



Resource Based View (RBV) Strategic Plan at Private School in Indonesia

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ABSTRACT

This study addresses the need for a sustainable competitive advantage at a Christian school in Salatiga by developing a strategic plan based on the Resource-Based View (RBV). The research aimed to identify key internal resources that could strengthen the school's long-term success. Employing a research and development (R&D) approach, the study followed seven stages: identifying potential and problems, collecting data, designing the product, validating the design, revising the design, conducting limited product testing, and making final revisions. Data collection methods included interviews, observations, document studies, and focus group discussions (FGD), with data validated through triangulation of techniques and sources. The results highlighted a strategic plan centered on enhancing seven key internal resources: financial, physical, human, organizational, technological, innovation and creativity, and reputation resources. The study concludes with a recommendation that the foundation, principals, teachers, staff, and school committee actively support and optimize the strategic plan's implementation for sustained success.

Keywords: *Research and Development, Resource Based View (RBV), Strategic Plan.*

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INTRODUCTION

Competition among schools nowadays is becoming increasingly attractive. Schools, as educational service providers, need to learn and take the initiative to enhance student satisfaction where a circular and mutually influential process occurs. Therefore, a strategic plan for schools is highly necessary to win the competition among schools and to enhance the acceleration of improving the quality and professionalism of school management (Wijaya, 2008). Thus, a strategic plan for schools is important to provide direction and guidance towards better change or goals and to reduce uncertainty in the future.

Schools, as dynamic institutions, must continuously adapt to changes in the environment and challenges within a school that never cease, constantly increasing and sometimes felt threatening (Putra, 2012: 1). Therefore, schools desiring a productive, enjoyable life, increased competitiveness, and the ability to achieve excellence in the increasingly competitive environment need to take innovative actions in strategic school planning (Porter, 2007: 34; Rangkuti, 2013: 2; Putra, 2012: 8). Strategic planning is a framework formulated by schools to guide and control choices or decisions and actions aimed at achieving high goals and performance tailored to the resources available with the opportunities and challenges faced in the school environment (Barney 2007: 4; Akdon, 2006:4-5).

The head of the school is responsible for formulating appropriate strategies as a tool to achieve the school's competitive advantage because this will determine the success or failure of the school in the future (Akdon, 2006:15). The formulation or planning of school strategies can be designed by analyzing the unique internal resources owned by the school and analyzing the strengths and weaknesses of the school (Wandrial, 2011:629). The concept of competitive advantage based on the resource-based view considers organizations as unique entities surrounded by diverse resources and capabilities (Barney, 2007: 133-134). The resources possessed by a company are far more important than industry structure in obtaining and sustaining competitive advantage. This approach views organizations as a collection of assets or resources and capabilities that need to be developed to create something difficult for competitors to imitate (Kuncoro, 2006: 38).

Managing an organization based on resources is one alternative solution for an organization, including schools, because it can provide solutions for the organization to continuously achieve competitive advantage through a unique set of resources it possesses (Anatan & Ellitan, 2009: 66). Therefore, to achieve sustainable competitive advantage, it is essential to adopt a resource-based view (RBV) that directs company management to identify, control, and develop strategic resources to achieve optimal performance (Barney & Hesterly, 2008: 75). The alignment of strategy with the resources possessed is an important starting point for improving the performance of an organization, as explained by Kuncoro (2006: 17) that no two organizations are the same because each organization has different experiences, assets, capabilities, and builds different organizational cultures. The resources, in the form of assets and

capabilities of an organization, will determine the efficiency and effectiveness of every task it undertakes, making some assets (resources) key to providing the organization with sustainable competitive advantage.

The issue of finding the right strategy to maintain the existence of a school is strongly felt by one of the Christian junior high schools in Salatiga. From the preliminary study conducted, the school has been participating in various competitions at the city level and has implemented strategies to maintain the quality and existence of the school. These strategies include conducting annual teacher training outside the city, improving the school's facilities, such as planning a digital-based library program, promoting the school using leaflets, banners, and socializing to churches and church fellowship groups, as well as providing school funding assistance in the form of scholarships for high-achieving students from less privileged families.

However, these efforts have not been sufficient to create a competitive advantage for the school in mitigating the annual concerns during new student admissions, where the number of new students admitted each year remains fluctuating and even experiencing a decline annually. Another worrisome aspect is that the school does not yet have a solid and well-conceptualized strategic plan to follow. Consequently, each year the school merely executes whatever ideas the school head has at that time to maintain the school's existence. This inconsistency leads to a lack of consistency in implementing strategies from year to year. Currently, the school is attempting to develop a strategic plan but is still hindered by the aspect of internal school analysis, so the school head is eagerly hoping to be assisted by this research.

This issue aligns with David's (2010: 6) assertion that a strategic plan is crucial in compelling organizations to commit to products, resources, and technology over the long term and as an organizational action in determining long-term competitive advantage. Therefore, a school head must be able to formulate a strategic plan that includes developing vision, mission, identifying external opportunities and threats, awareness of internal strengths and weaknesses, setting long-term goals, seeking alternative strategies, and selecting specific strategies to achieve school goals. Strategic management is a set of decisions and actions in formulating, implementing, and evaluating designed plans to achieve organizational goals and enable long-term organizational performance (Pearce & Robinson, 2011: 3; David, 2010: 5). The term strategic management is used to refer to the formulation, implementation, and evaluation of strategies, while strategic planning refers only to the formulation of strategies. The purpose of strategic management is to exploit and create various new and different opportunities for the future, long-term planning, and optimizing current trends for organizational sustainability in the future (David, 2010: 5).

