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Research Article

Digital Transformation Strategy as an Effort to Improve the Competitive Advantage of Non-Formal Educational Institutions

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Abstract: Digital transformation has become a strategic catalyst reshaping the competitive landscape of education, compelling nonformal institutions to develop distinctive and sustainable resource configurations. Indonesia Mind Center (IMC) Semarang faces increasing pressure to adapt its competitive strategy amid rapid digitalization and intensified market competition. This study aims to analyze IMC's competitive strategy through the lens of the Resource-Advantage Theory of Competition (RATOC), focusing on existing strategic practices, marketing constraints, and effective models of competitive advantage. This research employs a qualitative approach using a case study design. Data were collected through in-depth interviews with institutional managers and educators, field observations of learning and marketing activities, and analysis of organizational documents. The data were analyzed thematically by aligning empirical findings with key RATOC constructs, including resource heterogeneity, value creation, and the sustainability of competitive advantage. The findings indicate that IMC creates value through teaching expertise, program differentiation, and the adoption of learning technologies. However, limitations in human resources, digital infrastructure, and an insufficiently adaptive organizational structure hinder stable market positioning. RATOC analysis underscores the need for technology-enabled resource orchestration, including learning management systems, performance analytics, and adaptive assessment, as well as value-creating activities such as personalized learning experiences and organizational transformation. The study concludes that IMC's sustained competitive advantage depends on consistent digital transformation, enhanced staff capabilities, strengthened strategic partnerships, and the development of agile service ecosystems. These findings contribute to competitive strategy theory in education and offer practical insights for nonformal learning institutions in emerging market contexts.

Keywords: Competitive Advantage; Competitive Strategy; Digital Transformation; Educational Management; Resource Advantage Competitiveness Theory.

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1. Introduction

Changes in the structure of the digital economy over the past decade have impacted nearly every sector, including the education sector, which has experienced the most rapid transformation along with technological advancements, the development of artificial intelligence, and increasing internet penetration. In an increasingly dynamic educational environment, educational institutions can no longer rely solely on traditional strengths such as the quality of teaching materials and teacher competence. The current generation of students demands flexible, data-driven learning systems that align with their fast-paced and adaptive lifestyles. Competition among educational institutions has expanded, not only in academic aspects but also in the ability to build personalized, accessible learning ecosystems supported by the effective use of technology. This situation indicates a paradigm shift in the competitive strategies of modern educational institutions.

From a strategic management perspective, Hunt and Morgan assert that competitive advantage is formed through the management of heterogeneous, valuable, and difficult-to-imitate resources. Competition is understood as a dynamic process that demands continuous

innovation, organizational learning, and the strengthening of strategic capabilities. In the educational context, this approach is relevant given the increasing need for institutions to develop learning technologies, digital evaluation systems, and services oriented towards personalized learning experiences. In empirical research, the diversity of student characteristics makes a homogeneous sampling approach inadequate. Therefore, the stratified sampling method is deemed appropriate because it allows for proportional representation of each student group. The shift in educational paradigms has not only impacted formal educational institutions but also non-formal ones, such as the Indonesia Mind Center (IMC).

IMC, a non-formal educational institution, has historically relied on senior faculty, printed modules, and face-to-face interactions as its primary competitive strategy for intensive tutoring services. However, digital transformation and changing student preferences demand more flexible, technology-based services supported by a fast and accurate evaluation system. This situation suggests that conventional IMC strategies have the potential to lose relevance if not adapted to the needs of digital learning.

Changes in the education ecosystem are encouraging educational institutions to adopt more adaptive competitive strategies, one of which is through the use of the Resource-Advantage Theory of Competition (RATOC). RATOC views competitive advantage as the result of managing unique resources, developing valuable activities, transforming learning processes, and delivering measurable and market-recognized outputs. In the context of the Indonesia Mind Center (IMC), strengthening digital resources such as the Learning Management System (LMS), learning analytics data, and artificial intelligence-based modules is a key foundation for improving the quality of educational services.

