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THE RESILIENCE OF MA IBNU KHALDUN TOILI IN FACING LIMITATIONS REGARDING EDUCATORS AND FACILITIES AT A RURAL MADRASAH

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Abstract

This study aims to analyze and evaluate the micro-resilience strategies implemented by MA Ibnu Khaldun Toili to overcome limitations regarding subject-specialized educators and physical learning facilities in a rural area. A descriptive-reflective qualitative case study approach was employed. Data were collected through participant observation and document analysis, utilizing the Miles and Huberman interactive model. The findings reveal that the madrasa successfully maintained instructional effectiveness and achieved a 100% graduation rate through three internal adaptation strategies: optimizing multi-subject teaching via a peer-mentoring system to address the shortage of civil servant teachers; modifying the curriculum by substituting physical laboratories with Toili's open natural environment as a contextual learning space, which reduced student learning anxiety; and mobilizing self-funded resources through community-based tactical partnerships with the school committee, alumni, and local private entities to cover operational deficits. This organizational resilience was driven by the conversion of religious social capital into robust organizational citizenship behavior. The study contributes theoretical insights into micro-level educational resilience in rural settings—an area previously dominated by top-down macro approaches—and provides a practical blueprint for autonomous crisis management that can be replicated by other marginalized schools facing similar resource deprivation.

Keywords: Educational Resilience; Rural Madrasah; Resource Limitations

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A. Introduction

Education in rural areas often faces acute disparities in the distribution of qualified teachers and the availability of modern infrastructure to support the teaching and learning process, which certainly impacts the achievement of madrasah quality (Al Rosid et al 2025; Calista et al. 2025). The reality at MA Ibnu Khaldun Toili reflects how private madrasas in remote areas must operate amidst limited essential facilities, such as laboratories and digital devices, and a reliance on contract teachers with minimal training. This situation is crucial to examine because this inequality threatens students' right to an equal education and also tests the survival of local Islamic educational institutions. The absence of intervention and a thorough understanding of this situation can trigger a massive decline in graduate quality and widen the gap between urban and rural education quality. Studying how MA Ibnu Khaldun Toili manages this crisis is crucial as a proxy for the resilience of marginalized schools. This research is crucial to document the true picture of educational marginalization in rural areas and the urgency of solving the problem.

Much of the previous literature has explored the systemic challenges of rural schools, particularly from the perspective of macro-government policies and the magnitude of public budget allocations (Samhaji and Anggara 2025). However, these studies generally ignore the aspect of internal resilience, namely how local defense mechanisms and the adaptive capacity of private madrasas independently mobilize to overcome these limitations. Recent research from the International Journal of Educational Development (Judijanto 2025) and the Journal of Rural Studies (Sawir 2025) confirms that top-down policies often fail in rural areas due to neglect of the local social capital possessed by schools. This is where this research comes in, filling this academic gap. This research shifts from simply lamenting structural weaknesses to an in-depth analysis of local agency strategies for resilience. This research aims to fill this gap in the literature by focusing on the micro-resilience strategies implemented by schools, rather than simply examining the failures of macro-policies.

This study specifically aims to map, analyze, and evaluate the resilience strategies implemented by MA Ibnu Khaldun Toili to address the limitations of teaching staff and learning facilities. Broadly speaking, the main question to be answered through this reflective study is: how does the madrasah formulate creative adaptation strategies to maintain the continuity of the academic process amidst limited resources? This question is deliberately posed to uncover tactical patterns such as the use of multi-subject teachers, innovation in environmentally-based teaching media, and collaboration with the surrounding community. Through a reflective study approach, this study aims to provide space for practitioners in the madrasah to evaluate the effectiveness of the actions they have taken during the crisis period. This understanding is crucial for formulating a community-based mitigation model. The main objective of this paper is to answer critical

questions regarding the concrete forms and effectiveness of local resilience strategies used by madrasahs to overcome their operational limitations.

The MA Ibnu Khaldun Toili institution does not rely on external aid, but rather on the formation of a community-based partnership ecosystem and adaptive curriculum digitization. The implementation of this strategy is the transformation of the madrasah from a vulnerable institution into an independent school capable of training multi-subject teachers through peer-mentoring and utilizing low-cost technology. This solution aligns with a study in Educational Management Administration & Leadership (Novita and Meilani 2025) which proved that rural school resilience increases sharply when local social capital is converted into tactical collaboration networks with the private sector and alumni. The implications of this research are expected to test the efficacy of organizational resilience theory in the context of traditional private madrasahs, while also serving as a practical blueprint for other schools experiencing a similar fate. The application takes the form of a self-governance blueprint that has a direct impact on improving the quality of learning and the operational sustainability of MA Ibnu Khaldun Toili in the future.