Planning or formulating a strategy is a process of establishing various desired outcomes that an organization wants to achieve in the future. In the context of a school, a school head must be able to formulate various action plans that enable the school to achieve these goals, and these actions are what are called strategies. Therefore, the

process of planning is essentially a process of goal-setting as well as a process of strategy-making (Jones & George, 2007: 202).

A good school head will fully understand the consequences of the strategic decisions made, so they must have the right perspective and use their authority to mobilize the necessary resources for the implementation and application of these strategies (David, 2010: 6). Competitive advantage is anything an organization can do much better than its rival organizations. In the context of schools, when a school can do something that its competitor schools cannot, or possesses something highly desired by rival schools, it represents a competitive advantage. Obtaining and sustaining competitive advantage is crucial for the long-term success of a school (David, 2010: 11).

Furthermore, it is explained that a school can maintain a competitive advantage for only a certain period because competitors will quickly imitate and challenge that advantage. A school must strive to achieve sustainable competitive advantage by (1) continuously adapting to changes in trends, external activities, capabilities, and internal resources; (2) effectively formulating, implementing, and evaluating various strategies that strengthen these factors (David, 2010: 13). To achieve competitive advantage, it is essential for schools to design and implement strategies to maintain and survive in the increasingly fierce school competition in this era. School competitive strategies are efforts to seek advantageous competitive positions in a fundamental arena where competition takes place by applying management strategies to achieve the established mission or goals, thus creating a competitive advantage for the school (Porter, 2007: 22; Barney, 2007: 17). This means that schools must be able to formulate the right strategies and positions to win the competition. School competitive strategies aim to build a position where an institution can protect itself as best as possible against competitive pressure or positively influence that pressure. Therefore, to create a secure defensible position, effective competitive strategies are needed, which include both offensive and defensive actions (Porter, 2007: 34, 65).

Investigating and analyzing the sources of each strength is the key for a school to develop a strategy. Knowledge about the underlying sources of competitive pressure can reveal the strengths and weaknesses of a school, enliven its position in its environment, affirm the areas where strategic changes can provide the greatest benefit, and highlight areas where trends promise the greatest opportunities or threats (Porter, 2007: 35). Schools must be able to compete in a complex and challenging context that is being shaped by various factors such as globalization, technological advancements, and the rapid emergence of new technologies that influence the development and utilization of knowledge in the twenty-first century, requiring schools to do something different to survive and thrive. One popular approach to understanding and addressing these competitive dynamics is through the resource-based view (RBV). A school needs to understand its resources and competencies and how each resource can contribute to the formation of various school strengths. These strengths, in turn, will contribute to achieving competitive advantage (Solihin, 2012: 144).

RBV is an alternative model for achieving competitive advantage for an organization by studying the uniqueness of all internal resources owned and controlled by the organization. Competitive advantage can be achieved when an organization has something that other competitors do not have, can do something better than competitors, or can do something that other organizations cannot. Therefore, competitive advantage becomes a crucial necessity for an organization to achieve long-term success and to maintain organizational sustainability. Even nonprofit organizations, such as schools, must have competitive advantages that differentiate them from other organizations (Kuncoro, 2006: 14). The main focus of the RBV model is the development of internal resources and capabilities, which are core competencies possessed by an organization as valuable assets in creating competitive advantage. Although the RBV model focuses on internal analysis of an organization, it does not mean neglecting important external factors because this approach links the internal capabilities of the organization with the external environment (market demands and what competitors offer) (Barney & Hesterly, 2008: 74; Kuncoro, 2006: 17).

An organization is said to have valuable resources that can be turned into sustainable competitive advantages if the organization possesses resources that are valuable, rare, difficult to imitate, and can be utilized effectively (Barney, 2007: 17). Analisis VRIO is a framework for analyzing the diversity of resources (resource heterogeneity) and the stability of resources (resource immobility) within an organization to determine if these resources are valuable for creating sustainable competitive advantage in the organization and whether specific resources of the organization are strengths or weaknesses. Resource heterogeneity refers to a set of productive and diverse resources among organizations, while resource immobility refers to resources that are highly costly or difficult to imitate by competitors (Barney, 2007: 138). The VRIO analysis described by Barney consists of four questions regarding activities within the organization, namely: (1) questions about value, (2) questions about rarity, (3) questions about imitability / costly to imitate, (4) questions about organization. The answers to these four questions will determine whether specific resources or capabilities of an organization are strengths or weaknesses.

RESEARCH METHODOLOGY

This study was a Research and Development (R & D). Research and development phase was to follow the model of Sugiyono adapted from Borg and Gall models performed in limited started from the first stage to the seventh stage, namely: (1) analyzes the potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revisions, (6) product tested and (7) product revision (Sugiyono, 2015). The product of the school strategic plan validated by three experts which were experts in the areas of strategic planning, experts in the field of design and expert in strategic management. Furthermore, products tested conducted through focus group discussion with education experts, education professionals and stakeholders of the school. This research was conducted at Christian School in Salatiga. The subjects was

principal, vice principals, teachers, infrastructure and facility department and finance department. Data was collected through in depth interviews, observation, documentation studies and focus of group discussion (FGD). Validation and reliability of data was conducted through triangulation techniques and triangulation of data sources. The data analysis technique used was RBV analysis with VRIO test framework. This analysis was used to identify the existing resources in the schools consisting of seven aspects of internal resources: (1) financial resources, (2) physical resources, (3) human resources, (4) organizational resources, (5) technological resources, (6) innovation and creativity resources and (7) reputation. Furthermore, these resources will be analyzed using VRIO test framework to find which resources actually become the strengths and weaknesses of the school that later became the basis for the preparation of the strategic plan of the school. This stratetig plan was expected to be used in achieving a school sustainable competitive advantage.

