



## IMPLEMENTATION OF RESOURCE BASED VIEW MODEL IN BUILDING COMPETITIVENESS IN ISLAMIC BOARDING SCHOOL

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### Abstract:

Nowadays, competition in the world of education is unavoidable. Educational institutions are also motivated to provide their best service to the community for the institution's sustainability. Educational institutions must work hard to excel in the competition so that new formulations, strategies and innovations are needed. One of the right strategies to choose and implement is the Resource-based view (RBV) strategic management model. This research aims to look deeper into how Islamic Boarding Schools maximize their resources so they can be competitive with other educational institutions. The case study research method was chosen by researchers with a qualitative approach with school principals, teachers, students and guardians of students. The results of the study show that strategic management of the Resource-based view (RBV) model at the Islamic Boarding School Ar Robithoh can build competitiveness by maximizing human resources as human capital and maximizing structural capital and relational capital because these aspects are valuable, exclusive, difficult to imitate, and cannot be replaced.

**Keywords:** *competitiveness, Islamic boarding school, RBV model*

### INTRODUCTION

In the current era of globalization, competition in education is inevitable. Educational institutions are also competing to provide their best service to the community for the institution's sustainability to continue competing. Primarily education is heavily influenced by global developments. To respond to this situation, all stakeholders in the education sector must manage global change (Abdullah et al., 2023). So that currently, educational institutions as education providers, especially in public or private institutions, are starting to run educational institutions like a market-oriented companies. This makes educational institutions have to work hard in order to excel in competition. Educational institutions are considered superior when their competitors do not have something. According to Jack Welch (Kholik & Laeli, 2020, pp. 73–97), creating a competitive advantage is one of the most critical aspects of winning a competition. Moreover, to make this happen, educational institutions need formulations, strategies and a variety of innovations that must be brought up.

In order to be competitive, educational institutions must be able to choose and apply the right strategy. The resource-based view (RBV) is a strategic management model that can be used. Two essential things are used as the basis for building the concept of competitiveness: the resources in a company are diverse, and the resources that are

owned cannot move to another place. From this, we can emphasize that resources have the key to creating competitiveness in the Resource-based view (RBV).

In the Resource-based view (RBV) model, maximizing internal resources compared to external factors is considered more effective in achieving and maintaining competitive power. This model focuses more on developing unique institutional resources and practices which competitors need to be able to duplicate. According to the Resource-Based View (RBV) model, the organization is seen as a collection of assets with the experience and ability to develop its organizational culture to differentiate it from other organizations.

Thus, the company's capital to continue to compete with other businesses is the availability of quality resources and performance. Internally sourced resources are encouraged to raise the standard of creativity and increase satisfaction with the company's development compared to its competitors due to intense industry competition. According to Handayani & Alriani, this makes a company unique and becomes the basis for competition. (Handayani & Alriani, 2016, p. 41). For a business to continue to compete with other businesses, a large amount of capital is invested in those characteristics and uniqueness which are difficult to duplicate.

The Resource-based view (RBV) model, according to Sukma (Sukma, 2018, pp. 85-89), has the potential to become a competitive corporate strategy. Based on the resource-based view (RBV) principle, companies can achieve a competitive advantage in sustainable development by having high-quality resources that are difficult to imitate and have a unique value. The company's strategy to maximize the company's other potential and value is based on a resource-based view (RBV), which is the basis for optimizing resources by improving operational management, improving employee performance, and maximizing value. Sugiono (emphasizes that the Resource-Based View (RBV) model provides businesses with a framework for creating and enhancing a sustainable competitive advantage to gain a sustainable advantage. (Sugiono, 2018, pp. 195–205).

According to Purnama (Purnama, 2016), educational institutions can also take advantage of business-oriented approaches, strategies and models. This is because, in practice, educational institutions and businesses alike seek to enhance their brand, value and effectiveness to compete sustainably. Therefore, this Resource-based view (RBV) model has the potential to be applied to educational institutions.