RATOC emphasizes that learning activities are strategic if they create differentiated value compared to competitors. IMCs can develop innovative activities such as adaptive digital exam simulations, micro-learning, online mentoring, and academic consulting services based on student performance to create a more personalized learning experience. The learning transformation process encompasses not only the transition from offline to online methods but also curriculum updates, learning experience design, and repositioning the role of teachers as digital learning facilitators. Learning outcomes, from the RATOC perspective, must be comprehensive and measurable, encompassing not only academic achievement but also cognitive development, digital literacy, resilience, and student learning independence. IMC's competitive advantage is achieved when all strategic elements are consistently integrated and communicated through appropriate digital strategies and brand repositioning. The integration of RATOC with organizational transformation theory and a stratified sampling approach provides a strong theoretical and empirical foundation for IMC in designing competitive strategies relevant to the changing dynamics of Indonesia's education ecosystem.

2. Preliminaries or Related Work or Literature Review

Resource-Advantage Theory of Competition (RATOC)

RATOC is essentially a competition theory developed by Shelby D. Hunt and Robert M. Morgan. This theory offers a new perspective on how companies compete by leveraging their resources to achieve a sustainable competitive advantage. RATOC is interdisciplinary, integrating elements of economic theory, strategic management, organizational theory, and marketing. The main principles of RATOC are as follows:

a. Resources as the basis of competition
   In RATOC, resources include tangible and intangible assets owned or controlled by an organization. The combination of these resources is the primary basis for creating value for customers and determines competitive ability.
b. Competition as a dynamic process
   Competition is viewed as a continuously evolving process through changes in market position. Organizations compete by strategically utilizing unique resources to achieve a superior position compared to competitors.
c. Resource heterogeneity
   Differences in the ownership, quality, and access to resources cause each organization to have different characteristics and competitive strategies. This heterogeneity is a primary source of differentiation in the market.
d. Competitive Advantage
   Competitive advantage is achieved when an organization possesses superior resources or capabilities compared to competitors, enabling it to offer better value to customers.

e. Comparative Advantage
   Comparative advantage is achieved when its resources enable an organization to create higher customer value or achieve more efficient operational costs than competitors.
f. Sustainability
   Competitive advantage is sustainable when an organization's resources are difficult for competitors to imitate, substitute, or access, allowing it to maintain its superior position over the long term.

RATOC Key Concepts:

a. Resources
   Divided into two main categories: physical resources (machinery, buildings, technology) and intellectual resources (knowledge, employee competencies, brands).
b. Value Creation
   Companies must be able to use resources to create unique value that customers value.
c. Dynamic Capability
   The organization's ability to adapt, build, and transform resources as the business environment changes.
d. Innovation
   The creative process of creating or combining resources to produce new and improved products or services.

Digital Transformation for Competitive Advantage in Educational Institutions

(*Peraturan Menteri Pendidikan Nasional RI*, 2007) concerning Educational Process Standards states that "Competitiveness is the ability to demonstrate better, faster, or more meaningful results." Therefore, competitiveness can be defined as the ability of an individual, organization, or institution to demonstrate excellence in a particular area, field, or aspect, thereby producing better, superior, faster, and more affordable results compared to previous or other approaches. Conceptually, one way to increase competitiveness is through innovation, although this concept is not easily applied empirically. The word "innovation" comes from the English word "innovation," which means renewal or new discovery. Innovation is defined as the discovery of new elements within a community's culture. In tutoring institutions, competitiveness can be enhanced by updating factors that influence educational quality. A high number of applicants exceeding learning capacity is a key indicator of an educational institution's competitiveness, (Imam Tholkhah, 2016).

