THE SIGNIFICANCE OF WORK CULTURE, WORK ENVIRONMENT, AND SOCIAL CAPITAL ON TEACHER RESILIENCE IN ISLAMIC EDUCATIONAL INSTITUTIONS IN MALANG

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Abstract. This study aims to comprehensively examine the significant roles of work culture, work environment, and social capital in shaping teacher resilience within Islamic educational institutions in Malang, Indonesia. Teachers in this context face dual challenges: academic responsibilities and the need to instill Islamic values, making resilience a critical factor for their professional success. Employing a quantitative approach, this research utilized a structured survey to collect data from 70 teachers across various Islamic schools in Malang. The data were analyzed using ordinal logistic regression (OLR) techniques. The analysis revealed that a positive work culture, integrating Islamic ethical principles, plays a crucial role in enhancing teacher resilience. Additionally, a supportive work environment, both physically and socially, is vital for reducing stress and maintaining well-being. Conversely, while social capital is valuable, it did not show a statistically significant impact on teacher resilience in this study. These findings underscore the importance of fostering a supportive work environment and promoting Islamic values to strengthen teacher resilience, which ultimately contributes to improved educational outcomes in Islamic schools. A limitation of this study is the sampling method used, as some respondents were selected through non-probability sampling due to budget constraints and respondent availability, which may introduce bias.

Keywords. Work Culture; Work Environment; Social Capital; Teacher Resilience

***Abstrak**. Penelitian ini bertujuan untuk mengkaji secara komprehensif peran penting budaya kerja, lingkungan kerja, dan modal sosial dalam membentuk ketahanan guru di lembaga pendidikan Islam di Malang, Indonesia. Guru-guru di lingkungan ini menghadapi tantangan ganda berupa tanggung jawab akademik dan kebutuhan untuk menanamkan nilai-nilai Islam, menjadikan ketahanan sebagai faktor krusial untuk keberhasilan profesional mereka. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan survei terstruktur untuk mengumpulkan data dari 70 guru di berbagai sekolah Islam di Malang. Data dianalisis dengan teknik analisa ordinal logistic regression (OLR). Analisis menunjukkan bahwa budaya kerja yang positif, yang mengintegrasikan prinsip etika Islam, memiliki peran yang sangat penting dalam meningkatkan ketahanan guru. Selain itu, lingkungan kerja yang mendukung, baik secara fisik maupun sosial, sangat penting untuk mengurangi stres dan memelihara kesejahteraan. Sebaliknya, modal sosial, meskipun bernilai, tidak menunjukkan dampak yang signifikan secara statistik terhadap ketahanan guru dalam penelitian ini. Temuan ini menekankan pentingnya membina lingkungan kerja yang mendukung dan mempromosikan nilai-nilai Islam untuk*

memperkuat ketahanan guru, yang pada akhirnya berkontribusi pada peningkatan hasil pendidikan di sekolah-sekolah Islam. Keterbatasan penelitian ini adalah sampel yang digunakan. Sebab, beberapa responden dipilih berdasarkan non-probability sampling karena keterbatasan biaya dan kesediaan responden, sehingga dimungkinkan terjadinya bias.
Kata Kunci: *Budaya Kerja; Modal Sosial; Resiliensi Guru*

A. INTRODUCTION

The impetus for this research arises from the necessity to acquire an in-depth understanding of the factors influencing teacher resilience within Islamic educational institutions, particularly in Malang. In these settings, teachers are not only responsible for academic instruction but also hold a strategic role in fostering religious culture and instilling discipline based on Islamic values (Panatagama et al., 2024). Given these dual responsibilities, it becomes imperative to explore how work culture, work environment, and social capital collectively impact teachers' ability to adapt and thrive amid psychological pressures and high job demands (Derakhshan et al., 2022; Fu & Zhang, 2024).

