

Implementation of SWOT and Blue Ocean Strategy in Facing Competition for New Student Admission

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Abstract: This study is motivated by the public perception that the quality of private high schools in Rayon 12 DKI Jakarta is still low. The determining factor for the quality and effectiveness of teaching and learning in schools is competent teachers. Quality teachers have a direct effect on overall educational performance. The high and low competence of the teachers themselves can be determined by the leadership of the principal and school culture. The purpose of this study is to analyze the competitiveness of SMAS X to get excellent students. The research method used is qualitative with a case study approach. The data used are literature studies, questionnaires and observation results. The research results are as follows: 1). Principal leadership, school culture, teacher competence, are able to improve quality; 2). There is an increase in interest in the admission of new students (PPDB); 3). The application of Blue Ocean Strategy (BOS) in education will increase the strong competitiveness of the institution.

Abstrak: Penelitian ini dilatarbelakangi oleh anggapan masyarakat masih rendahnya mutu SMA Swasta di Rayon 12 DKI Jakarta. Faktor penentu kualitas dan efektivitas belajar-mengajar di sekolah adalah guru yang kompeten. Guru yang bermutu berpengaruh langsung pada kinerja pendidikan secara keseluruhan. Tinggi rendahnya kompetensi guru itu sendiri dapat ditentukan oleh kepemimpinan kepala sekolah dan budaya sekolah. Tujuan penelitian ini adalah untuk menganalisis daya saing dari SMAS X untuk mendapatkan siswa yang unggul. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus. Data yang digunakan studi literatur, kuesioner serta hasil observasi. Hasil penelitian sebagai berikut: 1). Kepemimpinan kepala sekolah, budaya sekolah, kompetensi guru, mampu meningkatkan kualitas; 2) Adanya peningkatan minat dalam Penerimaan Peserta Didik Baru (PPDB); 3) Penerapan Blue Ocean Strategy (BOS) dalam dunia pendidikan akan meningkatkan daya saing yang kuat pada lembaga.

INTRODUCTION

Business in the service sector, including services in the field of education in Indonesia, is growing in complexity, competition, change and business uncertainty (Budiman et al., 2023). This situation creates intense competition between companies, both due to the increase in competitors, the increase in service users and the rapid development of technology. Based on these conditions, the company needs the right strategy in order to survive and win the competition. The strategy

built by the company has a significant impact on success in the sense that the company can survive in the market or the failure of a company that ends in bankruptcy (Okoro, 2020).

“Strategy is an integrated and coordinated set of commitments and actions designed to exploit core competencies and gain a competitive advantage” (Iskandar & Kaltum, 2022), Strategy is an integrated and coordinated set of commitments and actions designed to exploit core competencies and gain a competitive advantage (Adama, 2024). Meanwhile, according to Nadelea, strategy is a framework for everything that is important, such as entrepreneurship, competition and functional that will be applied to realize company goals and gain sustainable success (Nedelea & Paun, 2009).

To gain a competitive advantage and profit in the long term, schools and organizations must be able to establish good relationships with their consumers through good marketing (Mujib & Saptiningsih, 2021), so as to create loyalty to their consumers. The definition of marketing according to William J. Staton marketing is a total system of business activities designed to plan, price, promote, and distribute goods and services that can satisfy the needs of both current and potential consumers (Panda, 2021. Sharma, 2020). So basically marketing is not just a business function but involves dealing with customers, understanding and creating communication and providing value and satisfaction to customers. To get these long-term goals, companies are required to be able to formulate the right marketing strategy (Sudirjo, 2023. Olson, 2021). Marketing strategy has a very important role for the success of companies and educational institutions by reviewing market developments and the existing environment. Companies that use a market approach are quality companies, able to provide maximum service that can satisfy consumers and can win the competition.

