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Blue Ocean Strategy: Review of Applications at the Purwakarta Nature School

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ABSTRACT

This study aims to investigate and describe the application of the blue ocean strategy (hereinafter abbreviated: BOS) in the Purwakarta Nature Elementary School. This study employs a qualitative descriptive model. Data collecting involves interviews, documentation, and observation. The participants included foundation managers, supervisors, school principals, teachers, parents, students, and community leaders knowledgeable about education development. The data were analysed using triangulation methods. The study demonstrated that the Purwakarta Nature Elementary School effectively applied the blue ocean strategy by innovating, differentiating, and enhancing quality using the ERRC framework (Eliminate, Reduce, Raise, Create). Key components such as philosophy, vision, mission, curriculum development, flagship programmes, facility enhancement, technology utilisation, and human resources development will help the school establish a unique competitive advantage. Another finding is that institutions without uniqueness and superiority tend to make them take pseudo advantages which make them just imitate and eventually get tired and give up in competition. Thus it is important to make the blue ocean a tool for educational organizations to be at an advantage without competition by implementing blue ocean strategy scientific procedures that have proven successful in business, industry and also education.

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1. INTRODUCTION

The existence of Nature Elementary Schools in Purwakarta district is now increasingly recognized and in demand by the community along with the excellence, the economic concept of education and the innovation of ecological-based educational services that they have developed.(Taufik et al., 2022). It can no longer be denied that the development of the industry and business of educational institutions today cannot be separated from their efforts to find competitive advantage(Jabbar et al., 2022) and the

uniqueness of the business model offered to the public(Ashour, 2018). Schools that do not have a business advantage can be sure that they will find it increasingly difficult to compete with other educational institutions that become their rivals (Distanont & Khongmalai, 2020). Meanwhile, on the other hand, the school management is not only required to make schools unique and superior (Hassan, Salman, & Hawas, 2022), but they also have to be able to innovate to be able to create blue oceans that give educational institutions a sustainable competitive advantage (Yunus & Sijuang, 2021) and make competition irrelevant (Alghamdi, 2016).

Natural elementary schools exist as a critical response to the practice of the school system, which seems to be increasingly neglecting self-preservation and unity with the environment (Jaelani, A., Mansur, AS, Zaqiyah, 2020). Critics have pointed out that the education system prioritises presenting a large amount of content and enhancing graduates' competency rather than focusing on developing ecological skills (Susanti & Rachmawati, 2018). Hosna (2020) criticises the classroom learning process for presenting concepts without connecting them to real-life contexts. Students focus more on learning concepts and less on exploring their potential in developing skills, attitudes, and behaviour related to the ecosystem environment (Murwaningsih & Fauziah, 2023). This state will undoubtedly alienate pupils from showing concern for the ecosystem and the surrounding resources. The ideal is that the more advanced an education is, the more healthy and ecological environment will develop (Leicht, 2018).

Natural elementary school is one of the new concepts in the world of basic education that has developed and gone viral in the last 20 years (Firman, Tersta, & Iryani, 2021). In the Purwakarta district, the nature school has only been established for 10 years, but in the last 5 years, it has been able to demonstrate its existence, quality, innovation, and superiority over other schools. It is not easy for the Purwakarta Natural School to be able to exist and continue to develop with various innovations and educational service products that are considered different and unfamiliar.

Strategy is the key to success in business competition (Deidhae & Hardyanto, 2021). n the concept of educational strategic management, the concept of blue ocean strategy is known, which is a concept of value innovation introduced by Kim and Mauborgne in 2005 (Subagio, 2020). The blue ocean concept is based on the results of research conducted on more than 150 strategies carried out by 30 companies over 100 years (Agnihotri, 2016). Currently, the blue ocean strategy has been adopted by more than 2,800 universities around the world in developing the core business of education. This blue ocean concept and strategy is also actualized at the Purwakarta Nature Elementary School. This is certainly an illustration of how blue oceans have a broad impact not only on the business sector of industrial companies but also on the business processes of educational institutions (Bragança, 2016). Blue ocean strategy provides a reference that the success of an organization does not lie in trying to win the competition by beating competitors but in those who can create uncharted blue ocean markets (Sunday, 2018).

