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Individual commitment and institutional fragility: the resilience paradox in resource-constrained christian theological schools

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ABSTRACT

Educational institutions in marginalised regions face difficulties sustaining operations amid limited resources. This study examines organisational resilience in two Christian Theological Secondary Schools (SMTKs) in Waibu District, Papua. Using a qualitative multisite case study, the research involved SMTK Gloria and SMTK Kanaan Jaya, with 18 participants: two foundation chairpersons, two principals, six teachers, and ten students. Data came from interviews, non-participant observations, and document analysis; analysis used interactive and cross-case approaches. Four dimensions emerged: management and leadership constraints; resource limitations affecting institutional quality; individual commitment alongside organisational vulnerability; and institutional adaptation. Commitment to service helps sustain school activities, but continuity remains vulnerable when governance, resource management, and quality improvement mechanisms are insufficient. The proposed SMA+ transition and integration of Papuan local knowledge remain at the planning stage. Drawing on transformational leadership, Total Quality Management, and organisational adaptation, this study proposes an exploratory framework distinguishing person-anchored resilience, sustained through individual commitment, from institutionally supported organisational resilience, which depends on governance, resource management, institutional capacity, and adaptive mechanisms. This distinction explains why individual dedication may sustain activities without ensuring institutional continuity. The framework offers propositions for empirical examination in resource-constrained educational settings.

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Introduction

In an era of global disruption, educational institutions operate in an environment characterised by volatility, uncertainty, complexity, and ambiguity (VUCA). These conditions require organisations to develop resilience to maintain their continuity and relevance. Organisational resilience involves not only the ability to withstand economic and social shocks but also the capacity to undertake transformation through adaptive and innovative leadership (Dahlgaard et al., 2019; Kantabutra & Ketprapakorn, 2021). From a management perspective, an organisation's ability to progress beyond mere survival depends largely on leaders' capacity to respond to environmental uncertainty while integrating sustainability and managerial agility (Miceli et al., 2021).

Conceptually, Total Quality Management (TQM) emphasises continuous quality improvement, the involvement of all organisational members, and the strengthening of leadership and evaluation in educational

provision. Applying these principles can help educational institutions improve service quality and align their management practices with environmental needs (Usman et al., 2023). However, implementing quality management depends on the capacity and resources available to each institution. Schools located in remote areas and operating under resource constraints face challenges in fostering stakeholder engagement, developing organisational capacity, and implementing improvement programmes consistently (Arguelles & Sarsale, 2025; Tran et al., 2022). Therefore, implementing educational quality standards must align policy requirements with the operational capacity of educational institutions.

Christian Theological Secondary Schools (SMTKs) in Papua play a strategic role as educational institutions that prepare prospective Christian spiritual leaders and educators to serve communities, including those in remote areas (Gaol, 2020). However, fulfilling this role involves various institutional challenges, particularly in administrative management capacity, human resource development, and innovation in learning practices. These challenges require attention because the sustainability of educational institutions depends not only on their educational functions but also on leadership capacity to foster collective efficacy and strengthen organisational resilience (Gultom et al., 2022; Zadok et al., 2024). Therefore, strengthening institutional management is essential to sustaining the educational functions of SMTKs in Papua.

To understand the institutional conditions of SMTKs in Papua, consider the characteristics of educational provision and the resource capacities of individual schools. Research on school leadership in rural areas indicates that resource constraints, geographical conditions, and professional support are contextual factors that influence school management capacity and development (Liu et al., 2024). In Papua, geographical isolation and limited facilities may also shape leadership practices and management strategies differently from those in schools with more adequate resource support (Wakerkwa et al., 2026). Therefore, discussions of SMTK quality and sustainability should not rely solely on institutional status or accreditation results but should also consider managerial conditions, resource availability, and schools' operational capacity to meet educational needs. This contextual perspective is important for understanding the management challenges faced by SMTKs in Jayapura Regency.

In Waibu District, Jayapura Regency, three SMTKs were established, but one has ceased operating, while the other two, SMTK Gloria and SMTK Kanaan Jaya, continue to provide educational services under resource-constrained conditions. Based on preliminary information and field observations, both schools have encountered several operational challenges, including instances in which school premises were found closed and locked during working hours, as well as limitations in the availability of teaching and administrative personnel. In addition, teachers have experienced salary delays ranging from three to six months. The schools have also waived tuition fees for students in consideration of the economic circumstances of the surrounding communities. These conditions indicate institutional sustainability challenges that warrant further examination from the perspectives of management and organisational resilience.

The implementation of managerial functions at SMTKs in Waibu also faces challenges in administrative management and academic supervision. Under resource-constrained conditions, school principals encounter difficulties in carrying out supervision and enforcing staff discipline, particularly when salary payments are delayed. This situation indicates constraints in the implementation of leadership and supervisory functions, although it does not necessarily mean that school principals have lost their formal authority. These challenges are consistent with (Mataputun, 2020) findings, which indicate that although most SMTKs in Papua had met the National Education Standards, the fulfilment of infrastructure and educational personnel standards remained challenging for several schools. Accordingly, resource limitations and institutional capacity need to be considered when examining the implementation of managerial functions in SMTKs in Papua.

Transformational leadership theory emphasises the importance of inspirational motivation, intellectual stimulation, and the empowerment of organisational members to promote institutional change and development (Adeoye et al., 2025; Corrales et al., 2021). Leadership practices at SMTKs in Waibu take place under resource-constrained conditions that affect the implementation of managerial and supervisory functions. In this situation, commitment to service and leaders' willingness to continue fulfilling their institutional responsibilities become important aspects of sustaining school operations. This condition indicates the need for a leadership approach that considers social context, spiritual values, and a sense of calling in understanding organisational resilience in faith-based educational institutions (Berdiyantho et al., 2021; Oc, 2018).