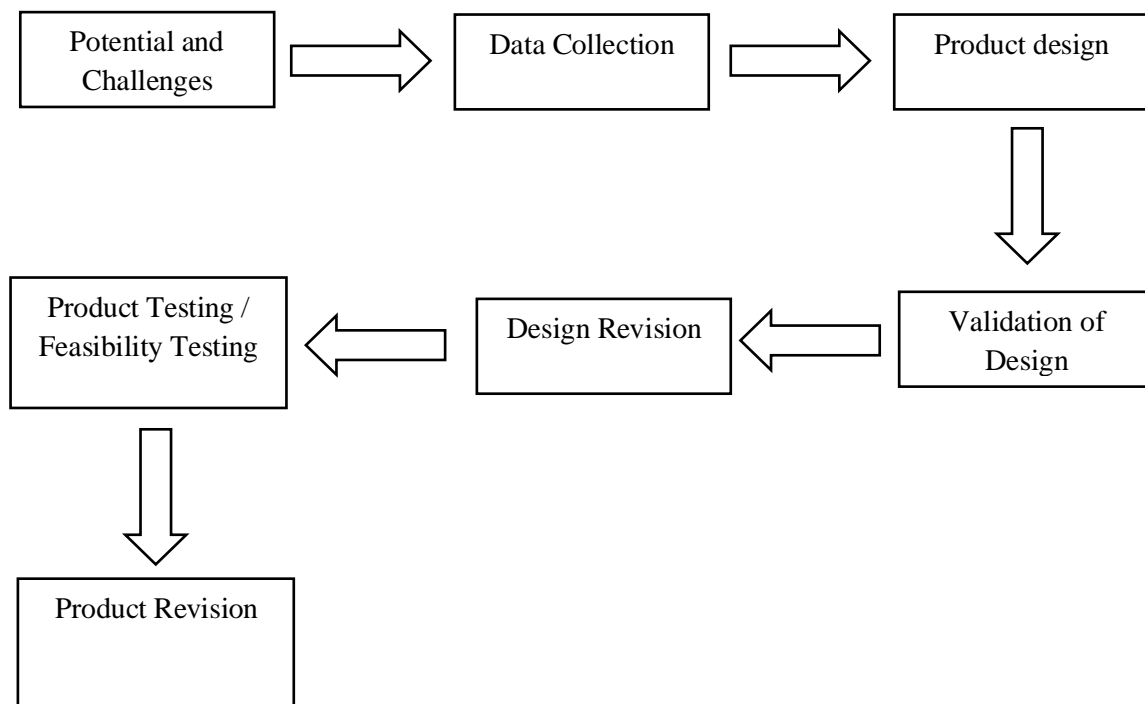


Figure 1. Research and Strategy Development Procedure Based on Resource-Based View (RBV)

RESULT AND DISCUSSION

Analysis of resource-based view (RBV) regarding internal resources and capabilities of the school performed on seven aspects of internal resources include: (1) financial resources, (2) physical resources, (3) human resources, (4) organizational resources, (5) the technological resources, (6) the resources of innovation and creativity, and (7) the school's reputation. The resources are then analyzed using a test VRIO framework for assessing the resources and capabilities whatever the strength or weakness for the school and is also capable of generating sustainable competitive advantage for schools.

Tabel 1. Analysis of the Educational Resource Using Framework VRIO

	SCHOOL RESOURCES	CRITERIA				COMPETITIVE IMPLICATIONS
		V	R	I	O	
R1	School capacity in generating internal funds	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R2	Foundation funding for the operational capacity of the school	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R3	Capacity obtain school operational funds	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R4	Capacity obtain a grant from the community of parents	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R5	Capacity to provide scholarships for underprivileged students	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R6	Sports field	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R7	Multimedia and laboratory room	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R8	The classroom-based IT	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R9	The library room and supplementary books	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive parity
R10	Access to schools easier	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R11	School location strategic	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R12	The education level teachers are already S1 and S2	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R13	The quality and capabilities of employees	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	Temporary competitive advantage
R14	Loyalty and employee commitment	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	Temporary competitive advantage
R15	Employee motivation	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	Temporary competitive advantage
R16	Harmonious relations and good cooperation between employees	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R17	Adaptation level employees	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R18	Research and scientific publications	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive disadvantage
R19	Workshop outside the city every year involving education quality assurance agency, the state university of Semarang, the Department of Education and Spiritual experts	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	Temporary competitive advantage
R20	Training class action research for teachers	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive disadvantage
R21	Planning school work	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive disadvantage
R22	School budget planning	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity

