

Competitive Advantage Strategy Management of Private Schools in Southeast Maluku Regency: A Case Study of Schooling at the Johanis Ars College in the Kei Kecil Region

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ABSTRACT

The strategic management of competitive advantage in private schools is the main focus of this study to address the dynamics of competition in educational institutions in Southeast Maluku Regency. The main objective of the study is to formulate an adaptive school management model under the auspices of Kolose Johanis Ars to address fluctuating student numbers and limited resources in the archipelago. A descriptive qualitative approach was used as a method to explore the management phenomenon in depth through interviews, observations, and documentation studies at the research site in the Kei Kecil region. The research subjects included the principal, teachers, and relevant stakeholders directly involved in the strategic decision-making process. The research findings indicate that a differentiation strategy based on spiritual values and social capital is a significant internal strength for the school, but there are still weaknesses in aspects of technological innovation and digitalization of learning. The analysis results identified a gap in contextual curriculum adaptation where the local maritime potential of the Kei region has not been optimally integrated into the school curriculum. The research conclusions emphasize the need for dynamic capability reconfiguration through strengthening the management information system and synchronizing the college's long-term vision with operational plans at the school unit level. The proposed management model integrates resource-based theory with spiritual leadership to ensure the sustainability of educational institutions in the outermost regions. Implementing a systematic marketing strategy and improving the digital literacy of educators are practical recommendations for strengthening schools' bargaining power in the eyes of the public.

Synergy between foundations, local governments, and local communities is essential for sustainably improving the quality standards of educational services.

Keywords: competitive advantage, Johannis Ars College, private schools, Southeast Maluku, strategic management.

INTRODUCTION

Education is a key pillar in developing competitive human resources amidst the ever-evolving dynamics of globalization. As strategic institutions, schools bear a significant responsibility not only as centers for the transfer of knowledge but also as platforms for character development and the readiness of the younger generation to meet future social, economic, and technological challenges. However, with increasing public expectations and intense competition among educational institutions, schools are required to go beyond conventional methods. This situation necessitates the implementation of comprehensive strategic management as a key instrument for maintaining sustainability, improving service quality standards, and creating authentic and sustainable competitive advantages amidst an increasingly competitive education ecosystem.

In Indonesia, private schools play a significant role in supplementing educational services not fully accessible to public schools, particularly in island and remote (3T) regions (underdeveloped, frontier, and outermost). Southeast Maluku Regency, with its predominantly island character, is one area that relies heavily on private schools, particularly those managed by religious foundations, to provide quality education to its community. One such institution is the Kolose Johanis Ars, which oversees several schools from elementary to secondary levels in the Kei Kecil region. The latest data shows interesting dynamics in the rate of new student admissions at schools under the Johannis Ars College. For the Elementary School (SD) level, which has five units, the average number of new students was 165 in 2021, increasing to 182 in 2022, decreasing again to 171 in 2023, and decreasing further in 2024 to 156. At the Junior High School (SMP) level, which has only one unit, the number of new students is relatively stable but fluctuates: 150 (2021), 149 (2022), 138 (2023), and increasing significantly in 2024 to 175. Meanwhile, the Senior High School (SMA), which also has only one unit, experienced a downward trend: 122 new students (2021), 136 students (2022), then a drastic drop to 89 students (2023), and then remained at 89 students (2024).

This fluctuation in student numbers illustrates that the strategic management of private schools under Kolose Johanis Ars faces a real challenge in maintaining their attractiveness, reputation, and institutional sustainability. The decline in new students in several schools, particularly senior high schools, indicates competitive pressure from both public and private schools, changing parental preferences, and external factors such as family economic conditions, migration, and regional education policies. This underscores the importance of implementing a competitive advantage-based management strategy to ensure schools remain relevant, competitive, and provide clear added value to the community. Beyond the fluctuation in student numbers, there is a fundamental problem related to the "Contextual Curriculum Gap" phenomenon. Although schools under Kolose's auspices possess strong spiritual values, there are indications that the implemented curriculum has not yet fully integrated the Kei region's maritime potential strategically into graduate competencies. Schools tend to remain stuck in meeting centralized (urban-centric) national administrative standards, thus fading

their appeal as institutions capable of producing competent generations capable of managing regional potential. This has led the public to question the added value offered by private schools compared to more financially affordable public schools. Furthermore, schools face serious obstacles in their "Digital Dynamic Capabilities," particularly in the management and marketing aspects of their schools. In the era of information disruption, limited technological infrastructure and managerial competency in adopting educational information systems have resulted in schools being slow to respond to changing parental preferences. This problem creates a "blind spot" in their public communication strategy, where Kolose's historical excellence and distinctive values are not effectively articulated through digital media. As a result, the institution's bargaining position and reputation are increasingly being eroded by other educational institutions that are more adaptive in utilizing technology as a competitive instrument.

Theoretically, the concept of competitive advantage in educational institutions can be analyzed through the Resource-Based View (RBV) and dynamic capabilities perspectives. The RBV perspective emphasizes the importance of a school's unique resources (qualified teachers, a contextual curriculum, Colossian spiritual values, and social networks within the local community) as assets that are difficult to imitate. Meanwhile, dynamic capabilities highlight a school's ability to adapt to changes in the external environment, for example by innovating the curriculum, adopting digital technology, and building strategic partnerships with the government and the community.

Previous research consistently shows that the success of educational institutions in creating competitive advantage is largely determined by the implementation of differentiation strategies, visionary leadership, and adaptive curriculum innovation (Bush, 2020; Hallinger & Kovacevic, 2021). Differentiation strategies that focus on unique value and service quality have been shown to increase stakeholder loyalty amidst an increasingly competitive and fragmented education market (Mainardes et al., 2020; Porter & Kramer, 2019). However, despite the rapid growth of literature on educational strategy management, several fundamental research gaps remain, underpinning the urgency of this study. Much of the current literature on educational strategic management is still dominated by studies in urban areas or developed countries with high accessibility (Millei et al., 2022; Eacott, 2023). Empirical evidence remains scarce on how schools in peripheral geographic areas or small island regions, such as Kei Kecil in Southeast Maluku, adapt strategic management models amidst limited infrastructure and geographic isolation (Surya et al., 2021; Nguyen & Ng, 2020). Research explicitly integrating the religio-social values of foundations or the concept of kolose into formal managerial strategies remains limited (Belmonte et al., 2021). In fact, the spiritual identity and historical values of an institution are strategic assets that can strengthen a school's bargaining position in the face of competition (Grace et al., 2019). The link between school strategy and the local socio-economic ecosystem, particularly the relevance of the curriculum to the maritime and economic potential of fishing communities in archipelagic regions, has not been explored in depth within a strategic management framework (Avelar et al., 2020; Jenkins & Kim, 2022). To date, there is no comprehensive implementation model that can synergize the roles of foundations, colleges, and local governments to strengthen the competitiveness of private schools in the 3T (Frontier, Outermost, and Disadvantaged) regions (Leithwood et al., 2021).