Several previous researchers have highlighted the core business and the advantages of natural schools. Kholik & Laeli (2020) examined the sustainable competitive advantage of natural schools using the resource-based view model. Fauzi (2018) examines the formation and transformation of core values in natural schools. Qibtiah et al. (2018) examine the uniqueness or uniqueness of the processes and stages in natural school management. The advantages of natural schools are based on human resources (Rahmadani & Qomariah, 2022). Nevertheless, it seems that the literature and research that examines how the blue ocean strategy is implemented in natural schools have not been carried out in depth. Even though the discussion on blue ocean strategy in the field of education is an important effort that will bring novelty and broad benefits.

In some studies, blue ocean strategies have proven valuable in education in rare cases. No wonder then Blue ocean is also increasingly proposed to be adopted for the improvement of educational services. However, the gap is that the use of the Blue Ocean Strategy for education is still very rare, and the added value for education has never been described concretely. Therefore, we want to show how to utilize the Blue Ocean Strategy in the education sector to create a value proposition and build an

uncontested market. In particular, we want to do so through a practical approach that describes making competitive situations irrelevant. An important research question answered through this research is how Purwakarta Natural School created BOS by adopting the four steps recommended in the Blue ocean strategy, namely ERRC (Eliminate, Reduce, Raise, Create) (Yunus &; Sijabat, 2021; Harianto & Lookman, 2021; Rahman &; Choudhury, 2019)?. This research is expected to provide a factual picture of the implementation of BOS through the ERRC and analyze its impact on the quality of education, innovation, and student learning experience

2. METHODS

This research is a qualitative descriptive study in the field of educational administration focusing on strategic management studies - blue ocean strategy. Data was collected through interviews, observation, and documentation (Taufik, 2020) by involving Foundation managers, school principals, teachers, committees, parents, students, and educational figures, in this case, the Purwakarta District Education Council. The research was carried out at the Purwakarta Nature Elementary School located at Kp Sindang Reret Rt 4 / 2 Ds Benteng Campaka, Purwakarta, West Java, Indonesia. The geographical condition where the Purwakarta Natural School was founded is very relevant to the nature of the natural school in general, which is located in an unspoiled environment and far from the noise of the city.

Data was collected through interviews, documentation, and observation utilising pre-established data-collecting tools such as interview standards, documentation checklists, and observation sheets (Kurniatun & Rosalin, 2016). Interviews were carried out with legislators, supervisors, foundation executives, school principals, educators, parents, school committees, and community leaders. Documentation involves recording events and gathering relevant documents. Observations were conducted to observe nature-based instructional activities objectively. Data were gathered and analysed by descriptive qualitative methods and triangulation to ensure precise and reliable data by cross-referencing information gained from interviews, documents, and observations under the supervision of the research team.

3. FINDINGS AND DISCUSSION

3.1. Findings

All educational institutions today are struggling hard to face competition which helps them to survive in the midst of various demands, changes and uncertainties (Baharun, Rozi, & Baihaki, 2021). Some institutions even went bankrupt or existed without any effort to get them past the critical period. Others struggle to fight over consumers in what is called the red ocean (Erekson & Williams, 2022),and only a few are able to raise their level in the blue ocean by exploring innovations that make competition no longer relevant to them (Hangara, 2019).To find out how far the blue ocean strategy has been implemented, we refer to several characteristics of the blue ocean strategy adapted from (Chrismardani, 2019;Taufik et al., 2022): 1) Natural schools have the unique ability to carve out a niche in the market where they face no competition. 2) In this context, competition becomes irrelevant as there is no scuffle between competitors in natural schools. 3) They excel at generating and meeting new demands. 4) They disrupt the traditional cost-value exchange. 5) Natural schools are characterised by a unified management approach that aims to stand out from the crowd while keeping costs affordable.

