



Madrasah Head's Strategy in Overcoming the Limitations of Learning Facilities and Infrastructure

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Abstract: This study aims to analyze the strategy of madrasah heads to overcome the lack of learning facilities and infrastructure at MTs Alkhairaat Tomini. Limited access to educational facilities is a significant obstacle in improving the quality of education and the effectiveness of the teaching and learning process in madrasahs. This research aims to find out the strategies used by madrasah heads in managing and overcoming the needs of learning facilities and infrastructure. This research uses a qualitative methodology with a descriptive framework. Data collection methods include observations, interviews, and recordings involving informants such as madrasah heads, teachers, and students. The findings of the study show that madrasah heads implement various strategies, including optimizing the use of facilities, encouraging collaboration with committees and the community, seeking government assistance, and encouraging teachers' creativity in utilizing basic learning media. This solution effectively supports the sustainability of the learning process despite limited facilities and infrastructure. This research advances education management, especially in the leadership of madrasah heads in the management of educational facilities. The results of this study are an important reference for other madrasahs that face similar challenges.

Keywords: principal's strategy; educational facilities and infrastructure; learning process; education management.

Abstract: Penelitian ini bertujuan menganalisis strategi kepala madrasah untuk mengatasi kekurangan fasilitas dan infrastruktur pembelajaran di MTs Alkhairaat Tomini. Keterbatasan akses terhadap fasilitas pendidikan telah menjadi hambatan signifikan dalam meningkatkan kualitas pendidikan dan efektivitas proses pengajaran dan pembelajaran di madrasah tersebut. Studi ini bertujuan untuk menentukan strategi yang digunakan oleh kepala madrasah dalam mengelola dan mengatasi kebutuhan fasilitas dan infrastruktur pembelajaran. Studi ini menggunakan metodologi kualitatif dengan kerangka deskriptif. Metode pengumpulan data meliputi observasi, wawancara, dan perekaman yang melibatkan informan seperti kepala madrasah, guru, dan siswa. Temuan studi menunjukkan bahwasanya kepala madrasah menerapkan berbagai strategi, termasuk mengoptimalkan penggunaan fasilitas, mendorong kolaborasi dengan komite dan masyarakat, mencari bantuan pemerintah, dan mempromosikan kreativitas guru dalam memanfaatkan media pembelajaran dasar. Solusi-solusi ini secara efektif memfasilitasi keberlanjutan proses pembelajaran meskipun terdapat kendala fasilitas dan infrastruktur yang terbatas. Studi ini memajukan manajemen pendidikan, khususnya pada

kepemimpinan kepala madrasah dalam pengelolaan fasilitas pendidikan. Hasil penelitian ini menjadi referensi penting bagi madrasah lain yang menghadapi tantangan serupa.

Kata kunci : strategi kepala madrasah; sarana dan prasarana; pembelajaran; manajemen pendidikan.

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Introduction

Education is an important element in improving the quality of human resources. The effectiveness of the educational process depends not only on the caliber of educators and students, but also on the availability of adequate learning facilities and infrastructure (Ayumi & Nasution, 2025; Azizah, Budiyo, et al., 2025). These facilities and infrastructure are very important to increase the effectiveness of teaching and learning activities in madrasahs. Despite this, many educational institutions, especially madrasahs in rural areas, continue to face a shortage of learning resources, such as learning media, libraries, laboratories, and additional learning technologies. MTs Alkhairaat Tomini also experienced this situation in Parigi Moutong Regency. The researcher's initial observations show that many educational facilities in madrasahs are still inadequate and do not fully meet the learning criteria. In addition, initial interviews with educators revealed that the lack of learning media and supporting facilities hindered the formation of effective and innovative educational processes. This situation requires the head of the madrasah to design the right solution to overcome the lack of learning facilities and infrastructure to maintain the quality of education (Wardani et al., 2022).