Therefore, this study aims to fill this gap by exploring contextual competitive advantage strategies, which rely not only on academic excellence but also on the integration of local and religious

values for educational institutions in Southeast Maluku. In this context, the study "Competitive Advantage Strategy Management for Private Schools in Southeast Maluku Regency" (A Case Study of Schooling at the Johanis Ars College in the Kei Kecil region) has clear novelty. First, this study presents an empirical study in the unique context of a college-based private school in a small island region, which has been underrepresented in the literature on educational strategies in Indonesia. Second, this study integrates RBV theory with dynamic capabilities at the scale of small and medium-sized private schools, demonstrating how unique internal resources are combined with adaptive capabilities to maintain sustainability. Third, this study connects school management strategies with the needs of coastal fishing communities, resulting in an educational model relevant to local socio-economic realities. Fourth, this study is expected to produce operational and contextual policy recommendations, both for the management of the Johanis Ars College and the local government, so that they can be directly implemented to strengthen the competitive advantage of private schools in Southeast Maluku. Thus, this research not only makes a theoretical contribution by broadening the understanding of educational strategy management in an archipelagic context, but also makes a significant practical contribution in formulating contextual, sustainable, and community-based educational management strategies. This background confirms the research's relevance and demonstrates that the study has high academic and social urgency, particularly in addressing educational challenges in the eastern Indonesian archipelago.

METHOD

Research Approach and Type

The type of research used in this dissertation is qualitative research with a descriptive approach. Qualitative research was chosen because it is appropriate for exploring the phenomenon of competitive advantage strategy management in private schools in a real-world context, namely the Johanis Ars College in the Kei Kecil region, Southeast Maluku Regency. According to Creswell (2018), qualitative research focuses on exploring the meaning, understanding, and interpretation of social phenomena in their natural settings. Therefore, this study not only measures but also describes the processes, dynamics, and strategies implemented by private schools to achieve competitive advantage.

A qualitative descriptive approach is used to provide a systematic, factual, and accurate picture of the reality on the ground, particularly regarding strategic management, educational leadership, stakeholder management, and the implementation of schools' competitive advantage strategies. Bogdan and Biklen (2017) emphasize that qualitative descriptive research aims to present a realistic portrait of situations and events as they exist, without manipulation of variables. With this approach, researchers can understand how management strategies are developed and implemented, as well as the challenges faced by private schools in maintaining competitiveness amidst increasingly fierce educational competition.

Research Location and Subjects

This research was conducted at Kolose Johanis Ars, a private school located in the Kei Kecil region of Southeast Maluku Regency. This school was selected as the research location because it is one of the private educational institutions with a track record of implementing educational management

strategies to improve service quality and local competitiveness. Furthermore, its geographical location in an archipelago provides a unique context regarding resource constraints, challenges in educational access, and the influence of local culture on school management.

The research subjects consisted of individuals and groups who play a significant role in the management and implementation of school strategies. The primary subjects included the principal, vice-principal, teachers, educational staff, and students as recipients of educational services. Furthermore, this study involved external stakeholders such as parents, foundations, community leaders, and the local Education Office, who have influence over the school's policies and sustainability. Subject selection was purposive, based on considerations of relevance and direct involvement in the strategic management process. The data obtained provided a comprehensive picture of the private school's competitive advantage strategies.

Population and Sample

The population in this study comprised all parties directly or indirectly involved in the strategic management process of the Johanis Ars Private School in Kei Kecil, Southeast Maluku. This population included the foundation leadership, principal, vice principal, teachers, education staff, administrative staff, and parents of students. All elements of this population were considered to be related to the school's management strategy in creating competitive advantage, whether as decision-makers, policy implementers, or those who experienced the impact of the implemented strategy.

Due to the large and heterogeneous population, this study employed a purposive sampling technique, which involves deliberately selecting a sample based on specific considerations relevant to the research objectives (Sugiyono, 2020). The research sample was determined to be individuals with knowledge, experience, and direct involvement in school management and development. Therefore, the primary sample consisted of the foundation leadership, principal, vice principal, senior teachers, and several administrative staff familiar with school management strategies. To supplement the data, several parents were also selected as an additional sample to obtain an external perspective on the school's competitiveness.

This purposive sampling technique is expected to yield more in-depth, focused, and relevant data, reflecting the school's management strategies for creating competitive advantage. See Table 1.

Table 1. Research Population and Sample

No	Population Group	Population Size	Sampling Techniques	Samples Taken
1	College President	1 person	Purposive Sampling	1 person
2	Principal	7 people	Purposive Sampling	7 people
3	Vice Principal	15 people	Purposive Sampling	10 people
4	Senior Teacher	± 30 people	Purposive Sampling	15 people
5	Administrative Staff	± 10 people	Purposive Sampling	5 people
6	Parents (Representatives)	Unlimited	Purposive Sampling	15 people

Note:

1. The sample size was determined based on the informants' direct involvement, experience, and relevance to school management strategies.
2. The technique used was purposive sampling, as the researcher required informants who truly understood the research context.

Research Focus

The focus of this research is competitive advantage strategy management in private schools, specifically at Kolose Johanis Ars, Kei Kecil, Southeast Maluku Regency. This research aims to explore how private schools design, implement, and evaluate management strategies to create sustainable competitive advantage. This focus covers several key aspects, namely:

1. Strategic Management – the planning, implementation, and evaluation of strategies implemented by schools to increase competitiveness.
2. Educational Leadership – the role of principals and leaders in directing, inspiring, and building a school culture of excellence.
3. Stakeholder Management – the involvement of parents, foundations, the community, and the government in supporting the success of school strategies.
4. Quality and Innovation Management – the development of learning quality, teacher competency, curriculum innovation, and the use of educational technology.
5. Local Context – the influence of Southeast Maluku's geographic, social, and cultural characteristics on strategy implementation.
6. School Competitive Advantage – the end result of the implemented strategy, which includes service differentiation, school reputation, and attractiveness to students, parents, and the community.

The research variables in this study are qualitative, with strategic management, educational leadership, stakeholder management, quality and innovation management, and local context positioned as variables influencing the formation of competitive advantage in private schools. Using a qualitative descriptive approach, this study emphasizes an in-depth understanding of the processes, dynamics, and interactions between variables in the real-life school context, rather than simply quantitative measurements.