According to (Imam Tholkhah, 2016) several factors can influence the competitiveness of educational institutions, including:

a. Leadership of the head of the educational institution
   This is a fundamental factor in determining the competitiveness of an educational institution. High-quality leadership can mobilize all elements of the institution, build shared commitment, and optimize the role of stakeholders in supporting the improvement of the quality and competitiveness of educational institutions.
b. Innovation in educational institutions
   This plays a crucial role in increasing the competitiveness of educational institutions, which can be achieved through innovation in the form of updated learning methodologies, thereby improving the quality of student learning outcomes. This innovation can also be substantive by providing additional material beyond the conventional curriculum, which is essential to equip students to face the challenges of life in the era of global civilization.
c. Quality of educators
   This has a direct influence on the quality of learning and student achievement. The quality of education will have a positive impact on improving the quality of students' achievement.
d. Quality of facilities
   The quality of facilities is also a crucial factor in increasing the competitiveness of educational institutions. Several educational institutions categorized as superior

generally have adequate quality and a variety of facilities, increasing the public's appeal in choosing alternative educational institutions.

e. Quality of Cooperation
Educational institutions and various parties provide strategic benefits, both material and non-material. The existence and quality of collaboration between educational institutions also depend heavily on their leadership styles.
f. Educational Institution Achievement
Educational institution achievement is one indicator of a quality and competitive educational institution.
g. Public Interest
An educational institution with high quality and competitiveness is characterized by a large number of applicants. The higher the number of applicants, the more likely it is that student selection will be effective, resulting in a high-quality student input.

According to (Chentukov, et., al., n.d.) , the characteristics of a high-quality and competitive educational institution are characterized by the following:

a. Development of an educational work plan that reflects the vision, mission, and goals to be achieved.
b. Organization of human resources that support the achievement of educational excellence and efforts to improve the quality of these human resources.
c. Design of learning programs that demonstrate the excellence the educational institution aspires to achieve.
d. The existence of clear and measurable graduate quality standards and efforts to achieve them.
e. Forms of collaboration developed by educational institutions to improve the quality of educational institutions.
f. Identification of supporting and inhibiting factors in the implementation of educational quality development.
g. Supervisory efforts undertaken by educational institutions.

Digital Transformation from a Multidisciplinary Perspective

The three main phases of digital transformation according to (Verhofstadt, Omey, 2003) are as follows:

a. Digitization
The process of converting analog data into digital format.
b. Digitalization
Involves the application of digital technology to improve business processes.
c. Digital transformation
Fundamental changes that transform an organization's business model through the use of digital technology.

Digital transformation requires the availability of digital resources, such as information technology infrastructure, data analytics capabilities, and a flexible organizational structure to adapt to technological changes. In the context of education, digitalization of services is a crucial strategy for educational institutions to increase competitiveness and meet the increasingly complex needs of students (Mohamed Ashmel et., 2022).

There are several ways educational institutions implementing digital transformation can create a competitive advantage:

a. Service Personalization
Technology such as AI can be used to create learning experiences tailored to individual student needs.
b. Operational Efficiency
Digitalization of administrative and learning processes can reduce operational costs and increase productivity.
c. Product Innovation
The development of digital-based learning platforms enables educational institutions to offer more flexible and innovative services.

Key factors in digital transformation:

a. Digital Resources: IT infrastructure, big data, and data analytics capabilities are essential foundations for digital transformation.
b. Flexible Organizational Structure: Organizations seeking to succeed in digital transformation must adopt a structure that enables rapid decision-making and cross-functional collaboration.
c. Digital Growth Strategy: Platform-based strategies, co-creation, and digital diversification are crucial in facing increasingly fierce competition.

In this context, educational institutions are required to adopt a multidisciplinary approach by combining the use of information technology, the implementation of adaptive business strategies, and the development of integrated learning innovations to build and maintain a sustainable competitive advantage, (Benavides, el., al., n.d.)

Based on theoretical studies, digital transformation can be implemented in educational institutions to achieve competitive advantage by improving service quality, such as implementing AI to support adaptive learning and analyzing student performance; (2) digitizing operational processes, such as administrative automation to improve time and cost efficiency; and (3) curriculum innovation, such as adapting learning content based on market trends or future industry needs.