R23	Supervising principals	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R24	Meeting the determination of chairman of the committee on any activity in the beginning of the school year	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R25	Structural meeting between the principals, curriculum and students field	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R26	Meetings curriculum, administration and Treasurer	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R27	Monthly meetings of teachers	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R28	Had 2 SD as a supplier of new students each year	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	Sustained competitive advantage
R29	free WIFI in the school	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R30	CCTV in each classroom	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>	Competitive parity
R31	LCD in each classroom	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R32	Microphone connected to each room	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R33	school website	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive parity
R34	Website teachers of subjects	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive disadvantage
R35	Online budget system	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive disadvantage
R36	The development team of innovation and creativity	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive disadvantage
R37	Briliant Class Program (BCP)	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R38	Scientific Work Students	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R39	Pilotting school education curriculum implementation in 2013	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	Temporary competitive advantage
R40	Association of Parents of Students and Teachers	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R41	Foster Parents Movement Foundation	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R42	Study Tour of students, teachers and staff to Bali two years	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	Sustained competitive advantage
R43	Program live in	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R44	School social action through the Students' Union	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R45	Bazar school	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	Sustained competitive advantage
R46	Open house school	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	Temporary competitive advantage
R47	months language	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity

R48	Services to the fellowship of Bible and churches	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R49	Active in competitions academic and non-academic inside and outside the city	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
R50	Having a school of social media (Facebook, Instagram or Whats App)	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity

Tabel 2. Analysis of the Educational Capabilities Using Framework VRIO

SCHOOLS CAPABILITIES		CRITERIA				COMPETITIVE IMPLICATIONS
		V	R	I	O	
C1	The ability of schools to manage internal funds	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
C2	The ability of schools to manage school operations fund HELP	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
C3	The ability of the procurement and purchase of goods	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
C4	Decision-making ability purchases	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
C5	The ability to store equipment / goods	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
C6	Ability to care for school facilities and infrastructure	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive parity
C7	The ability to repair damaged infrastructure	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive parity
C8	Speed handling of complaints related to school facilities and infrastructure	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive disadvantage
C9	Ability to use school facilities and infrastructure	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
SCHOOLS CAPABILITIES		CRITERIA				COMPETITIVE IMPLICATIONS
		V	R	I	O	
C10	Capability enhancement or provision of new facilities and infrastructure	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
C11	The ability to increase the professionalism of employees	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	Temporary competitive advantage
C12	The ability to upgrade the qualifications of employees	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive disadvantage
C13	The ability to recruit new employees	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive parity
C14	Ability to maintain employee	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive parity
C15	The ability to create relationships and solid teamwork	<i>Yes</i>	<i>No</i>	<i>No</i>	<i>Yes</i>	Competitive parity
C16	The ability to hire and increase the salaries of employees	<i>No</i>	<i>No</i>	<i>No</i>	<i>No</i>	Competitive disadvantage

C17	The ability to research and scientific publications	No	No	No	No	Competitive disadvantage
C18	Ability to plan work and school budgets	Yes	No	No	Yes	Competitive parity
C19	The ability to control the activities of the school	Yes	No	No	Yes	Competitive parity
C20	The ability to coordinate among employees	Yes	No	No	Yes	Competitive parity
C21	The ability to manage school activities	Yes	No	No	Yes	Competitive parity
C22	The ability to use technology	Yes	No	No	Yes	Competitive parity
C23	The ability to create and manage websites	Yes	No	No	No	Competitive parity
C24	The ability to create new technology	No	No	No	No	Competitive disadvantage
C25	Research and development capabilities of innovation	No	No	No	No	Competitive disadvantage
C26	The ability to provide professional companion for BCP	Yes	No	No	Yes	Competitive parity
C27	The ability to provide professional companion for the scientific work of students	Yes	No	No	Yes	Competitive parity
C28	The ability of school promotion	Yes	No	No	Yes	Competitive parity
C29	The ability to coordinate with parents	Yes	No	No	Yes	Competitive parity
C30	The ability to create the school's reputation in the community	Yes	No	No	Yes	Competitive parity

Tabel 3. VRIO Test Results Analysis Strengths & Weaknesses Against School

Resources	Weakness	Strength	Strength and distinctive competence	Strength and sustainable distinctive competence
Financial		R1, R2, R3, R4, R5, C1, C2, C3, C4, R6, R7, R8, R9, R10, C5, C6, C7, C9, C10		
Physical	C8			
Human Resources	R18, R20, C12, C16, C17	R12, R16, R17, C11, C13, C14, C15	R13, R14, R15, R19	
Organization		R21, R22, R23, R24, R25, R26, R27, R18, C19, C20, C21		R28
Tekcnology	R34, R35, C24	R29, R30, R31, R32, R33, C22, C23		
Inovation and Creativity	R36, C25	R37, R38, C26, C27		

Reputation

R40, R41, R43, R44, R39, R46 R42, R45
R47, R48, R49, R50,
C28, C29, C30

From the analysis of the test results VRIO to resources and capabilities of schools found that schools have the resources 50 and 30 in which the capabilities of the resources and the capabilities found 3 kompetitif strength sustainable, namely: (1) has 2 SD as a supplier of new students each year is SD and SD Christian 3 Christian 4; (2) activities of a study tour to Bali with teachers, staff and all the students every two years; (3) Bazaar schools. Furthermore, the school also has 6 power but only temporary, namely: (1) the quality and abilities of employees, (2) the loyalty and commitment of employees, (3) Motivation Employees, (4) Workshop outside the city every year involving institutions education quality assurance , the state university of Semarang, the Department of Education and an expert on spirituality, (5) school piloting education curriculum implementation in 2013, (6) Open house school.