Research (Quansah, 2021) results state that the survival and success of the company depends on the company's ability to monitor and adapt to the environment (internal and external) of its business. The results of the study (Killen & Rutland, 2022) also mentioned that the internal and external analysis of the company can provide guidance on the implementation of business strategies to achieve company goals effectively. Other research also states that the strategy used depends on the type and level of uncertainty of the external environment (Junaidi, 2022). The high uncertainty of the external environment and the intensity of competition in a dynamic environment encourage companies to improve their business strategy adjustments in order to achieve the expected business performance (Ratnawati, 2020). For this reason, when formulating a marketing strategy, companies must pay attention to their external and internal environment so that the marketing strategy can run according to previous planning (Köseoglu, 2020).

In the world of education, the role of formal institutions in Indonesia is very important. These formal institutions are required to have good quality so that the output produced by these institutions is also of high quality (Pujiharti, 2022). The quality of formal education institutions can be measured using several indicators included in the National Education Standards (Hidayah, 2022). Regarding the quality of education, it is explained that the national standard of education is the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia (Indonesia, 2003). Based on Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning national education standards, there are eight standards that must be met by educational institutions, both public and private.

Various strategies are applied by educational institutions to attract potential customers. It is not uncommon for educational institutions to be trapped into competition to get the same prospective customers so that they enter into bloody competition (Red Ocean Strategy). In order for educational institutions to win the competition, a new strategy is needed, namely the blue ocean strategy (Blue Ocean Strategy) by creating their own market so that competition is no longer relevant (Ismaya et al., 2023).

The application of Blue Ocean Strategy (BOS) in education will have strong competitiveness in institutions that have been able to gain trust (Habibie & Claudia, 2024). To create BOS, it is done by developing alternative education which is considered to have different patterns, spaces and benefits as a demand for real needs that develop in society ((Ristanti, 2023).

Based on these problems, in order for private schools to survive, play a role, and be highly competitive, it is necessary to systematically identify various factors to formulate a corporate strategy (SWOT Analysis) and design the right business strategy (Blue Ocean Strategy) and supported by the design of information strategies that are consistently implemented in the face of competition from other educational institutions, especially Private SMA X in Rayon 12 South Jakarta. This research aims to analyze and implement SWOT (Strengths, Weaknesses, Opportunities, Threats) and Blue Ocean Strategy in facing competition for new student admissions in higher education institutions. Through this approach, the research is expected to contribute an innovative strategic framework for educational institutions in improving their competitiveness in an increasingly competitive education market. The results of this study can help educational institutions to identify new opportunities, create added value for prospective students, and differentiate themselves from competitors, so as to increase the effectiveness of their new student admission strategies.

METHOD

The research method used is quantitative with a case study approach. The type of data used in this research is quantitative data. Qualitative data is data expressed in the form of numbers, or with data presented in the form of words that contain meaning (Salmona, 2024). Qualitative data in this study is in the form of data from interviews, field notes and official documents.

Descriptive (quantitative) assessment involves collecting data to test hypotheses or answer questions about the current status of research subjects (Barroga, 2022). Data is collected through questionnaires, questionnaires, or observations. The data used comes from two sources, namely primary data and secondary data. Primary data is data that is collected by someone directly from the object under study and for the benefit of the study concerned, which can be in the form of questionnaires and observations. Then secondary data is data obtained and collected by previous studies published by various other agencies.

The analysis method carried out is to analyze the internal (strengths and weaknesses) and external (opportunities and threats) environment of the company which is the basis for conducting SWOT analysis (Benzaghta, 2021). SWOT analysis is carried out using the IFAS (Internal Factor Analysis Summary) matrix analysis technique which describes the strengths and weaknesses of the company and the EFAS (External Factor Analysis Summary) matrix analysis which outlines the company's opportunities and threats and the company matrix and the IE (Internal External) matrix which shows the current position of the company.

