



Building Organizational Resilience through Altruistic Human Resource Management in Marginalized Educational Settings

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Abstract

This study aims to analyse teacher pedagogical practices in peripheral regions and examine school transformation strategies for building organizational resilience through a human resource management (HRM) perspective. The dominance of a self-interest orientation paradigm in evaluating educational quality tends to obscure the critical role of human resources as the primary foundation of school resilience, particularly in peripheral areas. This study employed a qualitative case study research design conducted at Binar Ilmu Boarding School located in a geographically isolated rural region. Data were primary gathered through semi-structured, in-depth interviews with the school principal, vice principal of curriculum, and distinguished alumni. The collected empirical data were systematically processed using thematic analysis, encompassing data reduction, data display, and conclusion drawing. The findings reveal that geographical isolation presents severe structural barriers while simultaneously creating an intentional residential environment for character education. Spatial detachment reduces urban distractions and fosters deep relational bonding between educators and students. Furthermore, institutional resilience is sustained through an altruism-based HRM framework rather than material resource adequacy. Internalized professional altruism and intrinsic motivation effectively substitute for missing financial incentives. Future research should employ quantitative or multi-site comparative designs across diverse institutional contexts to test the generalizability of altruism-driven HRM frameworks.

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Introduction

Education serves as the primary cornerstone for building high-quality human capital that drives sustainable socio-economic development across global societies (Lucander & Christersson, 2020; Noaman et al., 2017). Investing in educational institutions is indispensable because it elevates community welfare, fosters social mobility, and equips future generations with essential cognitive and ethical capabilities (Bashan & Kordova, 2021a; Efendi, 2022). However, the equitable distribution of quality education remains severely compromised by geographical and structural disparities, leaving vulnerable populations underserved. The evidence indicates that structural deficits in educational access significantly perpetuate socio-economic inequality and hinder broader regional development, particularly within developing nations (Jambekar, 2005; King & Cichy, 1995). Consequently, investigating how educational institutions maintain instructional continuity and institutional efficacy under severe resource constraints becomes paramount for scholars and policymakers alike. Resolving operational vulnerabilities in marginalized schools is essential to ensuring that quality education remains accessible to all segments of society, regardless of location (Bashan & Kordova, 2021b). Therefore, examining alternative managerial mechanisms that empower educational resilience offers valuable strategic insights for national development, ensuring that human capital formation persists dynamically even within severely under-resourced institutional environments.

Although the critical importance of universal education, secondary institutions in peripheral and remote regions face persistent, systemic crises that threaten their operational survival. Severe infrastructure deficits, geographical isolation, inadequate educational facilities, and meagre financial compensation continuously impede daily instructional activities and undermine institutional stability (Berkowitz & Grych, 1998; Dummer et al., 2008). These structural hardships create an unsustainable environment that triggers chronic teacher burnout, high turnover rates, and low professional morale, thereby threatening the core viability of peripheral schooling. Traditional human resource management models typically rely on transactional economic incentives to sustain employee motivation and retain talent (Ekuma, 2024; Lussier & Hendon, 2025). However, such market-driven strategies fail dramatically in peripheral settings where institutional budgets are critically constrained and financial rewards are virtually non-existent. The inability of standard administrative frameworks to mitigate severe environmental stressors leaves rural schools highly fragile, frequently deteriorating the quality of pedagogy delivered to marginalized students (Mnyani et al., 2023; Paufler & Sloat, 2020). This persistent failure of conventional managerial paradigms underscores an urgent operational problem, demanding a fundamental paradigm shift toward alternative, non-material human resource strategies capable of sustaining organizational functioning despite pervasive material deprivation.