Additionally, the results of the analysis also identified 11 weaknesses schools consisting of 5 weaknesses in aspects of school resources and capabilities 6 on aspects of the school. Resources are a weakness for schools include(1) research and scientific publications; (2) training of teachers PTK; (3) website teachers of subjects; (4) The online budget system; (5) The development team of innovation and creativity. While the capabilities of weakness for schools include: (1) the speed of handling complaints related to school facilities and infrastructure; (2) The ability to upgrade the qualifications of employees; (3) ability to pay and increase the salaries of employees; (4) the ability to research and scientific publications; (5) the ability to create new technology; (6) the ability of research and development innovation. Furthermore, the resources and capabilities of other schools is also a strength of the school, but merely a par with other schools, which means that schools competitors also have the resources and capabilities of the same.

From the analysis of the test framework VRIO RBV with the resources and capabilities of these schools, formulate a strategic plan that aims to overcome the disadvantages experienced by the schools and optimizes the resources into the strength of the current school. This strategic plan is based on seven aspects of the resources and capabilities of school covering (1) financial resources, (2) physical resources, (3) human resources, (4) organizational resources, (5) the technological resources, (6) the resources of innovation and creativity, and (7) the school's reputation (Barney & Hesterly, 2008: 74; Grant, 2010: 121-127).

The strategic plan on financial resources

Through the analysis of test framework VRIO found that the resources and capabilities of financial just bring equality competitive, which means that the resources and capabilities of financial school does not currently have a characteristic that distinguishes it from the school competition for schools competitors also have the resources and capabilities similar. If schools fail to use or exploit these resources, it will

bring the school into a competitive disadvantage or competitive disadvantage (Barney, 2007: 150). Management of financial resources of the school which will help the school to generate maximum financial performance. It is also supported by research conducted by Widiasto (2014: 439) that good financial management can be done through the establishment of a budget plan periodically to oversee the implementation and as the basis for operational control of the organization in this school. The principal as the financial manager of the school should be able to conduct the planning, budgeting, management and control of well and properly so as to manage the school's assets effectively and efficiently so that the program and school objectives (Van Horne, 2007: 5).

The strategy formulated on aspects of financial resources is the first school, improved financial management through budget planning periodic (annual) as the basis for operational control of the school. This strategy can be done by organizing several programs: (a) the formulation of the budget requirements of each division national education standards; (b) do budget planning purchase school supplies; (c) perform maintenance and repair budget planning goods; (d) do perencanaan goods inventory budget. The budget plan for schools to provide benefits that a strategic framework, a tool to examine the development budget activities, supervision of financial condition, and as the evaluation of the financial comparison of schools each period. Furthermore, the second strategy suggested is an increase of scholarships for underprivileged students. This strategy can be done through cross-subsidy program to increase the quota of the number of scholarships for underprivileged students. Cross-subsidy is done by increasing the amount of student fees of economy class on to further subsidized to underprivileged students. This program is recommended to be discussed first with the parents at the time of registration of new students so that no misunderstandings because of different amount of tuition. This cross-subsidy program can also be reconstructed image expensive school in the eyes of society and opportunities for students who are less able to enjoy the same level with other students. The third strategy is the preparation of the plan of activities and budget meeting with the school through the Foundation, principals and teachers. This activity becomes a container in the coordination and transparency of the Foundation to the school to work together to determine the condition of the existing budget and also be a forum to recognize the condition of the Foundation so it is expected to create a common understanding as consideration for the school to develop a plan of activities and budget schools in the next school year.

The strategic plan on physical resources

Through the analysis of test VRIO skeleton was found that the physical resources and capabilities of school only bring competitive equality, even found a weakness in the management of physical resources is that the handling of complaints related to school facilities and infrastructure. Schools currently have a characteristic that distinguishes it from competitors' school on aspects of physical resources. Therefore, when schools fail

to use or exploit these resources, it will bring the school into a competitive disadvantage or competitive disadvantage. Management of physical resources with good schools will help improve the performance of students in achievement, increasing attendance and improving students' attitudes to learning and improve teaching effectiveness. This is supported by research conducted by Aloga (2014: 638) which states that when the schools' physical resources are managed properly, it not only affects the improvement of good teaching practice but also to facilitate and stimulate student interest. Furthermore, when the schools' physical resources are managed poorly, it can inhibit the practice of teaching and lead to "stagnant" in the activities and interests of student learning.

The strategy formulated on aspects of the physical resources of the school is the first renewal and maintenance of school facilities and infrastructure facilities periodically (annually) in the improvement of learning activities. This strategy can be achieved through a program inventory owned facilities and infrastructure to do maintenance, repair or replacement. With the program of this inventory will help the field of school facilities and infrastructure to monitor and check the condition of the tool or goods in schools. This inventory is expected to be done every 3 months in cooperation with the trustees classes for existing goods collection. Furthermore, the second strategy is the provision of analysis and selection of the means of learning needs. This strategy can be achieved through the selection program of school facilities and infrastructure according to the priority of the tools or materials procured urgently. The third strategy is the improvement of access and library facilities. This strategy can be done by (a) create a digital library system based in collaboration with the Faculty SWCU IT to facilitate the students to access the desired book; (b) hold additional books (reference, fiction, non-fiction) to add charm and interest in reading students. Furthermore, the third strategy is the improvement of sports facilities and infrastructure by building a gymnasium (GOR). Through the construction of this new building is expected to be a distinct competitive advantage for schools and appeal to the public in an increase in the number of new student registrations in the Junior Christian 2 Eben Haezer.

