

Porters' Five Force Analysis: Creation of Competitive Advantage at Natural Elementary School

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Abstract— The aim of this research is to identify and describe the creation of competitive advantage and customer value for primary school education services in Purwakarta nature. This research is a qualitative description model. Data collection is done through interviews, documentation, and observation. Respondents involved foundation managers, supervisors, school principals, teachers, parents, students, and community leaders who understand the development of education. Data were analyzed using triangulation techniques. The results showed that the Purwakarta nature elementary school fulfilled Porters' five force analysis in increasing competitive advantage and customer value. Quality service creation, guaranteed quality education and an alternative education model with the concept of universal education developed by the Alam Purwakarta elementary school is able to dominate market segmentation and positioning which makes the demand for the natural school market increase in Purwakarta and creates a blue ocean strategic management that further strengthens sustainable competitive advantage and superior customer value. uncontested. This is due to what we call "false advantages" of competitors in imitating and making competition with superior competitors. This research is expected to serve as a profile for schools that will develop customer value and sustainable competitive advantage in the future.

Keywords— *Advantage, Customer Value, Natural Schools*

INTRODUCTION

Recently, The Strategy of Study Program Leaders in Implementing a Natural school is one of the new concepts in the world of education that has developed and gone viral in the last 20 years[1]. In Indonesia, nature schools were established as a reaction to the school system's growing isolation from the environment. Where the education system is generally more oriented towards delivering as much material as possible and increasing the competence of graduates, but in practice it is less oriented towards ecological skills[2]. The learning process in the classroom generally only reveals concepts in a material. Students

learn more concepts and less potential is explored in the aspects of skills, attitudes and behaviour [3].

Natural school can be an alternative school that can bring children to be more creative, dare to express their desires and direct children to positive things. Natural schools tend to liberate children's creative desires so that children will find more of their own talents and abilities[3]. Nature school also has a goal to be able to discuss how to use nature and preserve nature for the next life, considering how we deal with quite serious problems such as environmental problems, global warming, and other natural damages. Therefore natural schools can be used as role models for how schools can teach students about some life skills to respect and respect nature where we usually live.[4].

Competition or competition in the world of education in the era of globalization is something that cannot be avoided[5]. With competition, naturally elementary schools are faced with various threats and opportunities, both external and internal, so that they have a considerable influence on the sustainability of these educational institutions. Schools that fail to build competitive advantage and customer value can be predicted to experience major setbacks and obstacles in developing institutions in the future.

As a school with a new and newly established educational concept, it is certainly not easy for the Purwakarta nature school to find customer value and develop a competitive advantage. Moreover, at the same time there have been and even new educational institutions have emerged that offer a variety of advantages and are more familiar in society. However, throughout the 10 years of dedicating oneself to the world of education, the Alam Purwakarta school has turned out to be an educational institution that has developed rapidly beyond expectations. This can be seen from the increase in accreditation, the development of infrastructure, the quality and competence of teachers, the expansion of

school land to support education, the curriculum, quality management,

Research on natural schools has reported various findings and novelties. For example, research on the background that influences parents to decide to send their children to natural schools[6], the uniqueness or uniqueness of the processes and stages in natural school management[7], a natural school model based on community needs[8], application of energy-efficient ecological architecture in nature schools[4], psychology-economic review and sociology of natural schools[9], and others. There is also research that examines the sustainable competitive advantage of natural schools based on the resource-based view model[5], and based on human resources[10]. Nevertheless, the research literature that examines competitive advantage and customer value creation in natural elementary schools is still rare.

In this study, we focus on and try to do an analysis using Porter's Five Forces Model on the creation of competitive advantage and customer value at the Purwakarta Elementary School. The five forces design and model created by Harvard Business School professor Michael E. Porter is believed to strengthen organizational performance, solve various problematic problems, measure industrial competitiveness, and develop appropriate corporate strategies that lead to competitive advantage and increased customer value.[11]. It is hoped that the research findings can be used as a reference and role model for how school institutions create competitive advantage and irreplaceable customer value.

METHODOLOGY

This research is a research in the field of educational administration in the study of strategic management which focuses on research on how educational institutions are able to create competitive advantage and customer value. This research is a qualitative descriptive research that seeks to objectively describe all the facts or symptoms that exist according to the research results without manipulation[12]. The research subject was the Purwakarta nature elementary school which is located at Kp Sindang Reret Rt 4 / 2 Ds Benteng Campaka, Purwakarta, West Java. The geographical condition where the Purwakarta natural school was founded is very relevant to the nature of the natural school in general, which is located in an unspoiled environment and far from the noise of the city.