Data Collection Techniques

In this study, data were collected using several complementary techniques to obtain a comprehensive picture of strategic management of competitive advantage at Kolose Johanis Ars. The first technique was in-depth interviews conducted with the principal, vice principal, teachers, and external stakeholders such as parents, foundations, community leaders, and the Education Office. The interviews were used to understand the subjects' perspectives on the planning, implementation, and evaluation of strategic management at the school.

The second technique was participant observation, which involved direct observation of learning activities, school activities, teacher-student interactions, and daily management processes. This observation aimed to obtain contextual data that illustrated the actual practices of strategic management, leadership, and stakeholder management at the school.

The third technique is a documentation study, which involves collecting official school documents such as strategic plans, quality reports, activity archives, curricula, and evaluation records. This documentation helps verify information from interviews and observations and provides written evidence of strategy implementation and the results achieved.

All of these data collection techniques are complemented by data triangulation, which involves comparing and cross-checking sources and techniques to increase the validity and credibility of the data (Moleong, 2019). By combining interviews, observations, and documentation, this study is able to provide a comprehensive and accurate picture of the strategic management implemented at the Kolose Johanis Ars private school.

Research Instruments

The primary instrument in this study was the researcher herself. In qualitative research, the researcher serves as the primary instrument because the ability to understand the context, interpret data, and flexibly adapt questions is essential (Creswell, 2018). Furthermore, the researcher was assisted by supporting instruments in the form of interview guidelines, observation sheets, and documentation checklists, which served to systematically guide data collection and ensure all important aspects of the study were covered.

To maintain data validity, this study implemented several procedures, namely:

1. Triangulation – the use of multiple data sources (principals, teachers, students, stakeholders) and various data collection techniques (interviews, observation, documentation) to ensure the consistency and accuracy of the information.
2. Member Check – confirming interview results or preliminary findings with respondents to ensure that data interpretations align with their experiences.
3. Audit Trail – detailed recording and documentation of the research process, from data collection to analysis, to enable other researchers to trace the research flow.
4. Researcher Reflection – the researcher continuously conducted self-evaluation to reduce subjective bias in interpreting data.

By applying these research instruments and validity procedures, the data obtained are expected to have high credibility, reliability, and trustworthiness, so that the research findings can provide an accurate picture of the competitive advantage strategy management of private schools at Kolose Johanis Ars, Kei Kecil, Southeast Maluku.

Data Analysis Techniques

The data obtained in this study were analyzed using a descriptive qualitative analysis method based on the model by Miles, Huberman, and Saldaña (2018), which includes three main stages:

1. Data Reduction – This stage involves filtering, focusing, and summarizing the data collected through interviews, observations, and documentation. Data reduction aims to eliminate irrelevant information and highlight important aspects related to strategic management, leadership, stakeholder management, quality management, innovation, and the school's competitive advantage.
2. Data Display – The reduced data is organized into descriptive narratives, tables, or charts to facilitate understanding of patterns, relationships between variables, and key findings. This

data presentation helps researchers and readers see the relationship between the implemented strategies and the competitive advantage achieved by the school.

3. Conclusion Drawing and Verification – The final stage involves interpreting the data, identifying patterns, and drawing tentative conclusions. These conclusions are then verified through data triangulation, member checking, and researcher reflection to ensure the accuracy and credibility of the findings.

By using this analysis technique, the research is able to explore and present the process, dynamics, and interactions of strategic management variables in depth, thus providing a comprehensive understanding of the implementation of competitive advantage strategies at the private school Kolose Johanis Ars, Kei Kecil, Southeast Maluku.

Data Validity Testing

In this study, data validity testing was conducted to ensure that the collected data was accurate, reliable, and relevant to the research objectives, namely analyzing strategic management and competitive advantage at the Johanis Ars Private School, Kei Kecil, Southeast Maluku. Data validity testing comprises validity and reliability, which are essential requirements for a research instrument to produce valid information.

Data validity refers to the extent to which a research instrument is able to measure the concepts it is intended to measure. Data validity in this study was tested using several approaches, namely:

1. Content Validity

Content validity ensures that each indicator in the research instrument covers all aspects relevant to the school's strategic management and competitive advantage. This process was carried out through expert judgment, involving supervisors and educational management practitioners, to ensure all questions and indicators align with the research concept (Sugiyono, 2020).

2. Construct Validity

Construct validity is used to assess the relationship between indicators and the variables to be measured. The technique applied in this study is item-total correlation analysis of questionnaire data. An item is declared valid if the calculated r value is greater than the table r value at a significance level of 0.05, indicating that the indicator is statistically capable of measuring the intended concept.

3. Criterion Validity (optional)

Criterion validity is used if relevant external data is available to assess the extent to which the research instrument can predict or correlate with other measurement results that have been proven valid.

RESULTS AND DISCUSSION

The Current State of Strategic Management in Schools Under the Johannis Ars College in the Kei Kecil Region

The current state of strategic management in schools under the Johannis Ars College in the Kei Kecil region reflects a unique blend of foundational Catholic spiritual values and modern managerial

practices. However, this blend has not yet been fully structured into a comprehensive, formal strategic management system. Instead, strategic practices are largely realized through moral actions, servant leadership, and a strong organizational culture, while technical aspects of strategic management, such as long-term planning, performance indicators, and data-based evaluation systems, are still gradually developing. Therefore, a discussion of this current state needs to be viewed from the theoretical perspective of strategic management and education, to reveal how the strength of deeply rooted values can serve as strategic capital, while also presenting challenges in adapting to modern and competitive educational governance.

First, the strategic management of college schools has unique characteristics that are inseparable from the Catholic mission and spirituality. As found in the research findings, every strategic planning process always begins with a reflection on values and an awareness of the call to service. This indicates that the strategy formulation process is not solely based on environmental analysis or setting performance targets, but rather on developing a moral awareness that serves as the foundation for school development. From the perspective of strategic management theory, this orientation can be categorized as a value-driven strategy approach, namely a strategy built on the organization's core values. The existence of core values, such as "Serviens in Caritate," links every managerial decision to the mission of social service and the development of student character. This can be seen as an internal strength that is difficult for other educational institutions to replicate, thus aligning with the Resource-Based View (RBV) principle, which states that intangible organizational values can be a source of lasting competitive advantage.

However, in the implementation realm, this solid foundation of values also presents its own dynamics. The strategic planning process undertaken by colleges is largely annual through the preparation of the RKS (Work Plan) and RKAS (Work Plan and Budget). Although substantially containing important programs for strengthening teacher quality, character development, and improving infrastructure, these planning documents are not yet fully connected to the long-term planning system across school units. There is no five-year strategic plan at the college level that unites all units in a measurable direction of transformation. As a result, each school's strategy operates relatively independently, while remaining within the framework of the college's vision. This situation reflects a semi-strategic management system: a strong moral vision and annual operational planning are in place, but there is no consistent long-term direction based on performance analysis.