The strategic plan on human resources

Through the analysis of test framework VRIO identified that there is a resource that is becoming a force to be a source of competitive advantage while the school is the quality and abilities of employees, loyalty and employee commitment, employee motivation, workshops involving Institution guarantor of the quality of education, the Department of Education, and Specialist Spirituality each year. Resources are becoming a competitive advantage while the school has become an early mover advantage if schools could make good use through appropriate strategies in schools. Type of resources or capabilities fall into the strengths and distinctive competencies for school (*organizational strength and distinctive competence*) (Barney, 2007: 151). From the test results of the analysis framework VRIO also found some resources and capabilities physical a weakness for schools, including the lack of training on PTK and scientific

publications, lack the ability to upgrade the qualifications of employees, hire or raise workers' wages, and lack the ability to research and scientific publications.

Human resources are an important asset and a major key that cannot be discharged in the school due to be implementing the strategy and determines the progress and achievement of objectives of the school. Mathis and Jackson (2006: 3) said that human resources is an important factor to be managed optimally because they relate to the use of human talent effectively and efficiently in order to achieve organizational goals. Further, Sani (2012: 8) said that human resources are the representatives of an organization's assets that can be a source of competitive advantage for HR usually difficult to imitate by competitors and even harder to be replaced by a school organization in this regard. Therefore, the strategy of increasing human resources well is needed to develop this valuable capital.

The strategy formulated on aspects of human resources is the first, improving the quality of educators regularly and planned. This strategy can be done through the program (a) provide training on research and scientific publications regularly; (b) training PTK to improve teaching practice in schools and efficiency of education management; (c) hold a professional development educators based on performance evaluation results; (d) make the program A Community Of Transformed Servants (ACTS) to develop professionalism and relationships between educators. Program ACTS is a program that can be done two months by the school in the fourth week with various activities such as seminars of Christian education, out bound, worship, sharing perbidang subjects, training in subjects and others that aim to improve the professionalism of teachers in teaching or find the solution in solving problems in classroom teaching. Furthermore, the second strategy is the increase in the number of human resources by creating a school system employee recruitment. This strategy can be employee recruitment program using the data job description and job specification in the recruitment process. *Job description is a written statement of what the prospective employees, how stretcher done and why it was done. The job description includes duties and responsibilities required of the job. While the job specification is a statement of the qualifications to be possessed by prospective employees such as level of education, skills and capabilities.* The third strategy is the establishment of a merit-based reward system of educator performance. This strategy can be done with some program activities, namely: (a) determining the amount of rewards that can be granted in accordance with the creativity and ideas produced employees that have an impact on performance improvement, (b) conduct periodic evaluation of the productivity of educators as consideration increases in salaries and career development based on performance generated.

The strategic plan on organizational resources

Through the analysis of test framework VRIO to resources and organizational capabilities of this school, it is identified that there is one resource that is a source of sustainable competitive advantage for schools that have 2 SD support new students each

year is SD and SD Christian 3 Christian 4 Eben Haezer. Schools should be able to maintain this competitive advantage during a certain period of time only because the rival schools can only imitate and urgent that advantage. A school should strive to achieve a sustainable competitive advantage by means (1) continually adapts to changes in the trend, external activities, capabilities and competencies as well as internal resources; (2) effectively formulate, implement, and assess the various strategies that reinforce these factors (David, 2010: 13). In addition, the resources and capabilities of other organizational owned by the school just to bring equality of competitive schools where schools do not yet have a characteristic that is able to distinguish the school competitors so that when schools fail to use or utilize organizational resources, it will bring the school into a competitive disadvantage or competitive disadvantage as well as on aspects of financial resources and physical resources of the school.

Organizational resources is an attribute which is owned by a group of individuals in an organization that is concerned with how an organization in this case the school build a reporting structure, planning and coordination system or good information (Barney & Heterly, 2008: 75). Management of organizational resources determines how a strategy will be implemented at school. Kazlauskaitė & Bučiūnienė (2008: 79) said that organizational resources are utilized to combine the intellectual capital and equipment will impact on the development of the school's ability to be seen as a source of competitive advantage.

The strategy formulated on aspects of organizational resources is the first, improved internal coordination systems to maximize the delivery of information to teachers and education personnel. This strategy can be done by organizing a program such as: a) forming a subject leader in each subject area, (b) make information board to facilitate the delivery of information and time efficiency. *Subject leader is chairman of the teachers for subjects chosen by principals who have the competence and good performance and feature leadership. Subject leader will be responsible for activities in the field of subject area such as ensuring the completion of the semester program, the annual program, syllabus subjects, lead sharing on the activities of ACTS to find solutions related to problems in the classroom, monitor progress and target the achievement of learning objectives of each subject teachers and compile and evaluate the activities related subjects' areas.* While the information board is the board information posted in the staff room, office or in front of the principal's office to facilitate the delivery of information between educators. The second strategy is the provision of analysis and evaluation of the needs and expectations of students in elementary and elementary Christian 3 Christian 4 against Christian Junior 2 Eben Haezer. This strategy can be done by conducting an evaluation form of questionnaires to students in 6th grade YPE related to the needs and expectations of the Christian junior 2 Eben Haezer desired. It is intended as an evaluation and to map the desire and expectations of prospective students to the school so that students will be expected SD and SD Christian 3 Christian 4 can be netted 100% continue their studies to junior Christian 2 Eben Haezer.