RESULTS AND DISCUSSION

From the questionnaire data obtained, it is used to analyze IFAS and EFAS, each factor is assessed for its weight and rating. For IFAS, the factors used are strength and weakness, while for EFAS the factors used are Opportunity and Threat. From the results of the analysis, it can be seen that the strengths, weaknesses, threats and challenges that affect the competitiveness of PPDB at Private SMA X in Rayon 12 South Jakarta are as follows:

Normality Test

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SWOT Analysis

a. Strengths of the school include:

1. Safe location of the school. The school is located in a military compound so it is safe from possible brawls.

2. Competent teachers. Educators and education personnel in the school are dominated by young people who have a high level of hope and ambition (Lynnebakke, 2020), and are able to provide new changes for the school. The enthusiasm or commitment of teachers and school employees (HR) in providing services and educating students is high. Teachers and education personnel are dominated by young people who are still very energetic who are more knowledgeable about the use of information and communication technology, because the use of technology and information can support the learning process at school, teachers can present information / teaching materials in a more varied form (not just text) and interesting so that students become easier to understand lessons.
3. School fees that are still affordable for the community. Cost positioning provides an institution with resilience to rivalry from competitors, because its lower costs allow it to remain profitable after its competitors sacrifice their profits for the sake of competition (Riski & Rino, 2024).
4. Varied approaches, teaching methods of teachers. Teaching methods carried out by educators are varied and innovative, making students not easily bored in learning. In addition to learning and teaching activities, students are also added with extracurricular activities. Extracurricular activities are learning activities carried out outside of face-to-face lesson hours, carried out at school or outside school to broaden the insights or abilities that have been learned from various subjects (Supiani, 2020).
5. School accreditation. The school has Accreditation A. Accreditation is the process of assessing or evaluating the quality of an institution by a team of experts (called assessors) based on predetermined quality standards. Accreditation is carried out on instruction from an independent body outside the institution and results in the recognition of an institution as having met the set standards. Accreditation is carried out periodically and continuously to determine whether an institution is fit to operate or not.
6. A foundation that cares about the school. The synergy carried out by the principal with the foundation is to establish good communication, involve the foundation in the development of institutions, school programs and convey the results of the deliberations of educators and employees in order to improve school quality.

b. Weakness of the school include:

1. Limited equipment in the laboratory room,
2. Inadequate classroom space. The number of classrooms has not been able to accommodate the increasing interest of students.
3. The internet network has not been maximized. There are limitations to the internet network so that it cannot reach the entire school area.
4. Contributions from parents are not optimal. Parents' contribution in the form of ideas and programs to the school is not optimal.
5. Limited non-academic partnerships
6. The location of the school is far from the main road. The location of the school inside the complex makes the banners that are placed in front of the school cannot be read properly by the residents.

c. Opportunity of the school include:

1. Operational funding support from the government and donors. Schools can utilize BOS grants from the central government, KJP from the DKI Jakarta Provincial Government and KIP from the Ministry of Education and Culture obtained from the government or from donors to improve the management system and existing infrastructure.
2. The existence of a school zoning system. Private schools are another alternative that will be chosen when a learner is not accepted in a public school. The admission period is much longer than in public schools.

3. Cooperative relationship with external parties. Communication between the school and the alumni is well established.
4. Collaborative school. Collaborating with public schools as collaboration schools will help maintain and improve school quality.
5. Adding new classrooms. Possibility of adding classrooms on the 2nd floor to meet the increasing interest of the community each year.

d. Threat of the school include:

1. Students who withdrew. At the turn of the semester some students withdrew to participate in the selection of moving to public schools.
2. Qualified teachers passed the ASN selection.
3. Disappointment of the students. There are some students who are forced to enter this school because they did not pass the selection in public schools not because of the score factor but the age factor or zoning policy.
4. Other similar educational institutions. There is competition from other educational institutions or other private schools that have excellent programs that this school does not have..