In the face of these severe structural limitations, pre-observations at Binar Ilmu Boarding School reveal an intriguing organizational phenomenon that challenges conventional managerial assumptions. Situated within a highly isolated peripheral zone, this institution successfully maintains and elevates its pedagogical standards without relying on conventional physical or financial inducements. Rather than succumbed to institutional decay, the school demonstrates remarkable operational resilience driven by non-material capabilities embedded within its teaching staff. Educating beyond traditional administrative expectations, these educators internalize a profound altruistic ethos, viewing their teaching responsibilities not as a transactional employment contract, but as a meaningful moral vocation centre on community empowerment. This deeply rooted dedication serves as an essential psychological and social buffer, insulating both individual teachers and the collective institution from environmental pressures. Teachers willingly perform complex instructional tasks and extend voluntary support without expecting direct economic compensation. This unique field phenomenon indicates that intrinsic dedication and shared moral commitment can systematically substitute for missing physical infrastructure, acting as the primary catalyst for institutional survival and adaptive success within peripheral educational ecosystems.

Previous scholarly literature on educational management has extensively analysed organizational resilience, yet significant theoretical gaps remain regarding non-monetary human resource mechanisms in under-resourced contexts. Research by Malik & Garg (2020) attributes institutional resilience primarily to formal anticipatory planning and structural coping mechanisms, whereas Shaikh & Kochar (2023) applies Self-esteem to show how intrinsic motivation fulfils educators' psychological needs in urban environments. Further studies by Davis et al., (2022) highlight that physical infrastructure gaps severely undermine teaching continuity, while Dumay (2009) conceptualizes organizational resilience as a dynamic three-stage adaptive capacity without detailing non-material administrative drivers. Additionally, investigations by Hong & Wonglek (2025) demonstrate that value-driven motivation and social responsibility sustain rural teacher retention despite minimal monetary compensation. However, these earlier works conceptualize altruism merely as an unorganized personal trait rather than a structured administrative strategy. Prior frameworks fail to adequately explain how altruistic behaviour transitions from individual voluntary actions into a structured, collective organizational capability. Addressing this oversight is essential, as existing models offer limited practical guidance for managing educational institutions operating under severe, permanent resource deficits where conventional economic incentives are entirely absent.

This research aims to analyse teacher instructional practices in peripheral areas and investigate strategic transformation frameworks for building institutional resilience through a human resource management lens. Utilizing a rigorous qualitative approach with deep semi-structured interviews, this study

explores the lived experiences, shared meanings, and adaptive strategies of educators operating within peripheral schooling. We argue that altruism-driven human resource management, anchored in intrinsic psychological fulfilment, functions as the vital engine for institutional resilience, enabling marginalized schools to transcend structural and geographical limitations. Furthermore, we contend that when transactional compensation is absent, relational and cultural resilience—built upon shared moral dedication—effectively secures long-term organizational survival. The theoretical contribution of this study advances educational administration literature by integrating Self-Determination Theory into strategic human resource management for crisis-prone environments. Practically, this research offers a replicable administrative roadmap for educational leaders and policymakers in developing nations, demonstrating how leveraging non-material psychological assets and altruistic organizational culture can successfully transform and sustain marginalized schools facing persistent material deficits.

Methods

This study employs a qualitative case study research design to investigate the complex interplay of teacher motivation, altruism, and institutional resilience within a peripheral educational setting. A qualitative case study approach was selected because it enables an in-depth, holistic, and contextual exploration of real-world phenomena within its natural environment, capturing the nuanced lived experiences of educational stakeholders (Leavy & Patricia, 2017). The research was conducted at Binar Ilmu Boarding School, located in the Buah Batu of Mekarmanik Village, Cimenyan District, Bandung Regency, West Java Province. This specific location was deliberately chosen as a strategic research site due to its distinct peripheral characteristics, marked by severe geographical constraints and structural limitations, yet paired with an exceptional capacity to maintain educational quality through adaptive human resource management. Data were primarily gathered through semi-structured, in-depth interviews using a pre-designed interview guide (Susilawati et al., 2025). The study's key informants—selected via purposive sampling for their direct experiential insights—included the School Principal, the Vice Principal of Curriculum, and distinguished school alumni, ensuring a rich, multi-perspective dataset regarding institutional survival strategies and teaching dynamics.