Islamic Boarding School Ar-Robithoh is a private educational institution at the secondary level in the Kediri Regency, which is officially under the auspices of the Ministry of Religion. The Islamic Boarding School Ar-Robithoh implements a boarding school or boarding school system. Seeing the background above, the panellists were interested in looking deeper into the implementation of RBV in building competitiveness in Islamic Boarding Schools. This is based on indications that the Ar-Robithoh Islamic Boarding School can maximize internal resources and has distinctive characteristics that distinguish it from other educational institutions or institutions. For example, in terms of curriculum, teaching staff, places to study, learning processes and even places to study.

## **RESEARCH METHODS**

A qualitative approach was chosen to be used in this study. Moreover, the method used is the case study research method. Case study research is social research that examines social problems using scientific methods. (Silalahi, 2006, p. 3). The subjects in this study included school heads, educators or teachers, students and student guardians at the Islamic Boarding School Ar-Robithoh.

This study uses data based on observations, interviews, and other documents in the form of reports or data related to this research. The analysis technique used is the Miles and Huberman analysis model. (Sugiyono, 2014, p. 347). The analysis component consists of data condensation, data collection and display as well as verification.

## **RESULTS AND DISCUSSION**

Wernerfelt (1984) initiated a deep theory of Resource Based View (RBV). In its

journey this theory was developed by Barney in 1991. Competitive advantage is the foundation of RBV and a strategy for predicting returns and performance (Resource Based Theory in the Context of Strategy). Ricardo stated that the strategy in this approach focuses on earning rents, i.e. revenue from the excess opportunity cost of the owner's resources. Rents can be obtained by owning scarce, valuable resources (Sukma, 2018). These resources, such as valuable landholdings, locational advantages, patents, and copyrights, generate Ricardian rents.

Andrews argues that explaining how businesses obtain leases requires developing resources in strategic management. Companies choose a rent-earning strategy based on their resource capabilities. Companies that effectively evaluate resource positions regarding strengths and weaknesses have a solid foundation for competitive advantage. (Sukma, 2018). The theory of rents leads us to outline the SWOT framework by identifying the firm's strengths and capabilities for strategic advantage. Companies that have unique capabilities in terms of technical and managerial capabilities are essential resources to be able to maintain competitive advantage. Hitt and Ireland specifically explain that distinct/unique advantages and superior organizational routines in one or more value chains enable companies to obtain rents from a competitive advantage (Sukma, 2018, pp. 75–89). Castanias and Helfat added, as an example, that a company's top management with adequate resources and different/unique resources will contribute to obtaining company profits (Sukma, 2018, pp. 75–89). Companies earn rent not because they have better resources but rather because of superior competence in the use of resources (Sukma, 2018).

Brahmins revealed that according to this RBV theory, the internal resources of an organization or business are significantly more important than its external factors (Kholik & Laeli, 2020). According to Fred R. David (Kholik & Laeli, 2020, pp. 73–97), there are three types of internal resources which essentially determine organizational work results: 1) Physical resources, which include raw materials and machinery as well as all factories, machines, location, systems, and technology; 2) Human resources, which include education, experience, intelligence, and skills of each employee; and 3) resources for the organization, such as business structures, planning procedures, and strategies. Bramana, Fahy (Fahy, 2000, pp. 94–104) suggests that whether or not an organization progresses is related to the quality and weaknesses of the organization's internal assets.

If viewed from a study related to institutional resources, it is divided into tangible and intangible resources. Intangible resources, including human capital, structural capital, and relational capital, are the subject of this research sub-focus.

The following are research findings based on observations and interviews with school principals, teachers, students, and parents of students at the Islamic Boarding School Ar-Robithoh:

### **Human Capital**

In this study, "human capital" is defined as assets such as skills or competencies", "employee satisfaction", "training and employee development", and "ability to provide professional services". In addition to a teacher's four competencies, teachers at the Islamic Boarding School Ar-Robithoh must master various creative, innovative and independent skills. At the Islamic Boarding School Ar-Robithoh, teachers must always be creative in teaching and learning approaches because, with these skills, learning will be fun and conducive.