Creating a market space with no competitors is an effort to create an uncompetitive market space and refers to the development of unique educational service offerings to differentiate from its competitors and create new market space that is difficult to imitate (Rahman & Choudhury, 2019). Natural elementary schools create an uncompetitive market space through 3 strategies, namely: 1) developing a unique educational philosophy; 2) developing special programs; and 3) utilization of technology. The Purwakarta Nature Elementary School has an educational philosophy of "Learning with Nature". The philosophy is outlined in a very relevant vision, namely "Becoming a Breeder of the Prosperous Generation of the Earth" (Ngaisah, Nurhayati, & Nurbaeti, 2020). The philosophy and

vision of the Purwakarta nature school is different from other institutions, in fact there is no school with a similar philosophy yet. Natural schools provide special services that are difficult to find or even not implemented in other schools, including: a) morning activities; b) farming: c) home visits; d) outbound; e) camper; f) educational visits; g) cooking; h) business day; i) aqua play (swimming); j) experiment; k) special events; and l) after school, (swimming, tahfidz, archery, robotics, etc.).

In the learning process, the Purwakarta Nature Elementary School utilizes the latest technology for its students. This can be seen from the existence of robotics activities in the after-school program. Students may use digital tools such as GPS devices, digital cameras, and data loggers to collect and analyze environmental data such as plant growth patterns, water quality, and biodiversity. Students can use digital tools such as mobile video cameras, editing software, and social media platforms to create and share multimedia projects that communicate their experiences and learning in nature.

The Purwakarta Nature Elementary School provides enormous support for the psychological development and learning needs of students with a teacher-student ratio (1: 11), a maximum number of students in a class of 24 students accompanied by 2 teachers. Nature schools establish partnerships with natural school education organizations that are members of the Indonesian Nature School and Nusantara Nature School, with local governments, educational institutions, education offices, and the local community through events such as workshops, seminars, and field visits, and share their knowledge and expertise about environmental issues.

Environmental issues become issues and trends in education for sustainable development. which reviews current educational trends and challenges for the future (Sinan, Usak, & Sinan, 2022). Natural schools can read and capture new demands for the need for innovative educational models of learning and studying with nature. The development of a nature education model in Finland (Jeronen, Jeronen, & Raustia, 2009). This idea also inspired Indonesia and initiated an innovation in the natural school model that was in accordance with the cultural, social and policy characteristics in Indonesia. The natural school creates an innovative and unique educational model, by offering a different learning experience that is difficult to achieve by other institutions/schools where learning is more interactive and practical involving the natural environment as a source of learning. Research has shown that spending time in nature can improve cognitive function, increase creativity, reduce stress, and improve physical health (Muafiah, Afifah, Nurohman, Huda, & Siswadi, 2021). Nature-based learning can also foster a sense of connectedness and responsibility to the environment, as well as helping students develop skills such as problem solving, teamwork and critical thinking (Burns & Manouchehri, 2021).

Nature elementary schools innovate education by organizing learning activities with nature (BBA) which are integrated with the spider web learning model. This spider web model is a characteristic of learning in nature schools that are not found outside and this is what makes BOS added value as well as supporting BOS in nature schools. In an interview with the headmaster, information obtained which can be explained as follows:

> *" ..... in nature school apply a learning model known as the spider web. It is not used in any other school than in the school of nature. This model is designed for learners, there are core questions needed by educators as a guide during the development process, namely: 1) Why do they learn? (Reason); 2) Where is the goal they are learning going? (Goals and objectives); 3) What did they learn? (Contents); 4) How do they learn? (Learning activities); 5) How do educators facilitate their learning? (The role of educators); 6) What did they learn with? (Materials and resources); 7) How is learning accessible? (Accessibility); 8) Where did they study? (Location); 9) When are they studying? (Time) and 10) How is their learning assessed? (Assessment). In this model, the teacher acts as a facilitator who encourages students to actively participate in learning and share ideas openly in a "spider web". Each student has the opportunity to contribute, share knowledge, and learn from each other, reinforcing a sense of ownership and responsibility towards their learning process. By leveraging open collaboration and discussion, Spider Web's learning model not only strengthens students' social and cognitive skills, but also creates an environment where new ideas can flourish, encourage innovation, and help create school excellence holistically....."*