The strategic plan on technology resources

Technological resource is a research, design, development, implementation, support or management of computer-based information systems. Resource utilization of appropriate technology aimed at solving problems, unlock creativity, and improve effectiveness and efficiency in doing work (Sutarman, 2009: 13). Through the analysis of test VRIO skeleton was found that there are three schools of weakness in terms of managing a website teacher of subjects, online budget system and the ability to create new technologies. In addition, the resources and technological capabilities of other schools only able to provide competitive equality for schools. Therefore, schools should be able to create new strategies in developing technological resources in order to produce the resources it distinctive competencies for schools that are not owned by the other competitors, which could bring the school to achieve excellence kompetitif. The management of this technology is not only limited to the scope of learning management but also developed on improving information management in schools (Sulasmono, 2015: 14).

The strategy formulated on aspects of technology resources is the first, the increase in the school's website as a means of information for students and parents as well as expanding the reach of school promotion. This strategy can be achieved by creating a school web combined with the monthly agenda of students and subjects' areas to optimize information on schedules, activities, tasks and materials each month. Web recommended that schools can be combined with the web for teachers of subjects that allows students and parents to see information not only about the activities and photographs of school activities but also can monitor the schedule and agenda of the students in the classroom each month, the material to be studied per month and schedule of tests for each subject every month. The second strategy is to increase the budget planning and control system through a system of SOB (School Online budgeting) that can be accessed by all the schools and parents. This strategy can be achieved by working with SWCU Faculty of IT in making the system SOB (School Online budgeting) thus simplifying the manufacturing process of planning and checking of the school budget. In addition, as a form of transparency to the entire school community and parents in improving their confidence in the schools' budget management is right on target. Furthermore, the third strategy is the increase in Internet network to optimize the learning process in schools. This strategy can be done by improving the school wifi network to optimize IT-based learning. It is intended to maximize instructional time in the classroom using the internet as well as ensuring that the students in learning. The fourth strategy is the improvement of the school system through the examination and assessment system COBA (Computer Based Assingments) and oration (Online Grading System). This strategy can be done by working with SWCU Faculty of IT by making the system COBA (Computer Based Assingments) and oration (Online Grading System) which aims to optimize the resources of the schools so as to facilitate the teachers, especially the homeroom assessing and making of report cards, efficiency the

cost of paper and a copy of the questions and reduce the use of paper each year (paper less).

The strategic plan on the resources of innovation and creativity

Through the analysis of test VRIO skeleton was found that there are two drawbacks to school on these resources, namely the lack of innovation and creativity development team of the school and the low capacity of research and development innovation. Furthermore, other resources only bring competitive equality for schools. Resource management innovation and creativity of the school through the creation of new ideas through superior programs are needed to maintain the existence of the school and create distinctive competencies in achieving competitive advantage. Fontana (2009:20) also explained that the innovation and creativity can also be done through new ways to work in a school setting to encourage and promote competitive advantage. The essence of innovation itself is the need to repair or modify a product, process or service. Innovation organization encourages individuals to think independently and creatively and be able to apply his knowledge to face internal and external challenges. Therefore, values, knowledge and learning to create innovation and creativity is essential.

The strategy formulated at resource aspects of innovation and creativity is the first, team building developer innovation and creativity of the school. These strategies can be done by forming a team of developers of innovation and creativity that is composed of the principal, curriculum area, computer teacher and science cooperate / collaborate with the SWCU faculty FKIP, Electrical or IT to determine the planning of innovation in improving the quality of services to students in school. The second strategy is to increase the culture of reading regularly through activities Book Weeks. This strategy can be done by organizing a program Book Weeks in the chain with Language Month activities to increase interest in reading and insight into the culture of Indonesia. Book Weeks Program is a literacy program conducted in the first half where for two weeks in a given month throughout the school community (students, teachers, principals, and pekarya TU) will provide a time for 15 minutes each day for reading. The committee will determine each of the books that will be read at each grade then provides a form to write a summary of the literature on the last day. Furthermore, in the last days there will be a gallery walk between classes on the staging of the contents of books read. These activities may include role play per class, making comics, puppet shows, story telling combined with costumes that supports and so on. Furthermore, the third strategy is the increasing interest, motivation and fun school through the implementation of Spirit Week activities on a regular basis. This strategy can be achieved by organizing Spirit Week program to create a fun school, increase the interest and motivation of students to attend school and to create a closer relationship between teachers and students. This program can be held once a month or once every three months in the fourth week in which the school will set a theme agreed upon every day for a week as cartoons, sports, fairy tales, beaches, medieval, movies, superhero,

Egyptian, aerospace, job , heroes, and so on. All students and teachers will be wearing these clothes to school and hold a fun learning in the classroom. At the end of the activities of the committee will select and announce the best costume for teachers and students. Furthermore, the fourth strategy is to increase students' knowledge of the world of work through the implementation of ICP (Inspiration Class Program). This strategy can be done by organizing ICP program (Inspiration Class Program) in collaboration with the parents of students as a place to broaden the student's knowledge about the world of work. This activity can be done every three months on Saturdays at week two where the school will collaborate with parents to share knowledge and experience will be a specific job. Parents who berprofesi as professors, doctors and entrepreneurs can share their knowledge on this class so early that students can understand the jobs that exist and can define their goals early on and further explore specific subjects related to their ideals the future.

The strategic plan on resource reputation

Reputation is a resource that is intangible (intangible assets) and is an important factor for maintaining the continuity of a school and consumer loyalty (learners). Reputation is also usually defined as the accumulation of perceptions and opinions about the school that are in the mind of stakeholders. A school will enjoy a good reputation at the time of its performance or its performance consistently meets or exceeds the expectations of stakeholders (Nova, 2011:306). Good or bad a school's reputation is determined on the quality of strategic thinking and commitment of the school management to achieve its intended purpose. Also required is also a synergy and skills of human resources and the community (parents) related to the programs that will be realized. Cabral (2012: 2) also explained that the performance of an organization in this case the school relies on its reputation. Likewise, it is also influenced by the reputation of the business in a school to maintain and enhance that reputation. In other words, schools that use more resources in improving its reputation is more likely to achieve a positive reputation shock.