Within the context of teacher resilience, work culture encompasses more than just routine practices—it integrates the ethical and religious values that underpin the functioning of Islamic educational institutions. A work culture that emphasizes Islamic principles and consistent work ethics can significantly strengthen teachers' commitment and motivation to fulfill their professional duties. Research has indicated that embedding Islamic values in school culture not only enhances academic performance but also fortifies the psychological resilience of teachers, providing them with a robust framework to manage everyday challenges (Khomisah et al., 2024; Siraj et al., 2018).

A conducive work environment plays a vital role in supporting teachers by providing both tangible and intangible resources that mitigate work-related stress. A supportive physical space and a positive social milieu help prevent burnout and alleviate excessive stress. Studies suggest that everyday supportive interactions, such as those with fellow educators and support staff, are critical for enhancing teacher resilience (Beltman et al., 2016; Hong, 2012). In Islamic educational institutions, the interplay between an environment that encourages open communication and accessibility to necessary resources directly impacts teachers' capacity to manage psychological stress and adapt to the evolving demands of their work.

Social capital within a school context refers to the quality of relationships among colleagues, between teachers and administrators, and even between teachers and the broader school community including students and parents. Such networks of support not only offer emotional reassurance but also facilitate professional exchange, enabling teachers to develop effective coping strategies against stress (Sutrisno, 2023b). Empirical findings underscore that strong interpersonal relationships and collaborative networks function as protective factors against occupational challenges, thus bolstering teacher resilience (Bagdžiūnienė et al., 2022; Beltman et al., 2016). In Islamic education settings, where collective values and mutual support are highly cherished, capitalizing on these

social ties becomes particularly consequential.

In Malang, the unique dynamics of Islamic educational institutions add a distinctive dimension to the interplay of work culture, environment, and social capital. The implementation of Islamic school culture policies—which intricately weave religious values, ethical principles, and disciplined practices—has been observed to influence not only academic outcomes but also the psychological well-being of teachers (Siraj et al., 2018). Additionally, leadership that can foster a healthy and supportive work environment further enhances social capital among teachers, thereby promoting resilience. Such context-specific attributes justify the importance of investigating these interrelationships within Malang to provide a comprehensive understanding that is both locally relevant and reflective of broader educational dynamics (Sutrisno, 2023a).

This study aims to analyze the significance of the influence exerted by work culture, work environment, and social capital on teacher resilience in Islamic educational institutions in Malang. By delving into the complex interactions among these variables, the research hopes to present practical recommendations for school management and policymakers. The ultimate goal is to develop strategic initiatives that enhance teacher well-being and professional performance, ensuring that Islamic education remains dynamic and responsive to both contemporary challenges and enduring religious values.

B. METHOD

The sample used in this study consisted of 70 respondents, including teachers from various Islamic educational institutions in Malang. This study employs Non-Probability Sampling and Voluntary Response Sampling, where respondents are selected in a practical, voluntary manner and meet the sample requirements (Helms et al., 2021; Sosenko & Bramley, 2022; Tutz, 2023; Yu et al., 2020). Due to budget and time constraints and difficulties in accessing the full population, these sampling methods were chosen as a feasible approach. With 70 respondents, exceeding the minimum required 30, the study satisfies quantitative statistical standards, enhances analytical power, and strengthens the reliability and validity of the results, allowing for better generalization (Althubaiti, 2023; Andrade, 2020). These respondents were from SD Bahrul Maghfiroh (10 respondents), SDI Al Maarif 01 (9 respondents), SMP Islam Pakisaji (23 respondents), SMP Muhammadiyah 06 (19 respondents), and MA Muhammadiyah 1 (9 respondents). The study focused on four indicators: Work Culture (WC), Work Environment (WE), Social Capital (SC), and Teacher Resilience (TR). The research employed a quantitative method using a structured survey questionnaire with a 1-5 Likert scale, ranging from strongly agree to strongly disagree, which respondents were asked to complete honestly. A total of 70 respondents fully completed the questionnaire, providing the data needed for thorough analysis. Data analysis was performed using ordinal logistic regression (OLR) with SPSS-26, and the analysis was categorized into evaluating the measurement model (validity and significance test for the research items) and the overall structural model assessment (Park et al., 2022; Sainani, 2021).