Data analysis followed the interactive qualitative framework, encompassing systematic data condensation, data display, and conclusion drawing or verification (Marx, 2023; Tesar, 2021). The initial data condensation phase involved rigorously filtering, categorizing, and abstracting raw interview transcripts to highlight core themes surrounding intrinsic motivation, professional altruism, and human resource resilience. Subsequently, data displays were structured through thematic matrices to clearly map recurring relational patterns and narrative insights. Final conclusions were continuously verified against field notes and cross-checked through data triangulation to ensure analytical rigor. To establish high

trustworthiness and data validity, this study implemented rigorous qualitative verification procedures, including source triangulation—comparing perspectives across administrative leaders and alumni—and thorough member checking, where preliminary findings were returned to participants for confirmation. These validation mechanisms ensured that the analytical interpretations accurately reflected the authentic field conditions and psychological dynamics of educators in peripheral schooling.

Finding and Discussion

Finding

Contextual Profile and Structural Challenges of SMA Binar Ilmu Boarding School

The contextual profile and structural challenges define an operational framework where severe geographical isolation and material scarcity intersect with adaptive organizational management. Operationally, this sub-finding captures how the school's location presents persistent structural barriers—such as hazardous rural roads, limited public transit, and restricted economic infrastructure—while simultaneously functioning as an intentional space for residential character education. In this peripheral environment, structural deficit is not merely a passive handicap, but an active operational reality that shapes daily pedagogical practices and teacher behaviour. The institution operates within a high-pressure environment where conventional transactional rewards, such as competitive salaries and modern physical facilities, are severely lacking. Consequently, the operational definition of this contextual profile rests on a dual dynamic: spatial isolation acts as an environmental stressor that strains physical resources, yet it simultaneously serves as an isolating mechanism that enables the school to foster an immersive, value-driven educational ecosystem grounded in social dedication and shared moral purpose.

The data gathered from deep semi-structured interviews reveal how school leadership navigates these peripheral constraints through non-material valuation. The School Principal emphasized that teacher persistence is fundamentally rooted in a transcendent view of pedagogy rather than financial compensation, stating:

"Our educators do not measure their commitment by the monthly stipend they receive, but by the profound moral duty to educate children in this isolated mountain community. Teaching here is understood as a sacred social calling and a form of worship that directly transforms marginalized lives."

The interpretation of this narrative as evidence that spiritual and social values actively supplant transactional economic incentives within peripheral schools. By framing teaching as a religious and civic duty, the school leadership constructs an alternative psychological contract. This spiritualized professional orientation buffers educators against the demoralizing effects of structural deprivation, transforming what would otherwise be a severe operational liability

into a deeply meaningful personal vocation that sustains long-term professional commitment.

Further evidence from the Vice Principal of Student Affairs highlights how geographical isolation is strategically repurposed into an organizational asset for holistic character building. The Vice Principal noted:

"While our remote location at the foot of Mount Manglayang restricts access to urban infrastructure, it provides a serene, distraction-free environment essential for our residential boarding model. The physical distance from urban centers fosters intense relational bonds between teachers and students, allowing continuous character mentorship that extends far beyond regular classroom hours."

Analytical interpretation of this testimony reveals a sophisticated managerial strategy of spatial recontextualization. The institution deliberately leverages its physical detachment from urban hubs to establish a controlled, highly cohesive residential learning environment. Through the lens of Self-Empowerment Concept, this setup satisfies the fundamental psychological need for relatedness (Sukiri et al., 2024). The spatial isolation accelerates deep emotional and social integration, creating a supportive relational ecosystem that mitigates material hardship and reinforces teacher dedication.