Continuing the process after identifying both internal and external factors, then determining the weighting and ranking. The weight is multiplied by the rating on each factor to get a score for these factors. Weights are calculated, 0.0 (not important) to 1.0 (very important). The sum of the weights for opportunity and threat is 1.00, this also applies to the sum of the weights for strength and weakness. The opportunity rating starts from 1 (below average), 2 (average), 3 (above average) and 4 (very good), based on the influence of these factors on the conditions and objectives of the company concerned. The opportunity and threat rating values are always contradictory, for example if the threat factor is greater, it is given a value of 4. The same applies to strengths and weaknesses.

From the weight calculation data, the rating of each indicator is then determined. Determination of rating based on strength factors 4 = very good, 3 = good, 2 = less good and 1 = not good, while for weakness factors the value of 4 = not good, 3 = less good, 2 = good and 1 = very good. From the results of determining the weight and rating, it is then entered into the IFAS table and the final score calculation is carried out and the final IFAS score (strengths and weaknesses) can be seen in Table 1.

Table 1. IFAS Analysis Results of SMAS X Rayon 12 Jaksel

	Internal Factors	Rating	Wight	Rating x Weight
Strength				
1	Safe location of the school	0,117	3	0,350
2	Competent teacher	0,107	3	0,322
3	Affordable school fees	0,103	2	0,206
4	Teaching methods and extracurricular activities	0,107	2	0,215
5	School akreditasi	0,121	3	0,364
6	Foundation and parent support	0,112	3	0,336
				1,794
Weakness				
1	Laboratory equipment	0,056	3	0,168
2	Classroom	0,051	3	0,154
3	Internet network	0,061	3	0,182
4	Contribution of ideas from parents	0,061	2	0,121
5	Non-academic partnerships	0,056	2	0,112

6	School is far from the highway	0,047	2	0,093
Total Skor		1,000		0,832

After weighting and rating, scoring is done by multiplying the weight and rating. The EFAS matrix can summarize and evaluate the main opportunities and threats at School X. The EFAS matrix formulation for this school is in Table 2.

Table 2. EFAS Analysis Results of SMAS X Rayon 12 Jaksel

	Eksternal Factors	Rating	Wight	Rating x Weight
Opportunity				
1	BOS, BOP and Donor budget support	0,057	3	0,170
2	PPDB zoning system	0,170	3	0,509
3	Communication with alumni	0,138	2	0,277
4	Adding new classrooms	0,101	2	0,201
5	Collaborative school	0,138	3	0,415
				1,572
Threat				
1	Students who resigned	0,138	3	0,415
2	Teachers who passed ASN	0,138	3	0,415
3	Disappointment of students who were not accepted into public high schools	0,050	2	0,101
4	Other similar educational institutions	0,069	2	0,138
				1,069
Total Skor		1,000		

From the results in Table 1 of the IFAS matrix, the total strength score is 1.794 and the total weakness score is 0.832. Meanwhile, in Table 2, the EFAS matrix obtained a total opportunity score of 1,572 and a threat of 1,069. These results are then entered into the Internal and external matrix table as presented in Table 3.

Table 3. IFAS - EFAS Score of SMAS X Rayon 12 South Jakarta

IFAS		EFAS	
Category	Sub Total	Category	Sub Total
Strenght	1.794	Peluang (O)	1.572
Weakness	0.832	Ancaman (T)	1.069
Total (S-W)	0.963	Total (O-T)	0.503

Furthermore, the results of this analysis will show in which position the condition of school X is, whether the SO (Strength Opportunity) quadrant, ST (Strength Threat) quadrant, WO (Weakness Opportunity) quadrant or WT (Weakness Threat) quadrant. The IFAS and EFAS results are then presented in a SWOT quadrant graph or cartesian diagram. The point on the X axis shows the internal factors (IFAS) while the point on the Y axis shows the value of the external factors. Then the meeting line between the two is drawn. This graph shows the position or position of school X, and the results are as shown in Figure. 1.