Research on the management of Christian theological secondary schools needs to consider institutional conditions and the characteristics of the regions in which these schools operate. Previous studies have addressed several aspects of Christian educational management, including programme evaluation, teacher

leadership, and the implementation of academic supervision areas (Ali & Defidson, 2021; Lamatenggo & Suking, 2026). However, further investigation is needed to understand how Christian theological schools sustain organisational continuity when facing severe resource constraints, particularly in marginalised regions such as Papua. Accordingly, this study focuses on leadership practices, resource management, and institutional adaptation at SMTK Gloria and SMTK Kanaan Jaya. The literature on SMTK in Indonesia generally focuses on the evaluation of standard CIPPO programmes, internal teacher leadership, or academic supervision in urban areas (Ali & Defidson, 2021; Lamatenggo & Suking, 2026). There is a significant research gap regarding how organisational resilience management models are implemented in religious schools operating with near-zero resources in marginalised regions such as Papua. No in-depth study has yet synthesised TQM, transformational leadership, and organisational adaptation theory simultaneously to analyse the survival strategies of schools in 3T regions (Adeoye et al., 2025; Nasution et al., 2025; Zadok et al., 2024). The following comparative matrix highlights the novelty of this research in Christian educational management;

Table 1. Comparison Matrix of Current Research with Previous Research

Comparative Dimensions	Previous Studies	This Research (The Context of Waibu District, Papua)	The Gap That Has Been Filled
Institutional conditions	Previous studies examine institutional and educational management practices, including school development and programme implementation (Daik, 2025; Lamatenggo & Suking, 2026).	Two theological schools operating under severe resource constraints and facing challenges to institutional continuity.	Examining school management and organisational resilience under conditions of severe resource scarcity (resource-constrained context).
Research context	Previous studies examine Christian educational institutions and academic supervision in specific regional settings, including Kupang (Ali & Defidson, 2021; Daik, 2025).	Marginalised 3T settings in Papua, characterised by geographical and infrastructure constraints.	Providing empirical insight into school management in marginalised geographical contexts that receive limited research attention.
Theoretical perspectives	Previous studies address educational evaluation, school leadership, and academic supervision through their respective analytical perspectives (Berdiyantho et al., 2021; Oktavianus et al., 2024; Zadok et al., 2024).	An integrated analytical perspective drawing on TQM, transformational leadership, and organisational adaptation.	Examining organisational resilience through the interaction of quality management, leadership practices, and institutional adaptation.
Management responses	Previous studies discuss educational quality improvement and the fulfilment of National Education Standards (Mataputun, 2020; Tumangger et al., 2024).	Institutional adaptation through proposed educational identity transformation and the integration of local cultural knowledge.	Exploring context-sensitive management responses that connect institutional adaptation with cultural and educational relevance..
Research contribution	Previous studies provide conceptual and empirical insights into transformational leadership, organisational resilience, and organisational adaptation (Monteroso et al., 2023; Sarta et al., 2021; Zadok et al., 2024).	Formulation of a Multi-Theoretical Contextual Leadership Model.	Developing a contextual conceptual proposition for understanding organisational resilience in Christian theological schools operating under severe resource constraints.

This matrix clarifies the contribution of this study to addressing gaps in educational management research within resource-constrained contexts through an integrated theoretical approach. Whereas previous studies have examined aspects of quality management, leadership, and organisational adaptation from specific perspectives, this study explores the interrelationship among these perspectives in understanding institutional resilience in Christian theological schools in marginalised regions of Papua. Through this approach, the study seeks to formulate a contextual leadership model that considers resource constraints, institutional adaptation needs, and the relevance of local values and cultural knowledge.

As one response to institutional sustainability challenges, schools need to develop adaptive capacities by adjusting their strategies and institutional identities to changes in the organisational environment (Koronis

& Ponis, 2018; Sarta et al., 2021). In the context of this study, SMTK Kanaan Jaya has proposed transforming into an artificial intelligence (AI)-based senior secondary school to enhance educational relevance and attract the interest of younger generations who are increasingly exposed to technological developments (Purba, 2026). In addition, integrating local Papuan knowledge, such as agriculture and noken craftsmanship, may provide a direction for curriculum development that connects students' life-skills needs with the cultural identity of local communities. Such an approach has the potential to strengthen educational relevance while supporting the school's institutional legitimacy within Papuan society (Mataputun, 2020).

The novelty of this study lies in the formulation of the "Multi-Theoretical Contextual Leadership Model", which prioritises Calling-Driven Leadership as an anchor of resilience within marginalised ecosystems. Accordingly, this study aims to: (1) analyse leadership characteristics amidst resource scarcity; (2) identify managerial factors hindering competitiveness; (3) examine the relationship between managerial effectiveness and organisational resilience; and (4) formulate an innovative managerial strategy model capable of aligning Christian values with the vocational needs of technology in Papua. This research is particularly important because, without adaptive managerial intervention, the risk of permanent school closure in Waibu District may increase, potentially limiting access to theological education for younger generations in the Papuan hinterland (Bu'tu & Mulde, 2025; Dahlgaard et al., 2019). The potential loss of these institutions would extend beyond administrative failure, as it could also disrupt the succession of local spiritual leaders who have long contributed to social cohesion in Papua (Gaol, 2020; Nila Aulia Khairunnisa et al., 2024).

Method

This study employed a qualitative approach using a multisite case study design to examine organisational continuity and resilience in Christian Theological Secondary Schools (SMTKs) in Waibu District, Jayapura Regency, Papua. This design was selected because organisational continuity and resilience under resource-constrained conditions are complex and context-dependent phenomena that require an in-depth understanding of institutional conditions and management practices beyond what statistical data alone can explain (Creswell & Poth, 2023; Yin, 2018).. The study involved two institutional cases: SMTK Gloria and SMTK Kanaan Jaya. Each school was treated as a distinct case, while organisational continuity and resilience under resource constraints constituted the central phenomena of investigation. Through this design, the study sought to understand how leadership practices and organisational management operate amid constraints in human resources, finances, and infrastructure (Miles et al., 2014; Pattipeiluhu et al., 2026). Subsequently, the two cases were analysed individually and compared through cross-case analysis to identify similarities and differences in institutional conditions, leadership practices, resource management, and organisational responses to sustaining educational operations.

This study was conducted in Waibu District, Jayapura Regency, Papua, involving two Christian theological educational institutions: SMTK Gloria and SMTK Kanaan Jaya. The two sites were purposively selected because they are educational institutions operating in marginalised areas of Papua and facing challenges concerning institutional continuity, particularly in relation to resource availability and organisational management capacity. Within this multisite case study design, each school was treated as a distinct case to examine its institutional conditions and management practices, followed by a comparison to identify similarities and differences in how the two institutions respond to resource constraints. In qualitative research, the purposive selection of research sites and participants enables researchers to obtain in-depth information relevant to the phenomenon under investigation (Miles et al., 2014; Pattipeiluhu et al., 2026).

