

International Standard Excellent Islamic School: A Perspective of Strategy Canvas Analysis

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ARTICLE INFO	ABSTRACT
Article History: Received: May 12, 2025 Revised: June 1, 2025 Accepted: June 21, 2025 Keywords: market reconstruction; the big picture; strategy canvas; Blue Ocean Strategy	The rise of educational institutions at various state and private levels has led to increased competition between institutions in almost the same market space. The strategy to deal with this condition is to get out of the competition and let the competition become irrelevant. In line with the concept of Blue Ocean Strategy (BOS), through strategy canvas analysis activities. This study aimed to describe and analyze the implementation of BOS in developing an international standard Islamic school, focusing on strategy canvas analysis. This study used a descriptive qualitative approach with a case study method, through data collection techniques including in-depth interviews, observation, and documentation. The study results indicated that developing an international standard Islamic school at SMA IIBS Bekasi is based on the BOS theory put forward by W. Chan Kim and Renee Mauborgne. The planning process begins with reconstructing market boundaries, focusing on the big picture based on the results of the strategy canvas analysis through SWOT analysis. This is conducted to determine the position of the Islamic school among other favorite schools to improve and win the educational competition. In this case, Islamic schools can develop innovative program differentiation to increase competitiveness towards international standards.

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INTRODUCTION

Educational institutions are the main place for improving human resources (HR) quality amidst the acceleration of the increased flow of technology and science.¹ The increasing contestation of state and private educational institutions at various levels has caused academic competition amidst various demands, setting consistent boundaries.² Various educational institutions stand in the same market space and offer the same product offerings, creating a red ocean of bloody competition with endless competition. The only way to win the competition is to stop trying to win the competition and then make a different strategy by providing an attractive appeal. The Blue Ocean Strategy (BOS) is here to encourage educational institutions to analyze the condition of their institution against the favorite institutions around it to find out which parts of the institution should be maintained, removed, improved, and reduced.³

BOS is a business world strategy popularized by two management professors W. Chan Kim from South Korea and Renee Mauborgne from the United States. The theories they have are considered capable of overhauling the paradigm of conventional competition that is mutually deadly (Red Ocean). Fundamentally different from traditional competitive strategies focusing on competing in the same market space, BOS encourages educational institutions to create new market space through value innovation and strategic differentiation, breaking out of homogenous competition and building sustainable competitive advantage like Cirque du Soleil, which managed to break out of the traditional circus competition by removing the old expensive and outdated elements, creating new value by combining theater, music, and acrobatics, and targeting a new market, namely adult and corporate audiences who appreciate artistic performances. In this way, they are no longer competing with traditional circuses, but creating a new “market” that has not been explored. Its universal values can be developed in any field, including education.⁴ The main objective of implementing the BOS is to create creative and innovative value, both of which are fundamental foundations for the sustainable competitive advantage of an institution.⁵

¹ Shamsul Huq Bin Shahriar et al., “MOOC-Based Learning for Human Resource Development in Organizations during the Post-Pandemic and War Crisis: A Study from a Developing Country Perspective,” *Journal of Research in Innovative Teaching and Learning* 16, no. 1 (2022): 37–52, <https://doi.org/10.1108/JRIT-09-2022-0054>.

² Ujang Nurjaman et al., “Quality Assurance Islamic Perspective: An Alternative in Islamic-Based Public Education Institutions,” *Cendekia: Jurnal Kependidikan dan Kemasyarakatan* 1, no. 1 (2022): 105–130, <https://doi.org/10.21154/cendekia.v1i1.3986>.

³ Nur Fitriyah and Nurfaizah, “Implementasi Manajemen Strategi Blue Ocean di LPI PG-RA Al-Muttaqin Tasikmalaya,” *Heutagogia: Journal of Islamic Education* 2, no. 2 (2022): 247–262, <https://doi.org/10.14421/hjie.22-08>.

⁴ Hafidh Rifky Adiyatna, “Blue Ocean Strategy Formulation in Nonformal Education Industry Study at Bimbingan Belajar Youth Educational Centre (YEC),” *International Journal of Economics and Management Review (IJEMR)* 1, no. 3 (2023): 66–76, <https://doi.org/10.58765/ijemr.v1i3.167>.

⁵ Ahmad Yacoub Nasereddin, “Impact of the Blue Ocean Strategy Dimensions in Achieving Competitive Advantage from the Perspective of Faculty Members Impact of the Blue Ocean Strategy Dimensions in Achieving Competitive Advantage from the Perspective of Faculty Members,” *Information Sciences Letters an International Journal* 12, no. 6 (2023): 2685–2698, <http://dx.doi.org/10.18576/isl/120639>.

Value is a positive ideal recognized and desired by the community, whether or not by customers. Based on this value, BOS conducts a strategy analysis that includes a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats).⁶ In this case, creating a blue ocean is based on value innovation, namely an effort to pursue differentiation while simultaneously reducing costs as low as possible. Value innovation is not an innovation that relies on technology or simply prioritizes futurism, to target something that is not yet ready to be accepted by the market. There are many strategic options for educational institutions to pursue differentiation and low costs by following the principles of blue ocean creation laid down by Kim and Mauborgne.⁷

The development of technology and science moves in line with the needs of society for the potential of talented and expert human resources in their fields.⁸ Producing quality human resources with superior competence and independence requires a very long process through education.⁹ The development of technology and science continues to grow along with the needs of society for the potential of talented and expert human resources in their fields. A very lengthy process is needed through education to produce quality human resources and have superior competence and independence. BOS's implementation in education has been explained in a study conducted by Ravindran, Latha (2023). In this case, Ravindran shows how BOS can be applied in higher education institutions to create a unique and non-competitive learning experience.¹⁰ BOS is said to be successful if the institution is able to create differentiating value, get out of the logic of old competition, and open new markets. In this study, BOS can be an innovative approach for universities to respond to the challenges of the global and digital era.