Furthermore, the strategy implementation aspect at the school level shows differences between units, influenced primarily by the principal's leadership capacity and resource availability. In schools such as SMA Sanata Karya and SMP Budhi Mulia, the strategy is implemented through a collaborative, transformational leadership style. The principals act not only as administrators but also as drivers of change and moral role models. They are able to facilitate teacher learning community forums, encourage learning innovation, and integrate the Independent Curriculum through contextual projects relevant to Kei culture. These schools demonstrate a higher level of "dynamic capability" than other units, namely the ability to adapt to changes in policy, technology, and community needs.

Conversely, in some elementary schools, such as SD Kolser and SD Fawear, the strategy implementation is more administrative in nature, relying entirely on the direction of the school. This aligns with research findings that teacher involvement in decision-making remains low in certain schools. Principals implement strategies based on structural instructions, rather than on local needs

analysis. One reason for this is the principals' limited managerial competency and limited access to resources for ongoing training. This situation highlights the disparity in strategic capabilities between school units, which, from a management theory perspective, can be an obstacle to building consistent quality across the college network.

In this regard, college organization and governance play a crucial role. The hierarchical yet collegial structure of colleges helps maintain a unified strategic direction. The College Coordination Meeting Forum (RAKOR-KA) serves as a forum for aligning perceptions and evaluations across schools. However, this centralized structure slows down schools' adaptation to local dynamics. Principals who wish to develop innovative programs must still obtain college approval, limiting strategic flexibility at the school level. This situation can be understood through the theory of educational bureaucracy, where centralized policies increase value stability but reduce responsiveness to changes in the external environment.

In terms of monitoring and evaluation, research findings indicate that the evaluation system at colleges is dual: internal evaluation by the school and external evaluation by the college monitoring team. In principle, this layered oversight is a necessary practice to maintain accountability and quality. However, the evaluation mechanisms used still focus on administrative compliance, such as BOS reports, accreditation, and activity reporting. There is no performance indicator system that measures the success of a strategy holistically, such as through the dimensions of the Balanced Scorecard (finance, learning, internal processes, and stakeholder satisfaction). Therefore, although schools routinely produce evaluation reports, strategy implementation does not always have a direct impact on measurable quality improvement.

Furthermore, regarding human resource capabilities, colleges possess strong moral strength and a culture of service, but teacher professional competency development is not yet systematic. While spiritual guidance is provided routinely, pedagogical and managerial training is inconsistent due to limited funding and resources. Disparities in digital competency among teachers pose a significant challenge, particularly in the context of implementing the Independent Curriculum, which demands creativity in project-based learning and the use of technology. This situation indicates that the organization's core capabilities lie in the realm of morals and values, while technical capabilities are still developing gradually.

From a financial perspective, the current state of strategic management at colleges also faces challenges. Heavy reliance on School Operational Assistance (BOS) funds limits the scope for school development. Schools' ability to diversify funding remains severely limited, particularly in small schools. This directly impacts the limited procurement of learning facilities, laboratories, teaching aids, and digital facilities. School development strategies become reactive and short-term, as they must await the availability of government funding. In strategic management theory, reliance on a single funding source weakens an organization's ability to make long-term investments, thus hindering innovation and sustainability.

Furthermore, adaptation to digital transformation within colleges shows significant disparities. Secondary schools like Sanata Karya High School have adopted Google Classroom and a simple LMS, while elementary schools still use traditional methods. Limited internet infrastructure in rural areas is a major obstacle. This indicates that the digital ecosystem within colleges has not been developed

evenly. Uneven digital adaptation has the potential to widen the quality gap between schools, impact the competitiveness of certain units, and reduce the effectiveness of long-term learning strategies.

On the other hand, the college's relationship with the community demonstrates significant social strength. Community trust in Catholic educational institutions in Kei Kecil is a strategic asset that plays a role in maintaining student numbers and strengthening the college's image. However, the socioeconomic conditions of the largely low-income community limit the ability to contribute financially. This impacts financial strategies and decisions related to funding school programs. A values-based communication approach, implemented through churches and community groups, is very effective in maintaining community loyalty, but is insufficient to increase school financial independence.

From an external perspective, changes in national education policy, such as the Independent Curriculum, require schools to adapt quickly. Colleges have shown a positive response, but implementation has not been uniform due to competency and resource constraints. This indicates that colleges are in a transitional phase in facing external demands. They have adaptive intentions but lack the organizational capabilities to implement systemic change.

Overall, the discussion of the current state of strategic management at Johannis Ars Colleges indicates that the institution's primary strengths lie in its spiritual values, organizational culture, and moral leadership. These factors constitute highly valuable intangible resources. However, this strength has not yet been fully translated into a formal strategic system with performance indicators, long-term direction, and adaptive governance. Therefore, it can be concluded that college strategic management is in a phase of evolving from a traditional, values-based system to a modern strategic system driven by data, innovation, and dynamic capabilities. This process requires improvements in long-term planning, strengthening the competencies of principals and teachers, diversifying funding, and equitable digitalization across all school units.

Factors supporting and inhibiting the effectiveness of strategic management in private schools under the Johanis Ars College in the Kei Kecil region, Southeast Maluku Regency.

The effectiveness of strategic management in schools under the Johanis Ars College in the Kei Kecil region is the result of a complex interaction between supporting factors that strengthen strategy implementation and inhibiting factors that limit the organization's scope for maneuver. Research findings indicate that strategic effectiveness does not rest on a single dimension, but rather is formed from a system influenced by values, culture, resources, bureaucratic structures, and the unique conditions of the island's environment. Therefore, this discussion not only describes supporting and inhibiting factors separately but also analyzes the dynamics of their interaction, as demonstrated by synergistic, compensatory, and contradictory patterns in the field findings.

a. Dimensions of Values and Spirituality as Fundamental Supporting Factors

One of the main supporting factors for the effectiveness of strategic management in Johanis Ars College schools is the foundation of spiritual values that are deeply rooted in the organizational culture. The values of service, love, honesty, solidarity, and dedication, long the identity of this Catholic institution, influence the attitudes, leadership styles, and interactions between teachers, students, and the community. These values constitute an intangible resource, yet possess high strategic power

because they underlie the intrinsic motivation of teachers and principals in carrying out their duties. Several teachers and principals explicitly emphasized that their commitment remains strong despite limited school facilities and financial constraints. This perspective demonstrates that spiritual values can fill the void of material incentives and become a driving force in achieving the school's strategic goals.