Almost all human resources (HR) at the Ar-Robithoh Islamic Boarding School are permanent teachers who only teach in one school. Human resources (HR) at the Islamic Boarding School Ar-Robithoh come from various backgrounds. The findings found that the human resources at the Islamic Boarding School Ar-Robithoh enjoy their jobs as teachers and employees, enabling them to perform all tasks to their full potential. This is because they all remained teachers in an Islamic institution and will get a great reward and make it a goal. They are satisfied and always grateful for the opinions they receive from the institution, even though the various kinds of welfare achieved are different.

Along with technological developments, training and development at the Islamic

Boarding School Ar-Robithoh continue to be carried out to form superior human resources (HR). As for HR, training and development are carried out by encouraging teachers to participate in online training held by various educational platforms such as Online Training, Innovative Teachers, Digitalent Kominfo, and Diklat. Co and other similar platforms.

### **Structural Capital**

According to (Čater & Čater, 2009, pp. 186–209), structural capital is a formal written guide and infrastructure supporting human capital in their work, which ensures that employees are aware of their responsibilities, have access to appropriate authorities, and can communicate with others within the organization.

As a structural capital, Islamic Boarding School Ar-Robithoh has prepared a vision and mission, strategic plans for the Institute, organizational structure along with main tasks and functions, standard operating procedures (SOP), and others which are well documented (researcher's observation).

### **Curriculum**

The curriculum developed at the Islamic Boarding School Ar-Robithoh combines the primary and life skills curricula integrated with the Islamic boarding school curriculum. Curriculum development focuses more on morals, knowledge and skills. The designed curriculum is expected to equip students with the knowledge to continue to the next level by providing the primary materials for the National Examination, which refers to national education standards. Furthermore, the skills curriculum is designed to equip students to have skills that are by the talents and interests of students so that they can be applied in the world of work. One form of this curriculum is by holding work practice activities. And finally, the Pondok curriculum is included in the hope that students will not only have basic knowledge and skills but also be expected to become students who have a solid religious foundation in carrying out the knowledge and skills they have.

### **Specialty Program**

Islamic Boarding School Ar-Robithoh has a unique program that can provide added value to its students. An educational method that directs students to live will provide a new nuance and train them to be independent. The following programs were developed at the Islamic Boarding School Ar-Robithoh, including; 1) Habituation Activities in the Morning, habits that are carried out so that positive and religious values are embedded in everyday life. In this program, students get used to getting up in the morning at 4 o'clock, followed by the morning prayer in congregation, then Morning Dhikr, Approximately 15 minutes; 2) Tahfidz Al Qur'an Program, a program that is given to students to form Qur'anic morals and this program carried out approximately 90 minutes after the activities of morning dhikr and evening dhikr. The program target is ten chapters; 3) Learning in class, which is the main activity in student learning in developing cognitive abilities; 3) Dhuhur prayer in congregation, the application of the habituation of religious values; 4) Breakfast, lunch and dinner are activities that foster independence, because in this activity students are accustomed to picking up and washing their cutlery; 5) Becoming a Da'i and Khotib, a program developed to train students when they are involved in society can provide the knowledge they have received from the institution. This program is carried out every Saturday night after the maghrib prayer; 6) fieldwork practice learning program (BPKL), developed to hone student skills according to their talents and interests. This program is carried out every Saturday from 07.00 WIB-14.00 WIB while students are at the institution; 7) Home Visit is a program that involves parents as facilitators and visits students' homes to carry out educational activities. In addition, the purpose of this activity is to introduce good visiting manners and get to know students' families.

### **Relationship Capital**

Relational Capital is a relationship a company can establish with external parties

such as customers, partners and policymakers (de Castro et al., 2004, pp. 575–585). Starovic & Marr explained that relational Capital includes corporate image, customer loyalty, customer satisfaction, interaction with suppliers by employees, negotiation capacity, distribution channels, supplier channels, licensing agreements, and franchise agreements (Kholik & Laeli, 2020).

The company's ability to establish relationships with external parties such as customers, partners, and policymakers is known as relational Capital (de Castro et al., 2004, pp. 575–585). According to Starovic & Marr (Kholik & Laeli, 2020, pp. 73-97), Corporate image, customer loyalty, customer satisfaction, and employee interaction with suppliers are examples of relational Capital. Other examples include licensing agreements and franchise agreements.