This aligns with the reality of educational institutions as a place to produce a golden generation that competes to build institutional systems shaped by market conditions and current societal challenges. One educational institution with a different offering with an international-based system is SMA IIBS (International Islamic Boarding School), Cikarang, Bekasi. This is done to address the increasing competition among high school educational institutions, with the number of state and private educational institutions nationally as many as 14,445 schools, at the West Java Provincial level as many as 1,809 schools, and the number of high schools in Bekasi Regency as many as 124 schools.¹¹

⁶ Adam Hermawan et al., "Implementation of Blue Ocean Strategy in Facing Business Competition: A Startup Case Study of Lapangbola.Com," *Jurnal Manajemen Bisnis* 15, no. 1 (2024): 1–12, <https://doi.org/10.18196/mb.v15i1.20486>.

⁷ Fitriyah and Nurfaizah, "Implementasi Manajemen Strategi Blue Ocean di LPI PG-RA Al-Muttaqin Tasikmalaya."

⁸ Jinhwan Jo, Clint Chadwick, and Joo Hun Han, "How the Human Resource (HR) Function Adds Strategic Value: A Relational Perspective of the HR Function," *Human Resource Management* 63, no. 1 (2024): 5–23, <https://doi.org/10.1002/hrm.22184>.

⁹ Yudi Ruswandi, "Strategi Peningkat Mutu Pendidikan di SMK IT Al Junaediyah," *Al-Hasanah: Jurnal Pendidikan Agama Islam* 7, no. 2 (2022): 142–158, <https://doi.org/10.51729/7266>.

¹⁰ Latha Ravindran et al., "Adapting the Blue Ocean Strategy for Educators: Opportunities for Professional Development in the Malaysian Higher Education Context," *E-Bangi Journal of Social Science and Humanities* 20, no. 2 (2023): 10–20, <https://doi.org/10.17576/ebangi.2023.2002.02>.

¹¹ Badan Pusat Statistik, "Data Sensus: Jumlah Sekolah, Guru dan Murid Sekolah Menengah Atas (SMA) di Bawah Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Menurut Provinsi, 2022/2023," accessed March 13, 2023.

Almost uniform competition between levels gives rise to competition that is felt to be monotonous by the community. The condition known as the Red Ocean Strategy is a competitive strategy carried out by institutions with the same product offerings amid a crowded and highly competitive market.¹² Unlike other educational institutions, Islamic school is here to introduce an innovative strategy through the *Blue Ocean Strategy* (BOS) concept. BOS seeks to take the opportunity to open new markets that do not yet have competitors, so that they dare to offer different products to the community and get out of the red ocean zone.¹³

Efforts to break free from the red ocean begin with breaking down the general boundaries of how they compete. In reconstructing the existing boundaries of the education market, educational institution managers have many alternative fields to observe strategic groups and map consumers. Strategic groups are easy to detect, and consumer communities can be mapped so that the education of organizational cadres does not need to be involved in competition with other private institutions. This principle automatically minimizes the search risk, and the opportunity to explore the blue ocean is wider.¹⁴ In implementing the BOS, this study analyzes the strategy canvas in developing an international standard Islamic school.

In contrast to the research conducted by Chiqmatun Kasanah with the title "Implementation of the Al-Qur'an Tahfizh Program Referring to the Blue Ocean Strategy (BOS) Concept in Educational Institution Management" in 2022, which focused on the Implementation of the Blue Ocean Strategy (BOS) in educational institution management in general.¹⁵ Then, the research conducted by Lismawati and Lili Nur Amaliyah, entitled "The Role of Blue Ocean Strategy in Education Management" in 2023, focused on implementing Blue Ocean Strategy (BOS) in general education management to improve the quality of education.¹⁶ This study analyzes the strategy canvas in developing the quality of education with international standards. It analyzes based on the condition factors of the institution among the favorite educational institutions around it by focusing on several predetermined standards towards an international standard educational institution.

The Islamic school in this context has succeeded in building a different strategy to achieve excellence at the international level. The advantages of Islamic school include being accredited A, students obtaining national and international certificate, overseas programs to various countries such as Jordan, New Zealand, Canada, United States and Australia, as well as achievements at the national and international levels such as gold medals at the GYIIF

¹² Meyta Nurul Aini, Lina Auliana, and Muhammad Rizal, "Penerapan Blue Ocean Strategy pada Trans Studio Bali PT. Chairul Tanjung Corpora," *Jurnal Aplikasi Bisnis dan Manajemen* 7, no. 2 (2021): 343–355, <https://doi.org/10.17358/jabm.7.2.343>.

¹³ Devanny Gumulya, "Implementasi Strategi Blue Ocean Pada Perancangan Desain Produk," *Jurnal Patra* 2, no. 1 (2020): 14–18, <https://doi.org/10.35886/patra.v2i1.72>.

¹⁴ Fitriyah and Nurfaizah, "Implementasi Manajemen Strategi Blue Ocean di LPI PG-RA Al-Muttaqin Tasikmalaya."

¹⁵ Chiqmatun Kasanah, "Implementasi Program Tahfizh Al-Qur'an Merujuk Konsep Blue Ocean Strategy (BOS) Dalam Manajemen Lembaga Pendidikan" (Master's Thesis, UIN Sunan Kalijaga, 2022).

¹⁶ Lismawati and Lili Nur Amaliyah, "Peran Blue Ocean Strategy dalam Manajemen Pendidikan," *Uli' Albab: Jurnal Ilmiah Multidisiplin* 2, no. 2 (2023): 453–461, <https://doi.org/https://doi.org/10.56799/jim.v2i2.1182>.

(Global Youth Innovation and Invention Festival) and obtaining the highest ranking in UTBK (Computer-Based Written Exam).¹⁷ It takes great effort to achieve these achievements, especially as a pioneer in the current digital era. Based on the background, the researcher is interested in conducting a study titled "International Standard Excellent Islamic Schools: A Perspective of Strategy Canvas Analysis".