C. RESULTS AND DISCUSSIONS

1. Data Distribution

In this study, the total number of respondents was 70, consisting of 33 males and 37 females. Based on the percentage calculation, the number of male respondents

makes up approximately 47.14% of the total respondents, while female respondents account for about 52.86%.

Tabel 1. Distribution Responden by Gender

Institutions	Respondents	Male	Female
SD Bahrul Maghfiroh	10	5	5
SDI Al Maarif 01	9	4	5
SMP Islam Pakisaji	23	11	12
SMP Muhammadiyah 06	19	9	10
MA Muhammadiyah 1	9	4	5
Total	70	33	37

Source: Author own

Tabel 2. Case Processing Summary

		N	Marginal Percentage
RG	3	1	1.4%
	4	50	71.4%
	5	19	27.1%
Valid		70	100.0%
Missing		0	
Total		70	

Source: Author own

Table C.1 shows the distribution of responses from 70 valid respondents, categorized as follows: 1 respondent (1.4%) selected 3 (Neutral), 50 respondents (71.4%) selected 4 (Disagree), and 19 respondents (27.1%) selected 5 (Strongly Agree). All collected data is valid, with no missing data, as reflected in the "Missing" column, which shows a value of 0. Therefore, the majority of respondents, 71.4%, chose category 4 (Disagree), followed by category 5 (Strongly Agree) with 27.1%, and only 1 respondent (1.4%) chose category 3 (Neutral).

2. Model Fit

Table C.3 shows the Model Fitting Information for the logistic regression model, comparing the Intercept Only model and the Final model. The -2 Log Likelihood value for the Intercept Only model is 53.257, while the Final model's value decreases to 19.701, indicating a better fit. The Chi-Square statistic for the Final model is 33.555, suggesting a significant improvement in fit compared to the baseline model. With 3 degrees of freedom (df) and a significance value of 0.000, which is less than the alpha level of 0.05, the difference between the two models is statistically significant, confirming that the Final model provides a significantly better fit to the data. Therefore, the Final model is considered appropriate for further analysis.

Teble 3. Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	53.257			
Final	19.701	33.555	3	.000

Link function: Logit.

Source: Author own

The other hand, tabel C.4 presents the Goodness-of-Fit statistics for the logistic regression model. The Pearson Chi-Square value is 8.681 with 11 degrees of freedom, and the significance level is 0.651, which is greater than the alpha value of 0.05, indicating that the model fits the data well without significant differences between observed and expected frequencies. Similarly, the Deviance Chi-Square value is 8.871 with 11 degrees of freedom, and a significance value of 0.634, which also exceeds 0.05, further supporting the model's good fit. Both tests suggest that the logistic regression model adequately fits the data, with the Logit link function being used in the analysis.

Table 4. Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	8.681	11	.651
Deviance	8.871	11	.634

Link function: Logit.

Source: Author own

3. The Coefficient of Determination

Table 5. The Coefficient of Determination

Pseudo R-Square

Cox and Snell	.381
Nagelkerke	.522
McFadden	.366

Link function: Logit.

Source: Author own

The table presents the Pseudo R-Square values for the logistic regression model applied to data from teachers at Islamic institutions in Malang, which help assess the model's fit to the data. The Cox and Snell value is 0.381, meaning that approximately 38.1% of the variance in the teachers' data is explained by the model, indicating a moderate fit. The Nagelkerke value is 0.522, suggesting that the model explains about 52.2% of the variance, representing a stronger fit and providing a more substantial explanation of the data. The McFadden value is 0.366, indicating that 36.6% of the variance is explained, which is similar to the Cox and Snell value, suggesting a moderate fit. Overall, the model explains a significant portion of the variance, with the Nagelkerke value indicating the best fit. However, the remaining unexplained

variance suggests that other factors, not captured by the model, may contribute to the outcomes for teachers at Islamic institution.