The limitations of educational facilities and infrastructure not only have an impact on the learning process, but also affect learning motivation, teacher creativity, and the achievement of overall educational goals. Therefore, the management of facilities and infrastructure must be carried out systematically through the stages of planning, procurement, inventory, maintenance, utilization, and elimination. Good management allows limited facilities to be used optimally to support an effective and efficient learning process (Sinta, 2019). In the context of madrasahs, madrasah heads have a strategic role as leaders who are responsible for managing all educational resources. The leadership of madrasah heads is not only oriented towards the provision of facilities and infrastructure, but also on the ability to build cooperation with madrasah committees, the community, the government, and various other stakeholders. Through this collaboration, the limitations of facilities can be overcome gradually so that the continuity of the learning process is maintained (Nurstalis et al., 2021).

In addition to carrying out administrative functions, madrasah heads are also required to have transformational leadership skills that are able to move all

madrasah residents to jointly find solutions to the limitations they face. Transformational leadership encourages innovation, increased teacher motivation, and creates a collaborative work culture so that limited facilities are not the main obstacle in achieving educational goals (Nasution & Marpaung, 2023).

Recent advances in education management research show that the leadership of school principals or madrasah heads significantly affects the management of educational facilities and infrastructure. Research by (Damayanti et al., 2026) explained that the effectiveness of the management of educational facilities is greatly influenced by the managerial competence of the principal in planning, regulating, utilizing, and supervising educational facilities. This competency allows schools to make optimal use of resources so that learning activities continue to run effectively despite being faced with various limitations. However, this study focuses more on the management of facilities and infrastructure in elementary schools so that it does not provide an overview of the leadership strategy of private madrasah heads in areas with limited facilities. Furthermore, research by (Sarah & Setiabudi, 2026) This shows that the principal's strategy in fostering collaboration with the community and the government can help meet the needs of educational facilities for schools with limited resources (Azizah, Hasan, et al., 2025; Hasan et al., 2025).

Collaboration carried out through communication, coordination, and delivery of assistance to various parties has been proven to be able to support the provision of educational facilities in stages. Therefore, the results of the study have not been able to fully describe the strategy of madrasah heads in overcoming the limitations of facilities and infrastructure at the MTs level, especially in rural areas. A study conducted by (Mubarok et al., 2024) revealed that madrasah heads who implement participatory leadership are more effective in involving teachers and school committees to facilitate the procurement of educational resources.

A study by (Ali et al., 2022) revealed that the principal's creativity in establishing relationships with other entities is a good strategy to overcome the lack of educational facilities. Nonetheless, most previous research has concentrated on the management of public infrastructure within public schools and educational institutions located in urban areas with relatively adequate facilities. However, research that explicitly investigates the solutions used by madrasah heads to alleviate the constraints of inadequate learning facilities in private madrassas located in rural areas, particularly in Tomini, is still very rare. This research aims to fill in the caseChannels by examining the solutions used by the head of the madrasah to reduce the constraints of inadequate learning facilities and infrastructure at MTs Alkhairaat Tomini in Parigi Moutong Regency.

A preliminary inspection by MTs Alkhairaat Tomini revealed that many classrooms in madrassas still lack supporting facilities, including LCD projectors, technology-based learning materials, and inadequate libraries. In addition,

discussions with the head of the madrasah showed that insufficient operational funds were a significant obstacle to the provision of educational facilities. The educators also demonstrate the innovative use of basic educational resources and the innovative use of existing facilities to maintain good learning. As a result, madrasah heads need adaptive and inventive leadership strategies to overcome these limitations. Preliminary findings show that the main problem is not only budget constraints, but also the need for a management strategy that is able to optimize available facilities. From the perspective of education management, the effectiveness of the use of facilities and infrastructure is more influenced by the quality of management than the quantity of facilities owned. Thus, the ability of madrasah heads to carry out managerial innovations is an important factor in maintaining the quality of learning (Neliwati et al., 2024). This research aims to make a scientific contribution to the progress of Islamic education management studies, especially regarding the strategies used by madrasah heads in managing learning facilities and infrastructure in madrasahs with limited resources (Ellong, 2018).