Data collection was carried out through interviews, documentation, and observation using data collection tools that had been prepared including interview guidelines, documentation checklist sheets, and observation sheets.[13]. Interviews were conducted with foundation managers, supervisors, school principals,

teachers, parents, students, and community leaders who understand educational developments. Documentation includes documenting activities and collecting other related documents[14]. Observations were made to see objectively school management activities and educational activities carried out. The collected data was collected and analyzed using qualitative descriptive techniques and triangulation to obtain accurate and accountable results by matching the data obtained through interviews, documentation and observation.[15].

FINDING AND DISCUSSION

The Competitive Advantage of Purwakarta Nature Elementary School

The competitive advantage of the Purwakarta Alam Elementary School is analyzed using the five porter's analysis tools as follows:

a. Supplier Strength

This relates to the ease with which suppliers can increase their prices, the uniqueness of their products or services, the power and control they have over their customers[16]. Porter defines supplier power in the ability to determine terms, prices, and availability that is influenced by market forces and the dynamics in the current market[17]. We try to make a more contextual definition of supplier power in the context of Purwakarta's natural elementary school which includes educational institution input, vision-mission and goals, uniqueness of education services, human resources, curriculum, funding, flagship program, location, facilities, learning process and outcomes. education offered.

Purwakarta nature elementary school is an ecological school that has a vision: "Becoming a Nobleman of the Prosperous Generation of the Earth". Purwakarta Natural Elementary School is the only natural school in Purwakarta district which was founded in 2012, the vision promoted by Purwakarta's natural elementary school was not even adopted in other elementary schools, both public and private schools. This vision is very relevant to the brand or identity of the natural school it bears. In realizing the vision, the natural elementary school formulates a mission that leads to quality assurance in a firm and clear manner. First, the provision of educational services in accordance with the nature and talents of children. The mission of the natural elementary school is in accordance with Ki Hajar Dewantara's educational philosophy, namely education that is in accordance with the nature of

oneself, the nature of nature and the nature of the times [18]. Second, involving all elements of the school community. Natural elementary schools reflect integrated quality management through the involvement of elements of the school community or educational tricerter (school, family and community) in school quality planning [19]. The third is using nature as a learning medium. Natural school is not just the name of a school, but the name of an educational concept [20]. The School of Nature does not only teach students to learn about nature, but aims at how educators and students can learn nature together. The vision: "Become a Breeder of the Prosperous Generation of the Earth" shows that not only is there still a need for humans to learn together with nature, but it is also a historical inevitability because, in principle, it is the essence of human descent on earth. [21]. The use of nature as a learning resource is what makes the difference between natural schools and schools in general. There are also several schools that carry out nature-based education, but they are constrained by land area in developing ecological skills in students.

The Purwakarta nature elementary school integrates 3 curricula, namely the National Education Curriculum, the Purwakarta Special Education local wisdom curriculum, and the BBA curriculum (learning with nature). To support students' practice and creativity, the school provides various facilities such as an outbound area, land for farming, a library, and others. Learning is also often held outside the classroom, students become close to nature. This concept in the school curriculum is called BBA (Learning with Nature). This is an icon characteristic of natural elementary schools and is only developed in natural schools.

The natural school curriculum and education system was built in order to produce students who have faith, morals, knowledge, and are skilled in seeking halal sustenance. The curriculum is in line with national education goals [22]. Broadly speaking, nature school education refers to the human function as khalifatullah fil ardh (world leader). The curriculum used forms an Islamic school culture, friendly to nature and global in outlook with 21st century skills. The curriculum includes all material arranged in subjects which are grouped as follows:

a) Pillars of faith.

The educational process makes the Al-Qur'an, As-Sunnah, exemplary and mother tongue the main

foundation. The pillars of faith consist of subjects: Aqidah, morals, worship, and siroh

b) Pillars of knowledge

BBA (Learn with Nature) students, Literacy and achieve 4E (Excellent, Easy, Enjoy, Earn). The science pillar consists of subjects: Civics, Indonesian, Mathematics, Science, Social Sciences, SBdP, Sundanese, English, and Information and Communication Technology

c) Leadership pillar

Realized through learning based on Natural Schools, Student Scouts, Expeditions and Talents Mapping. The pillars of leadership consist of subjects: outbound, farming, life skills (cooking, aqua play, home visits, sons and daughters)

d) Entrepreneurial pillar

Manifested in the form of Market day activities, internships and Learning from experts (Learning From Maestro).