4. **Hypothesis Test Results**

Table 6. Parameter Estimates

		Estimate	Sig.	Decisions
Threshold	[TR = 3]	11.951	.001	Accepted
	[TR = 4]	18.711	.000	Accepted
Location	WC	3.730	.004	Accepted
	WE	1.593	.042	Accepted
	SC	-1.325	.280	Rejected

Link function: Logit.
Source: Author own

The table presents the results of the logistic regression model, which examines the factors influencing teacher resilience (TR), with predictors including Work Culture (WC), Work Environment (WE), and Social Capital (SC). The threshold for TR = 3 has an estimate of 11.951 with a significant p-value of 0.001, indicating that this level of teacher resilience is significantly influenced by the factors in the model. Similarly, the threshold for TR = 4 has an estimate of 18.711 and a p-value of 0.000, suggesting that higher levels of resilience are also significantly affected. Work Culture (WC), with an estimate of 3.730 and a p-value of 0.004, is a significant predictor, indicating that a positive work culture enhances teacher resilience. Work Environment (WE), with an estimate of 1.593 and a p-value of 0.042, also plays a significant role, albeit to a lesser extent than work culture.

 On the other hand, Social Capital (SC), with an estimate of -1.325 and a p-value of 0.280, does not have a significant impact on teacher resilience, suggesting that it does not contribute to the model in a statistically significant way. Overall, the findings highlight that both Work Culture (WC) and Work Environment (WE) are significant factors contributing to teacher resilience, while Social Capital (SC) does not significantly influence resilience in this model.

5. **Discussion**

Teacher resilience is significantly influenced by both physical and mental health factors. Teachers who are physically and mentally healthy are more capable of facing challenges in the workplace, managing stress, and maintaining their commitment to teaching quality (Salvo-Garrido et al., 2024). Good health strengthens teachers' resilience in dealing with heavy workloads, academic demands, and social pressures (Sri Mastuti et al., 2023). Some schools also offer health insurance covering basic to emergency care, ensuring teachers can maintain their health and alleviate concerns about medical issues. Workplace safety is also a priority, with Islamic schools striving to ensure that work environments are free from physical hazards,

with well-maintained facilities and strict safety policies (Amaly et al., 2023).. These measures create a supportive environment for teachers' physical and mental resilience, enabling them to work more effectively and efficiently (Alfitri et al., 2024).

Psychosocial well-being, which includes teachers' mental and emotional health, is closely related to the freedom they have to self-actualize in the workplace (Luzaan et al., 2023). According to Maslow's hierarchy of needs, self-actualization is the highest human need, which can only be achieved once other basic needs—such as security and social relationships—are fulfilled (Crandall et al., 2020). In the context of Islamic schools, the freedom teachers have to express themselves through teaching methods, creativity in preparing lesson plans, and the integration of religious values is essential in supporting their psychosocial well-being (Putri, 2023).

When teachers feel free to actualize their values and potential, they are more satisfied with their work, which in turn enhances their motivation and resilience (Sri Mastuti et al., 2023). Many Islamic schools in Malang support this freedom by creating an inclusive and collaborative atmosphere, allowing teachers to share ideas, engage in discussions, and implement educational innovations in line with Islamic principle. This not only improves their psychological well-being but also strengthens their professional commitment to education and teaching based on religious values (Salvo-Garrido et al., 2024, 2025).

The work environment encompasses both physical and psychosocial aspects. Physical factors include the quality of facilities, classroom conditions, and available resources, whereas psychosocial elements involve the general climate of support, safety, and collegiality among staff. In Islamic schools in Malang, a conducive work environment not only supports the routine educational process but also reinforces the ethical and moral dimensions that are central to the school's identity (Cahyanto et al., 2024; Sutrisno, 2024). When teachers experience a supportive environment—characterized by well-maintained infrastructure, adequate resources, and policies that prioritize teacher well-being—they are more likely to cope effectively with work-related stress and challenges.