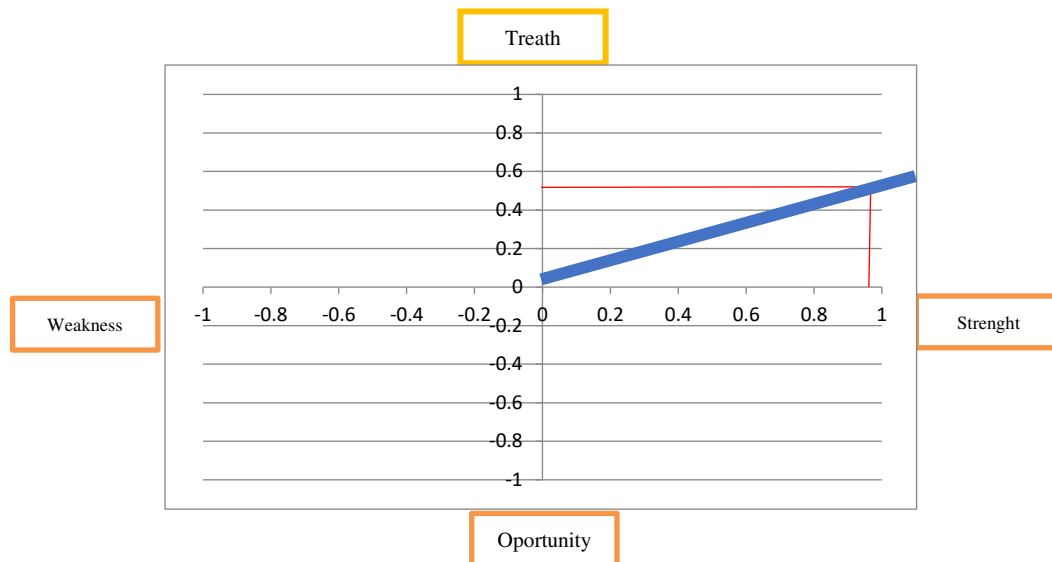


Figure 1. Position of SMAS X Rayon 12 South Jakarta in the SWOT Matrix

Based on Figure 2, it is known that the quadrant resulting from the calculation of EFAS and IFAS is the SO quadrant (strength and opportunity quadrant). The value obtained from IFAS is (+0.963) which is located on the SWOT quadrant axis. The value of EFAS is (+0.503) which is located on the SWOT quadrant ordinate axis. School X's competitiveness position is located in quadrant I with coordinates (+0.963; +0.503) which indicates a SO strategy, namely SMAS X schools must pursue opportunities to increase strengths, among others:

1. Seeking the addition of new classrooms to accommodate new students who are not accepted in public schools. In the PPDB in 2022, SMAS X had to reject students who registered because the classrooms could no longer accommodate new students. This proves that there is an increased interest in PPDB.
2. Establish cooperation with alumni in terms of possible donations for the provision of resource persons, trainings and others for the advancement of the school.
3. With the zoning system, private schools are like getting a durian collapse because many students who are not accepted in public schools go to private schools.

Blue Ocean Strategy Analysis

a. Canvas Strategy

The strategy canvas is both an action and forecasting framework for building a good blue ocean strategy. The strategy canvas serves to summarize the current situation in an existing market. The strategy canvas will provide a map to understand what factors make up the competitive landscape.

b. Cost

SMA Swasta X in Rayon 12 South Jakarta. Charging fees that are still affordable by the community, the Foundation where SMAS X is based does not pursue profit or profit alone, so fees are still very competitive compared to other private schools in Rayon 12 South Jakarta.

c. Human Resources (Teaching Staff)

The number of teaching staff and employees at SMA Swasta X in Rayon 12 South Jakarta Also the quality and effectiveness of teaching and learning in schools is well carried out with competent teachers. Quality teachers have a direct effect on overall educational performance. High and low teacher competence itself can be determined by the principal's leadership and school culture.