Purwakarta Nature Elementary School, as a nature-based school, is supported by the availability of a land area of 15,050 m² or 1.5 hectares in which there are more than 260 types of plants as a medium for children's learning. The classrooms are open for good air circulation and a fun atmosphere for learning which is also equipped with a Play Ground for children's play areas and practicing skills. Students are also trained to care for the environment by holding a Garbage Bank, a system for saving recyclable waste or even kerosene, so that schools are kept clean and neatly organized without trash scattered around. To support literacy activities, the school also has a library, and there is also a healthy canteen that provides and accepts merchandise made by children.

Elementary School Alam Purwakarta also opens a number of services that can help students, including: 1) Learning with Nature, utilizing local wisdom as a learning medium; 2) After School, Extra fun activities outside of school hours (Swimming, Tahfidz, Archery, Robotics, etc); 3) Outing, learning activities visiting companies / creative people, camping and expeditions; 4) Teacher Development Training and upgrading training for teachers (facilitators); 5) Companion Teachers, for children with special needs (ABK) provided accompanying teachers; 6) Special Events, activities to celebrate holidays or certain special moments; 7) Teacher - Student (1: 11), the

maximum number of students in a class is 24 students accompanied by 2 teachers; and 8) Tahfidz / Tahsin, learning to read the Koran in the morning.

The main activity of the Purwakarta nature elementary school is learning with nature (BBA). Learning at the Purwakarta Nature School uses the spider web model. This model is designed for students, there are core questions needed by educators as a guide during the development process, namely: 1) Why do they learn? (Reason); 2) where is the direction of their study? (Aims and objectives); 3) What did they learn? (Content); 4) How do they learn? (Studying activities); 5) How do educators facilitate their learning? (role of educator); 6) What do they study with? (Materials and resources); 7) How is learning accessed? (Accessibility); 8) Where do they study? (Location); 9) When are they studying? (Time) and 10) How is their learning assessed? (Evaluation). So far, the spider web model is rarely implemented in elementary schools in Purwakarta. According to Makumane & Ngcobo, this spider web model facilitates an effective curriculum development/design process [23]

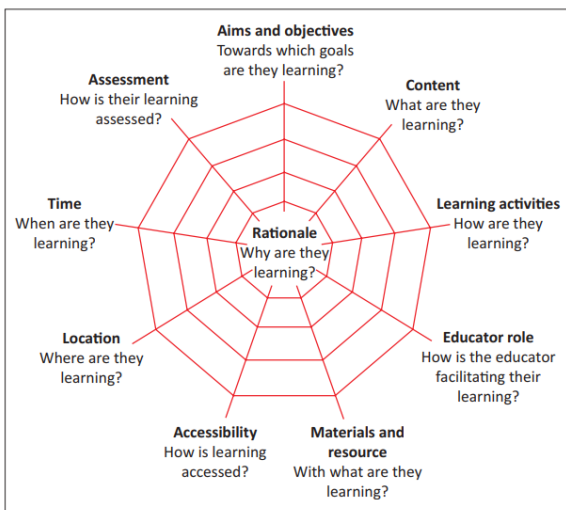


Figure 1 Spiderweb models

At Alam Purwakarta Elementary School, children do not only learn in class, but they also learn from the nature around them. They study not to pursue grades, but they learn to be able to use their knowledge in everyday life. The learning model used is "Integrated Learning" and "Experiential Learning" with a "Project Based Learning" (PjBL) learning approach. With this learning model, each subject will be related to one another in an integrated manner. Thus students can learn to see things/problems from different perspectives and be able to find solutions to these problems. Outdoor/indoor activities are a

combination of activities in the classroom, in the school yard or even travel activities carried out to balance the learning theme.[24]. The whole try to bring out the positive characters[25].

b. Buyer Power

This power assesses the bargaining power or bargaining power of buyers/consumers, the higher the bargaining power of buyers in demanding lower prices or higher product quality, the lower the profit or profit that will be obtained by the company. Buyer power can be eliminated by increasing switching costs for buyers, by instilling brand loyalty or by differentiating products, thus increasing added value and shifting purchasing decisions to products rather than decisions based on price.[26]. We reconstruct the definition of buyer power, namely the bargaining power of customers to cost demands and expectations, loyalty, educational background, customer economics and customer knowledge of educational services. The power of this buyer can be an indicator of the customer value of Purwakarta's natural elementary school.