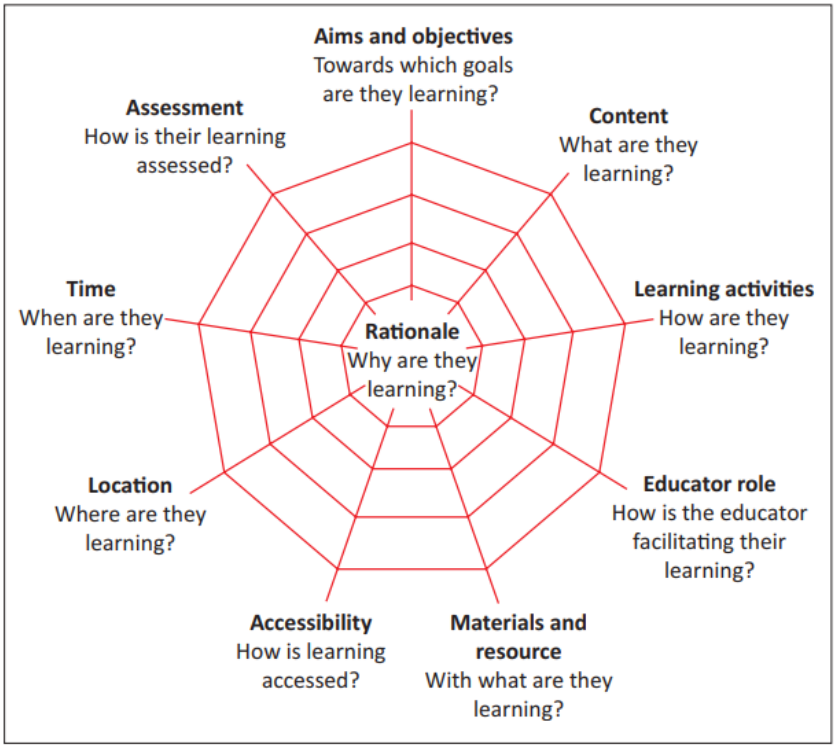

Figure 1. Spiderweb Models

Purwakarta Nature Elementary School primarily focuses on adopting a nature-based learning method. This school follows a spider web model for its learning framework. By utilising the spider web concept, students can link their courses to real-life scenarios and grasp the interconnectedness of many subjects (Wahyuni & Rahayu, 2023). The learning paradigm utilised incorporates "Integrated Learning" (Reddan, 2016), "Experiential Learning" (Anita Winandari, Leo Agung Sutimin, & Triana Rejekiningsih, 2022), and the learning strategy of "Project Based Learning" (PjBL) (Le, 2018). This learning paradigm demonstrates a robust integration of many subjects (Sobri, Iryani, & Mulyadi, 2021). Daniati, Subiyantoro, and Fadhilah (2019) conducted a study that emphasises positive qualities.

Value-cost exchange in Blue Ocean Strategy means creating higher value for customers at lower costs compared to competitors. Purwakarta's natural elementary school strategy breaks down value-cost exchange by reducing costs associated with educational infrastructure such as classrooms, buildings, sports facilities, and so on. Efforts to break the exchange of costs are also carried out by utilizing existing natural resources, such as plants, animals, and the surrounding environment as learning resources so as to reduce the cost of purchasing learning tools and maximize the learning experience of students in the open, the use of technology for program promotion, optimization of teachers in various excellent programs including collaborating with related parties such as conservation area managers, local communities, and other stakeholders who can help reduce operational costs and extend the range of learners' learning experiences in Nature.

Quality and responsive student-focused services are a priority in overall education services. In an interview with the Natural School quality assurance team, the following information was obtained:

> *"...Nature school places quality, responsive student-focused services as a top priority throughout their educational services. We are committed to human values with a student-centred education, ensuring that every student feels valued, supported and understood. Our teachers and school staff are also committed to ensuring that students' needs and interests are prioritized in every aspect of learning and development activities. Thus, nature schools build an inclusive and empathetic*

environment where students feel safe to learn, grow, and develop holistically. We also fully support the independent learning program where students are educated and learn to become human beings in accordance with the nature of themselves, the nature of nature and the nature of the times. The school pursues differentiation by conducting programs that only exist in natural schools such as farming, camping, and visiting that do not exist in other schools."