The study involved 18 participants selected through purposive sampling based on the relevance of their roles, involvement, and knowledge of educational activities and institutional management at the two schools. The participants comprised two foundation chairpersons, two school principals, six teachers, and ten students. The study included foundation chairpersons and school principals because of their direct involvement in institutional policies, decision-making, and management. The study selected teachers and students to provide perspectives on educational implementation, learning activities, and school operating conditions. This participant composition enabled the study to obtain information from different stakeholder positions when examining organisational continuity and resilience at the two schools. Throughout the research process, the researcher acted as the primary research instrument and was responsible for data collection, information organisation, and findings verification, while maintaining data authenticity and research ethics (Creswell & Poth, 2023; Pattipeiluhu et al., 2026).

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Regency, Papua. This approach was selected because organisational continuity and resilience under resource-constrained conditions are complex and context-dependent phenomena that require an in-depth understanding that cannot be fully represented through statistical figures alone (Creswell & Poth, 2023; Yin, 2018). The study involved two institutional cases: SMTK Gloria and SMTK Kanaan Jaya. Each school was treated as a distinct case, while organisational continuity and resilience under resource constraints constituted the central phenomena of investigation. Through this case study design, the research sought to understand how leadership practices and organisational management operate amid constraints in human resources, finances, and infrastructure (Creswell & Poth, 2023; Miles et al., 2014; Pattipeiluhu et al., 2026). Subsequently, the two cases were analysed to identify similarities and differences in institutional conditions, leadership practices, resource management, and the organisational responses adopted by each school to sustain educational operations.

Data were analysed using the interactive model proposed by Miles et al. (2014), which comprises three main stages: data condensation, data display, and conclusion drawing and verification. Initially, interview transcripts, observation notes, and institutional documents were reviewed and organised according to their relevance to the research focus on organisational continuity and resilience in the two schools. The data were then condensed through the selection and coding of information relevant to the research focus. The condensed data were subsequently displayed in descriptive narratives and thematic matrices to identify patterns of findings within each school. Preliminary interpretations were then examined by comparing information obtained from different data sources. Following the analysis of each school individually, cross-case analysis was conducted by comparing institutional conditions, leadership practices, resource management, and organisational responses at SMTK Gloria and SMTK Kanaan Jaya. This comparative process aimed to identify similarities, differences, and patterns emerging across the two cases.

The trustworthiness of this qualitative multisite case study was established through data-source triangulation, methodological triangulation, and member checking. Data-source triangulation involved comparing information obtained from foundation chairpersons, school principals, teachers, and students at SMTK Gloria and SMTK Kanaan Jaya to identify convergent and divergent perspectives on institutional conditions, leadership practices, and organisational continuity. Methodological triangulation was subsequently conducted by comparing evidence obtained through semi-structured interviews, non-participant observations, and institutional document analysis, including school timetables, organisational structures, and vision and mission statements. Meanwhile, member checking involved sharing summaries of the findings with participants to verify whether their experiences and perspectives had been represented accurately. These three procedures were employed to strengthen the credibility of the findings and ensure that the research interpretations remained grounded in empirical evidence obtained from both research sites (Birt et al., 2016; Pattipeiluhu et al., 2026).

The overall methodological process, encompassing the research design, data collection, analysis, and trustworthiness procedures, is illustrated in figure 1 as follows:

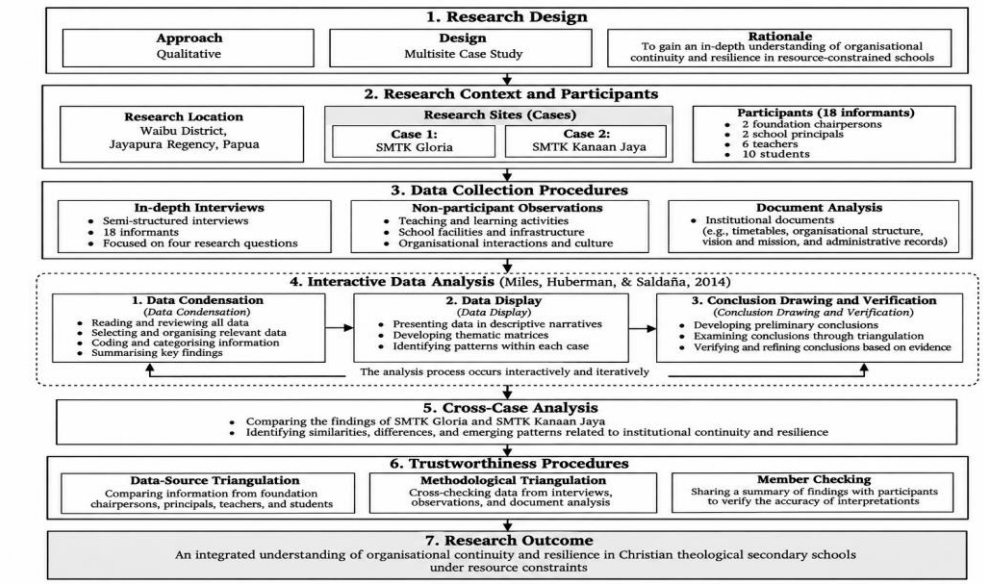


Figure 1. Overview of the Research Methodological Process.

This methodological framework illustrates the interconnected stages through which the study developed its findings across the two research sites.

Results and Discussions

The findings reveal that organisational resilience at SMTK Gloria and SMTK Kanaan Jaya operates amid resource constraints that affect managerial functions and the continuity of educational activities. Both schools experience difficulties in implementing leadership and supervision, meeting resource needs, and maintaining institutional quality and competitiveness. At the same time, individual commitment contributes to sustaining school activities, although it is not yet fully supported by stable institutional systems. The two schools also demonstrate emerging adaptive responses to challenges concerning educational continuity. These findings are organised into four themes: management and leadership constraints, resource constraints and challenges to institutional quality, individual commitment and organisational vulnerability, and institutional adaptation in response to resource constraints.

Management and Leadership Practices in the Two Schools

The findings reveal a pattern of managerial constraints at SMTK Gloria and SMTK Kanaan Jaya, particularly in the implementation of supervisory functions and institutional decision-making. Although both schools experience difficulties in consistently carrying out managerial functions, the nature of these constraints differs between the two institutions. At SMTK Gloria, academic supervision is constrained by inadequate teacher welfare conditions, which make it difficult for the principal to perform supervisory responsibilities. At SMTK Kanaan Jaya, managerial constraints are reflected in the principal's limited decision-making authority, as institutional policies remain under the control of the foundation. These conditions indicate that resource limitations and institutional arrangements concerning decision-making authority are associated with constraints in the implementation of leadership and supervisory functions at both schools.