RESEARCH METHOD

This research used a qualitative approach by revealing the uniqueness of society in a comprehensive, detailed, and scientifically accountable manner.¹⁸ The type of research conducted with field research is a study or research conducted directly at the research location. Researchers go directly to the research location and are involved in activities in the social environment.¹⁹ The research was conducted in an educational institution based on realistic conditions or natural settings systematically and in a complex and detailed manner. Research results are in descriptive data, with data sources in the form of people or observable behavior. The form of case study that will be used in this research is a single instrumental case study.²⁰ The instrumental case study in this article serves as a conceptual tool to understand the application of the Blue Ocean strategy in education. The Islamic school is an object of research and a bridge to explore strategic, systemic, and applicable insights on how educational institutions can create differentiation and excellence in a competitive market. The data sources used in this research include: Primary data sources, namely, data sources that directly provide data to data collectors.²¹ In this study, there were at least seven primary sources as informants of SMA IIBS, including: (a) Vice Principal for curriculum; (b) Vice Principal for student affairs; (c) Vice Principal for facilities and infrastructure; (d) Vice Principal for public relations; (e) Teachers; (f) BKK team or public relations staff; and (g.) Students.

The data collection procedures used in this study include in-depth interviews, observation, and documentation. Data analysis techniques in the study were carried out in four stages: data collection, condensation, data display, and conclusion drawing or verification.²² Checking the validity of data in this study uses increased persistence, source triangulation, technique triangulation, time triangulation, and referential adequacy. The stages of research that have been carried out can be explained in Table 1 as follows:

¹⁷ IIBS RI, "School Profile SMA International Islamic Boarding School," https://iibs-ri.com/?gad_source=1&gclid=CjwKCAjwwqfABhBcEiwAZJjC3uoYlbpjLPyE_jO2lwWp5AOpUoeoKNOc4epO4ziDDoWC7cAQ7dTk-xoCEbYQAvD_BwE#, accessed April 25, 2025.

¹⁸ Muri Yusuf, *Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan* (Jakarta: Kencana, 2013), 53.

¹⁹ J. R. Raco and Conny R. Semiawan, *Metode Penelitian Kualitatif: Jenis, Karakteristik dan Keunggulannya* (Jakarta: Grasindo, 2010).

²⁰ Sandu Siyoto and Ali Sodik, *Dasar Metodologi Perubahan* (Yogyakarta: Literasi Media Publishing, 2015), 61.

²¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), 145.

²² Matthew B. Miles, A. Michael Huberman, and Johnny Saldana., *Qualitative Data Analysis A Methods Sourcebooks Edition 3*, (Singapore: SAGE Publications, 2014), 127.

Table 1. Research Stages

No	Stages	Details
1.	Selecting a social situation	Researchers conducted field and theoretical studies to select problems supported by the facts that could be raised as a case worthy of research.
2.	Conducting participant observation	Researchers conducted observations at the research location to see how far the activities related to the problem to be studied were.
3.	Making an ethnographic record	Looking for sources to be used as informants to be interviewed to strengthen the observation data that has been collected.
4.	Making descriptive observations	This step was a description of the results of the data that had been obtained, then narrated according to the needs and targets of the problem being studied.
5.	Making a domain analysis	Then, the researcher described the data using the appropriate literature theory. This theory then became a reference for researchers to study the problems in the field with the existing theory.

RESULT AND DISCUSSION

Blue Ocean Strategy is a comprehensive system approach organized to provide a sustainability strategy.²³ The main objective of implementing the BOS is to create creativity and innovation values as a fundamental foundation for the institution's competitive advantage towards a different competitive leap from the existing market.²⁴ BOS seeks to take the opportunity to open new markets that do not yet have competitors, so that they dare to offer different products to the public and get out of the red ocean zone.²⁵ SMA IIBS Cikarang Bekasi, in this case, applies the BOS as a solution to win the competition among educational institutions based on value innovation by pursuing differentiation through the stages carried out. Consists of 3 principles of the strategy canvas stages, including reconstructing market boundaries, focusing on the big picture, and reaching beyond demand. The analysis of the strategy canvas at the Islamic school aligns with the BOS theory of W. Chan Kim and Renee Mauborgne, which can be explained as follows.

Reconstruction of Market Boundaries

The concept of reconstruction of Market Boundaries means that the Islamic school seeks to break free from the red ocean of bloody competition by breaking boundaries and exceeding existing competition standards. Based on the results of interviews and observations conducted, the reconstruction of Islamic school's market boundaries was

²³ Paskalis Dio Bramantyo, Christina Whidya, and Yoseva Maria Sumaji, "Crowdfunding Model in Indonesia Based on Profit Sharing Principle with Blue Ocean Strategy," *Jurnal Ilmiah Manajemen Bisnis dan Inovasi Universitas Sam Ratulangi* 12, no. 1 (2023): 41–53, <https://doi.org/10.35794/jmbi.v12i1.59819>.

²⁴ Ravindran et al., "Adapting the Blue Ocean Strategy for Educators: Opportunities for Professional Development in the Malaysian Higher Education Context."

²⁵ Gumulya, "Implementasi Strategi Blue Ocean pada Perancangan Desain Produk."

carried out by realizing an international standard Islamic school according to the school's vision, namely, Building International Islamic Education based on the Qur'an and the Sunnah of the Prophet Muhammad SAW to uphold the existence of humans as *Khalifatullah Fil Ardh*. In this case, the school seeks to become a superior institution and get out of its comfort zone, especially among the majority of Muslims. Based on the five pillars of the curriculum that are designed as well as possible and integrated into one inseparable unit, this school is a school of life. The five pillars include language, Islamic studies, academic excellence, interpersonal skills, and overseas programs. In this way, schools create excellence in one aspect and offer a holistic educational experience with a global character.²⁶

By the language pillar, the Islamic school uses three languages as the key to knowledge: Indonesian as the national language, Arabic as the language of the Qur'an that unites Muslims, and English as an international language.²⁷ Language development requires adequate human resources, learning processes, and information systems that use international languages.²⁸ These data show that implementing the five pillars of the curriculum at Islamic schools is not merely symbolic, but is carried out in a planned and measurable manner. The language pillar is a strategic foundation in shaping students' intellectual capacity and global communication. The selection of three languages shows a dual orientation: strengthening national and Islamic identity, while equipping students with international competence.