Research by Alvian and Dewi (2023) underscores that a positive work environment corresponds with enhanced performance and psychological well-being among teachers. For Islamic schools, where community values and religious teachings play a significant role, such supportive conditions can also nurture a sense of belonging and purpose, thereby increasing teacher resistance to occupational stressors.

In the context of Islamic schools, the work environment contributes uniquely to teacher resilience by aligning with the core values of Islamic pedagogy and community solidarity (Sutrisno, 2024). A supportive work environment in this setting not only involves physical comfort and access to necessary teaching tools but also reflects an organizational culture that respects and upholds Islamic ethical principles. This alignment fosters a work atmosphere where teachers feel valued both as professionals and as role models who embody and transmit the school's religious values.

The findings suggest that teachers in such environments are better equipped to handle the dual demands of academic responsibilities and the ethical, moral, and sometimes communal expectations placed upon them. A resilient teacher, therefore,

is one who leverages the supportive work environment to maintain personal well-being and deliver quality education that resonates with the values of the Islamic community.

The implications of these findings are multifaceted. Firstly, policymakers and school administrators should ensure that Islamic schools invest in improving both the physical and psychosocial dimensions of the work environment. This could include; Upgrading school facilities to create a safer, more comfortable learning space, Implementing professional development programs that promote collaborative relationships and strong support networks among teachers, and Establishing clear and transparent policies that address teacher welfare and create opportunities for stress management and professional growth (Sutrisno, 2023b). Such strategies are expected to foster an environment in which teachers can build resilience, thus enhancing their capacity to face challenges and improve overall educational outcomes.

Theoretically, the finding reinforces the notion that environmental factors are critical in shaping teacher resilience. This aligns with broader literature that posits supportive work conditions contribute significantly to reducing occupational stress and enhancing job satisfaction (de Terte & Stephens, 2014). Practically, the study highlights the need for Islamic schools to consider comprehensive environmental improvements as part of strategic plans aimed at sustaining teacher resilience. The integration of Islamic educational values with ergonomic and supportive work practices may serve as a model for developing a holistic approach that benefits both teachers and students.

The findings emphasize that a supportive work environment is paramount to enhancing teacher resilience in Islamic schools. By ensuring physical improvements, fostering a supportive psychosocial climate, and aligning organizational practices with the underlying ethical and cultural values of the Islamic education system, schools can cultivate resilient teachers who are capable of adapting to challenges while upholding the institution's core principles. Future research could further investigate how specific components of the work environment interact with cultural and religious factors to influence teacher resilience, thus providing a richer understanding of the dynamics at play in Islamic educational settings. These references provide further empirical support and context to the discussion on the interplay between the work environment and teacher resilience, particularly within the nuanced setting of Islamic schools.

The research findings indicate a strong link between the work environment and teacher resilience in Islamic educational institutions. Teacher resilience, defined as the ability to adapt to various challenges and to bounce back from difficulties, is particularly important in the context of Islamic schools, where educators not only impart knowledge but also embody and promote Islamic values and ethics. This discussion will elaborate on how the work environment influences teacher resilience and the broader implications for Islamic education.

The work environment encompasses both the physical conditions and the psychosocial climate in which teachers operate. In Islamic schools, a supportive work environment can significantly enhance teachers' capacity to withstand stress and maintain their professional integrity. For instance, conducive environments that offer

appropriate facilities, emotional support from colleagues, and clear communication with school leadership create a workplace atmosphere that facilitates resilience (Sutrisno, 2024). Research has established that teachers who feel supported in their work environment exhibit higher levels of resilience, as these conditions reduce stress and promote job satisfaction (Flores-Buils et al., 2022).

In Islamic educational contexts, the integration of religious values into the work environment is noteworthy. The work culture often emphasizes community, respect, and mutual support, which can directly enhance resilience among teachers facing unique challenges related to their roles (Sutrisno, 2024).