This theoretical study examines the leadership strategy of madrasah heads and the management of educational infrastructure. The strategy of the head of a madrasah is defined as a series of deliberate actions taken by the leader to achieve educational goals effectively and efficiently. According to (Ramadhan et al., 2024), the head of the madrasah plays the role of an educator, manager, administrator, supervisor, leader, innovator, and motivator in the management of educational institutions. Educational infrastructure management includes planning, procurement, utilization, maintenance, and supervision of educational facilities to support learning activities effectively (Vikasari et al., 2024). The study uses participatory leadership theory that emphasizes the involvement of all madrasah members in decision-making and addressing educational challenges. This study aims to find out: (1) strategies used by madrasah heads to overcome the lack of learning facilities and infrastructure at MTs Alkhairaat Tomini; (2) Factors that facilitate and hinder the head of the madrasah in overcoming these limitations. This research aims to provide insight for madrasah heads, educators, and education providers to improve the effectiveness of the management of learning facilities.

This research is new because it focuses on solutions used by madrasah heads to overcome inadequate learning facilities and infrastructure in private madrasahs in rural Parigi Moutong Regency. This research explores the administrative management of educational institutions, focusing on innovative ways madrasah heads foster public relations, optimize limited resources, and empower teachers to improve learning success. This study uses preliminary data from direct observation and interviews to improve the identification of research problems. This study uses a descriptive qualitative approach, so no specific research hypothesis is determined. This study hypothesizes that effective leadership techniques from madrasah heads

can overcome inadequate learning facilities and infrastructure, thereby improving the quality of education in madrasahs.

Methods

This research uses a qualitative methodology with a descriptive framework. This qualitative methodology was chosen to obtain comprehensive knowledge about the solutions used by madrasah heads in overcoming challenges posed by inadequate learning facilities and infrastructure at MTs Alkhairaat Tomini. Descriptive research methodically and accurately describes the phenomenon related to the leadership methods used by madrasah heads in the management of educational institutions (Zellatifanny & Mudjiyanto, 2018). This research was conducted at MTs Alkhairaat Tomini, Parigi Moutong Regency, taking into account the constraints of facilities and infrastructure that are the focus of the investigation.

The research participants were the head of the madrasah, three educators, and three students. This research focuses on the head of the madrasah, Mohamat Naim, three teachers: Mohamad Fiqih, Abd. Gafur, Musyawir, and three students: Husna, Hafizah, and Kirana Prita Sari. Several methods are used for data collection: The techniques used include observation, interviews, and documentation. Observations were made to directly assess the condition of educational facilities and infrastructure in madrasahs. In-depth interviews were conducted with madrasah heads, educators, and students to gather information on the strategies used to address inadequate learning facilities. Documentation is used to obtain supporting data, including drawings, inventory information about facilities and infrastructure, organizational structures, and other relevant documents related to the research. This study uses source and technical triangulation methods, specifically comparing observation, interview, and documentation results to improve the validity and reliability of the data collected (Aufer et al., 2026). The informants in this study were selected using the purposive sampling technique, which is based on the consideration that they are directly involved in the management and utilization of learning facilities and infrastructure at MTs Alkhairaat Tomini. Madrasah heads are chosen because they play the role of policy makers, while teachers and students are chosen because they directly experience the implementation of learning with limited facilities and infrastructure. The number of informants is considered adequate because the data obtained has reached saturation (data saturation), that is, the information obtained from subsequent interviews tends to be repetitive and no longer produces significant new findings.

Data analysis was carried out using the Miles and Huberman interactive model which included data reduction, data presentation, and conclusions drawn. In the data reduction stage, all interview results are transcribed, then the researcher selects information that is relevant to the research focus. Furthermore, the coding process is carried out on data based on emerging themes, such as facility

optimization strategies, cooperation with the community, delivery of assistance to the government, as well as supporting and inhibiting factors. The coding results are then grouped into categories that have similar meanings to facilitate data interpretation. The data presentation stage is carried out in the form of a narrative description that is systematically arranged so that the relationship between themes can be clearly understood. Furthermore, conclusions are drawn gradually by continuing to compare the results of observations, interviews, and documentation until consistent findings are obtained. The validity of the data was strengthened through source triangulation, which is comparing information from madrasah heads, teachers, and students, as well as technical triangulation by comparing the results of observations, interviews, and documentation. In addition, the researcher also conducted a member examination, which was a reconfirmation of the results of interviews with informants to ensure that the data obtained was in accordance with their experiences and the information they conveyed.