This pattern of managerial constraints is reflected in the statement of the headteacher of SMTK Gloria, who explained the difficulty of conducting academic supervision: *"I have never supervised the teachers because I feel uncomfortable supervising them when their salaries do not meet the expected standards. They are merely providing a service"* (KS-G). This statement indicates that teachers' welfare conditions affect the principal's implementation of supervisory responsibilities. At SMTK Kanaan Jaya, the headteacher also described the conditions of salary payment and the limitations of his decision-making authority: *"I'm only paid three times a year... I can't make unilateral decisions either, because all policy lies with the Foundation"* (KS-K). In addition to these interview accounts, non-participant observations showed that SMTK Kanaan Jaya was found locked and without school community activities during several visits. Meanwhile, SMTK Gloria remained open, but no learning activities were observed because teachers were absent from the classrooms. The interview and observational evidence demonstrate that managerial constraints in both schools are reflected not only in the implementation of formal leadership functions but also in the inconsistent operation of school activities.

Managerial Factors That Hinder Quality and Competitiveness

The findings indicate that resource constraints constitute a major challenge to quality management and institutional competitiveness at SMTK Gloria and SMTK Kanaan Jaya. These constraints are not limited to unstable funding for meeting operational needs and paying teachers' salaries but also affect human resource management and development. Teacher recruitment continues to rely on personal networks and a spirit of service rather than being fully supported by structured, competency-based selection procedures. In addition, teachers' professional development remains limited, particularly since the pandemic, when formal training activities were no longer conducted regularly. Beyond these internal challenges, public perceptions of the limited career prospects of SMTK graduates also create difficulties in attracting prospective students. These conditions indicate that financial constraints, teacher management, and public acceptance are interconnected with the two schools' capacity to maintain educational service quality and institutional competitiveness.

The funding constraints are reflected in the statement of the foundation chairperson of SMTK Kanaan Jaya, who explained that the withdrawal of sponsorship had directly affected the school's capacity to accept prospective students: *"We are short of funds, as there are no longer any sponsors; consequently, the school has been forced to turn away prospective new students from Mamberamo despite there being interest"* (KY-K). This statement indicates that funding instability not only limits the fulfilment of operational needs but also affects the school's capacity to respond to prospective student interest. In addition to funding constraints, public perceptions of graduates' career prospects also pose a challenge to the competitiveness of SMTK Gloria. The

headteacher explained: *"They think that graduates from this school can only become priests or church pastors, so they feel limited"* (KS-G). These two accounts reveal distinct but related dimensions of institutional challenges: limited financial capacity and difficulties in securing public acceptance. Both affect the schools' ability to sustain educational provision and attract prospective students.

The Relationship between Managerial Effectiveness and Organisational Resilience

The findings indicate that organisational resilience at SMTK Gloria and SMTK Kanaan Jaya remains dependent on individual commitment and involvement, particularly among teachers and school leaders, rather than on consistently functioning institutional systems. This condition is reflected in irregular school activities and attendance among school personnel, indicating that operational continuity is not yet fully supported by stable management mechanisms. Furthermore, changes in student enrolment suggest an association between institutional development, leadership conditions, and organisational support. Thus, organisational resilience in both schools reflects two interrelated conditions: individual commitment contributes to sustaining educational activities, while limitations in institutional mechanisms leave organisational continuity vulnerable to changes in internal organisational conditions.

This reliance on individual involvement is reflected in the account of a teacher at SMTK Kanaan Jaya concerning irregular attendance among school personnel: *"Yes, that's how it is, ma'am. We still come in, but sometimes we don't"* (G-KJ). This statement illustrates that staff attendance has not been consistent, creating challenges for the implementation of routine school activities. The same teacher also described changes in student enrolment in connection with a change in foundation leadership: *"There used to be many students, but since the first chairman of the foundation passed away in 2019, enrolment has started to decline"* (G-KJ). This account reflects the informant's perception of a temporal association between the death of the first foundation chairperson and the decline in student enrolment. However, it does not independently establish a direct causal relationship. Taken together, these statements indicate that the continuity of school activities and institutional development at SMTK Kanaan Jaya are associated with individual involvement and leadership support, while institutional mechanisms for maintaining operational stability remain limited.

Institutional Adaptation and Contextual Responses to Resource Constraints

The findings indicate that institutional adaptation has emerged as a proposed response to challenges concerning school continuity, particularly in addressing declining student interest and the need to strengthen institutional relevance. At SMTK Kanaan Jaya, this response is reflected in a plan to adjust the school's institutional identity and educational orientation through a proposed transition to a Senior High School Plus (SMA+) programme. The proposed programme is intended to broaden the school's educational orientation by incorporating science, technology, and artificial intelligence (AI). In addition, local knowledge, including noken-making, farming, and Papuan dance, represents a potential resource for developing learning activities that are more closely connected to the students' socio-cultural environment. However, these contextual learning opportunities have not yet been systematically incorporated into the school curriculum. These findings suggest that institutional adaptation is beginning to take shape as a strategic direction, although its implementation remains constrained by the need for adequate resources and more systematic institutional planning.

The proposed institutional adjustment is reflected in the statement of the foundation chairperson of SMTK Kanaan Jaya, who explained: "If we stick with the name SMTK, we won't have any more applicants... The main plan now is to transition to a Senior High School Plus (SMA+) programme focused on science and technology based on artificial intelligence (AI)" (KY-K). This statement indicates that the proposed transition is intended to respond to concerns about declining student interest and the perceived relevance of the SMTK institutional identity. The proposed integration of local knowledge, such as noken-making and farming, further indicates opportunities to connect educational development with the surrounding cultural and social context. Nevertheless, the SMA+ transition remains a proposed institutional plan, while the integration of local knowledge remains a potential direction for curriculum development. Neither should therefore be interpreted as an implemented institutional transformation or established curricular practice.