This spirituality also forms a distinctive leadership pattern known as servant leadership, in which the principal acts not only as an administrator but also as a moral role model and spiritual companion for teachers and students. The principal fosters a collegial culture, togetherness, and a spirit of service, all of which contribute to the effective implementation of strategies. Interpersonal closeness, warm communication, and the practice of shared reflection through retreats and recollections strengthen cohesion within the organization, so that each formulated strategy is not only understood but also accepted as part of the shared call to service.

On the other hand, these values have the potential to become a hindering factor if not balanced with modern professional principles. In certain contexts, an overly dominant service orientation leads to a lack of attention to administrative efficiency. For example, strategic decisions are often based on moral considerations rather than objective data analysis. This demonstrates that spiritual values can be both a constructive and a limiting force if not managed in a balanced manner.

b. Transformational Leadership as a Strengtheners of Strategic Capabilities

Another supporting factor is the transformational leadership style of the principals. Principals at units such as Sanata Karya High School and Budhi Mulia Middle School demonstrated strong abilities in mobilizing teachers, organizing strategic programs, and implementing innovation despite limited facilities. They were able to sense internal and external needs, in line with the concept of dynamic capabilities, and created spaces for discussion and collaboration among teachers to find creative solutions. This leadership strength was crucial for the success of strategy implementation, as evidenced by the differences in effectiveness between schools: schools led by visionary and reflective principals tended to be more adaptive and progressive than those with administrative leadership.

Transformational leadership has also proven effective in offsetting physical and financial resource constraints. The limited facilities often experienced by schools in remote areas like Fawear did not always hinder the full implementation of the program. In some cases, principals mobilized teachers and the community to work together to improve school infrastructure or provide creative learning alternatives. This demonstrates that leadership is not only a supporting factor but also a determining factor in how structural barriers can be overcome through social mobilization.

c. A Culture of Community Solidarity as Strategic Social Capital

The social culture of the Kei community, particularly the value of *ain ni ain* (we are brothers and sisters), strengthens community support for schools. Field findings indicate that the community, parish, and traditional communities often provide moral and material support to schools, whether through donations of labor, facilities, or participation in educational activities. This culture serves as a crucial form of social capital because it expands the school's capacity to overcome internal limitations. Community cooperation in building simple classrooms, improving the school environment, or assisting

with extracurricular activities are concrete examples of how social support factors strengthen educational strategies.

However, community support is not always evenly distributed. Schools located in urban centers like Langgur tend to receive greater support due to high accessibility and strong ties with the parish. Conversely, schools in remote areas like Fawear often face geographic isolation, resulting in less community participation. This disparity demonstrates that despite a strong social culture, geography can be a significant barrier to strategy implementation.

d. The College's Organizational Structure as a Supporting and Inhibiting Factor

The hierarchical yet collegial organizational structure of Johanis Ars College also has two sides. On the one hand, this structure maintains a unified vision and consistent values across all school units. Every strategic policy is formulated through the college's coordination forum, ensuring alignment between the school's programs and the foundation's mission. Moral and administrative support from the college strengthens organizational stability and provides a clear strategic direction. Furthermore, the college's leadership training for principals enhances their managerial capabilities.

On the other hand, an overly centralized structure reduces the school's flexibility to adapt quickly to local dynamics. Several principals stated that strategic decisions are often ratified late due to lengthy bureaucratic processes. This delays the implementation of urgent programs. A structure that emphasizes obedience and hierarchical approval can also hinder innovation by teachers or principals who require greater autonomy. When the hierarchy becomes too strict, the value of structural obedience can become a factor inhibiting creativity.

1) Limited Resources as a Systemic Barrier

Another significant factor is limited physical and financial resources. Most colleges and universities rely heavily on School Operational Assistance (BOS) funds. This dependence limits their ability to significantly develop their educational facilities. Limited facilities such as laboratories, libraries, adequate classrooms, and stable internet connections are major obstacles in the era of digital education. Internet constraints are particularly felt in rural areas, resulting in uneven implementation of technology-based learning across schools.

Furthermore, the competency of human resources, particularly senior teachers, is another barrier to educational innovation. Some teachers demonstrate resistance to technology and struggle to adopt the Independent Curriculum (Kurikulum Merdeka), which requires the use of digital devices and a project-based learning approach. Limited access to technology training also slows the adaptation process. As a result, the digitalization strategy is uneven and sometimes contradicts the college's strategic goal of achieving digital transformation by 2026.

2) Evaluation System Not Based on Strategic Indicators

The evaluation and monitoring system at Kolose Johanis Ars is more administrative than strategic. Evaluations generally focus on BOS reports, accreditation, and document completion. Although the college has a monitoring and evaluation team, the evaluation instruments used do not reflect strategic performance indicators that measure service quality, stakeholder satisfaction, learning innovation, or the achievement of long-term goals. This results in the controlling process within the strategic management cycle not functioning optimally as an organizational learning tool. When

feedback is not systematic, it is difficult for the school to identify root causes and formulate appropriate corrective measures.

3) Dynamic Interaction between Supporting and Inhibiting Factors

Research findings indicate that the interaction between supporting and inhibiting factors is not straightforward, but rather forms three patterns that influence the level of strategy effectiveness in each school unit.

First, a synergistic pattern occurs when supporting factors, such as transformational leadership, successfully transform limitations into learning opportunities. Schools with visionary leaders are able to manage minimal resources to continue producing learning innovations, garner community support, and mobilize teachers to actively participate in strategic programs.

Second, a compensatory pattern is evident in situations where financial or facility weaknesses are offset by cultural strengths and community solidarity. Mutual cooperation, parish collaboration, and community support often overcome various physical barriers.

Third, a contradictory pattern emerges when supporting factors are stifled by an unsupportive system. For example, the principal's desire to innovate is often hampered by college bureaucracy that demands multiple approvals. Similarly, teachers' ability to adapt to technology is often hampered by cultural resistance and a lack of training.

From all of these descriptions, it is clear that the effectiveness of strategic management in private schools under the Johannis Ars College is the result of a dialectical interaction between spiritual values, leadership, community culture, organizational structure, resources, and the island environment. Faith values and a service ethos remain the primary foundations that strengthen strategy, but managerial professionalism, human resource competency, and resource availability determine its successful implementation. Therefore, the greatest challenge for colleges is maintaining a healthy balance between values and systems, spirituality, and modern management, so that the strategy implemented is not only meaningful but also effective and sustainable.

How the application of Resource-Based View (RBV) and Dynamic Capabilities theories can explain the competitive advantage strategies of schools in a small island context.