Results And Discussion

Results

Effective Facility Management and Utilization Strategy

The strategy for effective management and utilization of facilities is one of the efforts made by the head of the madrasah in overcoming the limitations of learning facilities and infrastructure at MTs Alkhairaat Tomini. The head of the madrasah strives to optimize all available facilities so that they can continue to support the learning process optimally even in limited conditions.

The head of the madrasah encourages teachers to be more creative in utilizing simple learning media. Teachers use materials that are easy to find in the surrounding environment as learning aids, such as cardboard, pictures, and homemade media. This strategy helps teachers to create engaging learning even with the limitations of modern facilities.

As stated by the head of the madrasah:

"The head of the madrasah stated that teacher creativity is the main strategy in optimizing the available facilities. It is known that the condition of facilities and infrastructure at MTs Alkhairaat Tomini is still insufficient. Learning facilities are not fully available as needed, while infrastructure as a facility to support the learning process is also still not optimal. However, the learning process can still be carried out in accordance with applicable regulations." (Mohamat Naim, interview, February 10, 2026).

Another explanation expressed by ustadz Mohammad Fiqih S.Pd as the homeroom teacher of class IX C, is as follows:

"Regarding the constraints of facilities, for example, parking lots are still inadequate, there are still many students who park their motorcycles outside, and the toilets are also still lacking, there are still many students who climb in the toilets

of residents' houses, and school cooperatives there are still many students whose snacks are outside the school, and the mosque can be seen from the number of students, usually there are some students who do not pray." (Mohammad Fiqih, interview, February 11, 2026).

This is in line with the results of the interviews, where teachers play an important role in managing learning with limited infrastructure facilities:

"We as teachers are required by the head of the madrasah to be creative in using learning media, make optimal use of available facilities, and use simple technology as an alternative learning medium. In addition, teachers also play an important role in completing learning tools, which are an important part of supporting the teaching and learning process." (Interview, February 11, 2026).

Based on the above statement, the researcher can conclude that even with the many obstacles related to facilities and infrastructure in Mount Alkhairaat Tomini, the head of the madrasah does not fully demand that teachers must be effective in the use of infrastructure, because the condition of facilities and infrastructure in the madrasah is still inadequate. However, with these limitations, the head of the madrasah emphasized to teachers to take advantage of existing facilities and infrastructure as well as be required to be creative. By encouraging creativity and the use of existing learning media and utilizing simple technology such as the internet, madrasah heads have succeeded in making teachers more confident to try varied and innovative learning methods.

Cooperation Strategy with Community Committees and Madrasah

The head of the madrasah interacts with the madrasah committee, parents of students, and the local community to meet the needs of facilities and infrastructure. This relationship involves providing material and manpower assistance to improve madrasah facilities.

The head of the madrasah fosters contact with the madrasah committee and parents through regular meetings and debates. In this discussion, the head of the madrasah articulated the condition of limited facilities and infrastructure while prioritizing needs. Effective communication allows madrasah committees and communities to understand the status of madrasahs and offer assistance according to their respective abilities.

"Involve teachers and parents (committees) in decision-making. In every planning activity or meeting the needs of the school, I do not make decisions unilaterally, but through joint deliberation, including during meetings at the beginning of the school year." (Mohamat Naim, interview, February 10, 2026Düsseldorf)

The madrasah committee plays an active role in helping the madrasah head make decisions related to the need for learning facilities. The collaboration has a positive impact on the sustainability of teaching and learning activities in madrasahs. Thus, the strategy of cooperation with the community and madrasah committees is

an effective effort in overcoming the limitations of learning facilities and infrastructure. Through the support and participation of various parties, the heads of madrasahs can create a better educational environment even though they still face various limitations of facilities.