### **Image of Institution/Institution**

Islamic Boarding School Ar-Robithoh was established in 2016 and within six years now. Based on the findings that the researchers got, the image of this institution is quite good. Moreover, as long as nothing makes this institution get an unsatisfactory image from stakeholders, this is a significant capital for this institution to develop even more in the future. The excellent image of the community towards Ar-Robithoh was built because of the existence of public opinion, which became the community's trust, namely Ar-Robithoh as a madrasah that was able to integrate religious knowledge and general knowledge. The community's trust was built because madrasah alums could share knowledge directly with the community. This aligns with Baharun's findings which state that knowledge sharing can be done through utilizing materials, talk space, knowledge-sharing culture, and benchmarking best practices. (Baharun et al., 2021, pp. 129–139). Regarding utilizing materials, Ar-Robithoh mastered religious and general knowledge; in terms of the culture, he maintained pesantren traditions, and entrepreneurship became benchmarking best practices.

Thus, the image in the eyes of society is a benchmark for institutions, especially institutions and plays a vital role in the development of institutions (Wahyuni, 2018, p. 64). Moreover, the image will increase when community participation is strengthened through service programs. The work program carried out by A-Robithoh in building an image is as Zahroh's research (Zahroh, 2022, pp. 501–510), namely in and out, which is carried out by planning and establishing action programs, then evaluating public behaviour, identifying policies and procedures of the organization to the will of the public.

### **Cooperation with Outsiders**

Ar-Robithoh Islamic Boarding School collaborates with several business units to develop student talents, including cooperation with MSMEs, automotive, service, and agricultural and livestock business units. Apart from being in business, the Ar-Robithoh Islamic Boarding School also organizes with the sub-district Health unit to provide Health Education and Health screening of students. As for the scientific field of religion, the Islamic Boarding School Ar-Robithoh has also collaborated with several modern Islamic boarding schools in East and Central Java to add to the religious repertoire and internal improvement.

### **Customer satisfaction**

Based on the findings, the researchers assessed that the stakeholders were quite satisfied with the services provided by the Islamic Boarding School institution. This is indicated by the statements from several sources the researchers obtained, one of which was from the student's guardian. They expressed what they hoped for when they put their children into the Islamic Boarding School according to their wishes, including satisfaction with Moral Education that they could feel directly, and this was by the aim of the curriculum being implemented at the Islamic Boarding School institution, several student guardians also said that with the existence of the BPKL program, there were positive results, one of which was applying for the BPKL program when returning home.

If observed from the student's point of view, they express the same thing, that is, they feel that there is a positive value from the program that has been implemented at the boarding school, and they gain new experiences, besides that they feel that there has been a change in themselves, especially in terms of morals and skills, from the perspective of the students. Teachers and employees assess that in terms of welfare, it is pretty good when compared to other private institutions.

## CONCLUSION

Based on the results of research on building the competitiveness of Islamic Boarding Schools based on the Resource Based View model, the researcher can conclude that the implementation of the Strategic Management Model of the Resource-Based View (RBV) at the Islamic Boarding School Ar-Robithoh can build competitiveness in competition between educational institutions. The Islamic Boarding School Ar Robithoh can maximize HR as human capital by maximizing teacher competence and encouraging teachers to be active, innovative, skilled and show independent personalities.

In addition to human capital, structural capital is also developed to build competitiveness with other institutions, including by implementing the primary curriculum and life skills curriculum, which is integrated with the Islamic boarding school curriculum. In addition, the specific programs implemented include Morning Habituation Activities, Al-Qur'an Tahfidz Program, Class Learning, Congregational Prayers, Preacher and Preacher Programs, Practical Field Work Learning Programs (BPKL), and Home Visit Programs.

Relational capital, which includes the image of the institution or institution, cooperation with external parties and customer satisfaction, is also applied as structural capital at the Islamic Boarding School Ar Robithoh, so it can be said that the Islamic Boarding School Ar-Robithoh can build competitiveness from three aspects, namely: capital human, structural and relational, because these aspects are valuable, exclusive, difficult to duplicate, and irreplaceable.

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