The competitive advantage of private schools under the Johanis Ars College in the Kei Kecil region does not emerge as a result of market competition as in a business context, but rather through the schools' ability to build community trust, produce quality graduates, and maintain educational performance in a constrained island environment. To understand why these schools can survive and excel in a challenging geographic context, Resource-Based View (RBV) and Dynamic Capabilities (DC) theories provide a highly relevant framework. The research findings demonstrate that the colleges possess strong intangible resources and organizational capabilities that are adaptive to change, which together form a sustainable competitive advantage. This is evident in the research findings, which confirm that the colleges' competitive advantage rests on a combination of spiritual values, a culture of service, a long tradition of education, teacher commitment, and the ability to adapt to local and national policy changes.

a. RBV and the Uniqueness of Intangible Resources as the Foundation of Competitive Advantage

RBV theory explains that an organization's competitive advantage depends on the possession of resources that are valuable, rare, inimitable, and non-substitutable (VRIN). Research findings show that Kolose Johanis Ars schools possess several unique resources that meet these VRIN criteria, particularly intangible resources not possessed by other private schools in Kei Kecil.

One key resource is spiritual identity and a tradition of service. Catholic values such as "serving in love," character formation, moral discipline, and role models are internal strengths that shape an organizational culture that is difficult for other schools to replicate. The long tradition of Catholic education that has operated in Kei since the mission era strengthens the college's reputation as an institution of high moral and academic quality. These findings demonstrate that spiritual identity and historical heritage are not merely symbolic dimensions, but rather forms of cultural capital that provide unique and sustainable competitiveness for the college schools.

Another intangible resource that strengthens the RBV is the social capital between the school and the community. Community trust in colleges and universities is built on historical relationships, church ties, and sustained moral accountability. This trust is a valuable resource because it influences the stability of student enrollment. In small island regions, where school choices are limited and student migration is high, schools trusted by the community have a significant advantage in maintaining operational sustainability. Field findings confirm that communities continue to choose colleges despite distance and difficult village infrastructure.

Other findings indicate that teacher commitment and loyalty are among the most important resources in the RBV model. Many teachers have served for decades, motivated by service, not material gain. This loyalty is rarely found in non-college schools. From the RBV perspective, loyalty is a form of human capital that is very difficult to imitate because it is built on values, spirituality, and long-standing shared experience. Teachers are not merely technical personnel, but rather actors who guard traditions and maintain the school's quality culture. They create continuity in the educational process, which is a strategic strength of college schools.

Thus, the RBV explains that the college's competitive advantage does not depend on physical or financial resources, which are actually limited, but rather on unique resources that cannot be easily substituted by other schools. The college's intangible resources meet all the VRIN criteria, thus providing a basis for competitive advantage that is difficult for other schools in the Kei Kecil region to parallel.

b. Challenges of the RBV in the Context of Small Islands

Although intangible resources are strategic assets, the geographical conditions of small islands present serious challenges. Minimal infrastructure, limited internet access, and high logistics costs make it difficult for schools to optimally utilize these intangible resources in modern learning processes. This suggests that VRIN resources alone are insufficient without the ability to adapt quickly. This is where the Dynamic Capabilities (DC) theory becomes crucial in explaining how schools respond to external dynamics.

c. Dynamic Capabilities as an Explanation of School Adaptation to Change

Dynamic Capabilities explain an organization's ability to sense environmental changes, seize opportunities, and transform and reconfigure resources (transforming/reconfiguring). Research

findings indicate that collegiate schools demonstrate strong dynamic capabilities, despite operating within a limited context. This is evident in the responsiveness of principals and teachers in responding to new policies, community needs, and challenging geographic conditions.

Within the context of sensing, principals routinely observe student needs, teaching challenges, and national policy directions such as the Independent Curriculum. They conducted reflection and internal discussions to identify changes that required immediate responses. The principal of Sanata Karya High School, for example, was able to identify opportunities for integrating technology into learning despite limited resources. In village schools, sensing was carried out through the principal's close relationship with community and religious leaders, thus accurately identifying the real needs of village children.

In terms of seizing, college-level schools attempted to utilize limited resources through local innovation. Research findings showed that some schools developed simple hybrid learning systems, utilizing teachers' mobile phones or using printed modules when internet was unavailable. The principal and teachers were also able to seize opportunities to collaborate with the parish or village government to strengthen school facilities. These actions reflect the organization's ability to creatively respond to opportunities, which is the core of seizing capability.

The transforming or reconfiguration aspect was evident in the school's ability to adapt to new policies despite limited resources. The school restructured its learning strategy, conducted internal training, and restructured its learning activities to suit the small island context. Research findings confirm that teachers are implementing contextual learning innovations based on Kei culture, including integrating local customary values and traditions in the Pancasila Student Profile Strengthening Project (P5). This indicates that schools are not only adopting policies but also adapting and reconfiguring them to be relevant to the local context.

d. The Interaction of RBV and Dynamic Capabilities in Shaping Competitive Advantage

Research findings indicate that college schools' competitive advantage strategies are not based solely on one theory, but rather a synergistic combination of RBV and Dynamic Capabilities. RBV explains why schools possess fundamental strengths in the form of unique values and social capital. Meanwhile, Dynamic Capabilities explain how schools are able to transform these assets into relevant competitive capabilities despite facing geographic constraints and limited physical resources.

The interaction of these two theories is evident in several ways. First, sensing capabilities enable schools to identify opportunities to leverage existing intangible resources, such as spiritual values, community trust, and teacher loyalty. Second, seizing capabilities help schools translate these values into concrete strategies such as strengthening character education, community collaboration, or integrating local culture into the curriculum. Third, transforming capabilities help schools re-engineer their strategies when the environment changes, such as during a pandemic or changes in national policy.

Thus, college schools can maintain competitive advantage not because they have better facilities, but because they can creatively and adaptively manage intangible resources through dynamic capabilities. This explains why collegiate schools remain sought after and respected in the challenging context of small islands.

Overall, the RBV and Dynamic Capabilities theories provide a comprehensive explanation of the competitive advantage strategy of the Johanis Ars College in Kei Kecil. The RBV asserts that a school's primary strength lies not in its physical facilities, but in its intangible resources such as spirituality, social capital, organizational culture, and teacher loyalty, all of which meet the VRIN criteria. Dynamic Capabilities explain how the school is able to adapt, innovate, and reconfigure these resources to remain relevant in the challenging context of the islands. The combination of these two theories produces a sustainable competitive advantage strategy, enabling the school not only to survive but also to maintain its quality and reputation over the long term.