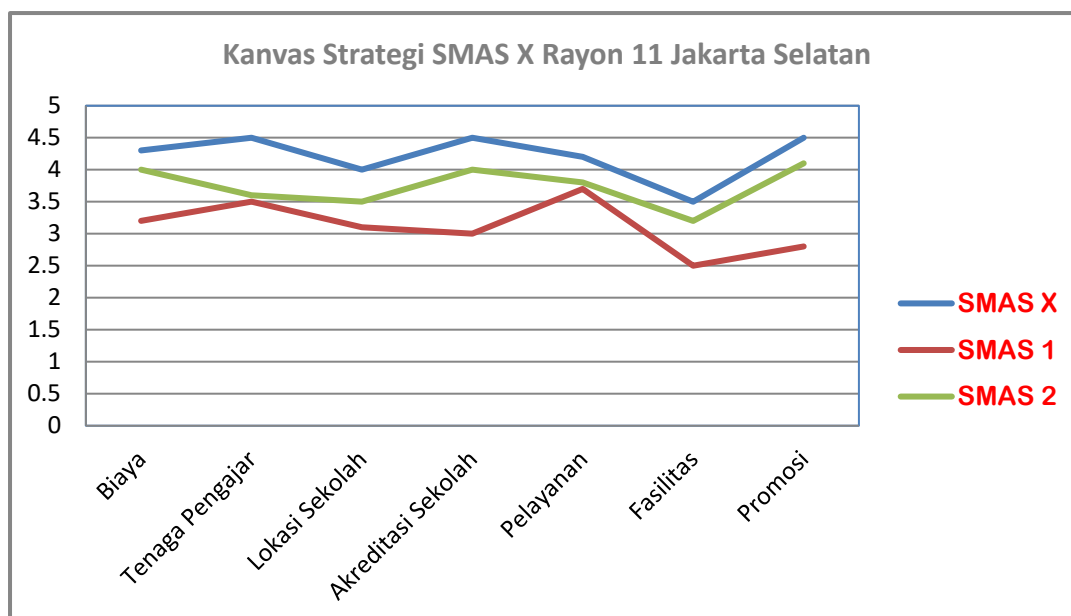


Figure 2. SMAS X Strategy Canvas

d. Service

The existence of young teachers and employees who are more proficient in information technology, so that services in terms of school administration can run faster and tidier in providing services to school residents. Also for teaching and learning activities, IT-savvy teachers can provide more varied and innovative teaching materials so as not to bore students.

e. Reputation

SMAS X Rayon 12 South Jakarta often makes achievements in several championships both regionally and nationally. Also, the increasing number of SMAS X graduates who are accepted at public and private universities so as to further bring the school's good name.

f. Facility

As a private educational institution, SMAS X Rayon 12 South Jakarta is very fortunate because the Foundation is very concerned about the school so that for the improvement of facilities, infrastructure and facilities the school can maximize assistance from foundations and donors, the government budget through BOP and BOS. Compared to competing private schools, the educational facilities at SMAS X are more complete.

g. Curriculum

The curriculum in Indonesia changes frequently in line with policy changes. SMAS X Rayon 12 South Jakarta has followed the latest curriculum as mandated by the government.

h. Promotion

Promotion is the spearhead of marketing. SMAS X, like other competing private schools, has conducted massive school promotions, through alumni, electronic media and also utilizing the school website as a promotional platform.

Four Action Framework

a. Delete

By analyzing the strategy canvas curve, which of the seven variables studied at SMA Swasta X is at a higher level of satisfaction compared to competing private schools in Rayon 12 South Jakarta, there are no variables that need to be eliminated. The strategy that has been implemented is proven to be superior to competitors so that what needs to be done by SMA Swasta X is to maintain and improve services to stakeholders.

b. Create

By looking at the results of the strategy canvas analysis, there are several things that need to be created in the strategy to face competition between private high schools in order to get out of the red ocean, namely:

- 1) Create a safe and comfortable school, safe because it is located in a military complex so that parents are no longer worried about their children being involved in brawls, comfortable because it is some distance from the highway so that the atmosphere is calm for learning. This is not owned by other private schools in Rayon 12 South Jakarta.
- 2) Create specific extracurricular activities as additional activities at school.