Purwakarta Nature School implements an integrated management system that integrates the entire educational process, starting from planning, implementation, evaluation and follow-up (Rini, Sukamto, Ridwan, &; Hariri, 2020). Customers are families who really understand the vision and mission of the nature school. Customers or parents are fully supportive and loyal to sending their children to this school. In addition, judging from quality competition, of course, the internal quality standards of natural schools are different from other schools that are not nature-based, but the current national accreditation of natural elementary schools is UNGGUL. In addition, Purwakarta Natural Elementary School has a Research and Development Agency that functions to develop programs, curriculum, innovation, and learning design and ensure quality education's achievement internally and externally. Related to quality internally, natural elementary schools have standardization of the quality of natural schools in the Indonesian natural school community. As for external quality through accreditation of the National Accreditation Board for Schools/Madrasahs.

3.2. Discussion

The business strategy affects the sustainability and development of the school in the future (Ordonez-Ponce & Clarke, 2020).The identified blue ocean method has succeeded in facilitating the creation of value propositions in various businesses and industries(Čirjevskis, Homenko, & Lačinova, 2011). Although often applied in the business world, the principles of the Blue Ocean Strategy can also be applied in the world of education. This research is expected to provide an overview and best practices of implementing the Blue Ocean Strategy in education so that it has the potential to help educational institutions develop in an increasingly competitive and changing landscape. By applying the principles of the Blue Ocean Strategy, schools can create new opportunities for growth and success, while addressing important issues of accessibility and affordability. Purwakarta Alam Elementary School has successfully implemented the blue ocean strategy through the creation of innovation, differentiation and quality improvement through the 4 steps of BOS Eliminate, Reduce, Raise, Create (ERRC).

Eliminate is identifying elements or activities in the school that can be eliminated because they are not important or do not contribute significantly to the unique value proposition, service and quality (Shared, 2019). Nature schools eliminated the uniform dress code as required in schools in general. According to Daniati, Subiyantoro, & Fadhilah (2018), in addition to support for dominant nature school programs outside the classroom where students are active with ecoliteracy activities, rules without daily uniforms instill independence and independence of learning to students.

Reduce means decreasing elements to levels significantly below the standard. (Hanifah, Setyawati, &; Octaviani, 2015). Schools can do this by not eliminating useless features thoroughly, but reducing them below set standards (Hermanto, 2023). Setiawati, Azhari, & Yusnadi (2019) in their research explained that the education natural school was carried out with openly-designed classes and learning using folding tables in a lesehan. Nature schools reduce student learning activities in the classroom by diverting to project activities, farming outside the classroom, visits, observations and outing classes. Schools reduce the ratio of students in one class which can support learning effectiveness. Hosna (2020) and Hanggara (2019) in their research found that trimming several standards by not reducing quality, can cut the allocation of infrastructure costs to expand and develop more supportive assets and facilities.

Raise refers to the improvement or addition of elements that provide significant added value to customers without having to increase costs proportionally (Nur, 2023). Schools need to analyze what factors should be raised far above the standards that make them superior, unique and quality (Bagheri,

Eslami, Yarjanli, & Ghafoorifard, 2013). According to Sunday (2018) in creating a Blue Ocean Strategy for nature schools, the concept of "raise" can be applied by improving the quality of student learning experience through improving facilities, programs, or teaching methods that are unique and effective. In the context of natural schools, raise is manifested in the form of the establishment of research and development institutions, increasing the ratio of teachers with two teachers in one class, increasing teacher competence, expanding ecoliteracy land, and improving the quality of supporting infrastructure such as libraries, greenhouses, canteens, laboratories, waste banks and so on (Tsani et al., 2022). In his research findings, Munawaroh (2018) underlined the nature school also increased strategy by holding programs outside the classroom that are not found in other schools such as morning activities, farming, home visits, outbound, camping, educational visits, cooking, business day, aqua play (swimming), experiments, special events, after school, and *tahfizh*. Related to strategic raise, according to Nasereddin (2023), the increase in human resources, facilities and learning programs is what later becomes a blue ocean that can increase the positioning and market segmentation of natural schools in customer and community values.