3. Materials and Method

This study used qualitative methods with a descriptive phenomenological design to examine strategies for increasing the competitiveness of educational institutions in the face of increasingly competitive competition. Qualitative research emphasizes deepening the meaning and context of phenomena, rather than generalizing findings, resulting in a contextual understanding (Abdussamad, n.d.). The study was conducted at the Indonesia Mind Center (IMC) Tutoring Institute, a subsidiary of IMC in Semarang City, located at Jl. Parang Kembang II No. 20, Tlogosari Kulon, Pedurungan District, Semarang City, Central Java 50196. This study involved 20 purposively selected informants, namely individuals within the research setting who possessed knowledge and experience related to the student and new employee admission process, educational institution marketing activities, and teaching implementation by teachers.

The data collection process in this study utilized several methods, including in-depth interviews and observation. According to Sugiyono (2015), interviews are used as a data collection technique when researchers want to conduct a preliminary study to identify the research problem and gain deeper insights with a smaller number of respondents. Furthermore, observation is a specific data collection technique that involves directly observing conditions in the field (Sugiyono, 2017). This observation method is necessary in this research to observe various relevant phenomena while remaining guided by the research question, namely, what strategies can be implemented to increase the competitiveness of LPBB IMC.

The sampling technique in this study used stratified sampling, a probabilistic technique in which the population is divided into several strata or groups based on certain relevant characteristics. Furthermore, the credibility of the data in this study was maintained through the application of data triangulation techniques as a procedure to increase the validity of qualitative research (Sugiyono, 2013). The value of data collection using triangulation is to determine whether the data obtained is convergent, inconsistent, or contradictory. By using this triangulation technique, the data obtained will be more consistent, complete, and certain.

The data analysis technique in this study was carried out through several steps, including data reduction, data presentation, and drawing conclusions. Data reduction is a form of data analysis carried out by summarizing and focusing data on important aspects through relevant classification and grouping. Furthermore, in the data presentation stage, data understanding is carried out based on the coherence of interview results, observations, and secondary data, which are presented narratively. Then, in the conclusion drawing stage, the data is interpreted and presented, along with the information obtained from the in-depth interviews and observations, taking into account various existing theories.

4. Results and Discussion

Results

1.1. Research Overview and Discussion

This research was conducted at the Indonesia Mind Center (IMC) in Semarang to understand the competitive strategies of non-formal educational institutions in the face of increasingly fierce competition. Interviews with leadership revealed that management strives to balance educational ideals and market demands through continuous innovation in learning programs and services, with human resource management being a key factor. Teachers are seen as requiring not only academic competence but also communication and motivational skills to support effective learning.

From a marketing perspective, promotional strategies include utilizing social media, collaborating with schools, discount programs, and personal outreach to prospective students and parents, reinforced by word-of-mouth recommendations resulting from customer satisfaction. Meanwhile, teachers emphasize the implementation of interactive learning methods and the use of simple digital media to enhance student understanding and motivation, making the quality of learning interactions a key differentiating factor for the institution.

This research also identified challenges such as intense competition, limited facilities and funding in technology adoption, and changing regulations in non-formal education. Nevertheless, organizational flexibility and collaboration between leaders, the marketing team, and teachers enable IMC to build a positive image and maintain its competitiveness. This finding confirms that the competitive strategy of institutions is not only based on price and facilities, but also on the quality of the learning experience provided to students.

1.2. Market Conditions for Non-Formal Education in Semarang

The analysis shows that the non-formal education market in Semarang is divided into academic and exam preparation, technical skills, soft skills development, and equivalency education clusters, with participants segmented across various age groups. Non-formal institutions' strengths lie in flexible scheduling, interactive learning methods, specialized programs, and personalized services. The shift in demand toward non-traditional programs, such as Mandarin and Japanese, reflects the influence of economic globalization and the increasing need for technical skills relevant to digital transformation and the creative economy, while soft skills are seen as essential for job readiness.