The findings of this study indicate that management and leadership practices at SMTK Gloria and SMTK Kanaan Jaya operate under resource-constrained conditions that affect the implementation of institutional managerial functions. Both schools experience difficulties in carrying out supervisory functions, particularly academic supervision, although the underlying managerial constraints differ between the two institutions. At SMTK Gloria, supervisory limitations are closely associated with inadequate teacher welfare, whereas at SMTK Kanaan Jaya, the principal's managerial capacity is also shaped by the distribution of decision-

making authority between the school and the foundation. These findings suggest that leadership constraints in resource-limited educational institutions cannot be understood solely as a consequence of financial scarcity, but must also be examined in relation to employment conditions and institutional governance. This interpretation is consistent with research on rural school leadership, which identifies limited professional support, supervisory capacity, and restricted managerial autonomy as important factors shaping school leadership practices (Lingam et al., 2021; Anand, 2023). Similarly, research on rural schools in Ghana highlights how inadequate learning environments, ineffective instructional supervision, and institutional constraints can limit principals' capacity to improve educational outcomes (2024). Thus, the experiences of the two SMTKs extend previous discussions by illustrating how financial constraints and institutional authority arrangements interact in shaping the implementation of managerial and supervisory functions. The headteacher stated:

> *"I have never supervised the teachers... I feel uncomfortable supervising teachers because they are not paid in line with actual salary standards. They are merely providing a service"* (KS-G,).

A similar pattern was observed at SMTK Kanaan Jaya, where leadership is constrained by the foundation's strict coordination. The Headteacher remarked;

> *"Teachers are rarely paid. I'm only paid three times a year. I'm here purely to serve, but my family also needs money to live on... I can't make unilateral decisions either, because all policy lies with the Foundation."* (KS-K).

Non-participatory observation confirms this reality. At SMTK Kanaan Jaya, the researcher found the school to be locked and empty on several occasions during regular working hours. Conversely, at SMTK Gloria, the school remained open during regular working hours, yet there were no learning activities, as no teachers were present in the classrooms (Data observation).

The limitations of academic supervision in both schools need to be understood in relation to the resource conditions and employment circumstances experienced by educators. The findings indicate a tension between the professional responsibilities of school leaders and the inadequate welfare conditions of teachers, particularly when principals are expected to conduct academic supervision without sufficient institutional support for the educators being supervised. From the perspective of transformational leadership, inspirational motivation, intellectual stimulation, and individualised consideration are important dimensions in promoting organisational change and development (Zadok et al., 2024). However, the experiences of the two SMTKs suggest that the implementation of transformational leadership is conditioned not only by the personal capacities of school leaders but also by the institutional environment in which they operate. In particular, individualised consideration requires attention to teachers' professional and welfare needs, while sustained organisational improvement requires institutional arrangements that enable leaders to exercise their supervisory responsibilities. This finding extends the application of transformational leadership to resource-constrained educational settings by highlighting the importance of aligning leadership practices with employment conditions and institutional support. At the same time, teachers' commitment to service remains an important individual response to these constraints, as reflected in one teacher's statement:

> *"Even though I am not paid by the Foundation, I still serve here"* (G-KJ,).

This phenomenon can be understood through the contextual leadership approach, which emphasises that leadership effectiveness is shaped by the environmental conditions in which an organisation operates (Hmieleski & Ensley, 2007; Lambrecht et al., 2022; Osborn et al., 2002). In the context of both SMTKs, leadership practices are influenced not only by the capacities and decisions of school heads but also by teachers' employment conditions, institutional resource availability, and the distribution of managerial authority. These contextual conditions also have implications for the implementation of Total Quality Management (TQM), particularly the principles of total involvement and continuous improvement. The limitations in academic supervision and teachers' professional development indicate that these principles have not been consistently supported by institutional practices. Consequently, the implementation of the PDCA (Plan-Do-Check-Act) cycle is constrained by the absence of regular supervisory and evaluation mechanisms (Dahlgaard et al., 2019; Monteroso et al., 2023). From the perspective of organisational adaptation, these findings further suggest that institutional continuity requires more than individual commitment; it also depends on the capacity to adjust management practices and develop organisational arrangements that respond to changing resource conditions (Bag et al., 2023; Sarta et al., 2021). Thus, the experiences of the two SMTKs demonstrate how contextual conditions shape leadership practices, constrain quality improvement mechanisms, and influence the capacity of schools to sustain their operations.

These findings are consistent with Koronis and Ponis, (2018) who examined how organisations respond to crises, environmental pressures, and resource constraints. In the context of Christian education in

Indonesia, the concept of a sense of calling also provides a relevant perspective for understanding leadership and management practices grounded in commitment to service (Gaol, 2020). Furthermore, Oktavianus et al. (2024) highlight that inadequate academic supervision may undermine the quality of learning processes and students' character development. The findings of the present study extend these discussions by showing how the commitment to service among educators coexists with limitations in the implementation of professional managerial responsibilities. Although this commitment helps sustain individual involvement in school activities, it does not necessarily ensure the consistent implementation of academic supervision or other institutional management functions. This distinction reveals a tension between service-oriented commitment and the organisational requirements of professional school management. Accordingly, the experiences of the two SMTKs illustrate that organisational continuity in marginalised theological education settings depends not only on the dedication of individual educators but also on institutional arrangements that support the effective implementation of managerial responsibilities.

These findings reveal a tension between theoretical expectations regarding supervision and organisational capacity development and the actual conditions faced by schools operating under resource constraints. Although transformational leadership emphasises the importance of inspirational motivation and the empowerment of organisational members to improve performance (Bag et al., 2023; Zadok et al., 2024), the implementation of leadership functions at SMTK Gloria and SMTK Kanaan Jaya faces constraints associated with teachers' welfare conditions and institutional limitations. This situation illustrates a supervisory paradox, in which the demands of professional oversight conflict with inadequate teacher remuneration (Ali & Defidson, 2021). In this context, commitment to service and personal sacrifice form part of individual experiences in maintaining their involvement in the schools. However, these conditions do not eliminate the importance of formal authority and institutional management mechanisms in sustaining organisational continuity (Oc, 2018; Purba, 2026).