In the academic field, the Islamic school has succeeded in obtaining various achievements both at national and international levels, including a gold medal at the 2023 GYIIF (Global Youth Innovation and Invention Festival), receiving the highest ranking in the UTBK (Computer-Based Written Examination), winning the overall champion of PKAN (National Academic Competition Week) 2024 with 11 gold medals, 14 silver medals, and 12 bronze medals as well as various other achievements. This aligns with the pillar of academic excellence that fills students' thinking based on the curriculum from the Education Office. Not only that, but the school also fills students' spiritual values with the Islamic studies program through various Islamic religious subjects, including the Al-Qur'an (Tahfidz, Tahsin), Tafsir, Fiqh, Aqidah-Tauhid, Akhlaq, Islamic History, and Islamic World View. Various social activities are also carried out to apply the different theories that students have obtained so that they can use their skills in life. This illustrates the application of the interpersonal skill pillar manifested in activities such as collaborative projects, visits to orphanages, contemplating the Qur'an, social experiments, life skills programs, research presentations, and so on.²⁹

²⁶ Fitriyah and Nurfaizah, "Implementasi Manajemen Strategi Blue Ocean di LPI PG-RA Al-Muttaqin Tasikmalaya."

²⁷ Tri Angkarini and Rais Hidayat, "Implementation of Blue Ocean Strategy (BOS) at the Opening of the UNINDRA PGRI Digital Business Department," *International Journal of Research in Education* 4, no. 2 (2024): 230–242, <https://doi.org/10.26877/ijre.v4i2.455>.

²⁸ Arief Efendi and Ibroheng Bueraheng, "International Islamic Boarding School Strategy for Realizing Superior Islamic Boarding School Management," *Cendekia: Jurnal Kependidikan dan Kemasyarakatan* 21, no. 1 (2023): 80–92, <https://doi.org/10.21154/cendekia.v21i1.5943>.

²⁹ IIBS RI, "School Profile SMA International Islamic Boarding School." Accessed April 25, 2025.

Academic success demonstrated through various national and international achievements confirms that this strategy effectively increases student competitiveness. Meanwhile, integrating spiritual education and social activities creates a graduate profile that is not only cognitively intelligent but also morally and socially mature. This shows the Islamic school prioritizes academic output and a balance between intellectual, emotional, and spiritual intelligence. Overall, this data means that the five-pillar-based development strategy is not only a differentiating instrument (differentiation) but also a major driver in creating a new market space (blue ocean) that is difficult for other schools to imitate, because it combines global competence with Islamic values comprehensively and sustainably.

The vice principal of the madrasah for curriculum, in this case, said that, in line with the vision of school and the five pillars of the curriculum, the Islamic school strives to get out of the existing competitive boundaries by building a balance of values between intellectual intelligence, spiritual intelligence, and emotional intelligence of students so that they can produce students who are filled with all aspects of life, both in terms of thinking patterns, spiritual, physical, and skills. To develop a much better quality of education and compete internationally, the Islamic school has established a network of cooperation with various countries such as Jordan, New Zealand, Canada, the United States, and Australia as well as to broaden students' horizons so that they can lead with a global mindset through overseas programs. The innovative and comprehensively managed program design proves that an Islamic school differs from most high schools, especially those in Bekasi Regency. With most schools focusing on national competition, the Islamic school strives to spread its wings to continue improving the quality of education and move towards global competition. This is done further to strengthen the international dimension inherent in the institution.³⁰ Proven by the acquisition of national diplomas and international diplomas from IIEC (International Islamic Education Council) for Islamic school graduates who have completed all mandatory programs well. Thus, this further demonstrates that Islamic schools have been included in the classification of international boarding schools, which have continued to develop until now. This analysis shows that the Islamic school adopts an international label and builds uniqueness through the five pillars of a systemically integrated curriculum. By implementing national and international curricula and using three languages, the school has distinguished itself from other schools in the same area.

The Vice Principal for Student Affairs stated that with international standard certificates, the school continues to develop Science and Technology and various programs and learning that refer to the five pillars of the curriculum. The first element of market boundary reconstruction seeks to reconstruct the market boundaries of an institution by providing differentiating values in the form of alternative fields offered.³¹ In this case, the Islamic school implements the five pillars of the curriculum by developing programs that are

³⁰ M. Syafiq Humaisi et al., "Pesantren-Based Transformational Leadership in the Development of International Madrasah Innovation," *Cendekia: Jurnal Kependidikan dan Kemasyarakatan* 22, no. 1 (2024): 1-15, <https://doi.org/10.21154/cendekia.v22i1.8781>.

³¹ Mufid Ahsan Rofiqi and Nur Kholis, "Pengembangan Madrasah Perspektif Blue Ocean Strategy MTs Al-Islam Joresan Ponorogo," *Edukasia: Jurnal Pendidikan dan Pembelajaran* 1, no. 2 (2020): 270-283, <https://doi.org/https://doi.org/10.62775/edukasia.v1i2.23>.

implemented comprehensively. This analysis shows that the Islamic school does not simply adopt an international label but builds uniqueness through the five pillars of a systemically integrated curriculum. The Islamic school has distinguished itself from other schools in the same area by combining national and international curricula and using three languages. The reconstruction of market boundaries reflects the actual implementation of BOS, creating new market space that competitors have not utilized, thus placing the Islamic school on a strong and sustainable differentiation path.

Focus on the Big Picture Through the Strategy Canvas

The next stage to get out of the competition zone is that the school conducts an analysis to find out the standards and products offered by other institutions, and then makes improvements and leaps by strengthening the market segment it has.³² This is in line with the second element of strategy formulation, which is focusing on the big picture. The school tries to analyze the market space situation through a strategy canvas. The strategy canvas is a tool that makes it easier for institutions to assess the extent of the utility that the institution has provided to consumers by comparing the achievements of the institution with those of other educational institutions around it.³³ The strategy canvas provides a basic framework for considering all the key competitive factors in the current industry.³⁴

In the process of getting out of the same competition zone as high school institutions in general, the Islamic school analyzed to find out the standards and products offered by other institutions and then made improvements and leaps by strengthening the market segment it has.³⁵ As the Deputy Principal for Public Relations conveys, competition is carried out to achieve achievements and provide the best. The school analyzes what other favorite institutions have obtained standard achievements and then tries to give even better ones. Considering the standards for improving or achieving institutions, there are many, for example, achievements, accreditation, cooperation networks, programs offered, and so on. The researcher took the initiative to analyze high schools in Bekasi Regency with the classification as above, namely, included in one school zone (near) and favorite schools, to become material for making a school strategy canvas. Among the high schools in question is SMAN 1 Cikarang Selatan, MAN 1 Bekasi, and SMA Pelita Harapan Cikarang with factors for improving quality standards that are considered are accreditation, number of vocational fields, curriculum used, student competency standards, achievements, SIM (Management Information System), facilities and infrastructure, and cooperation networks owned.