Next is to create. Schools must innovate by offering novel services to thrive in the blue ocean strategy (Gündüz, 2018). This obstacle is prevalent in numerous industries, leading to organisations' failure to establish new market spaces. Murwaningsih & Fauziah (2023) discovered that nature schools introduce a unique nature-based education approach with a separate curriculum known as the nature school curriculum, which sets them apart from other school models. Nature schools align their teaching with the national curriculum, integrating stages of child development based on fitrah, as shown by researchers. The natural school curriculum includes the entire material arranged in subjects which are grouped as follows:

a. Pillars of faith, consisting of subjects: Aqidah, morals, worship, and siroh.
b. The science pillar consists of subjects: Civics, Indonesian, Mathematics, Science, Social Sciences, SBdP, Sundanese, English, and Information and Communication Technology.
c. The pillars of leadership consist of subjects: outbound, farming, life skills (cooking, aqua play, home visits, sons and daughters)
d. Entrepreneurship pillar in the form of business day (market day and apprenticeship)

The curriculum will be the compass for where educational goals go, and it is this curriculum that will become the identity characteristic that distinguishes one school from another (Palupin, 2018).This curriculum is neither easily adopted nor can it be imitated by other schools, because the curriculum involves the quality of human resources, costs, facilities, policy support, leadership, policies, and what is equally important is the vision, mission and philosophy of the educational institution.

Blue Ocean Strategy is used to refine sustainable competitive advantage in customer-centric design (Carrillo, De Latter, & Vanderhoven, 2018). It is undeniable that the use of blue ocean strategy in the world of education has changed the way education is viewed as a business concept. In the context of Purwakarta Natural Elementary School, the blue ocean strategy encourages the creation of an education system that is more innovative, superior, serving and effective in providing learning to students. Purwakarta Natural Elementary School, with the educational philosophy of "Learning with Nature" managed to find different added values so that it is very difficult to be rivalled or imitated by competitors. This was obtained due to innovations in ecoliteracy educational service products that competitors have not or have not thought of. The school has succeeded in building an icon and brand of nature schools that affirm customers, even without realizing it as the community promotes *mouth to mouth* about what and how nature schools are (Nurwulandari &; Indah, 2019).

Some schools encourage environmentally sound education is developed in their schools, but again there is a fact with what is called "pseudo superiority" (Taufik et al., 2022). Pseudo-superiority is the value of superiority that is forced due to imitating the advantages of other parties, which is actually not the institution's identity, core business, or competitive advantage. Schools experience resource constraints such as human resources, land, and support systems to curriculum readiness and funding, and even stop. Isoraitė (2018) say Competitive advantage is said to be "sustainable" when competitors

give up on imitating resources or when the barriers to imitation are high. Here, it appears that natural schools with nature-based education make competition irrelevant.

Some schools encourage environmentally sound education to be developed in their schools, but again, there is a fact with what is called "pseudo-excellence" (Taufik et al., 2022). Pseudo-advantage is the value of excellence imposed due to imitating the superiority of others, which is not really the institution's identity, core bussines, or competitive advantage. Schools experience resource constraints such as human resources, land, and support systems to curriculum readiness and funding even if they stop. Išoraitė (2018) says the competitive advantage is said to be "sustainable" when competitors give up on copying resources or when barriers to imitation are high. Here it appears that nature schools with nature-based education make competition irrelevant.