This study identifies funding constraints as one of the important factors affecting the management quality and competitiveness of the two Christian Theological Secondary Schools. Limited financial resources are associated with the schools' capacity to meet operational needs, provide teacher welfare, and support human resource development. At the same time, the policy of waiving school fees as part of the schools' service mission and the irregular payment of teachers' salaries illustrate the challenges of balancing a commitment to service with institutional financial sustainability. The foundation chairperson stated:

> *"We are short of funds, as there are no longer any sponsors; consequently, the school has been forced to turn away prospective new students from Mamberamo despite there being interest." (KY-K).*

structured competency-based selection process represents one of the challenges in human resource management at both schools. From a Total Quality Management (TQM) perspective, this condition indicates limitations in implementing the principle of continuous improvement, particularly in ensuring that teachers' competencies correspond to learning needs. These limitations should also be considered alongside the discontinuation of formal teacher training activities, as identified in this study (Gultom et al., 2022; Monteroso et al., 2023). Furthermore, the perception that SMTK graduates have prospects only in becoming priests or church pastors presents an additional challenge to the schools' public acceptance and institutional legitimacy. The headteacher stated:

> *"They think that graduates from this school can only become priests or church pastors, so they feel limited." (KS-G).*

These findings indicate a gap between the expectations of transformational leadership and the capacity of school heads to carry out their leadership functions under resource-constrained conditions. Transformational leadership emphasises the importance of inspiring and empowering organisational members to achieve better performance (Bag et al., 2023; Zadok et al., 2024). The experiences of the two SMTKs suggest that the difficulties faced by school heads cannot be attributed solely to limitations in individual leadership capacity. Rather, these difficulties are associated with interacting institutional conditions, including inadequate teacher welfare, limited financial resources, and constraints in managerial authority. At SMTK Gloria, inadequate teacher welfare is reflected in the headteacher's difficulty in conducting academic supervision, whereas at SMTK Kanaan Jaya, the headteacher's authority is constrained by the foundation's control over institutional policy. These differences indicate that leadership effectiveness is conditioned by both resource availability and governance arrangements. This interpretation is consistent with Nasution et al. (2025), who discuss the paradox of educational governance in 3T regions, where regulatory demands are not always aligned with operational realities. The findings therefore qualify the application of transformational leadership by demonstrating that the capacity of school heads to inspire,

supervise, and empower organisational members depends partly on institutional support and the distribution of decision-making authority.

The perspectives of organisational adaptation and organisational resilience help explain how both SMTKs respond to resource constraints. The findings indicate that funding limitations, challenges in the availability and management of human resources, and public perceptions of SMTK graduates create interrelated pressures on institutional continuity. From an organisational adaptation perspective, an institution's ability to adjust its management practices in response to changes and constraints in its environment is an important aspect of organisational continuity (Bag et al., 2023; Koronis & Ponis, 2018; Sarta et al., 2021; Steen et al., 2024). However, the findings from both schools indicate that adaptation does not necessarily translate into institutional resilience when adjustments are not supported by stable organisational arrangements. Observations of inconsistent school attendance and limited supervision demonstrate that school activities remain vulnerable despite the commitment shown by some educators. This commitment reflects individual-level resilience, as teachers continue to contribute to school activities under difficult conditions (Bag et al., 2023; Doulabi et al., 2025; Gaol, 2020; Reintjes et al., 2025). Building on this distinction, the present study differentiates between *person-anchored resilience* and *institutionally supported organisational resilience*. The former refers to the capacity of individuals to maintain their commitment and participation despite adverse working conditions, whereas the latter refers to an institution's capacity to sustain its core functions through effective governance, resource management, institutional capacity, and adaptive management mechanisms. The two forms are related but not interchangeable: individual commitment may help sustain daily activities, but it cannot independently ensure consistent managerial functions, adequate human resources, or the long-term continuity of educational services. Organisational resilience therefore requires institutional arrangements that transform individual commitment into coordinated and sustainable organisational capacity.

These findings indicate challenges in implementing the principles of Total Quality Management (TQM) in schools operating under resource-constrained conditions (Bawah Abdallah et al., 2026; Mincu, 2022; Monteroso et al., 2023; Obiri-Yeboah et al., 2026). In both SMTKs, limitations in funding, infrastructure, teacher professional development, and public acceptance affect the schools' capacity to maintain educational quality and respond to institutional development needs. These constraints are particularly significant because continuous quality improvement requires not only managerial commitment but also adequate resources, opportunities for professional learning, and institutional support. The discontinuation of formal teacher training activities and the limited development of teachers' competencies illustrate the difficulties of sustaining systematic quality improvement. Furthermore, public perceptions that SMTK graduates have limited career prospects may affect the schools' institutional legitimacy and their ability to attract prospective students. At the same time, the theological service mission remains an important institutional orientation, while recruitment through personal networks represents one approach to addressing staffing needs under existing constraints (Devenish-Meares, 2026; Gaol, 2020; Jahani & Parayandeh, 2024; Nasution et al., 2025). Taken together, these findings suggest that the commitment to service and informal recruitment practices may help schools respond to immediate operational needs, but they cannot substitute for systematic human resource development and institutional quality management.

Limited managerial effectiveness is associated with organisational resilience that remains fragile and is not yet fully supported by a stable institutional system. In both SMTKs, the commitment of teachers and school heads represents an important individual-level resource for maintaining school activities amid institutional constraints. However, the findings indicate that such commitment does not consistently translate into the effective implementation of organisational functions. This limitation is particularly evident in the inconsistency of teachers' attendance and the implementation of daily supervision at SMTK Kanaan Jaya. The teacher's account below illustrates how individual involvement in school activities may remain irregular despite an expressed commitment to service. This condition suggests that the continuity of school activities still depends partly on individual participation rather than on consistently functioning institutional arrangements. One teacher described the pattern of school attendance as follows:

"Yes, that's how it is, ma'am. We still come in, but sometimes we don't" (G-KJ).

Observations at SMTK Kanaan Jaya indicated inconsistencies in teachers' attendance and daily supervision, suggesting that the implementation of school activities was not consistently supported by institutional arrangements. This condition reflects a gap between the need for effective institutional systems and the managerial capacity available to maintain their implementation. From a transformational leadership perspective, school leaders are expected to promote organisational change and strengthen institutional capacity to address challenges sustainably (Adeoye et al., 2025; Lambrecht et al., 2022; Zadok et al., 2024).