One of the community's goals in continuing education to a higher level is to see the extracurricular activities held at the school. Not a few mainset students choose schools whose extracurricular activities are different from other schools so that they feel different.

c. Improve

From the existing SWOT analysis, several indicators that need to be improved towards a blue ocean include:

- 1) Cooperation with external parties and collaboration such as CSR from companies need to be raised more intensively, also regarding the existence of collaborative schools, it is necessary to be more active in involving SMAS X students in activities at state schools designated as partner schools.
- 2) Because the location of the school is far from the highway, the use of online registration applications for promotion needs to be improved. The online registration website for prospective new students must be improved in terms of service quality. The website must be well designed so that prospective students, both in and outside the school's zoning, can access the school's facilities..
- 3) Approach the Foundation and School Committee for the procurement of laboratory equipment and the possibility of expanding the classroom on the 2nd floor so that they can accept more new students. It should be noted that in the 2022/2023 school year, SMAS X rejected new students due to a lack of classrooms..
- 4) The speed of internet access and internet hotspots available at the school needs to be improved. The internet access facilities owned by SMAS X are quite good but need to be improved so that the internet network can reach the entire school area

d. Reduce

In Private High School X in Rayon 12 South Jakarta must reduce: 1). The existence of students who are still ambitious to enter public schools so that they still participate in the selection of transfers to enter public schools and resign if they pass the selection. 2). There are several students who are forced to enter SMAS X because they do not pass the entrance exam to public schools not because of academic grades but because of zoning policies or age.

CONCLUSION

Based on the identification conducted at SMAS X as one of the private schools in Rayon 12 South Jakarta, opportunities and threats as well as strengths and weaknesses were found. The results of the identification of the situation and conditions were then used as a basis for formulating strategies to improve the quality of SMAS X through SWOT analysis and Blue Ocean Strategy.

The strategies that were successfully formulated include the following: 1) Improving the quality of teaching staff and extracurricular activities; 2) Professional teaching quality. All teachers or educators in private schools must have more abilities in their fields; 3) Improving and procuring supporting learning facilities and infrastructure; 4) Increasing cooperation and expanding networks with other institutions; 5) Diverse extracurricular activities; 6) Effective school promotion is needed by all schools.

One indicator of a good school can be seen from the number of students registered in the school. A school with a large number of students or in accordance with the school's capacity

shows that the school has the trust of the community. On the other hand, schools with a small number of students or even a small ratio of the number of students to the school capacity, then this can be an indicator that the school is of poor quality, so that it does not get the trust of the community.

School Promotion Strategies include: 1) Student Target Mapping; This target mapping should be carried out continuously and evaluated periodically, so that the school gets up-to-date data so that it will be easier to carry out promotion strategies in the following school years. Selecting a suitable target will increase the number of applicants to the school. 2) Introduce the School; After the school administrators have made a student target mapping, the next stage is to introduce the school to the target, either to prospective students directly or to parents of prospective students. The goal to be achieved is that prospective students or parents of prospective students who were previously unfamiliar with the school will become familiar with it, or if they have been familiar with it, they will become more familiar with the school. So at this stage, it is not right to rush to invite or ask prospective students or parents of prospective students to register with the school. 3) Promote the School; After going through stages 1 and 2, it is time for the final stage, namely promotion. At this stage, you should list what are the advantages that can be offered to prospective students or parents of prospective students. You can also find out what concerns' prospective students or parents of prospective students experience when choosing a school and your school can be the answer to their doubts.

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