³² W Chan Kim, Rene Mauborgne, and Terjemahan oleh Satrio Wahono, *Blue Ocean Strategy (Strategi Samudra Biru)* (Jakarta: Serambi Ilmu Semesta, 2012), 69.

³³ Faiza Salim Awladthani et al., "A Systematic Literature Review of the Adoption of a Blue Ocean Strategy by Small and Medium Enterprises for Sustainable Growth," *Journal of Sustainability Science and Management* 18, no. 2 (2023): 197–230, <https://doi.org/10.46754/jssm.2023.02.014>.

³⁴ Ehsan Khanmohammadi, Mostafa Zandieh, and Talieh Tayebi, "Drawing a Strategy Canvas Using the Fuzzy Best–Worst Method," *Global Journal of Flexible Systems Management* 20, no. 1 (2019): 57–75, <https://doi.org/10.1007/s40171-018-0202-z>.

³⁵ Ravindran et al., "Adapting the Blue Ocean Strategy for Educators: Opportunities for Professional Development in the Malaysian Higher Education Context."

Based on the data obtained by researchers related to the achievement of the quality standards of the four schools through secondary data sources in the form of school data profile websites and internet publications, it can be explained as follows:

First, SMA IIBS is an international standard Islamic school with A accreditation at Jl. Raya Industri, No. 1 Hyundai Lippo Cikarang, Sukaresmi Village, South Cikarang District, Bekasi Regency, West Java Province. The majors offered are Natural Sciences (IPA) and Social Sciences (IPS), combining an Islamic-based curriculum with national and international education standards. In addition, some superior majors emphasize special requests such as mathematics, science, language, and religion. The Islamic school also uses the Semester Credit System (SKS) so that students who meet the requirements can graduate within 2 years. Students declared to have graduated will receive national and international diplomas (IIEC). Students are directed to develop reliable skills in life in line with the five pillars of the curriculum, including language, Islamic studies, academic excellence, interpersonal skills, and overseas programs, so they have comprehensive and balanced competencies. This school is a private school with various achievements that have been successfully obtained, including a gold medal at the 2023 GYIIF (Global Youth Innovation and Invention Festival) at the international level, receiving the highest ranking in the national UTBK (Computer-Based Written Examination), and winning the overall champion of PKAN.

The Islamic school also makes very good use of technology and information systems, including the Learning Management System (LMS) and other learning support applications such as e-learning platforms, digital library applications, and communication applications for students and teachers, namely WhatsApp and Telegram. This school also offers various facilities such as dormitories, libraries, laboratories, the rock dome, dorm lobby, art studios, health clinics, classrooms with audio systems, auditoriums, shuttle transportation services, and sports facilities. In establishing cooperation, Islamic school has succeeded in building good cooperation at the national and international levels such as with Hang Tuah University, UCSD (University of California San Diego), San Diego State University, Kapolsek (Chief of Police Sector) Cikarang, Jordan, New Zealand, Canada, United States and Australia, and so on.³⁶

Second, MAN 1 Bekasi is a state school with A accreditation located on Jl. Markisa Raya II Taman Wisma Asri, Teluk Pucung, North Bekasi. The majors offered are Natural Sciences (IPA) and Social Sciences (IPS), which have independent curricula. In addition, excellent programs focus on developing students' competencies and self-exploration. In addition, MAN 1 Bekasi also has excellent programs such as Madrasah Research, Computer Information Technology, and Quran Memorization. This school is a state school with national and international achievements that have been successfully obtained, including a gold medal at the International Taekwondo Friendship, 1st place in the main Sumo and 2nd place in Sumo in the international robotics competition in Singapore, 1st place in MENPORA, 3rd place in the Short Video Journalism Competition, finalist in the National Science Olympiad at the West Java Province level, 1st place in the national vocal group, and so on. MAN 1 Bekasi also utilizes technology and information systems very well, including

³⁶ IIBS RI, "School Profile SMA International Islamic Boarding School." 2025

the USmart for the implementation of the Madrasah Exam, the PPDBM application for new student registration, with several selection paths, the Madrasah Digital Report, and learning applications such as E-learning and Google Classroom. This school also offers various facilities such as a library, laboratory, art studio, health clinic, classrooms, principal and teacher rooms, canteen, auditorium, sports facilities, mosque, creative stage, and so on. In establishing cooperation, MAN 1 Bekasi has succeeded in building collaboration at the national level, such as with the Bekasi Regency Health Office, the Ministry of Finance, Gadjah Mada University (UGM), Samsung Korea, Dejavato Foundation, and the Ministry of Religion of the Republic of Indonesia.³⁷

Third, SMAN 1 Cikarang Selatan is a public school with an A accreditation at Jl. K.H. Raden Mamun Nawawi, No. 1 Lippo Cikarang, Sukaresmi Village, Cikarang Selatan District, Bekasi Regency, West Java Province. MIPA (Mathematics and Natural Sciences) and IPS (Social Sciences) majors are offered using the independent curriculum. Students are encouraged to develop academic abilities, soft skills, and individual potential through various activities. The school holds Duha prayer and one-week, one-juz activities in the religious field. SMAN 1 Cikarang has successfully won an award as a national Adiwiyata school as well as various academic and non-academic achievements at the district level such as the best player at Granitiy Infinity 2024 SMAKN Anglo at the Bekasi Regency level, 2nd place in the basketball competition at the Granitiy 8 SMAKN Anglo 2024 event throughout Bekasi Regency, 2nd place in the Story Telling Contest at the O'Fest 2024 event at SMA Negeri 7 Tambun, 2nd place in the Speech Contest at the O'Fest 2024 event at SMA Negeri 7 Tambun Selatan at the Regency level, 1st place in Fan Art at the Matsuri Aikari V 2024 event at the Regency level and various other achievements. In utilizing technology, SMAN 1 Cikarang Selatan uses the K-Mob application for ASN attendance, the Merdeka Curriculum e-Rapor application, the guidance and counseling service application to help students choose college majors, and the Bebung application, which is used for new student registration. The facilities provided by the school include classrooms, principal and teacher rooms, guidance and counseling rooms, biology laboratories, art rooms, UKS (Student Health Unit) rooms, OSIS (Intra-School Student Organization) rooms, mosques, computer laboratories, stage areas, cooperative rooms, libraries, and canteens. Meanwhile, in the cooperation network, SMAN 1 Cikarang Selatan has succeeded in establishing cooperation at the national level, namely with the English Club, Gajah Mada University (UGM), Airlangga University (UNAIR), and KPP (Tax Service Office) Cikarang Selatan.³⁸