However, the findings suggest that these leadership expectations are difficult to realise when managerial functions are constrained by limited resources and institutional arrangements. The observed inconsistencies therefore point not only to challenges in individual leadership practices but also to the broader difficulty of establishing organisational routines that support the continuity of school operations. This institutional vulnerability is also reflected in a teacher's account of changes in student enrolment:

> *"There used to be many students, but since the first chairman of the foundation passed away (in 2019), enrolment has started to decline" (G-KJ).*

This account indicates a temporal association, as perceived by the informant, between the death of the first foundation chairperson and the subsequent decline in student enrolment; however, it does not establish a direct causal relationship. Rather than attributing the decline solely to a change in leadership, this account raises questions about the extent to which institutional continuity is supported by governance arrangements and organisational mechanisms that remain functional beyond the tenure or presence of particular leaders. This interpretation is consistent with Kantabutra and Ketprapakorn (2021) who emphasise that organisational resilience requires adaptive capacity and institutionalised buffering mechanisms to prevent organisational continuity from depending excessively on individual leaders. From a Total Quality Management perspective, limited managerial effectiveness may also constrain sustained quality improvement when evaluation and improvement mechanisms are not implemented consistently (Aichouni et al., 2024; Dahlgaard et al., 2019; Niyi Anifowose et al., 2022). Meanwhile, organisational adaptation highlights the importance of adjusting management practices in response to resource constraints and changes in the institutional environment (Bag et al., 2023; Sarta et al., 2021). In the context of both SMTKs, individual commitment to service represents an important response to institutional constraints, but it cannot substitute for stable governance, consistent managerial processes, and institutional mechanisms that support long-term continuity.

These findings suggest that the continuity of activities in both SMTKs is partly sustained by the commitment and continued involvement of individuals who maintain their educational responsibilities despite institutional constraints. This pattern is conceptualised in this study as person-anchored resilience, referring to the capacity of organisational members to preserve their commitment, participation, and service orientation under adverse working conditions. However, the findings also demonstrate that this individual-level resilience does not necessarily develop into institutionally supported organisational resilience. The latter requires more than the willingness of individuals to continue serving; it depends on governance arrangements, effective resource management, institutional capacity, and organisational mechanisms that support the consistent delivery of educational services. This distinction is important because the continued involvement of committed teachers may sustain particular activities even when supervision, attendance, and other managerial functions remain inconsistent. As Kantabutra and Ketprapakorn (2021) emphasise, organisational resilience requires adaptive capacity and institutionalised buffering mechanisms that enable continuity beyond the efforts of particular individuals. Accordingly, the findings indicate that person-anchored resilience may function as an immediate source of organisational endurance, but sustainable organisational resilience requires institutional systems capable of supporting, coordinating, and maintaining individual contributions over time (Gultom et al., 2022; Oktavianus et al., 2024; Purba, 2026).

As one response to challenges concerning institutional continuity, SMTK Kanaan Jaya has outlined a plan to adjust its institutional identity by transitioning into a Senior High School Plus (SMA+) programme. The foundation chairperson presented this plan as an effort to respond to declining interest among prospective students in a school operating under the SMTK identity. The foundation chairperson explained:

> *"If we stick with the name SMTK, we won't have any more applicants... The main plan now is to transition to a Senior High School Plus (SMA+) programme focused on science and technology based on artificial intelligence (AI)" (KY-K).*

The proposed transition of SMTK Kanaan Jaya into an SMA+ programme represents an institutional adaptation response to challenges concerning school continuity, declining student interest, and the perceived relevance of its existing educational orientation. The proposed focus on science, technology, and artificial intelligence reflects an effort to reposition the institution in response to changing educational expectations and public perceptions of the career prospects available to its graduates. From an organisational adaptation perspective, this proposed adjustment illustrates how institutions may reconsider their strategic direction in response to environmental changes and organisational pressures (Kantabutra & (Kantabutra & Ketprapakorn, 2021; Koronis & Ponis, 2018; Sarta et al., 2021). Beyond institutional repositioning, the potential integration of local Papuan knowledge, including noken-making, farming, and

Papuan dance, offers an opportunity to develop contextual learning that connects educational activities with students' socio-cultural environment and practical skills (Mataputun, 2020). These two directions represent complementary dimensions of institutional adaptation: the proposed SMA+ programme concerns institutional identity and educational orientation, whereas local knowledge integration concerns the contextual relevance of curriculum development. Nevertheless, both remain at the level of institutional planning and educational potential rather than implemented practices. Their realisation, therefore, depends on adequate resource support, systematic planning, and institutional capacity to translate proposed adaptations into sustainable educational programmes.

The conceptual contribution of this study lies in distinguishing between individual-level resilience and institutionally supported organisational resilience in Christian theological secondary schools operating under resource constraints. The findings show that individual commitment to service helps sustain educational activities despite inadequate institutional support, whereas the continuity of organisational functions remains dependent on governance arrangements, resource management, institutional capacity, and quality improvement mechanisms. This distinction suggests that person-anchored resilience and institutionally supported organisational resilience represent two related but analytically different dimensions of institutional endurance. Person-anchored resilience emerges through the commitment and continued participation of individuals under adverse conditions, while institutionally supported organisational resilience depends on the capacity of the school to organise, coordinate, and sustain its functions through established institutional mechanisms. The findings further indicate that individual commitment may compensate for some immediate operational limitations, but it cannot replace the organisational systems required for sustainable institutional continuity. The proposed transition to an SMA+ programme and the potential integration of Papuan local knowledge illustrate emerging adaptive responses to challenges concerning institutional continuity and educational relevance, although both remain at the planning stage. These findings extend organisational resilience and adaptation perspectives by showing how individual commitment, institutional capacity, and context-sensitive responses interact without assuming that individual endurance automatically produces organisational resilience constraints (Kantabutra & Ketprapakorn, 2021; Koronis & Ponis, 2018; Sarta et al., 2021). Accordingly, this study proposes an exploratory analytical framework in which Christian service values and Papua's socio-cultural environment provide the institutional context; person-anchored resilience represents the individual-level dimension; and governance, resource management, institutional capacity, and adaptive responses constitute the principal dimensions supporting institutionally supported organisational resilience. Figure 3 presents this analytical interpretation derived from the findings of the two SMTKs.