Direct observations confirm that the severe physical limitations of Manglayang's peripheral terrain directly shape daily organizational routines and social interactions. Researchers observed that reaching the school requires navigating unpaved, steep inclines that become nearly impassable during heavy rainfall, physically isolating the campus from surrounding urban amenities. Despite these physical constraints, the campus environment exhibits a remarkably structured, tranquil, and disciplined atmosphere where educators and students continuously interact across both instructional and residential spaces. Researchers interpret these observational data as a physical manifestation of operational resilience. The absence of external urban distractions naturally compresses the social distance between faculty and students, turning daily residential co-existence into an active space for mutual psychological support. The physical environment physically enforces a communal lifestyle, where shared daily struggles against infrastructural deficiencies foster a resilient collective culture, validating that spatial isolation can be functionally transformed into a catalyst for strong institutional cohesion.

Based on the description above, the data demonstrates a clear pattern wherein SMA Binar Ilmu successfully transforms severe geographical and structural constraints into a strategic advantage for institutional resilience. The data reveal a consistent organizational pattern: when external material incentives and physical infrastructure are severely lacking, internal value alignment, relational connectedness, and altruistic motivation emerge as the primary drivers of institutional survival. Rather than succumbing to operational decay, the school recontextualizes its spatial isolation at the foot of Mount Manglayang to build an immersive boarding environment centre on character development and

professional altruism. By satisfying teachers' psychological needs for meaningful relatedness and intrinsic, the institution establishes a robust non-material human resource framework. Ultimately, these findings indicate that altruism-driven management and strong relational resilience allow peripheral educational institutions to transcend severe environmental barriers, ensuring long-term operational continuity and impactful social service.

Altruism-Based Human Resource Management as an Institutional Resilience Strategy

The Altruism-Based Human Resource Management (HRM) is an institutional resilience strategy at SMA Binar Ilmu Boarding School refers to a non-material managerial framework where professional altruism, intrinsic spiritual motivation, and shared moral dedication systematically substitute for missing physical and economic incentives. In the context of severe peripheral constraints, this sub-finding defines how organizational leaders deliberately cultivate, structure, and leverage educators' voluntary desire to serve marginalized students as a core administrative resource. Rather than relying on traditional market-driven compensation models—which fail under chronic financial deficits—the school embeds professional altruism into its organizational culture. This strategy satisfies educators' core psychological needs for relatedness, competence, and meaningful autonomy, transforming individual selflessness into a structured, collective capacity for institutional endurance. Consequently, altruism-based HRM operates as an adaptive administrative buffer that absorbs external economic shocks, prevents teacher turnover, and maintains high pedagogical standards despite severe structural isolation.

Table 1. the data of Altruism-Based Human Resource Management

Interview Script	Indicator	Informant
<i>"We do not view our teaching staff as hired employees bound by transactional contracts, but as moral partners in a social mission. Our human resource management focuses on nurturing spiritual purpose, where professional dedication is recognized as a form of sacred service that directly elevates marginalized rural children."</i>	Strategic framing of altruism as an organizational core value and non-monetary human resource retention mechanism.	School Principal
<i>"Teaching here requires stepping beyond formal job descriptions. When financial compensation is minimal, our primary drive comes from seeing students succeed and feeling deeply connected as a supportive family. We willingly share responsibilities and support each other through every operational hardship."</i>	Relational resilience, voluntary prosocial behaviour, and value-driven intrinsic motivation.	Vice Principal of Curriculum
<i>"The dedication of the teachers deeply shaped my life. They spent countless unpaid hours mentoring us after classes, acting as</i>	Long-term institutional impact of altruistic	Distinguished School Alumni

second parents. Their unconditional support inspired me to complete higher education and return to contribute to our peripheral community."

pedagogy and social value generation.

The data reveals a fundamental paradigm shift away from transactional administrative models toward a value-driven human resource architecture. The School Principal's narrative illustrates how management deliberately aligns administrative goals with higher-order moral and spiritual ideals. By framing professional duties as a sacred social mission rather than a commercial exchange, the leadership constructs an alternative psychological contract that renders standard economic limitations secondary. Through the framework of Self-Management Concept, this managerial strategy fulfils teachers' intrinsic need for purpose-driven autonomy and meaningful work (Davis et al., 2022; Zhu et al., 2020). Furthermore, the Vice Principal's account highlights how this shared ethos fosters strong relational resilience. When formal economic rewards are absent, mutual social support and voluntary prosocial behaviour emerge as the primary drivers of teacher retention and operational stability, enabling the institution to sustain high performance under perpetual resource deficits.