Strategy for Applying for Assistance to the Government and Related Institutions

The strategy of delivering assistance to the government and related institutions is one of the efforts made by the head of the madrasah in overcoming the limitations of learning facilities and infrastructure at MTs Alkhairaat Tomini. This strategy is carried out because the limited budget of madrasahs has not been able to meet all the needs of learning facilities independently.

The head of the madrasah actively submits proposals for facilities and infrastructure assistance to the government and other institutions. The assistance application is made to meet the needs of learning facilities such as desks, chairs, books, and educational technology devices. Although the realization is still limited, this can be seen from the assistance received by the school, even for a long time.

"This school is still under the auspices of the foundation, not under the auspices of the government, because if the school is under the auspices of the government, the assistance will run smoothly and there will be no obstacles, but if the school is under the auspices of the foundation, the obstacles are clearly not optimal, the response from the government to private schools until now." (Mohamat Naim, interview, February 10, 2026).

Another explanation expressed by ustadz Mohammad Fiqih S.Pd as the homeroom teacher of class IX C, is as follows:

"The head of the madrasah always asks for advice from teachers to do anything, both related to facilities and infrastructure. The head of the madrasah also held a meeting with the student's guardians, to find out what facilities and infrastructure are still limited in this madrasah. Because it is influenced by the school's status as a private institution, so that assistance from the government is still limited and gradual. The School Operational Assistance (BOS) funds received are also not fully sufficient for school needs." (Mohammad Fiqih, interview, February 11, 2026).

Thus, the strategy of delivering assistance to the government and related institutions is one of the important steps in helping to overcome the limitations of learning facilities in madrasahs. Through this strategy, madrasah heads try to meet the needs of facilities and infrastructure in stages so that the learning process can take place more effectively and support the improvement of the quality of education.

Factors Supporting and Inhibiting Strategy

Several factors contribute to the effectiveness of the madrasah head's strategy in overcoming the lack of learning facilities and infrastructure at MTs Alkhairaat Tomini, Parigi Moutong Regency. First, there is collaboration between the head of the madrasah, the educators, and the madrasah committee. The head of the

madrasah encourages effective communication and collaboration with lecturers and madrasah committees to meet the needs of facilities and infrastructure, thereby facilitating the process of planning, procurement, and maintenance of educational resources. The involvement of the community and parents of students is an important element in helping madrasas, through the contribution of labor, materials, and spiritual support to the madrasah facility growth program. Third, the capacity of madrasah heads in managing facilities is very important, as they bear the primary responsibility for organizing, directing, and supervising school activities, both academic and non-academic, to ensure that the learning process runs successfully and efficiently. Fourth, the availability of support from the government and related institutions, including BOS funding and other educational resources, helps madrasas in meeting the needs of their learning facilities. Fifth, the enthusiasm and dedication of teachers: Educators are persistent in carrying out the learning process effectively despite limited resources. The use of innovative basic educational media by teachers facilitates effective learning.

In addition to supporting factors, there are also several inhibiting factors faced by madrasah heads. First, the limited madrasah funds and the lack of budget are the main obstacles in the procurement and improvement of learning facilities and infrastructure. The available funds have not been able to meet all the needs of the madrasah. Second, the lack of learning facilities, some facilities such as libraries, learning media, laboratories, and technology devices are still limited. Third, the location and geographical conditions, the head of the madrasah lobbied or applied for assistance to the government, although the realization was still limited. This can be seen from the assistance received by the school, even though it has been a long time.

Discussion

The findings of the study revealed that the strategies used by the madrasah head to reduce the lack of learning facilities and infrastructure at MTs Alkhairaat Tomini involve several important steps: efficient management and utilization of resources, collaboration with the community and madrasah committees, and requesting support from the government and related institutions. This strategy describes the efforts of madrasah heads to carry out managerial and educational leadership roles to ensure the sustainability of the learning process despite limited resources. The head of the madrasah seeks to maximize the use of existing facilities to improve the learning process. Educators are encouraged to adopt greater creativity in using basic learning resources derived from readily accessible materials in the local environment. These findings suggest that inadequate facilities do not significantly hinder learning if accompanied by effective management skills.

