At Tadbir: Islamic Education Management Journal
Vol. 4, No. 2 November 2026. pp. 482-485
E-ISSN: 3021-8098
DOI: **https://doi.org/10.54437/attadbir.v4i2.3866**

The Implementation of the Blue Ocean Strategy in the Development of Islamic Educational Institutions

Syifa Delfiani Gunawan*, Najma Khairunnisa, Dodo Murtodo, Rhani Fuji Lestari, Shinta Meirnawati Pratiwi
Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia
*Corresponding Author: syifdelgun@gmail.com

Received: 07-10-2026	Revised: 23-11-2026	Accepted: 24-11-2026	Published: 26-11-2026

Abstract: Competition amongst Islamic educational institutions drives the development of service differentiation strategies to create a competitive advantage without neglecting Islamic identity. This study aims to analyse the implementation of the Blue Ocean Strategy (BOS) in the development of Islamic educational institutions at Sekolah Tunas Unggul in Bandung. The study employs a qualitative approach using a case study design. Data were collected through observation, in-depth interviews with 10 informants, and a review of documents, and were subsequently analysed through data condensation, data presentation, and the drawing and verification of conclusions. The research findings indicate that value innovation is developed through the integration of the International Baccalaureate (IB) curriculum, the national curriculum, and the ruhiyah programme. Analysis using the Four Actions Framework (ERRC) identified the structuring of learning practices, the enhancement of global competencies, and the development of educational programmes that characterise the school. The Six Paths Framework is used to map out an approach to service differentiation, whilst the Three Tiers of Non-customers are used to identify potential groups of users of educational services. The implementation of these strategies is supported by alignment between the school's vision, curriculum and programmes, as well as change management through teacher capacity building and parental involvement. This study concludes that the implementation of the Blue Ocean Strategy in the development of Islamic educational institutions is realised through the differentiation of educational services that integrate a global academic orientation with the reinforcement of Islamic values.

Keywords: Blue Ocean Strategy; Value Innovation; Islamic Educational Institutions; Differentiation; Competitive Advantage.

Abstrak. *Persaingan antarlembaga pendidikan Islam mendorong pengembangan strategi diferensiasi layanan untuk menciptakan keunggulan kompetitif tanpa mengabaikan identitas keislaman. Penelitian ini bertujuan menganalisis implementasi Blue Ocean Strategy (BOS) dalam pengembangan lembaga pendidikan Islam di Sekolah Tunas Unggul Bandung. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui observasi, wawancara mendalam terhadap 10 informan, dan studi dokumentasi, kemudian dianalisis melalui kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa inovasi nilai (value innovation) dikembangkan melalui integrasi kurikulum International Baccalaureate (IB), kurikulum nasional, dan program ruhiyah. Analisis Four Actions Framework (ERRC) mengidentifikasi penataan praktik pembelajaran, peningkatan kompetensi global, serta pengembangan program pendidikan yang menjadi karakteristik sekolah. Six Paths Framework digunakan untuk memetakan pendekatan diferensiasi layanan, sedangkan Three Tiers of Noncustomers digunakan untuk mengidentifikasi potensi kelompok pengguna layanan pendidikan.*

Implementasi strategi tersebut didukung oleh keselarasan visi, kurikulum, dan program sekolah serta pengelolaan perubahan melalui pengembangan kapasitas guru dan keterlibatan orang tua. Penelitian ini menyimpulkan bahwa implementasi Blue Ocean Strategy dalam pengembangan lembaga pendidikan Islam diwujudkan melalui diferensiasi layanan pendidikan yang mengintegrasikan orientasi akademik global dan penguatan nilai-nilai keislaman.

Kata Kunci: *Blue Ocean Strategy; Inovasi Nilai; Lembaga Pendidikan Islam; Diferensiasi; Keunggulan Kompetitif.*

This is an open-access article under the CC BY-SA license

Copyright: © 2026 by the authors.
Licensee LP3M Al-Urwatul Wutsqo Jombang, Indonesia. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY-SA) license (https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

The development of Islamic educational institutions presents administrators with the need to create educational services that offer a competitive edge without neglecting their Islamic identity (Amiruddin dkk., 2026; Taufiqurrahman & Maftuhah, 2026). These circumstances call for an institutional development strategy that is not only competition-oriented, but also focused on creating new value for users of educational services. Kim & Mauborgne, (2005) explains that the *Red Ocean Strategy* focuses on competition within established market spaces, whilst the *Blue Ocean Strategy* (BOS) emphasises the creation of new market spaces through *value innovation* by simultaneously pursuing differentiation and low costs. In the context of Islamic education, this approach offers a perspective for the development of educational services capable of responding to the needs of the community through the management of competitive factors, the development of innovative programmes, and the strengthening of Islamic identity.