Non-formal educational institutions in Semarang have demonstrated strong adaptability through the use of digital marketing, regular learning evaluations, and the implementation of hybrid learning models, despite still facing limited infrastructure and variations in digital literacy. Unequal teacher quality and limited professional development systems, particularly in rural areas, along with cost, are key challenges, so inclusive financing schemes play a crucial role in maintaining access and student retention. The role of non-formal education in complementing formal education is strengthening, particularly in exam preparation and strengthening academic competencies, and has resulted in increased motivation, self-confidence, and learning discipline.

These findings align with international studies showing that non-formal education provides flexible learning opportunities for reskilling and upskilling the adult workforce (Li et al., 2021), increases learning effectiveness and satisfaction through the integration of learning technology (Khotimah et al., 2022), strengthens job readiness through the integration of soft skills into technical curricula (Silva et al., 2023), and contributes to increased digital literacy and local competitiveness in the transition to a digital economy (Putri & Hartono, 2024).

Lifelong learning positions non-formal education as a primary pathway for lifelong learning. Resource-Advantage Theory asserts that service differentiation, innovative teaching methods, and learning experiences are sources of an institution's competitive advantage. Market segmentation theory emphasizes the importance of identifying specific learner segments for service customization, while the cultural capital perspective explains the role of non-formal education in enhancing communication skills, digital literacy, and soft skills as a competitive advantage.

Practical implications suggest that non-formal institutions need to design program innovations that are responsive to local needs and global trends, increase faculty capacity,

prioritize technology infrastructure, and implement inclusive access policies. The sustainability of an institution is determined by regular evaluation of participant satisfaction, learning outcomes, and financial models, with reputation and trust as key assets in the increasingly competitive informal market.

1.3. Internal Factors of the Indonesia Mind Center (IMC) Semarang

Internal factors indicate that IMC Semarang has a strong foundation through competent faculty, an adaptive curriculum, technological facilities, well-organized organizational management, effective marketing, and a proactive institutional culture. Growth opportunities remain significant if the institution leverages these internal strengths, addresses weaknesses in peripheral branches, expands digital readiness, maintains a balanced faculty workload, and strengthens quality control. Institutions that fail to address internal challenges risk losing their competitive edge in the informal market, particularly against online providers and large national institutions.

1.4. External Factors of the Indonesia Mind Center (IMC) Semarang

External factors significantly influence IMC Semarang's performance. The regulatory environment, socio-economic changes, labor market needs, external technological developments, competition, and demographic dynamics emerge as dominant variables. Non-formal institutions must adapt their strategies to external conditions to remain relevant, sustainable, and competitive.

IMC needs to monitor government regulations and anticipate changes in the national curriculum and quality standards for non-formal institutions. Plan internal policy adjustments to consistently meet licensing, certification, and program accreditation requirements. Socio-economic changes must be addressed through price flexibility, installment payment options, scholarships, and promotional packages for the lower-middle class. Offering short courses and specific modules, investing in external technology, and prioritizing stable internet infrastructure, especially in remote branches, is crucial. Furthermore, selecting hardware and software relevant to local conditions, enhancing the digital literacy skills of instructors and participants, and proactively establishing network infrastructure partners is crucial.

1.5. Strategies Implemented by IMC

IMC's strategies have demonstrated a strong understanding of internal and external challenges, characterized by program and curriculum differentiation, digital marketing and branding, external collaboration, service flexibility, learning technology innovation, and resource management strategies. By implementing these strategies, IMC is expected to maintain its competitive advantage in the dynamic non-formal market. Interviews revealed that IMC has incorporated soft skills such as public speaking, leadership, and time management into its program and curriculum differentiation. Furthermore, to enhance its digital promotion and branding strategy, IMC utilizes social media platforms such as Instagram, TikTok, and YouTube to showcase participant testimonials, learning outcomes, and short videos of classroom teaching and learning activities to foster emotional connection with prospective participants and parents. Furthermore, IMC collaborates externally by partnering with formal schools to promote additional courses and remedial programs, and collaborates with local governments, campus activities, communities, and alumni to enhance promotional strategies. In terms of technological innovation, IMC utilizes the Learning Management System (LMS) platform as a tool for distributing digital materials, online quizzes, reviewing questions, and conducting exam announcements. Digital interaction platforms such as WhatsApp and Telegram are also used to monitor student progress online, evaluate learning outcomes, and adapt materials digitally. In addition to utilizing digital platforms, senior teachers are also involved as mentors for new teachers in teaching methods, class evaluations, and adapting learning methods.