Fourth, SMA Pelita Harapan Cikarang is a private school with C accreditation at Jl. Dago Permai, No. 1 Lippo Cikarang, Sukaresmi Village, South Cikarang District, Bekasi Regency, West Java Province. Has an international curriculum, namely the Cambridge International Pathway program (Kindergarten-Grade 10) and the International Baccalaureate (IB) Diploma Program (Grade 11-12). The student competencies that SMA Pelita Harapan Cikarang wants to develop include academic skills, life skills, technical skills, and character. This school is a private school with various achievements that have been successfully

³⁷ "Data Profil MAN 1 Bekasi," accessed April 27, 2025.

³⁸ SMAN 1 Cikarang Selatan, "Data Profil SMAN 1 Cikarang Selatan" accessed April 27, 2025.

obtained, including the Gold Medal in the Indonesian Youth Science Competition, First Place in the Basketball Competition 2024 at the Bekasi Regency level, 2nd Place in the U18 South Regional Jakarta Basketball Championship 2024, Gold Medal in the POPDA Bekasi 2022 Basketball, and so on. SMA Pelita Harapan Cikarang also makes very good use of technology and information systems, including the Learning Management System (LMS) and other learning support applications such as e-learning platforms, digital library applications, and communication applications for students and teachers, namely WhatsApp and Telegram. This school also offers various facilities such as science laboratories, extensive libraries, sports fields (indoors and outdoors), art studios, the latest technology, laboratories, health clinics, and classrooms with audio systems. In establishing cooperation, SMA Pelita Harapan Cikarang has a network of collaboration with various institutions under the same auspices as the school, namely the Pelita Harapan Education Foundation, including Pelita Harapan University (UPH), Harapan Special School (SLH), Harapan Elementary School (SDH), High School Academy (HA), Pelita Harapan University Cikarang (UPHC), and the Papua Harapan Education Foundation, and so on.³⁹

Based on the data presentation above, the strategy canvas analysis can determine the value of the strengths, weaknesses, opportunities, and threats the school has against other educational institutions of the same level to reconstruct market boundaries.⁴⁰ With a focus on the big picture, schools can compile alternative solutions that will be offered to build a differentiation side towards institutional competition at the international level. As conveyed by the Vice Principal for Student Affairs, in every meeting between school managers, such as the principal and vice principals, we usually analyze the school's achievements compared to other favorite schools of the same level (SMA). We conduct a SWOT analysis to determine which parts must be maintained, improved, or are no longer relevant to conditions in the field.

Based on the primary and secondary data sources obtained, the results of the strategy canvas research can be described as shown in Figure 1.

³⁹ SMA Pelita Harapan Cikarang, "Data Profil SMA Pelita Harapan Cikarang," accessed April 25, 2025.

⁴⁰ Irvan Susanto, Sri Hartono, and Tegoeh Hari Abrianto, "Business Development Strategy Analysis Using the Business Model Canvas Approach at Genong Farm Madiun," *Jurnal Ilmiah Manajemen Kesatuan* 12, no. 4 (2024): 939–950, <https://doi.org/10.37641/jimkes.v12i4.2695>.