The Islamic educational framework not only promotes academic knowledge but also focuses on character and moral development. This dual focus makes it essential for teachers to exhibit high levels of resilience to model these values effectively. Research emphasizes that resilience is not a fixed attribute but rather a dynamic state that can be nurtured through supportive work environments, training, and professional development (Flores-Buils et al., 2022).

In Islamic schools, teachers who successfully navigate educational challenges while maintaining their commitment to moral and ethical teaching are crucial for fostering a positive learning environment. Thus, a supportive work environment enhances their resilience, enabling them to inspire their students and model positive behaviors (Putri, 2023) .

In addition to the physical and psychological aspects of the work environment, community plays a critical role in establishing resilience among teachers in Islamic schools. Strong community ties and social capital can enhance teacher resilience, as they provide networks of support that empower educators during difficult times (Xie et al., 2022). Studies suggest that social capital enables teachers to share resources, knowledge, and emotional support, which is particularly valuable in challenging situations such as those encountered during the COVID-19 pandemic (Carter & Cordero, 2022).

The collective agency fostered within the community can further enhance resilience, as educators in Islamic institutions can rely on one another and their community resources to navigate challenges together. This aspect underscores the importance of fostering supportive relationships among staff and between school communities to build a robust network of resilience (Alfitri et al., 2024).

The implications of these findings are critical for policymakers and educators within Islamic educational institutions. Recognizing the importance of the work environment in promoting teacher resilience, school administrators should prioritize creating supportive conditions through. First, professional development, Training programs that focus on enhancing resilience and coping strategies for teachers can help empower them to deal with the stresses associated with their roles (Flores-Buils et al., 2022). Second, community engagement, encouraging strong relationships not only among teachers but also with students, parents, and the wider community can help build a culture of support that fosters resilience (Putri, 2023). Third, facility improvements, ensuring that physical resources, like classrooms and learning materials, meet the necessary standards can significantly reduce stress for teachers, allowing them to focus more on their teaching roles (Carmen et al., 2022).

The findings highlight that the work environment plays a pivotal role in influencing teacher resilience within Islamic schools. A positive, supportive work environment increases teachers' capacity to adapt to challenges while fulfilling their dual roles as educators and moral exemplars. The interplay of physical conditions, community ties, and psychological support forms a robust framework that enhances resilience. Therefore, educational authorities should actively seek to develop policies and practices that enhance the work environment, ensuring that educators are well-equipped to meet their professional demands while promoting an Islamic ethos in education.

The results of the research indicate that social capital significantly impacts teacher resilience within Islamic educational contexts. Social capital can be understood as the networks, relationships, and social interactions that enable individuals to develop trust, support, and collaboration within communities. This is particularly relevant in Islamic schools where communal relationships and shared values play a central role in educational philosophies.

Teacher resilience refers to the capacity of educators to adapt to stressors, overcome challenges, and persist in the face of adversity. It encompasses emotional, social, and psychological dimensions, enabling teachers to maintain their effectiveness and commitment to their roles despite the pressures of the educational environment. Social capital, in this context, represents the web of relationships that teachers cultivate with colleagues, students, parents, and the community that support their professional and emotional well-being Salvo et al., 2025).

The research illustrates that teachers with strong social capital can access essential resources, including emotional support and shared knowledge, that bolster their resilience. For example, a collaborative environment helps educators share strategies for coping with challenges, thereby enhancing their ability to adapt and thrive in their roles (Salvo-Garrido et al., 2025). This perspective aligns with previous studies emphasizing the relationship between social networks and individual resilience (Ciucă & Zăvoianu, 2024; Nadeem et al., 2024).

In Islamic educational settings, the community plays a vital role in fostering an environment conducive to resilience. Support from families, peers, and school leadership can mitigate feelings of isolation and burnout (Nadeem et al., 2024). Research indicates that friends and colleagues who communicate openly and offer encouragement contribute to a co-responsibility for student success (Luzaan et al., 2023). This collaborative spirit nurtures a sense of belonging, which is crucial in enhancing teachers' emotional resilience.