Implementing the blue ocean strategy also has risks and challenges, such as requiring considerable costs and time to conduct market research and develop innovative educational programs (Rahman &; Choudhury, 2019). It is proven that natural elementary schools take ten years to develop nature-based education with a lot of financial capital such as land assets, facilities, curriculum development, training and human resource development, promotion, comparative studies to the development of new programs. Therefore, educational institutions need to consider carefully before implementing a blue ocean strategy in their business strategy. *Blue ocean strategy* requires schools to ensure rivalry that no other school organizes similar educational concepts around them (Rahman &; Choudhury, 2019). Because if this happens, then the *blue ocean strategy* carried can be said to be canceled / failed because there is competition in the same business competition (Hanggara, 2019). For this reason, schools that want to develop *blue ocean* must be really creative and divergent in innovation and novelty so that no competitor is able to imitate their advantages.

Educational success involves the role of the tricenter of education and partnerships (Kurniawan, 2015). Community involvement is a key aspect of natural school education. Internally, natural schools always communicate programs and policies as if they were with the school committee. Nature schools are involved in sustainability partnerships for strategic reasons. Partner organizations become one of the key actors whose performance determines the success or failure of partnerships that aim to obtain specific and tangible benefits and to achieve collaborative benefits that natural schools cannot achieve alone (Ordonez-Ponce, Clarke & MacDonald, 2021).

The adoption and adaptation of the blue ocean strategy in addition to increasing the level of business and the absence of rivalry (Kurniawan, 2015), is also proven to improve the quality of education (Ordonez-Ponce, Clarke, & MacDonald, 2021). Evidence based shows an increase in accreditation, development of infrastructure, quality and competence of teachers, expansion of school land supporting education, curriculum, quality management, educational products/programs offered to the increasing number of students and interest - community satisfaction sending children to natural schools. This study confirms that the blue ocean strategy can be applied not only to industry and business economics but also in the world of education. By finding innovations that are difficult to adopt and replicate, BOS makes business competition among educational institutions meaningless. Therefore, it creates a new and indisputable market space of new demand and highly profitable growth. It attempts to solve the value cost tradeoff with 4 strategic blue ocean steps through ERRC (Eliminate, Reduce, Raise, Create) (Ahad, 2018).

Although the research results show that natural schools are effective in implementing the ERRC approach in building BOS, this research has not highlighted the measurement and evaluation of long-term results from implementing the BOS strategy. Therefore, more in-depth and thorough follow-up research is needed to understand the true impact of implementing the Blue Ocean Strategy in natural schools and to identify key factors that can influence its success. With more in-depth research on the implementation and evaluation of BOS, schools find the right way to minimize risks and increase opportunities to maintain the existence of school quality in the long term. It shows how BOS helps schools align strategy propositions – value, profit and people to ensure that with a blue ocean strategy it generates wins for buyers, schools and for stakeholders as well as teachers and staff. Therefore, it is

very clear that BOS is a basic approach to creating new markets and demands that concentrate on innovation and quality.

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4. CONCLUSION

Purwakarta Nature School may create a blue ocean strategy by innovating, differentiating, and improving quality using BOS Eliminate, Reduce, Raise, Create. Blue ocean method allows natural schools to build a market without competitors and eliminate competition. ERRC breaks value-cost exchanges to assist schools in generating chances and capturing new demand in 4 steps. Blue ocean's difference and low prices help schools implement whole quality management and increase quality. The nature school developed the Blue Ocean Strategy by focusing on innovative education that emphasises differentiated learning. This includes using natural areas as classrooms, integrating learning with nature, and emphasising problem-solving and creativity. Second, it offers engaging programmes like organic farming, environmental protection, and natural exploration that boost academic understanding and life skills. Third, partner with local communities and environmental organisations to increase the school's environmental impact and student learning. This method allows schools to establish new marketplaces that appeal to parents and students while supporting environmental conservation. Philosophy, vision-mission, curriculum development, exceptional programmes, infrastructure enhancement, technology use, and human resource development will help the school build its own blue ocean place. Other findings include that organisations lacking uniqueness and excellence encourage them to seek false advantages that lead to imitation and eventual fatigue and lack of competition. Therefore, educational organisations should use blue ocean strategy scientific techniques that have been successful in business, industry, and education to gain an advantage without competition. Only one school—nature-based schools—was researched, which is its drawback. Research must be done in diverse schools.

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