A Contextual, Implementable, and Sustainable Competitive Advantage Management Strategy for Schools Under the Johannis Ars College

The competitive advantage of schools under the Johannis Ars College in the Kei Kecil region is largely determined by the institution's ability to develop a management strategy that addresses geographical, social, and resource-limited challenges. In the context of a small island, the strategy must not only be conceptually sound but also realistic for implementation, rooted in local values, and have long-term sustainability. The research findings indicate that the competitive advantage strategy for the college schools is developed through a holistic approach, encompassing strengthening human resources, renewing the learning process, revitalizing the institution's spirituality, and structuring institutional management that is adaptive and based on real needs.

The strategy developed by the college stems from the awareness that the school's physical and financial resources are relatively limited. Therefore, the core of competitive advantage management is built on the strength of the social and spiritual capital that have long been the institution's identity. The research findings in the previous section confirm that the values of service, moral discipline, and Church traditions serve as strategic foundations that influence the behavior of teachers, students, and school leaders. Thus, the strategy is contextual because it is formulated based on the socio-cultural realities of the Kei Kecil community and the unique characteristics of the Johanis Ars College schools.

a. Strengthening Teacher Professionalism as a Core Strategy

Research results show that strengthening teacher quality is the most important strategy in efforts to increase the school's competitive advantage. This strategy is implemented through various mechanisms, such as increasing commitment, pedagogical competency training, classroom visits, mentoring, and efforts to build a culture of creative thinking among teachers. These steps are implementable because they can be implemented gradually, adjusted to the school's financial capabilities, and are highly relevant for improving the quality of learning in schools lacking technological facilities.

This strategy is also sustainable because it targets long-term teacher capacity building, not just one-time training. Continuous training, academic supervision, and collaborative reflection ensure that teachers experience professional development in line with changing national policies and local needs. Improving teacher professionalism is a key foundation for achieving quality learning and the school's reputation, which in turn are key factors in its competitive advantage.

Furthermore, the research reveals that the college implements a strategy for mapping and distributing teachers according to the school's needs, including adjusting the workload, competencies,

and interests. This step not only increases the effectiveness of resource use but also creates equitable quality across school units. Thus, teacher management strategies are not merely administrative in nature, but rather strategic instruments for creating sustainable competitive advantage.

b. Improving Principal Quality as a Driving Force of Strategy

Principals play a central role in the implementation of management strategies. Research shows that colleges place significant emphasis on improving principal capacity through managerial training, enhancing digital literacy, communication skills, managerial discipline, and data-driven decision-making. This strategy is contextual because it strengthens leadership characteristics consistent with the Kei Kecil culture, which prioritizes role models, social relationships, and family values.

Strengthening principal competency improves the quality of governance, academic supervision, and the school's ability to identify and respond to environmental changes. Principals with strong sensing and seizing skills are able to formulate relevant programs, mobilize teachers, and maximize community support. Thus, improving principal quality not only impacts administrative performance but also becomes a determining factor in building a school's strategic resilience.

This strategy is implementable because it can be implemented through internal college training programs, school management workshops, and mentoring by the diocese or related educational institutions. Such programs are also sustainable because they strengthen the leadership foundation, which directly impacts the overall quality of the school.

c. Learning Reform and Curriculum Adaptation

Research results show that the college developed a learning strategy that emphasized teacher creativity, the use of active learning models, and character building through the integration of local spiritual and cultural values. Teachers were encouraged to develop contextual learning that could be implemented despite limited technological resources, including utilizing the local environment as a learning resource. This strategy strengthened the relevance of education to students' real lives.

The college also encouraged the implementation of the Independent Curriculum (Kurikulum Merdeka) with an emphasis on the Pancasila Student Profile Strengthening Project (P5), particularly projects based on culture and local wisdom. This strategy was contextual because it aligned the national curriculum with Kei's cultural identity. The school was able to build competitive advantage through meaningful learning that instilled character, spirituality, and relevant life skills for children on the small island.

The implementation of the adaptive curriculum was also designed to be easily implemented by teachers in rural schools with limited internet or digital facilities. Therefore, the learning strategy emphasized manual creativity, the integration of traditional values, and collaborative activities in the classroom. This ensured that the learning reform remained implementable and did not rely on advanced technology.

d. Strengthening Character and Spirituality as a Competitive Advantage

Research shows that strengthening character and spirituality is a strategy that significantly determines the reputation of the college. The college places character development as a central part of its competitive advantage, through various programs such as spiritual mentoring, reflective worship

activities, retreats, and social service. A strong spiritual identity is a key differentiator for the college compared to other schools in the Kei Kecil region.

This strong spirituality has a direct impact on student discipline, teacher work ethic, and harmonious relations between the school and the community. This strengthens community trust and increases the school's attractiveness. This character-strengthening strategy is highly contextual because it is rooted in Kei culture, which upholds the values of family, togetherness, and courtesy. This strategy is also implementable because it can be integrated into daily school activities without requiring a large budget. Furthermore, it is highly sustainable because character and spiritual values become long-term assets that influence the behavior of the entire school community.

e. Strengthening a Culture of Quality and Polarization of Flagship Programs

The strategy for strengthening a culture of quality was also a key finding of the research. The college developed a strategy that included improving the quality of learning, developing extracurricular activities, and fostering student achievement in both academic and non-academic areas. Schools were encouraged to have their own flagship programs that reflected local strengths and the potential of the school's resources. For example, some schools developed arts and culture programs, local sports, or socio-religious activities. These flagship programs strengthened the school's identity and increased its competitiveness with other private schools. This strategy was contextual because it was tailored to the potential of each region and the resources available at the school. The flagship programs were also implementable because they could be developed gradually based on teacher capacity and community support. Their sustainability was strengthened by the involvement of the entire school community and the surrounding community.

e. Real-Needs-Based Resource Management

Another strategy resulting from the research is strengthening resource management, which includes mapping teacher needs, managing infrastructure, and efficient use of funds. The college implements a management approach based on the school's real-needs, including analyzing teacher distribution, competency, teaching capacity, and the needs of remote schools, which differ from those in urban centers. This management approach helps the college ensure that remote schools receive adequate attention despite difficult access. This strategy improves the distribution of quality across schools and enhances the overall consistency of the institution's quality. This approach is contextual because it takes into account the geographical differences and social conditions of each region. This strategy is also implementable because it can be implemented through internal audits and joint discussions. Its sustainability is evident in how the college designs long-term programs for equitable quality.

f. Partnerships with Churches, Governments, and Local Communities

The college also uses a partnership strategy with churches, local governments, and local communities to strengthen school sustainability. Research shows that collaboration with parishes, traditional leaders, and parents significantly contributes to the maintenance of school facilities, the financing of activities, and the provision of student development programs. This partnership strategy

is highly contextual, given the strong culture of collectivism among the Kei community and its historical ties to mission schools.