Moreover, cultural values inherent in Islamic teaching—such as mutual support, cooperation, and ethical conduct—further promote the development of social capital among educators. When teachers feel supported by their colleagues and embrace shared beliefs, the resulting trust and cohesion create a more resilient workforce resistant to the adverse effects of occupational stress (Salvo-Garrido et al., 2024; Sri Mastuti et al., 2023).

Social capital is particularly important in maintaining teachers' professional commitment. As highlighted by research, educators with strong connections to their peers are less likely to experience feelings of job dissatisfaction or consider leaving the profession (Luzaan et al., 2023; Sri Mastuti et al., 2023). In Islamic schools, where

the emphasis is placed on not only educational achievements but also on character and morality, social capital can enhance teachers' dedication to their roles.

Programs that aim at building social connections and emotional competencies among teachers can foster a stronger sense of community and belonging. Initiatives that encourage reflection and sharing of experiences can lead to improved professional satisfaction and commitment, ultimately enhancing resilience (Salvo-Garrido et al., 2025).

Recognizing the significance of social capital in fostering resilience, Islamic educational institutions should strive to enhance community relationships and collaborative networks among teachers. Schools can implement peer-support systems, mentorship programs, and professional learning communities to build robust relational networks that support teachers' well-being and resilience.

Further strategies might include regular professional development workshops focusing on emotional intelligence and collaboration. Such programs not only aid in skill acquisition but also strengthen interpersonal relationships among staff, which in turn promotes a caring and supportive work environment (Ciucă & Zăvoianu, 2024; Salvo-Garrido et al., 2024).

Several factors contribute to the strength of teacher resilience, enabling them to work effectively and efficiently. One key factor is **work culture**, which encompasses the shared values, norms, and behaviors within a school environment. A positive work culture that encourages collaboration, mutual support, and professional development fosters a sense of belonging and motivation among teachers. When teachers feel respected and valued within their work culture, they are more likely to demonstrate resilience in the face of challenges, maintaining high levels of commitment and performance (Salvo-Garrido et al., 2025).

Additionally, the work environment plays a crucial role in supporting teacher resilience. A supportive and well-organized environment, both physically and socially, reduces stress and promotes mental well-being. Schools that provide adequate resources, safe and comfortable working conditions, and a culture of open communication create a space where teachers can thrive. These factors not only enhance job satisfaction but also contribute to the professional effectiveness of teachers, enabling them to meet the demands of their roles with confidence and efficiency (Luzaan et al., 2023; Sri Mastuti et al., 2023).

By fostering a strong work culture and a supportive work environment, Islamic educational institutions can enhance teacher resilience, ensuring that educators are better equipped to navigate the pressures of their profession and continue contributing effectively to students' development.

D. CONCLUSION

This study highlights the significant role of work culture, work environment, and social capital in enhancing teacher resilience in Islamic educational institutions in Malang. The findings show that a positive work culture and a supportive work environment have a substantial impact on teacher resilience, while social capital, though important, did not significantly influence resilience in this context. A supportive work environment, both physically and psychologically, helps teachers manage stress and maintain their commitment, particularly in institutions where Islamic values are central.

The study suggests that improving these factors—especially the work environment and culture—can better equip teachers to handle challenges and sustain their roles as educators and moral guides, thus fostering a more resilient workforce. A key limitation of this study is its use of non-probability sampling, which may introduce bias, and a sample size of 70 respondents that may not fully represent the diversity of teachers in Malang's Islamic schools. The study also focused only on certain aspects of work culture, work environment, and social capital, potentially overlooking other factors influencing teacher resilience. Future research should consider larger, more diverse samples, employ probability sampling methods, and explore additional factors such as professional development, leadership support, and coping strategies. A longitudinal approach and examining the role of parent and community involvement in resilience would also provide valuable insights.

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