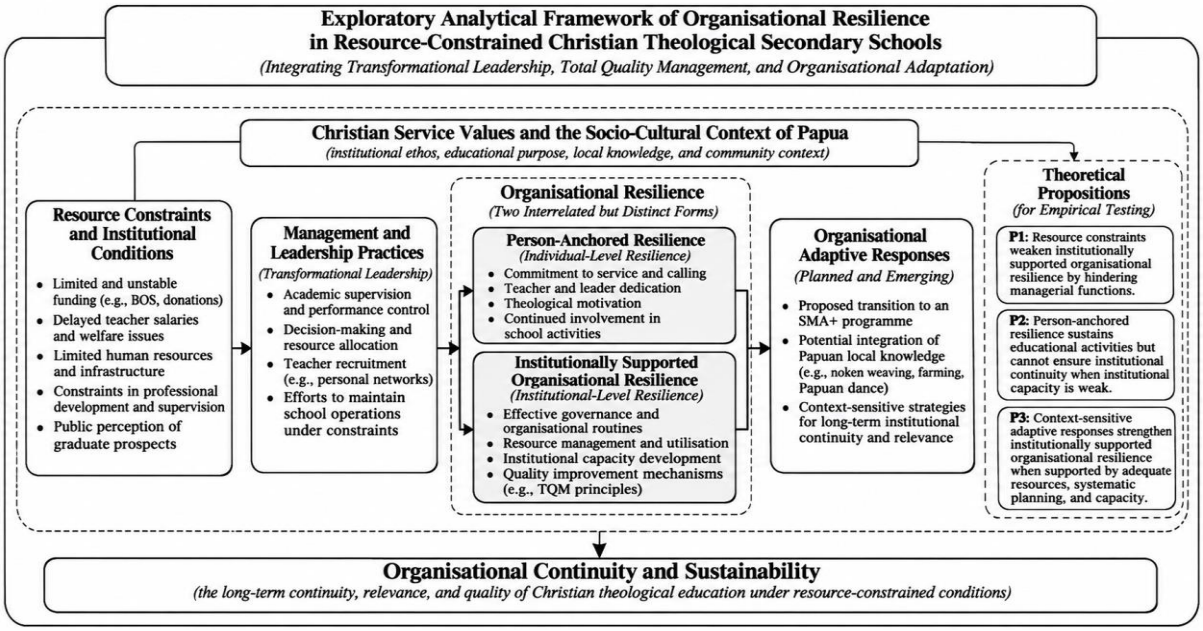


Figure 3. Exploratory Analytical Framework Distinguishing Person-Anchored and Institutionally Supported Organisational Resilience in Resource-Constrained Christian Theological Secondary Schools.

Figure 3 presents an exploratory analytical framework derived from the findings of SMTK Gloria and SMTK Kanaan Jaya. Rather than representing a validated or universally applicable model, the framework

explains organisational resilience under resource constraints through the relationship between contextual conditions, individual commitment, institutional arrangements, and adaptive responses. It explicitly distinguishes two interconnected but analytically different forms of resilience. The first, *person-anchored resilience*, refers to the capacity of individuals, particularly teachers and school leaders, to maintain their commitment and participation despite inadequate welfare, limited resources, and challenging working conditions. The second, *institutionally supported organisational resilience*, refers to the school's capacity to sustain its core functions through effective governance, resource management, institutional capacity, and systematic quality improvement mechanisms. The framework positions person-anchored resilience as an individual-level resource that may help maintain educational activities, while institutionally supported organisational resilience represents the institutional capacity required to coordinate and sustain those activities over time. Thus, individual commitment is not treated as a substitute for institutional capacity; rather, its contribution to organisational continuity depends on the presence of supportive organisational arrangements. The framework also incorporates context-sensitive adaptive responses, including the proposed SMA+ transition and the potential integration of Papuan local knowledge, as possible strategic directions whose implementation requires adequate resources and systematic planning. The framework brings together insights from transformational leadership and organisational adaptation, while drawing on Total Quality Management principles to explain the managerial and quality improvement mechanisms that support institutional continuity. Based on the two cases, three theoretical propositions are formulated for further examination. First, resource constraints may weaken institutionally supported organisational resilience when they undermine managerial functions, particularly supervision, resource allocation, and professional development. Second, person-anchored resilience may sustain individual participation and immediate educational activities, but it cannot ensure institutional continuity when governance arrangements and institutional capacity remain weak. Third, context-sensitive adaptive responses may strengthen institutionally supported organisational resilience when they are accompanied by adequate resources, systematic planning, and the organisational capacity to implement them. These propositions represent analytical interpretations of the findings rather than causal relationships established by the present study. Their applicability and explanatory value require examination across different educational institutions, geographical settings, and resource conditions. Accordingly, Figure 3 should be understood as a preliminary analytical framework that provides a basis for comparative and empirical investigation of organisational resilience in resource-constrained educational settings.

Conclusions

This study demonstrates that organisational resilience at SMTK Gloria and SMTK Kanaan Jaya in Waibu District, Jayapura Regency, is shaped by the interaction between resource constraints, management and leadership practices, individual commitment, and institutional capacity. Financial instability, delayed teacher salaries, limited professional development, inconsistent academic supervision, and challenges in human resource management and public acceptance constrain the ability of both schools to maintain their institutional functions and educational activities. Under these conditions, commitment to service and individual dedication, particularly among teachers and school principals, help sustain school activities, reflecting a form of person-anchored resilience. Nevertheless, this individual-level commitment does not necessarily ensure institutional continuity when governance arrangements, resource management, and quality improvement mechanisms remain insufficiently established. Furthermore, SMTK Kanaan Jaya's proposed transition to an SMA+ programme and the potential integration of Papuan local knowledge represent emerging context-sensitive adaptive responses. However, both initiatives remain at the planning stage and have not yet been implemented as institutional practices. The conceptual contribution of this study is an exploratory, context-sensitive framework that relates resource constraints, management and leadership practices, individual resilience, institutional capacity, and organisational adaptive responses within the context of Christian service values and Papua's socio-cultural environment. The framework offers a preliminary analytical explanation of how these dimensions may interact in shaping organisational resilience in resource-constrained Christian theological secondary schools. However, its explanatory scope remains limited by the descriptive nature of the study and its focus on two SMTKs within a single district. Therefore, the framework should not be interpreted as a validated model or generalised beyond the contexts examined in this research. Future studies should examine its applicability through comparative research involving Christian theological schools and other educational institutions across different geographical, socio-economic, and organisational settings. Longitudinal studies could investigate whether improvements in governance, resource management, professional development, and quality improvement mechanisms

strengthen institutional capacity and reduce dependence on individual commitment. Furthermore, quantitative or mixed-methods research could operationalise and test the three propositions concerning the relationship between resource constraints and managerial functions, individual commitment and institutional capacity, and context-sensitive adaptive responses and organisational sustainability. Such studies should also examine alternative explanations, particularly the relative influence of structural funding inadequacy and governance arrangements, to determine whether the proposed framework requires modification, refinement, or rejection in different institutional contexts. Through these investigations, subsequent research can validate, challenge, or extend the proposed framework beyond the two cases examined in this study.

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