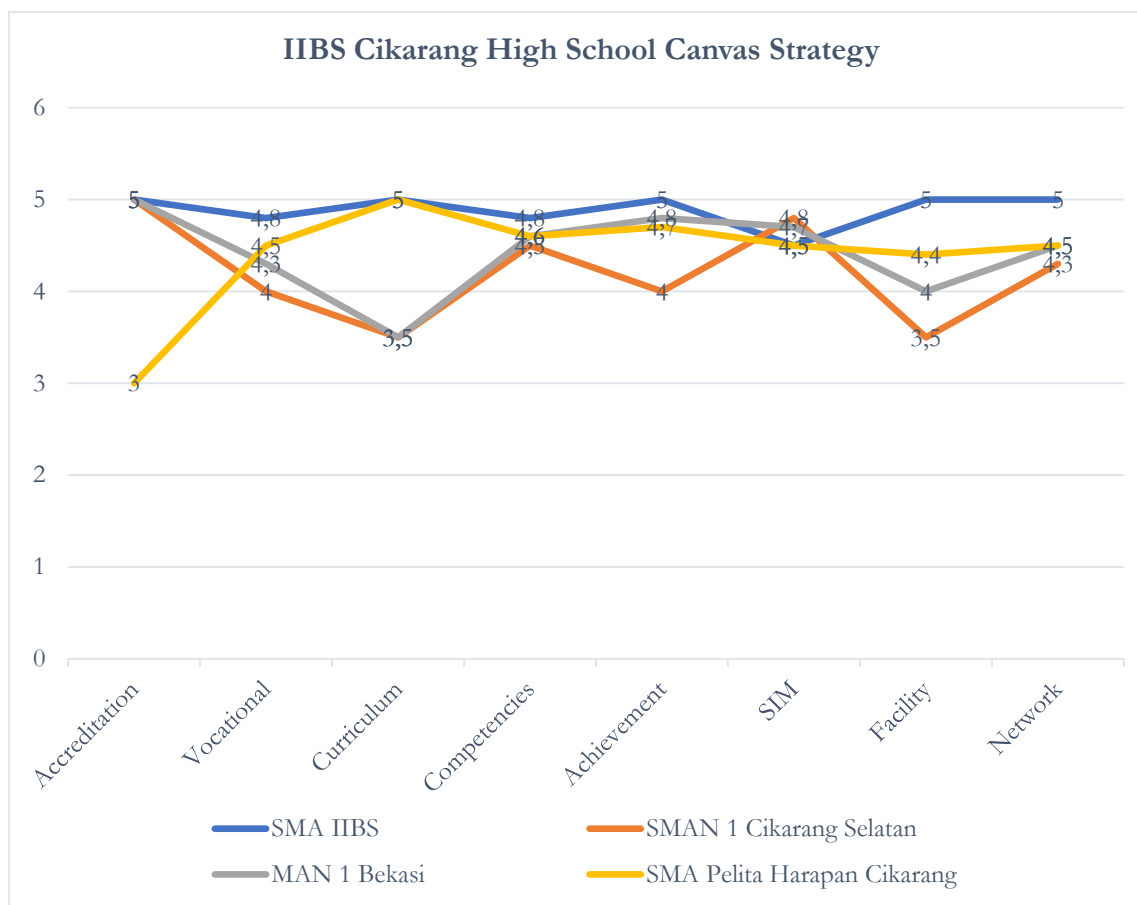


Figure 1. Strategy Canvas of SMA IIBS Cikarang

Based on the results of measuring the school's strategic position compared to its competitors, as seen in Figure 1, the Islamic school has a consistent competitive advantage in almost all aspects. The results of the strategy canvas analysis above show the strengths, weaknesses, opportunities, and threats of Islamic schools against other educational institutions at the same level. These results can be used to compile alternative solutions offered to build differentiation towards institutional competition at the international level. Based on interviews and observations in the field, the school held a management meeting attended by the principal and all vice principals. The meeting discussed the strategy canvas analysis results to determine the value of the institution's SWOT (Strengths, Weaknesses, Opportunities, and Threats). The results of the SWOT analysis at the meetings that have been held can be presented in Figure 2 as follows.

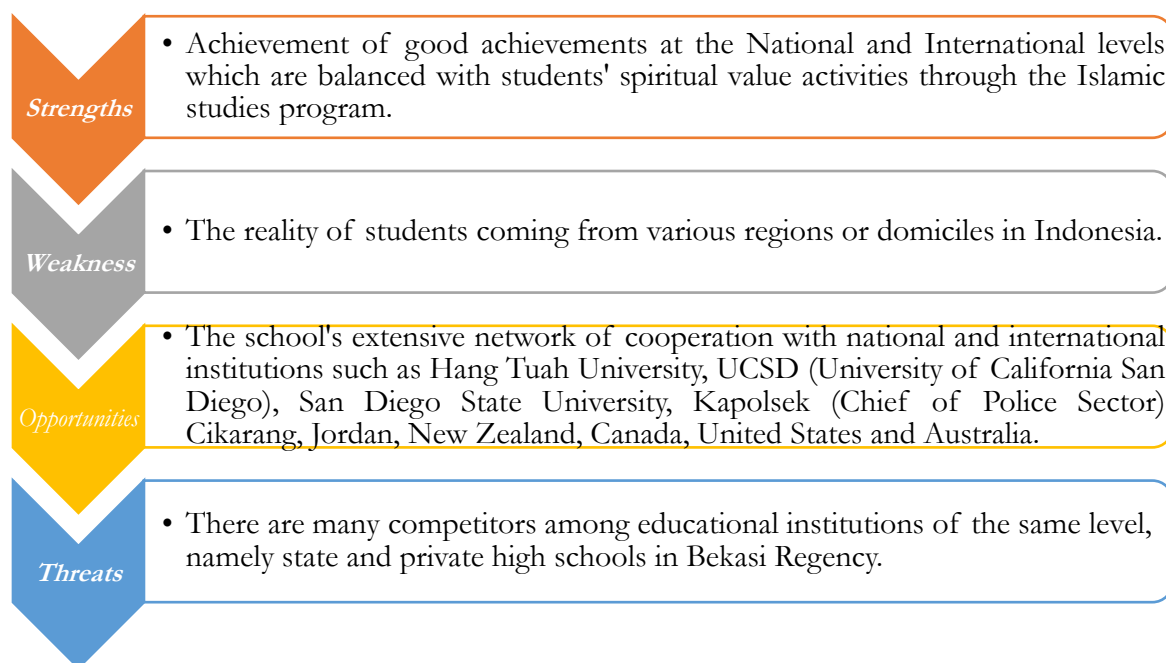


Figure 2. SWOT Analysis of SMA IIBS Cikarang

The SWOT analysis results are the basis for formulating strategies to improve the institution, as a foothold for the school to make a fundamental new leap. In this case, it can be explained as follows: Strengths can be increased by having a program to get students used to using Indonesian, English, and Arabic in learning activities and daily interactions to prepare students to participate in future competitions and challenges. Weaknesses, namely, efforts to improve school facilities by providing modern dormitories and facilities with international standards to support the teaching and learning process, so that students are in the same territorial unit.; Opportunities, namely the existence of overseas programs abroad as a means for students to learn by participating in competitions or student exchanges to broaden their horizons, experiences, and individual abilities abroad to build global insight; Threats, namely by increasing curriculum standards by integrating national and international curricula, while emphasizing the development of Islamic character and the development of potential holistically.

The SWOT analysis results are the basis for preparing a four-step work scheme by the school, consisting of creating, increasing, reducing, and eliminating, as a foothold for the school to make a fundamental new leap.⁴¹ Each scheme is between 2 analyses that can be a solution to become a program innovation that the school will implement. The following is an explanation of the four-step work scheme according to the results of interviews conducted at the Islamic school, with an explanation in Table 2 as follows:

⁴¹ Hugo Fostin Hokiando, "Sinergi International Journal of Management and Business Implementation of Blue Ocean Strategy: Review of Previous Cases," *International Journal of Management and Business* 2, no. 1 (2023): 116–125, <https://doi.org/https://doi.org/10.61194/ijmb.v1i2.64>.