B. Method

This study uses a qualitative approach to understand the conditions and strategies implemented by MA Ibnu Khaldun Toili in dealing with limitations in teachers and learning facilities. The research was conducted at MA Ibnu Khaldun Toili, Banggai Regency, Central Sulawesi Province. The site was selected because the madrasah continues to provide educational services despite limited resources. The research data were obtained from the principal, vice principal for curriculum, teachers, and students. In addition, madrasah documents were used as supporting sources, including the madrasah profile, teacher data, learning facilities, and other documents related to educational activities. Data were collected through interviews, observations, and documentation to obtain information about the condition of the madrasah, the limitations it faces, and the efforts made to maintain the continuity of educational activities. Thus, the data obtained provide a comprehensive description of the conditions and educational practices at the madrasah.

The collected data were then analyzed by selecting and organizing information relevant to the research focus. Information regarding limitations in teachers and learning facilities was grouped into several themes and compared across different data sources to determine the consistency of the information obtained. The categorized information was then used to understand the efforts made by the madrasah to address its limited resources. The analysis was conducted gradually from the beginning of data collection until the completion of the study. The findings were subsequently presented in a descriptive form to illustrate the conditions of the madrasah and the strategies implemented to maintain educational activities. To strengthen the credibility of the findings, information obtained

from interviews was compared with observations and available documents. Through this process, the study is expected to provide a clear description of MA Ibnu Khaldun Toili's ability to respond to limitations in teachers and learning facilities.

C. Results and Discussion

The findings show that MA Ibnu Khaldun Toili faces limitations in teachers with appropriate subject expertise, learning facilities, laboratories, technological devices, and financial resources. Under these conditions, the madrasah does not discontinue the learning process but implements various internal adjustments. Teachers are assigned responsibilities to teach more than one subject, while facility limitations are addressed by utilizing learning resources available within the madrasah and its surrounding environment. These findings indicate that the continuity of learning is maintained through the madrasah's internal capacity to adapt to existing limitations.

This pattern demonstrates that the resilience of the madrasah depends not only on the availability of resources but also on the ability of its members to manage limited resources. Teachers adjust their responsibilities and develop teaching practices that correspond to the school's conditions. At the same time, the surrounding environment of Toili is utilized as a learning resource. Thus, limitations are not merely viewed as facility-related problems but also as conditions that encourage the emergence of adaptive practices in learning management.

These findings are consistent with research on teacher resilience in rural schools, which shows that teachers facing limited resources employ problem-solving abilities, adaptive strategies, and available resources to maintain the continuity of learning. However, previous studies have tended to position resilience at the individual teacher level, particularly in terms of teachers' ability to cope with pressure and limitations.

In the context of MA Ibnu Khaldun Toili, the findings reveal a broader pattern. Resilience does not emerge only at the individual teacher level but also occurs through adjustments at the organizational level of the madrasah. Teachers, school management, and the social environment of the madrasah collectively transform limitations into alternative resources to sustain the educational process. This pattern represents one of the novelties of this study because resilience is understood as an organizational management process rather than merely as an individual teacher capability.

Informant	Major Faced	Problems	Independent Resilience (Local)	Strategy	Direct Policy	Impact of
Head of Madrasah	Scarcity of	civil servant teachers	<i>multi-subject</i> teachers through a partnership system.			Classes remain active.
Deputy Head of Curriculum	Empty lab, minimal gadgets and internet.		Modification of local curriculum and utilization of Toili nature.			Reality-based learning.
School Committee	The minimum operational budget for madrasahs.		Mobilization of voluntary contributions and private donations.			Cross-subsidy of teacher honorarium.
Informant	Major Faced	Problems	Independent Resilience (Local)	Strategy	Direct Policy	Impact of

Table 1.1 MA Ibnu Khaldun Toili Stakeholder Response and Resilience Strategy Matrix

The table above summarizes the main problems faced by MA Ibnu Khaldun Toili and the local resilience strategies developed by the madrasah. The findings indicate three interconnected areas of limitation: teacher availability, learning facilities, and operational funding. In response, the madrasah developed internal strategies by assigning multi-subject teaching responsibilities, modifying the local curriculum and utilizing the natural environment, and mobilizing voluntary contributions from alumni and other community members.