1.6. Obstacles Faced

IMC institutions frequently encounter several obstacles, both internal and external, including limited human resources, technological and infrastructure constraints, operational costs, regulations and permits, market competition, and socio-cultural factors. In terms of human resources, some IMC branches experience difficulties in obtaining academically competent instructors with pedagogical capacity and high motivation. This impacts service

quality and participant perceptions. Furthermore, in terms of technology and infrastructure, some branches have outdated, low-spec computers with inadequate maintenance. Furthermore, access to digital materials and LMSs is hampered by unstable internet access in remote areas.

Administrative obstacles frequently encountered by IMC institutions stem from regulations and permits. This is because course permits, instructor certification, program accreditation, and facility requirements frequently change or require extensive documentation. Local administrative burdens, especially for new or small branches with limited human resources, also pose a significant burden. In essence, IMC Semarang faces significant pressure to maintain quality and growth due to limitations in human resources, technology and infrastructure, operational costs, regulations, marketing, public perception, and demographic dynamics. The institution's sustainability depends on implementing a structured mitigation strategy through strengthening faculty competencies, investing in technology, inclusive pricing policies, regulatory advocacy, external collaboration, and strategic communications to build positive perceptions of non-formal education.

Discussion

1.1 Competitive Strategies Implemented by the Indonesia Mind Center

The research findings confirm that distinctive resources, defined as valuable, rare, and difficult-to-imitate resources, include the quality of teachers, learning philosophy, and institutional support facilities (Hunt & Morgan in the Resource-Advantage Theory of Competition). This finding supports the proposition that possessing distinctive resources enables institutions to build a sustainable competitive advantage.

Furthermore, teacher quality, defined as the capacity and competency of experienced educators, has been shown to function as a strategic asset for institutions. This aligns with the proposition that the higher the quality of teachers, the greater the potential for student academic success and the strengthening of the institution's reputation.

In the context of the innovative learning method (SIMPLE Cerdas Penalaran), defined as an integrated learning model that emphasizes speed of thought, logical accuracy, reflection, innovation, and education, the research results indicate increased efficiency and effectiveness of learning outcomes. This finding reinforces the proposition that innovative learning methods strengthen institutions' competitive positions.

Furthermore, adaptive capability, which refers to an institution's ability to adjust its curriculum, materials, and services to meet student needs and external changes, has been shown to enable institutions to maintain relevance and competitiveness. These findings reinforce the proposition that adaptive capabilities play a critical role in the sustainability of educational institutions.

Furthermore, digital transformation, defined as the integration of learning technologies such as LMSs, learning analytics, and online platforms, supports more personalized and efficient learning. This implementation, when managed through digitalization management that includes ongoing planning, evaluation, and monitoring, has been shown to improve administrative efficiency, teacher coordination, and teaching quality, as stated in the research proposition.

Finally, digital collaboration and the education ecosystem, as a form of cooperation between institutions, the government, and the private sector, expand the scope of services and accelerate the transformation of inclusive education. At the same time, attention to the security and ethics of educational data plays a crucial role in maintaining user trust and the institution's reputation, thus supporting the success of digital-based education management.

1.2 Marketing Challenges Faced by Indonesia Mind Center

The research findings indicate that IMC marketing challenges are primarily caused by the suboptimal utilization of unique, valuable and difficult-to-imitate internal resources that serve as the institution's differentiating value. Market-based innovation capabilities and human resource management have not been fully integrated into the marketing strategy, resulting in learning innovation and teacher competency not having a maximum impact on marketing performance. Furthermore, the integration of learning technology, facility management, and differentiation strategies has not been optimally utilized to build perceived quality and position the institution. Limited adaptation to environmental changes, external collaboration, and a weak culture of innovation and continuous evaluation limit the

responsiveness of IMC marketing strategies to market dynamics, thus impacting the institution's sustainable competitiveness.