Table 2. Four-Step Work Scheme of SMA IIBS Cikarang

No.	SWOT (Strengths, Weaknesses, Opportunities, Threats)		Four-Step Work Scheme
1.	<u>Strengths:</u> Achievements at both national and international levels are balanced with students' spiritual value activities through the Islamic studies program.	<u>Opportunities:</u> Extensive national and international networks include Hang Tuah University, UCSD (University of California, San Diego), San Diego State University, Kapolsek (Chief of Police Sector) Cikarang, Jordan, New Zealand, Canada, the United States, and Australia.	<u>Create:</u> <ul style="list-style-type: none"> - The use of Indonesian as the national language, English as the international language, and Arabic as the language of the Qur'an, both in learning activities and daily interactions, to prepare students to participate in various competitions and challenges in the future. - Overseas program as a means for students to learn by participating in competitions and student exchanges to broaden their insights, experiences, and individual abilities abroad, to build a global perspective.
2.	<u>Weaknesses:</u> The reality of students coming from various regions or domiciles in Indonesia.	<u>Opportunities:</u> The school's extensive network of collaboration with national and international institutions such as Hang Tuah University, UCSD (University of California, San Diego), San Diego State University, Kapolsek (Chief of Police Sector) Cikarang, Jordan, New Zealand, Canada, the United States, and Australia.	<u>Improve:</u> <ul style="list-style-type: none"> - Improve curriculum standards by integrating national and international curricula, emphasizing Islamic character development and holistic potential development. - Improve school facilities by providing modern dormitories and facilities with international standards to support the teaching and learning process, so that students are in the same unified area.
3.	<u>Threats:</u> The number of competitors among educational institutions of the same level, namely state and private high schools in Bekasi Regency.	<u>Strengths:</u> Achievements at both national and international levels are balanced with students' spiritual value activities through the Islamic studies program.	<u>Reduce:</u> Reducing the student learning load with a collaborative learning system and reducing theoretical learning through various activities aligned with the interpersonal skills and overseas program pillars.
4.	<u>Threats:</u> The number of	<u>Weaknesses:</u> The reality of students	<u>Abolished:</u> The school abolished the

No.	SWOT (Strengths, Weaknesses, Opportunities, Threats)	Four-Step Work Scheme
	competitors among coming from various educational institutions of regions or domiciles in the same level, namely Indonesia. state and private high schools in Bekasi Regency.	system of students studying and living in their respective homes. It was replaced with a boarding or dormitory system that provides a structured learning and living environment to support learning and developing Islamic values.

Reaching Beyond Demand

The strategy canvas analysis that is the basis for compiling the four-step work scheme encourages schools to identify alternative solutions in the form of changes that must be made through a series of innovations that have been discovered.⁴² Thus, schools can get out of the competition by moving away and reaching beyond demand. The school's achievement in reaching beyond demand is proven by the achievement of good achievements at the national and international levels every year, the success of the school which always produces alumni output who continue their education at universities in Indonesia and abroad, international cooperation that continues to be developed, and national and international achievements. The Islamic school has also conducted this.

The internship and work network of the Islamic school is not only on a national scale, but also at an international level, such as a network of cooperation with Hang Tuah University, UCSD, San Diego State University, Kapolsek Cikarang, Jordan, New Zealand, Canada, United States and Australia, and so on. The Islamic school has obtained an A accreditation, becoming one of Indonesia's international standard Islamic schools. In addition, the achievements obtained by the Islamic school can surpass schools in general, namely in national and international competitions, in this case including a gold medal at the 2023 GYIIF (Global Youth Innovation and Invention Festival) at the international level, obtaining the highest ranking in the national UTBK, and winning the overall champion of PKAN. The Islamic school also has advantages in implementing the curriculum by combining the national and international curricula, which is implemented using three languages: Indonesian, English, and Arabic. Thus, students who graduate can obtain national and international diplomas.

This study provides theoretical contributions by expanding the BOS concept to education, especially in developing international Islamic schools. The many strategic approaches in educational management show that BOS, originating from the business world, can be used to plan differentiation in educational institutions. In addition, this study offers a new conceptual model to bring up the competitive position of schools in a homogeneous competitive environment. Practically, this study provides strategic guidance for schools to

⁴² Nasereddin, "Impact of the Blue Ocean Strategy Dimensions in Achieving Competitive Advantage from the Perspective of Faculty Members Impact of the Blue Ocean Strategy Dimensions in Achieving Competitive Advantage from the Perspective of Faculty Members."

get out of the tight competition. This study produces a four-step work scheme, namely creating, increasing, reducing, and eliminating, which can be adopted by other schools in developing innovative programs and building competitive advantages. In addition, the SWOT analysis and strategy canvas used in this study are practical tools that can be applied by school management to formulate relevant and globally oriented educational policies.

CONCLUSION

This study showed that primarily through strategy canvas analysis, the Blue Ocean Strategy (BOS) approach can effectively build competitive advantages for international standard Islamic schools. Through the implementation of BOS, SMA IIBS Cikarang Bekasi has succeeded in reconstructing market boundaries, focusing on strategic visions, and reaching needs that have not been met by other educational institutions, thus creating significant differentiation in the world of secondary education. Strategy canvas and SWOT analysis are used as the basis for decision-making to develop innovative programs that support academic, spiritual, and global development excellence for students. In this case, the Islamic school seeks to reconstruct market boundaries towards an international standard Islamic school so that the program innovations created can be directed toward achieving these goals.

The results of the study showed the importance of educators and education personnel in expanding their understanding of the application of innovative business strategies in the world of education, especially in overcoming homogeneous competition in secondary education, such as through efforts to take an applicable and strategic approach to developing international standard institutions through meaningful and long-term differentiation. The limitations of this study are that the focus of the research is limited to the strategy canvas analysis stage in the implementation of BOS, so it does not fully describe all other BOS stages that can provide a more comprehensive picture. The scope of the study only covers one institution as a case study, so the results cannot be generalized widely to other school contexts with different characteristics. Further research is recommended to explore the entire Blue Ocean Strategy stage in the context of educational management, including the exploration of value innovation as a whole. Using quantitative or mixed methods can also provide empirical validation of the effectiveness of programs resulting from the canvas strategy.

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