These strategies demonstrate that the resilience of MA Ibnu Khaldun Toili is not manifested through a single intervention, but through several forms of internal adaptation. The strategy related to teacher availability enables classes to remain active despite the scarcity of civil servant teachers. Meanwhile, the utilization of the local environment provides an alternative learning resource in the absence of adequate laboratory facilities and digital devices. At the financial level, voluntary contributions and alumni support help the madrasah maintain teacher honoraria and its basic educational operations.

The findings further indicate that these strategies are closely connected to the local context of the madrasah. Rather than relying solely on additional external resources, the institution utilizes existing human, environmental, and social resources to maintain educational activities. This pattern provides an important basis for understanding the resilience of a rural madrasah as an organizational process of adapting available resources to sustain educational services.

The observation findings show that limitations in classroom space and learning facilities encourage teachers to utilize the madrasah's terraces and schoolyard as learning spaces. Narrow classrooms and limited desks do not prevent the learning process from taking place. Teachers distribute learning modules on a rotational basis, encourage students to work independently in groups, and use open spaces as alternative learning environments. This practice indicates that the madrasah's adaptation strategy extends beyond facility conservation and develops into a form of learning that utilizes the local environment. The surrounding environment of Toili is used as a source of learning experiences, allowing students to understand learning materials through conditions that are closely related to their daily lives. Thus, limited laboratory facilities and learning devices do not entirely eliminate students' opportunities to obtain contextual learning experiences.

These findings are consistent with research on rural schools showing that schools in rural areas can develop resilience through the utilization of local resources, internal collaboration, and relationships with the community. Recent research on rural schools in Sweden, for example, indicates that collaboration between schools and communities can increase school agility in responding to challenges. However, the findings from MA Ibnu Khaldun Toili demonstrate a distinctive form of adaptation. The utilization of the local environment does not merely function as social support for the school but also directly becomes part of the learning strategy. In other words, this study identifies a relationship between organizational resilience and environmentally based pedagogy. The novelty lies in the way the madrasah transforms limited facilities into opportunities to create alternative learning spaces that correspond to the characteristics of a rural setting.

Table 1.2 Mapping of Classroom Observation Indicators and Adaptive Responses to Rural Learning.

Observation Practice Indicators	Real Condition of Classroom Facilities	Teachers' Creative Adaptation Actions	Student Behavior Response
Rural Class Management	One teacher teaches two allied classes.	Distribution of self-printing modules in rotation.	Students are independent in groups.
Utilization of Study Space	The classroom is cramped and there are limited desks.	Utilizing the terrace and courtyard of the madrasah.	The learning atmosphere is more relaxed.

Observation Practice Indicators	Real Condition of Classroom Facilities	Teachers' Creative Adaptation Actions	Student Behavior Response
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The observation table above clearly states the data content that teachers are able to create a lively instructional space through engineering the learning environment even though the infrastructure is very minimal. Describing the pattern of visual data from the observation results, it is clear that the classroom dynamics are very flexible yet well-controlled at MA Ibnu Khaldun Toili. Teachers' behavior patterns during the observation showed a tendency to utilize reflective lecture methods combined with small group discussions based on solving local Toili problems. Student behavior patterns were also observed to be very adaptive; they did not complain about the limited seating or the hot classroom temperature without electric fans. Instead, student physical movement patterns showed a high level of focus when discussing using teacher-made worksheets that were duplicated independently. This atmosphere demonstrates the learning harmony created from emotional agreement between the community.

Analytically, the pattern of changes in classroom interactions recorded in this observation occurred because the teacher successfully implemented creative coping strategies that reduced students' learning anxiety due to the lack of facilities. Psychological interpretation of this data suggests that limited facilities actually stimulate students' critical reasoning because they are directly exposed to real objects in nature, not just abstract digital simulations. The absence of a linear teacher is replaced by the presence of a substitute teacher with high persuasive communication skills, thereby maintaining the stability of students' intrinsic motivation in the classroom. This pattern explains why physical limitations do not automatically result in a decline in learning morale in this rural madrasah. The implication is that the resilience strategy of creating a contextual pedagogical space based on local wisdom has proven to be a safety valve for instructional effectiveness at the micro-school level.

Administrative documentation and institutional portfolio evidence were systematically collected to measure the tangible impact of the entire series of resilience strategies implemented by MA Ibnu Khaldun Toili. Document data, including graduation records, independent training certificates, and local award certificates, are visualized in the following track record table for ease of reading.