Through partnerships, schools can overcome limited funding and facilities. This strategy is implementable because it involves real community participation in the form of mutual cooperation, material support, or the organization of educational activities. Such collaboration is also sustainable because it creates a sense of community ownership in the school's sustainability.

Overall, the competitive advantage management strategy implemented by the schools under Kolose Johanis Ars is contextual, implementable, and sustainable because it is built on the strength of the college's core values, real-world needs, and the organization's ability to adapt to the geographic and social conditions of the Kei Kecil region. This strategy places teachers and principals at the center of the driving force, integrates spiritual values with modern learning, develops local flagship programs, and strengthens community partnerships. This combination of strategies ensures that the schools are not only able to survive challenging conditions but also maintain the quality of education and the institution's reputation over the long term.

The strategic management of schools under the Johannis Ars College in the Kei Kecil region demonstrates a unique reality, operating within geographical, financial, and infrastructure constraints. Yet, they are still able to maintain the quality of educational services by strengthening the institution's internal values. These schools operate in an island context that demands creativity and organizational resilience. Despite limited physical facilities, uneven internet access, and a relatively centralized college bureaucracy, the strategic management process remains effective, supported by Catholic spirituality, a tradition of service, and the strong commitment of teachers and principals. The transformational leadership of some schools allows for participatory strategy implementation, with teachers, principals, and the community fostering a strong sense of ownership in the continuity of education. The combination of faith values, teacher loyalty, and social closeness to the Church community forms a stable organizational foundation and enables the strategy to continue despite structural limitations.

The factors supporting the effectiveness of this strategy emerge primarily from the strength of long-standing social and spiritual capital. The values of service, moral discipline, and a spirit of togetherness provide positive energy that motivates the entire school community to continue implementing strategies with full dedication, enabling many educational activities to proceed even without the support of complete facilities. On the other hand, serious obstacles arise from limited learning infrastructure, limited access to technology, dependence on BOS funds, and resistance to digital innovation among some teachers. The island geography also places certain schools in isolation, impacting the quality of strategy implementation. Furthermore, the college's complex internal bureaucratic processes sometimes delay the school's timely strategic decision-making. Thus, the effectiveness of strategic management is a result of a trade-off between internal cultural strengths and external structural constraints, requiring high flexibility from school leaders.

From a theoretical perspective, the competitive advantage of college schools can be explained through the Resource-Based View (RBV) and Dynamic Capabilities (DC) approaches. The RBV demonstrates that college schools possess powerful intangible resources that meet the VRIN criteria, such as spirituality, historical reputation, teacher loyalty, commitment to service, and community trust. These resources cannot be imitated by other schools and are the core of the school's advantage in

attracting and retaining students. However, in the context of a small island nation with limited resources, these resources alone are insufficient. Therefore, schools' adaptive capacity through dynamic capabilities is crucial. Schools are able to read environmental changes (sensing), respond creatively to educational opportunities (seizing), and reorganize strategies and resources to remain relevant (transforming). The application of DC is evident in schools' ability to adapt to the Independent Curriculum policy, develop contextual learning, utilize local culture, and restructure learning when technology is unavailable. This synergy between RBV and DC explains why college schools remain superior despite their disadvantaged geographic conditions.

Based on field findings, a contextual, implementable, and sustainable competitive advantage management strategy for the college schools was developed through a holistic approach that focuses on strengthening human resources, learning renewal, strengthening character and spirituality, and collaboration with the local community. Teacher professionalism is strengthened through mentoring, academic supervision, joint reflection, and ongoing training, enabling teachers to continue innovating despite limited facilities. Principals are empowered through leadership and management training, as they are the primary driving force behind school-level strategies. Learning is renewed with a contextual approach based on the Kei environment and culture, including the integration of local values in the Pancasila Student Profile Strengthening Project. Strengthening character and spirituality remains a strategic characteristic that maintains community trust and differentiates the college schools from other institutions. Furthermore, partnership strategies with churches, village governments, and communities are crucial instruments for sustaining the program amidst funding constraints. All these strategies are designed with real-world conditions in mind, can be implemented by schools with limited resources, and have a long-term orientation that allows the colleges to maintain their quality and reputation in the Kei Kecil region.

CONCLUSION

Based on the research results and discussion in the previous chapter, it can be concluded that the strategic management of private schools under the Johanis Ars College in the Kei Kecil region exhibits unique dynamics influenced by the geographical conditions of the archipelago, social culture, and the core values that constitute the institution's identity. This research conclusion is structured to answer the following four research questions.

1. The actual condition of strategic management at Johanis Ars College schools demonstrates that strategic planning, implementation, and evaluation are carried out within limited physical and financial resources, yet they remain effective because they are supported by strong spiritual values, strong teacher commitment, the leadership of the principal, and strong social ties with the church community and the local community. Although geographical challenges and limited facilities are major obstacles, the school is still able to maintain organizational stability and quality of learning through a values-based management approach and strong internal collaboration.
2. The effectiveness of strategic management is strongly influenced by supporting factors such as social capital, spiritual capital, teacher loyalty, the institution's historical reputation, and leadership that is able to mobilize the school community. However, this effectiveness also faces

inhibiting factors such as a lack of technological facilities and learning resources, resistance from some teachers to innovation, limited operational funds, and the college's relatively centralized bureaucratic structure. Overall, the strategy's success depends heavily on the school's ability to maximize internal strengths while managing unavoidable structural barriers.

3. The application of the Resource-Based View (RBV) and Dynamic Capabilities (DC) theories can explain the sources of competitive advantage for colleges in the context of small islands. The RBV suggests that intangible resources such as spirituality, community trust, organizational culture, and teacher loyalty constitute VRIN strategic capital and are the core of competitive advantage. Meanwhile, Dynamic Capabilities explains how schools can adapt, respond to environmental changes, and creatively reconfigure resources through sensing, seizing, and transforming. The synergy between these two perspectives allows colleges to remain superior despite their geographical limitations.
4. A contextual, implementable, and sustainable competitive advantage management strategy for schools under the Johanis Ars College is realized through strengthening teacher capacity, principal leadership, updating contextually based learning, integrating local spiritual and cultural values, developing flagship school programs, and strengthening partnerships with churches and the community. This strategy is based on the school's real needs, is easy to implement even with limited resources, and is capable of maintaining the institution's long-term sustainability. This holistic approach ensures that the college not only survives but also maintains its reputation and quality of education in the Kei Kecil region.

Thus, this study confirms that the excellence of Johanis Ars College schools does not depend on physical or financial strength, but on the quality of values, people, and adaptive capabilities that are inherited and consistently managed.

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