This technique is in accordance with Mulyasa's idea of the management of educational facilities and infrastructure, which states that the head of the madrasah

is responsible for the management and utilization of all educational facilities effectively and efficiently to facilitate the achievement of learning objectives. Effective management not only aims to acquire new facilities but also emphasizes the optimization of existing facilities. In addition, the findings of this study are relevant to the research conducted by (Fatmawati et al., 2019), Research results It shows that teachers' innovation in using basic learning media can increase the effectiveness of education in schools with limited resources. Innovative educators can foster an engaging educational atmosphere even in the absence of adequate technical resources.

The head of the madrasah collaborates with the madrasah committee, parents of students, and the local community to overcome the needs of educational facilities and infrastructure. These partnerships are facilitated through discussions, consistent communication, and community engagement through labor and material support. This technique is in accordance with the principles of school-based management, which underscores the importance of community involvement in educational administration. Hasbullah emphasized that the involvement of the community and parents in education can increase the effectiveness of school management, because education is a shared obligation between schools, families, and communities. Research by (Muttaqin & Nurwati, 2021) strengthen These findings show that Support from school committees and the community has a positive impact on the availability of educational facilities, especially in underfunded schools. Community involvement can assist schools in improving infrastructure and facilitating development initiatives.

The head of the madrasah diligently submits support to the government and related institutions to meet the needs of educational facilities and infrastructure. The assistance requested includes educational resources, including desks, chairs, books, and technological equipment for learning. This technique illustrates the efforts of madrasah heads to foster external contacts to facilitate the development of madrasahs. (Yanti & Hasri, 2023) The study found that The head of the madrasah must foster contact with other entities to get support for the implementation of education. However, the findings of the study show that the provision of support is still not optimal because of the madrasah affiliation with private organizations. This problem results in government assistance not being provided quickly and uniformly. This conclusion is in line with research (Lubis et al., t.t.) This shows that private schools often face challenges in obtaining support for facilities and infrastructure compared to public schools, especially with limited access and prioritized government assistance.

Key factors identified for the success of madrasah head strategies are collaboration between principals, teachers, and madrasah committees; community and parent support; key facility management skills; government assistance; and the

enthusiasm and commitment of teachers. This criterion illustrates the importance of teamwork in educational administration. As stated by (Scott, 2025), effective school management is heavily influenced by the leader's capacity to encourage collaboration and involve all elements of the school in the pursuit of educational goals. The study also found inhibiting factors, including insufficient funding, inadequate learning facilities, geographical limitations, and delays in the distribution of government aid. This obstacle poses significant problems for madrasahs in improving the quality of education.

These findings are in line with research (Hanif, 2025) which shows that limited resources and inadequate facilities are the main obstacles in managing facilities and infrastructure in private schools, especially in remote areas. This circumstance requires the principal to demonstrate strong leadership and innovation abilities to facilitate the uninterrupted learning process. The results of this study show that the effectiveness of managing facilities and infrastructure does not only depend on financial considerations, but is also influenced by the ability to foster a culture of collaboration within the madrasah. Principals effectively build harmonious relationships between teachers, committees, and the community, facilitating their collaborative responses to various constraints. This exemplifies the strong ethos of mutual cooperation that underlies the sustainability of education. This technique not only affects the operational efficiency of learning but also fosters a sense of responsibility among all members of the madrasah community towards educational facilities. As a result, community-based education management has shown favorable results.