Figure 1.1 Visual Evidence of Resilience Strategy: Utilization of the MA Ibnu Khaldun Toili Yard as an Open Learning Space

We can see how MA Ibnu Khaldun Toili utilizes the open area in front of the madrasah as a learning and activity space for students and teachers. The atmosphere feels beautiful and comfortable, with trees providing shade and the madrasah building being simple but well-maintained. Students and teachers appear enthusiastic and cheerful in participating in these activities, demonstrating a high enthusiasm for learning despite limited facilities. This image provides a clear visualization of how MA Ibnu Khaldun Toili implements resilience strategies to overcome limitations in teaching staff and learning facilities.

The pattern of using multi-subject teachers and independent training among teachers arises from the extreme operational demands stemming from the scarcity of linear teachers in rural areas. The underlying structure behind this phenomenon is the strong socio-religious capital in Toili. The bonds of moral devotion and a sense of collective responsibility for the future of students act as the primary triggers for the emergence of organizational citizenship behavior among honorary madrasah educators. The implications of this strategy provide a crucial emergency instructional rescue function for madrasahs. On the positive side (functionally), the transfer of knowledge in the classroom remains scheduled, thus fulfilling students' learning rights, even though the quality of the scientific discipline is slightly compromised. However, the dysfunctional impact is an increase in teachers' mental workload (teacher burnout), which has the

potential to reduce the depth of material in the long term if not accompanied by adequate digital guidance modules.

The policy of moving science labs from physical laboratories to the open air in Toili was driven by the lack of capital funding for modern infrastructure. Causally, this limitation forced teachers to implement adaptive and creative instructional leadership. Teachers overcame the resource constraints by transforming the local agrarian environment into concrete demonstration media, structurally breaking down the theoretical limitations of biology texts, which had previously seemed abstract to students. The functional implications of this tactical solution are significant for students' psychological learning; their affective filter and academic anxiety are drastically reduced because the material is learned through direct interaction in a real-world setting familiar to their daily lives. Students no longer feel inferior due to the limitations of their school. The dysfunction only arises when bad weather occurs in the Toili region, which can suddenly disrupt the stability of the field learning schedule.

The emergence of a strategic partnership with the committee, alumni, and the private sector in Toili stems from the madrasah management's awareness that complete reliance on top-down government funding will not resolve the local financial crisis. The supporting structure behind this successful mobilization of self-funding is the high level of public accountability and transparent governance established by the management of MA Ibnu Khaldun Toili, which has fostered strong trust among the surrounding rural community.

The implications are long-term financial resilience, enabling madrasahs to cross-subsidize teacher honoraria and maintain low-cost learning facilities. Its primary function is to break the chain of institutional vulnerability to the risk of marginal school closures. This community-based self-governance model also serves as a concrete blueprint for demonstrating that internal resilience can sustainably compensate for the deprivation of physical resources.

D. Conclusion

This study found that the resilience of MA Ibnu Khaldun Toili is not formed through a single strategy, but through the interconnectedness of human resource adaptation, the utilization of the local environment as a learning resource, and the mobilization of community support. These three elements constitute a managerial mechanism that enables the madrasah to sustain the learning process amid limitations in teachers and educational facilities. This finding indicates that resource limitations do not merely result in technical adjustments but also encourage the development of an adaptive management pattern that corresponds to the local conditions of the madrasah.

The novelty of this study lies in understanding rural madrasah resilience as organizational resilience based on the management of limited resources, rather than merely as the individual ability of teachers to cope with challenges. In the context of MA

Ibnu Khaldun Toili, limitations are managed through the interaction between the madrasah's internal capacity and the social potential of its surrounding environment. Thus, this study demonstrates that the continuity of educational services can be maintained through the madrasah's ability to transform limitations into alternative resources through learning creativity, environmental utilization, and community support.

These findings contribute to the field of Islamic Education Management by demonstrating that managing a madrasah under conditions of limited resources is not only concerned with fulfilling facility needs but also with the ability to organize available resources adaptively. However, the findings of this study remain limited to the context of MA Ibnu Khaldun Toili and therefore cannot yet describe variations in resilience across rural madrasahs with different characteristics. Future research may develop these findings through comparative studies across madrasahs, the involvement of broader characteristics of educators and school managers, and quantitative or mixed-method approaches to examine the resilience pattern identified in this study.

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