Further interpretation of the data demonstrates the long-term transformative impact of altruistic human resource practices on institutional continuity and social capital. The testimony provided by the school alumnus underscores that teacher altruism extends far beyond routine classroom instruction, manifesting as an immersive, parental mentorship that profoundly shapes student developmental trajectories. This finding indicates that altruism-based HRM creates a self-reinforcing social ecosystem: educators' unconditional dedication generates high social value, which in turn reinforces teachers' sense of professional efficacy and personal fulfilment (Lussier & Hendon, 2025). By cultivating deep relational ties between faculty and students, the school builds robust cultural resilience that transcends physical isolation. Rather than experiencing chronic burnout typical of underfunded peripheral schools, educators derive continuous psychological resilience from the visible socio-educational transformation of their students, proving that intrinsic moral rewards can effectively offset severe material deprivation (Knies et al., 2024).

The field observations strongly reinforce these interview interpretations, revealing a highly collaborative and selfless organizational culture in daily operation. Researchers observed teachers voluntarily conducting evening tutoring sessions, assisting in residential boarding supervision, and sharing administrative burdens long after official working hours without demanding additional monetary compensation. The campus atmosphere displayed a remarkably strong spirit of camaraderie, where educators actively supported one another in resolving both professional and personal challenges. Researchers interpret these physical observations as clear empirical evidence of an institutionalized altruistic culture rather than isolated individual behaviour. The physical reality of teachers working cohesively in under-resourced classrooms

demonstrates that altruism has been successfully integrated into the school's operational DNA. This observable synergy validates that an organizational climate grounded in shared empathy and moral commitment physically manifests as a resilient, highly adaptive educational environment (Baharin et al., 2020; Zhang & Chen, 2024).

The overall data structure reveals that when external economic incentives are severely constrained by geographic peripheralization, internal value alignment, relational connectedness, and spiritual purpose become the dominant mechanisms for organizational survival. The management successfully transforms individual teacher dedication into a collective administrative strategy, utilizing professional altruism to build deep relational and cultural resilience. By satisfying educators' intrinsic psychological needs, the institution buffers itself against severe environmental stressors and teacher turnover. Ultimately, this empirical pattern demonstrates that an altruism-driven HRM framework provides a scalable, non-material blueprint for transforming vulnerable, resource-constrained schools into resilient, sustainable educational institutions capable of delivering high-quality education in marginalized regions.

Discussion

The study demonstrates that geographic isolation operates as a dual-natured catalyst, transforming physical constraints into an intentional environment for institutional resilience. Unlike conventional literature that predominantly frames rural remoteness as a purely restrictive liability, these results indicate that physical isolation is strategically recontextualized into a controlled residential setting (Castro-Arce & Vanclay, 2020; A. G. Pathollah et al., 2023). This aligns with capability-based resilience frameworks, while extending them by showing how spatial boundaries reduce external urban distractions and accelerate deep relational bonding (et. al Pathollah, 2023). The school's proactive anticipation transforms geographic vulnerability into an operational asset. Theorizing geographic isolation through a contingency approach reveals that environmental hostility does not automatically dictate organizational decay; rather, it provides a distinct context where non-material administrative capabilities can be systematically developed to sustain core educational functions.