The Purwakarta nature elementary school sets a unit cost for the monthly education fee of Rp. 500,000. That doesn't include other supporting costs such as pick-up fees, catering/lunch fees, outing class fees and other costs required. At least in one month the tuition fee that must be paid by parents ranges from Rp. 500,000 to Rp. 1,500,000. With such a large fee, it can be ascertained that the students who attend school come from families with an upper middle class economy. Nevertheless, based on basic education data, the number of students enrolling each year has increased.

Most of the students come from outside the sub-district and they have a parental background with at least a bachelor's degree with an income level of above IDR 5,000,000 per month. We note that customers are families who really understand the vision and mission of the natural school. Customers or parents fully support and are loyal in sending their children to Alam Elementary Schools. Thus it appears that Alam Purwakarta Elementary School has low customer strength but with very good loyalty.

c. Competitive Rivalry

This relates to the number and ability of industry competitors[27]. This is related to the number and ability of educational institutions that also compete in the market trend or the same educational product. Purwakarta nature elementary school was established on February 3, 2012, and is currently only 10 years old. Natural elementary school is the only nature-based private school in Purwakarta district. And until now there has been no school or educational institution that has been established and carries the concept of education like the Purwakarta nature elementary school.

Several schools have developed the concept of environment-based education, but that is not their core business, it is only an additional activity. The natural school is a school that is part of the Indonesian Natural School community, where research and development of curricula and business strategies for natural schools are carried out. If we examine competitive rivalry, it is very clear that Purwakarta's natural elementary school has a market for educational products that are unique and very different from others, and even impossible for competitors to imitate.

d. Substitute Threat

This relates to competitors' ability to find new and different ways of imitating product or service offerings. If substitute products or services are feasible, then this weakens the company's competitiveness[28]. Currently, every educational institution is trying to develop educational service products to be able to compete. Competition opens opportunities for competitors to be able to attract customers to switch to the educational services they offer. This is based on educational products or services such as location, costs, facilities, inputs, processes, outputs and outcomes that are considered to be able to replace or be considered equivalent. Purwakarta nature elementary school has facilities, inputs, processes, outputs and outcomes that are difficult to compete with competitors. However, the drawbacks are the location of the school which is difficult to reach by public transportation and the cost of education which can be said to be relatively high for the elementary school level. This is what opens opportunities for competitors to become an alternative for potential natural school customers but is constrained by location access and costs. Even though natural elementary schools have advantages that are difficult to imitate, in today's conditions they have the threat of substitutes. However, the ironic fact is that even though enrollment was increased to two classes, requests for additional enrollment quotas continued to increase every year. This seems to illustrate that there is a substitute threat but does not have a significant impact.

e. Entering a new threat

This is related to the new ability to enter the market[29]. This is related to the ability of new educational institutions or innovating institutions to enter the business competition of nature-based educational institutions. Currently, in Purwakarta district, new educational institutions have sprung up offering concepts, curricula and excellence. In general, they carry a vision and mission that focuses on aspects of religion, character, and excellence in science. For some educational institutions with a similar vision and mission, the emergence of new institutions is a threat, especially when the locations are close together. Whereas natural schools have a market and business value for nature-based

education that does not make the presence of newcomers a threat to their business continuity.

DISCUSSION

Refer to Porter's Five Forces Analysis[30], Purwakarta nature elementary school is able to create a competitive advantage. Elementary school institutions Alam Purwakarta have excellent supply strength as reflected in the input quality of educational institutions; vision-mission and goals, the uniqueness of educational services, human resources, curriculum, financing, flagship programs, location, facilities, learning processes and educational outcomes offered. Then the power of buyers in businesses managed by natural elementary schools strongly supports the strength of competitive advantage. Market customers are middle and upper economic circles with high levels of education, and excellent loyalty in supporting the development of natural schools. In addition, natural elementary schools are the only nature-based private schools in Purwakarta district. And until now there has been no school or educational institution that has been established and carries the concept of ecoliteracy education such as the Purwakarta nature elementary school.

Competitive advantage is defined as a significant advantage over its competitors due to cost allocation and operating results that depend on the positioning strategy. Competitive advantage grows fundamentally from the value a company can create for its buyers that exceeds what it costs the company to create. Competitive advantage is sustainable when rival firms are planning to give up on imitating a competitor's resources or when the barriers to imitation are high. When the act of imitating has ended without jeopardizing a company's competitive advantage or when it is not easy or cheap to imitate, the company's competitive strategy can be called "continuous"[31]

Purwakarta nature elementary school is the only private elementary school in Purwakarta district that organizes alternative education with the concept of universe education[32]. Being the only natural school does not mean without competitors. Competition certainly exists, but natural schools are good at devising strategies that enable them to master positioning and market segmentation strategies in the field of nature-based education so as to create undeniable superiority and customer value. Positioning is the act of designing, defining the company's offer and image, and communicating the product's main benefits in the market so that it occupies a distinct and valued place in the minds of target customers.[33]. While segmentation is dividing the market into several different groups of buyers who may require different products or services[34].