From the results of test analysis VRIO skeleton was found two resources that bring the school achieve sustainable competitive advantage, namely a study tour to Bali with all the students, teachers and staff are held 2 years, and Bazaar school coupled with educational exhibits every year once. The school competitors who want to emulate these resources will face a significant cost disadvantage that these resources are classified into school's strenght with sustainable distinctive competence (Barney, 2007: 151). Furthermore, as well as the sustainable competitive advantage of resources found on organizational resources, schools should be able to maintain a competitive advantage during a certain period because the rival schools can imitate these advantages. Schools should strive to achieve a sustainable competitive advantage by means continually adapts to changes in the trend, external activities, capabilities and competencies as well as effectively formulate, implement, and assess the various strategies that reinforce these factors (David, 2010: 13).

In addition, there are also two resources into competitive advantage while other resources can only bring competitive equality for schools. The resources into competitive advantage while for this school include: piloting school education curriculum implementation in 2013 and the program of activities of the school open house. As well as the human resources aspect, the resources of the school's reputation has become an early mover advantage if schools could make good use through appropriate strategies in schools. So that these resources are grouped into strengths and distinctive competencies for school.

The strategy formulated on aspects of the school's reputation is first, improving links between schools in salatiga through the organization's internal and promotional activities of the school. This strategy can be done with a program that can be assembled Bazaar schools with Education Expo and Open House. Bazaar schools run by inviting other schools to participate in various activities both elementary and junior competitions. While the Education Expo is the exhibition of students' work and innovations undertaken by students and teachers in school. The next open house is an activity to invite primary schools in salatiga to visit see the learning process or activity that was in junior Christian 2 Eben Haezer. The second strategy is the increased activity of togetherness between educators, students and parents. This strategy can be done by conducting STPD (Students, Teachers, Parents Day) regularly each end of the semester to improve the relationship between the schools, teachers and students. This activity can be a family quiz, competition between families, games and so forth. Furthermore, the third strategy is the improvement of relations and communication between the school and the parents. This strategy can be done with the program (a) maximizes communication between the school and parents using social networks like WA, Facebook, Instagram and or fuel, (b) make School News regularly every three months in the first week that contains about activities school students in both academic and non-academic, student testimony about life at school, testimony teacher, student achievement, student council activities, activities of teachers and parents, etc. The fourth strategy is an increase in activity-based learning outside world. This strategy can be conducted through experience-based learning with the outside world as a live-in activities and study tour. The fifth strategy is to increase academic and non-academic achievement of students through class brilliant school programs and extracurricular activities. The sixth strategy is to increase social action activities to the community through CCS (Christian Community Servants). CCS Program is a program service activity for the student council and teachers with social action to the community as an orphanage that can be done in December and April each year.

CONCLUSION

Based on the analysis of RBV with VRIO Framework Test, it was concluded that the strategic on financial resources include: (1) improving financial management through budget planning periodic (annual) as the basis for the operational control of the school, (2) an increase in the provision of scholarships for underprivileged students, (3)

the preparation of work plan and budget schools through a joint meeting of the Foundation, principals and teachers. The strategic plan on the physical resources include: (1) the renewal and maintenance of school facilities and infrastructure facilities periodically (annually) in the improvement of learning activities, (2) pengadaan analysis and selection to the needs of learning tools, (3) improved access and facilities library, (4) improvement of sports facilities and infrastructure by building a gymnasium. The strategic plan on human resources includes: (1) improving the quality of educators regularly and planned, (2) an increase in the number of human resources by creating a school system employee recruitment, (3) the establishment of a merit-based reward system performance of educators. The strategic plan on organizational resources include: (1) improving coordination systems to maximize the delivery of information to teachers and education personnel, (2) provision of analysis and evaluation of the needs and expectations of students in Christian elementary school owned by. The strategic plan on technology resources include: (1) increase the school's website as a means of information for students and parents as well as expanding the reach of school promotion, (2) improving budgetary planning and control system through a system of SOB (School Online budgetting) Accessible by the whole school and parents, (3) an increase in internet network to optimize the learning process in schools, (4) improvement of the system of examinations and assessments through the school system COBA (Computer Based Assignments) and ORASy (Online Grading system). The strategic plan on the resources of innovation and creativity include: (1) the establishment of a team of developers of innovation and creativity school, (2) an increase in the culture of reading regularly through activities Book Weeks, (3) an increase in interest, motivation and creating a pleasant school through the organization Spirit Week activities on a regular basis, (4) an increase in students' horizons to the world of work through the implementation of ICP (Class Inspiration Program). The strategic plan on the reputation of the resources include: (1) improving links between schools in salatiga through the organization's internal and promotional activities of the school, (2) an increase in the activities of togetherness between educators, students and parents, (3) increased relationships and communication between the school and the parents, (4) an increase in activity-based learning outside world, (5) the increase in activities of social action to society, (6) an increase in academic achievement and non-academic students through programs brilliant class and the formation of the clubs achievements in the form of extracurricular activities. In line with the above research it is expected that the foundation, the head of the school committee, teachers and staff and parents play an active role in supporting this strategic plan so that it can be implemented optimally in achieving a sustainable competitive advantage for the schools.

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