Central to this transformative process is the deployment of altruism-driven human resource management (HRM), which fundamentally challenges traditional market-based administrative models. Standard educational management emphasize financial incentives and physical infrastructure as primary drivers of employee retention and performance (Cronin, 2001; Hackman & Wageman, 1995). Conversely, this study reveals that in severe peripheral settings, teacher commitment is sustained by intrinsic value alignment, professional altruism, and work re-signification. This finding enriches management conceptual by proving that fulfilling fundamental psychological needs—specifically relatedness and purpose-driven autonomy—effectively substitutes for missing monetary rewards during crisis coping. By embedding altruism into organizational culture, the

institution absorbs external economic shocks, demonstrating that non-material psychological assets can function as the primary engine for organizational coping and collective teacher retention in marginalized educational ecosystems.

The integration of altruism-based HRM with dynamic organizational capabilities establishes a robust framework for institutional transformation. The school's adaptive strategies—such as vocational programs, intensive mentoring, and external strategic linkages—illustrate how coping mechanisms evolve into long-term organizational learning (Fabricius & Cundill, 2014; Lussier & Hendon, 2025). Rather than merely absorbing structural stress, the institution engages in second-order learning, adjusting its administrative procedures and stakeholder networks. This evolutionary trajectory echoes configurational HRM approaches, where internal value systems and external alliances synergize to enhance institutional competitiveness. The empirical evidence of alumni successfully entering top national universities confirms that adaptation goes beyond mere survival; it elevates long-term collective capabilities, providing concrete proof that peripheral schools can achieve high performance through value-driven managerial innovation despite permanent material deficits.

And also this research advances educational administration literature by establishing the Altruism-Based Human Resource Management model as an essential paradigm for organizational resilience. By bridging the gap between intrinsic motivation theories (S. Y. Malik et al., 2021) and strategic organizational resilience frameworks, this study demonstrates how moral dedication transitions from an unorganized personal trait into a structured, collective administrative asset. It expands capability-based resilience theory by proving that psychological and relational capital can systematically offset severe physical infrastructure deficits (Roome & Strategy, 2017). Furthermore, this study refines contingency and configurational HRM frameworks by proving that in marginalized contexts, moral purpose and communal solidarity are not merely supplementary cultural elements, but core strategic drivers that dictate organizational survival, adaptive capacity, and long-term institutional performance in crisis-prone environments.

Practically, these insights provide a transformative roadmap for educational leaders, foundation directors, and policymakers operating in under-resourced or peripheral regions. School administrators can adopt altruism-based leadership strategies by cultivating an organizational climate grounded in shared purpose, spiritual fulfilment, and mutual support, thereby reducing reliance on unviable financial incentives. For policymakers, the findings highlight the necessity of moving beyond one-size-fits-all infrastructure investments to support low-cost, non-material human capital interventions, such as professional mentorship networks and community-integrated educational programs. By fostering external linkages with universities and external stakeholders, peripheral schools can break structural isolation, expand their resource base, and sustainably elevate educational equity for marginalized students, proving that strategic value-driven management can turn severe environmental constraints into opportunities for institutional excellence.

Conclusion

This study concludes that institutional resilience in peripheral schools is fundamentally driven by value-based human resource capabilities rather than mere material adequacy, demonstrating that professional altruism and intrinsic motivation serve as indispensable psychological and social buffers against severe structural constraints. The core takeaway from this research lies in the profound lesson that internalizing teaching as a sacred social and spiritual calling—grounded in the fulfilment of basic psychological needs such as relatedness and meaningfulness that enables under-resourced schools to transform spatial isolation into a dynamic capacity for long-term survival and post-crisis growth, as evidenced by high alumni achievements in top universities. Scientifically, this paper makes a significant theoretical contribution to educational administration and strategic human resource management by establishing the Altruism-Based HRM framework, proving that non-material moral capital can systematically compensate for permanent physical and financial deficits within capability-based organizational resilience models. Nevertheless, this study is limited by its single qualitative case study design focused on a residential boarding school context, which may constrain the immediate empirical generalizability of its findings to non-boarding or urban public institutions. Future research should therefore employ quantitative or multi-site comparative designs across diverse geographic and institutional settings to test the scalability of altruism-driven management models and measure their longitudinal impact on teacher retention and student academic performance.

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