The positioning strategy implemented by the Purwakarta nature elementary school succeeded in creating a competitive advantage [35] by adopting, creating and capturing consumer demand for ecologically based educational programs that provide high quality educational services at affordable costs. The Nature School and Environmental Education campaign, which is increasingly being promoted by the government, environmentalists and various groups, is helping natural schools promote the importance of natural schools as a solution to addressing issues related to independent education, the environment and climate change into the school curriculum.

Daniati in her research revealed that natural schools have characteristics and ways of learning in the open, namely methods for conveying material that cannot be conveyed in class. Studying in nature will cultivate hidden potential and talents. Natural school is a school without any restrictions unlike those in the classroom at school as usual, without rigid desk lines and the imposition of military discipline which only allows children to move with certain permissions. Children at this school are liberated by involving many senses, able to maintain physical and mental health. Nature is used as a learning object, learning media, and also as a learning space for children. Learning is directed towards the process of exploration and experimentation on various things that are active, fun,[36].

Natural elementary schools are even able to penetrate market segmentation with the increasing public interest in sending their children to natural schools. There was even a demand from some communities to build similar schools in several areas in the Purwakarta district. The increasing demand for an environment-based education system is not without cause, this is motivated by public awareness of education with a global perspective and harmony between students and nature in developing their potential.

We see that even though environmental education can be developed in many schools, it will still experience what we call "false superiority". That is a value of excellence that is forced as a result of imitating the advantages of other parties, which is actually not the institution's identity or competitive advantage. Several schools have tried to adopt the natural school system, but they have experienced resource constraints such as human resources, land, support systems to curriculum readiness and funding. Isoraité (2018) say Competitive advantage is said to be "sustainable" when competitors give up on imitating resources or when the barriers to imitation are high. Thus we can say that when the act of imitating has ended without disrupting the competitive advantage of natural schools or when it is not easy or cheap to imitate, then Purwakarta's natural elementary school can be said to have a competitive advantage [37].

As the only school with an alternative environment-based education concept, we see based on a literature review that there is a blue ocean strategy that is applied in exploring sustainable competitive advantages. This can be clearly seen from several characteristics of the blue ocean strategy including: 1) natural schools are able to create market space that has no competitors; 2) competition or rivalry becomes irrelevant, this is related to the absence of scuffle competition between competitors operating in the natural school context; 3) able to create and capture new requests; 4) break the cost-value exchange, and 5) unified management in the pursuit of differentiation and affordable costs[38].

Then related to customer value, natural elementary schools have succeeded in building customer value. This can be seen clearly from the existence of an agreement between the school and the customer regarding the amount of rewards and benefits obtained by each party. The natural elementary school always provides management that prioritizes relationship management with customers. In addition, educational services are oriented towards the side where the customer is always positioned as a party that must both benefit and be developed. And as proof of the development of customer value, customers promote nature schools even without any reward or profit. Customers feel satisfied so that loyalty also grows with the increasing interest in enrolling their children to study in natural elementary schools.

The facts found regarding customer value are very relevant to Paananen and Sheppanen's findings which reveal that there are several ways to develop and manage customer value: 1) understand the amount of rewards and manage rewards as a goal; 2) managing value relationships; 3) intercompany relational controls and linking customer lifetime value to shareholder value; and 4) measuring customer perceived value in business markets and superior customer value generation and intelligence [39]

CONCLUSION AND RECOMMENDATION

Purwakarta nature elementary school is able to create customer value and sustainable competitive advantage. Competitive purplish creation is created through organizing alternative education with the concept of universal education and being the only natural education school in Purwakarta district. Featured education services that are owned by other schools, also exist in natural elementary schools. But on the contrary, the model of natural school education is impossible to be imitated by other educational institutions. So the key to the excellence of Purwakarta's nature elementary school education lies in the 5 forces initiated by Porter in the Five force analysis. Quality service in fulfilling attributes,

consequences and final expectations for customers is able to create customer value that fosters service satisfaction and loyalty. Another finding of this research is the achievement that is able to exceed expectations, namely the Purwakarta natural elementary school is able to master market segmentation and positioning which makes the market demand for natural schools increase in Purwakarta.

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