1.3 Effective Marketing Strategy to Enhance Indonesia Mind Center's Competitiveness

Research results show that strategic internal resource management, including teaching staff, facilities, and curriculum, is the foundation of IMC's ability to maintain its position in the non-formal education market. This management is even more effective when supported by accurate segmentation and understanding of student needs, ensuring that the programs offered are relevant, personalized, and capable of building loyalty.

The quality of teaching staff, adapting to technological developments, plays a crucial role in strengthening the institution's reputation and competitive advantage. This role is reinforced by a culture of innovation that encourages the exploration of ideas, the courage to experiment, and a rapid response to changes in the educational environment.

The use of digital technology in learning and promotion expands the reach of services and improves marketing efficiency, especially when integrated with a consistent communication and branding strategy. This contributes to the formation of a professional image and increased public trust in the institution.

Furthermore, a positive student experience is a key element in creating loyalty and driving experiential marketing through recommendations. This experience is reinforced by the personalization and flexibility of services, as well as the support of adequate learning facilities and infrastructure.

Furthermore, external collaboration expands networks and resource access, while continuous evaluation and monitoring enable adaptive strategy adjustments. All these elements are integrated into an integrated marketing strategy supported by market-driven innovation and data-driven decision-making, thereby strengthening the relevance, consistency, and competitiveness of IMC in a sustainable manner.

1.4 Mini-Theory

This mini-theory places an institution's competitive strategy as the primary focus of analysis, using the Resource-Advantage Theory of Competition (RATOC) proposed by Hunt and Morgan (1995) as the conceptual foundation. From this perspective, competitive advantage is not solely determined by market position or cost efficiency, but rather by the organization's strategic choices in effectively managing, combining, and utilizing resources to create superior value for customers and stakeholders. Competition is understood as a dynamic process that requires continuous strategic adjustments to ensure the institution remains relevant in a changing environment.

In the context of the Indonesia Mind Centre (IMC), competitive strategy rests on strengthening internal capabilities through improving teaching quality as a key foundation for differentiation, developing relevant programs, and implementing ongoing digital transformation. The combination of teaching quality and program innovation builds a reputation and customer trust that are utilized as a differentiation tool, strengthened through strategic collaboration, enhanced service experiences, and the implementation of data-driven management. This overall framework forms an integrated, long-term, and sustainable IMC competitive strategy that creates relevant and difficult-to-imitate added value.

5. Conclusion

Based on the analysis and discussion, the following conclusions can be drawn:

This study concludes that the competitive advantage of the Indonesia Mind Center (IMC) is built through the quality of its teaching staff as its core value, program differentiation based on student needs, and the use of learning technology as an interactive medium and operational support. Program development aligned with modern educational developments, strengthening teaching competencies, and establishing a professional image are the foundations of the IMC strategy, while the combination of teaching quality, program innovation, and technology forms the basis of the institution's competitive advantage.

IMC still faces internal and external constraints, such as limited teaching staff, inadequate facilities, intense competition among non-formal institutions, and a suboptimal internal structure, resulting in unstable service quality and the institution's image. Increasing competitiveness requires innovative digital marketing strategies, developing contextual

learning, digitizing services, stabilizing quality, expanding partnerships, and consistent strategy implementation to achieve sustainable excellence.

Author Contributions:

Conceptually, the findings of this study strengthen the Resource-Advantage Theory of Competition (RATOC) through its integration with digital transformation strategies to enhance the competitive advantage of non-formal educational institutions. This study also enriches the literature on the differentiation of non-formal educational services, offers a conceptual model as a mini-theory for further testing, and emphasizes the urgency of a data-driven digital marketing approach.

However, due to its contextual nature and limited scope, the results of this study require further testing through quantitative or mixed-methods approaches, comparative studies across institutions and regions, and longitudinal designs to strengthen empirical validity and expand the theoretical development of RATOC.

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