The findings of this study not only strengthen the theory of facilities and infrastructure management that have been put forward by experts, but also show the existence of typical strategic characteristics in private madrasahs in rural areas. In contrast to the facilities and infrastructure management model which generally focuses on administrative aspects, such as planning, procurement, inventory, maintenance, and supervision of facilities, this study shows that the success of facilities and infrastructure management is greatly influenced by the ability of madrasah heads to build social collaboration with various stakeholders (Nasution & Marpaung, 2023). In conditions of limited budget and facilities, the head of the madrasah not only plays the role of administrator, but also as a driver of community participation, a facilitator of cooperation, a mediator with the government, and a motivator for teachers to develop creativity in utilizing available resources. Thus, the strategy of managing facilities and infrastructure in rural madrasahs is not solely oriented to the fulfillment of physical facilities, but emphasizes the optimization of social capital as the main resource in maintaining the sustainability of the learning process.

Based on these findings, this study makes a conceptual contribution to the development of Islamic education management studies by offering the perspective that the effectiveness of managing facilities and infrastructure in madrasahs that have limited resources is not only determined by the managerial ability of madrasah heads, but also by their ability to integrate participatory leadership, teacher empowerment, and collaboration with the community and government. These findings expand the concept of facilities and infrastructure management, which has been more widely understood as an administrative function, into a collaborative leadership process that harnesses the power of social networks to support the sustainability of education in rural areas. This perspective explains that organizations do not always have to have abundant resources, but must be able to manage the resources they have optimally so that it becomes an advantage for the organization. In this study, the creativity of teachers, madrasah leadership chairs, mutual cooperation culture, and community support are strategic resources that are difficult for other institutions to imitate. Therefore, the limitation of physical facilities is not always a major obstacle if the organization has quality human resources and a strong work culture (Mayer & Davis, 2026).

Conclusion

The active involvement of madrasah heads in building synergy with the community, madrasah committees, and teachers is the main result revealed in this study. This collaboration is an important capital in overcoming the limitations of learning facilities and infrastructure. These conditions show that the sustainability of the educational process is not solely determined by the availability of physical facilities, but also by the capacity of leadership in managing the available resources effectively and efficiently. Despite facing various limitations, the learning process can still take place optimally through the use of existing facilities, supported by a collaborative culture and active participation of all madrasah residents.

The results of this study strengthen various previous studies that affirm that the leadership of madrasah heads has an important role in increasing the effectiveness of the management of educational facilities and infrastructure. On the other hand, this study offers a more comprehensive perspective by showing that the management of facilities in madrasahs that have limited resources is not only oriented to the provision of infrastructure, but also to strengthening social networks through partnerships with the community and various related institutions. Thus, the effectiveness of education management in rural madrasahs is greatly influenced by the ability of leaders to develop creativity, innovation, communication, and cooperation with various stakeholders.

The main scientific contribution of this article lies in the development of the perspective that the successful management of facilities and infrastructure in rural private madrasahs is determined not only by the managerial function of the head of

the madrasah, but also by his ability to build collaboration with teachers, committees, the community, and the government. This perspective expands the study of the management of facilities and infrastructure, which has been focusing more on administrative aspects, into a collaborative leadership approach that utilizes *social capital* as a strategy in overcoming limited educational resources. Practically, the results of this research can be used as a reference for private madrasah managers, especially in rural areas, in designing facilities and infrastructure management strategies through optimizing available facilities, empowering teachers, strengthening the function of madrasah committees, and increasing partnerships with the community and government. The implementation of the strategy needs to be adjusted to the characteristics and needs of each institution so that it is not positioned as a universal model.

However, several limitations need to be considered in interpreting the results of this study. The research was only conducted at one location, namely MTs Alkhairaat Tomini, Parigi Moutong Regency, so the transferability of the findings to the context of other madrasahs still needs to be careful. In addition, the use of a qualitative approach with a relatively limited number of informants emphasizes more on the depth of understanding of the phenomenon than on the scope of generalization of research results.

Based on these limitations, further research is recommended to use a multisite design involving public and private madrasahs in various regional characteristics, both rural and urban. This approach is expected to be able to test the transferability of research results while enriching the development of theories regarding the management strategies of facilities and infrastructure in Islamic educational institutions in more diverse contexts.

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