to teacher optimism.

B. Discussion

The results of this study indicate that social interaction and organizational culture, both partially and simultaneously, have a significant influence on the optimism of elementary school teachers in Pangean District. This empirical finding is important for contemporary social psychology and organizational theory and is supported by various previous studies.

1. The Influence of Social Interaction on Teacher Optimism

Based on the research results, social interaction (X_1) has a positive and significant influence on teacher optimism (Y), contributing 41.2%. This finding also reaffirms that the quality of social interactions in the school environment serves as a psychological foundation for teachers to develop positive beliefs about their profession. Giddens and Sutton's (2021) theory states that social interaction is a process of meaning-making and emotional exchange that can shape an individual's perception of their environment. When teachers are valued, have emotional support, and have the opportunity to collaborate, it is easier for them to develop positive expectations about the results of their work and the challenges they face in their profession.

This research finding also aligns with the findings of Sudariyanto (2020), who stated that positive social interactions can increase a person's self-confidence in stressful situations. Teachers who feel supported by their colleagues, have a space to discuss daily issues, and build peaceful working relationships will have significantly greater resilience. According to work psychology theory, social support plays a role in reducing stress and increasing adaptation.

Furthermore, social interactions enable the exchange of experiences and learning among teachers. The exchange of experiences and solutions between teachers, when discussing teaching strategies and the challenges they face in the classroom, indirectly strengthens the belief that these challenges can be overcome. In other words, close social relationships extend beyond affection and support to pedagogical competence and teacher professionalization. This combination of capacity and emotional support fosters optimism, a vital psychological resource in education.

2. The Influence of Organizational Culture on Teacher Optimism

Organizational culture (X_2) was also shown to have a significant influence on teacher optimism, contributing 42.7%. This finding aligns with the theory of Robbins and Judge (2022), which states that an organization's values, norms, and work standards significantly influence the attitudes, behaviors, and psychological well-being of its members. In the school context, a positive organizational culture characterized by openness, collaboration, recognition, and fairness—will create a work environment that encourages teachers to feel valued and secure.

Furthermore, according to Wahyuni et al. (2023), a positive school culture can help teachers feel more secure when facing curriculum changes and new administrative demands. A stable organizational culture offers educators a sense of psychological security, enabling them to envision their future professional careers with more optimism and confidence. However, a work culture that is strict, overly bureaucratic, and does not value teacher creativity can reduce teachers' sense of belonging and motivation.

Similarly, organizational culture defines the type of leadership a principal exercises. Therefore, transformational and supportive leadership can reinforce positive values in schools, creating space for teachers to develop professionally. Principals who successfully cultivate a positive organizational culture will create a work environment where teachers feel valued, trusted, and involved in decision-making. Numerous studies have shown that these elements are crucial to teachers' optimism and engagement in their profession.

3. The Simultaneous Influence of Social Interaction and Organizational Culture.

At the same time, social interactions and organizational culture significantly influence educator optimism. The R value of 0.653 indicates a strong correlation between these variables and optimism. These two variables work synergistically to create a conducive psychosocial environment for teachers. Social relationships offer interpersonal support through communication and collaboration, while organizational culture provides a framework of values, norms, and systems that support job stability.

This aligns with Seligman's (2020) perspective, which argues that optimism stems not only from individual tendencies but also from the professional environment around us. Seligman stated that people tend to be more optimistic when they are in a context that fosters belief in positive outcomes, social support, and opportunities for growth.

In the reality of elementary schools in Pangean Regency, the interdependence of interpersonal relationships among teachers and a conducive organizational culture opens up opportunities for teachers to develop professionally and psychologically. Teachers, for example, are able to overcome learning obstacles, navigate curriculum changes, and maintain consistent performance. Therefore, to increase teacher optimism, schools must strengthen two key elements: the quality of social interactions and an adaptive organizational culture.

These two variables have been proven to be the main basis for educators to remain optimistic, increase resilience, and stay motivated in their professional performance. Thus, the results of this study indicate that actions aimed at increasing teacher optimism need to be promoted in an integrated manner, both in interpersonal aspects and in the school's organizational culture. that interventions to increase teacher optimism must be carried out in an integrated manner at the level of interpersonal relationships and the structure of the school's organizational culture.

CONCLUSION

The results of this study indicate that organizational culture and social interaction have a significant impact on the optimism of elementary school teachers in Pangean Regency. First, social interaction has been shown to have a positive and significant influence on teacher optimism. This suggests that effective communication, strong collaboration, and emotional support among teachers can increase their self-confidence and positive outlook on the profession. Second, organizational culture also has a significant impact on teacher optimism. This suggests that strong and consistent values, norms, and work practices can create psychological stability that fosters optimism. Third, the simultaneous influence of social interaction and organizational culture indicates that these two variables complement each other as workplace factors that shape teacher optimism.

Overall, this study provides empirical evidence that a healthy school social environment and culture are essential foundations for increasing teacher optimism. Therefore, improving the school social environment and organizational culture can be a valuable way to help teachers feel better and become more professional.

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