Research into the *Blue Ocean Strategy* within Islamic educational institutions has evolved through various strategic development approaches (Fitri, 2021; Hasanah dkk., 2026). Himmah & Siregar, (2025) to identify the creation of value-based innovation through digital entrepreneurship programmes that are integrated with Islamic values. Thoyib dkk., (2025) to examine the development of international-standard Islamic schools through an analysis of the *strategy canvas*, the redefinition of market boundaries, and the differentiation of educational programmes. Meanwhile, (Suyatman dkk., 2025) indicates that strengthening the competitiveness of madrasahs through the School Operational Assistance (BOS) scheme is achieved through the differentiation of modern Islamic educational services, the development of flagship programmes, the optimisation of resources, and stakeholder synergy. These three studies demonstrate that the creation of value innovation within Islamic educational institutions can be fostered through various strategic approaches. These differing orientations open up scope for research into the interrelationships between curriculum integration, the restructuring of competitive factors, opportunities for service-user development, and managerial support in the implementation of the BOS scheme within Islamic educational institutions.

Tunas Unggul School in Bandung is characterised by its approach to Islamic education, which integrates the International Baccalaureate (IB) curriculum with the national curriculum, reinforced by a spiritual development programme. Based on initial observations and information from the school management, this integration is one of the distinguishing features of the

educational services offered. However, the uniqueness of the programme has not automatically led to public understanding and acceptance of the educational values developed by the school. Initial interviews with the management in September 2026 indicated that some parents still view Islamic schools as an alternative to state schools. The strategic challenge lies in how the school integrates an international-standard educational approach with the strengthening of Islamic identity into a value proposition that is relevant to the community's needs. These characteristics formed the basis for selecting Sekolah Tunas Unggul Bandung as a case study to understand the implementation of the School Operational Assistance (BOS) scheme in the development of Islamic educational institutions.

Based on previous research and these empirical phenomena, there remains scope for further study regarding the relationship between the creation of value innovation and the strategic management process in the development of Islamic educational institutions based on an international curriculum. This study offers a novel approach through an analysis of the integration of the international curriculum, the national curriculum, and spiritual programmes as the basis for the differentiation of educational services. This analysis is developed using the *strategy canvas*, the *Four Actions Framework* (ERRC), the *Six Paths Framework*, and the *Three Tiers of Non-customers* to understand competitive factors, value reconstruction, and opportunities for the development of service users. This study also examines *strategic alignment* and *change management* as managerial aspects that support the implementation of educational strategies

This study aims to analyse the implementation of the *Blue Ocean Strategy* in the development of Islamic educational institutions at Sekolah Tunas Unggul in Bandung. Specifically, the study is directed towards analysing the creation of value innovation through the integration of the curriculum and spiritual programmes, identifying differentiation strategies and opportunities for the development of education service users, and understanding the role of strategic alignment and change management in supporting the implementation of the Blue Ocean Strategy. Theoretically, this study is expected to enrich the field of strategic management in Islamic education, particularly regarding the creation of value innovation whilst maintaining Islamic identity. In practical terms, the research findings are expected to provide a basis for consideration for managers of Islamic educational institutions in designing differentiation strategies and institutional development that are in line with community needs.

METHODS

This study employs a qualitative approach using a case study design to analyse in depth the implementation of the *Blue Ocean Strategy* (BOS) in the development of Islamic educational institutions at Sekolah Tunas Unggul in Bandung. According to (Yin, 2018), Case studies are used to gain an in-depth understanding of contemporary phenomena in a real-life context. This design was chosen because the research focuses on understanding the processes, experiences and strategic practices of schools in creating *value innovation* through the integration of the International Baccalaureate (IB) curriculum, the national curriculum and Islamic values. The research focuses on the analysis of the *strategy canvas*, the *Four Actions Framework* (ERRC), the *Six Paths Framework*, and the *Three Tiers of Non-customers*, as well as *strategic alignment* and *change management* in support of the implementation of the BOS.

This study was conducted at Tunas Unggul School in Bandung, which was selected through purposive sampling, taking into account the school's characteristics in integrating the International Baccalaureate (IB) curriculum, the national curriculum, and the reinforcement of Islamic values

through the ruhiyah programme. These characteristics make this school a suitable case for examining the implementation of the School Operational Assistance (BOS) scheme, particularly in terms of *value innovation*, the differentiation of educational services, and the development of competitive advantage. Research informants were selected using *purposive sampling*, which involves selecting informants based on the relevance of their knowledge and experience to the phenomenon under study (Patton, 2014). The criteria for selecting informants were based on their involvement, experience and knowledge regarding the formulation, implementation and acceptance of the school's strategy. There were 10 research informants, comprising the headteacher, the deputy headteacher for curriculum, the spiritual programme coordinator, two teachers, three parents of pupils and two pupils. The selection of these informants was intended to obtain diverse perspectives on the implementation of the BOS from administrators, implementers and users of educational services.

Data collection was carried out through observation, in-depth interviews and a review of documents. The use of various sources of evidence in the case study enabled the researcher to gain a comprehensive understanding of the phenomenon under investigation (Yin, 2018). Firstly, participatory observation was carried out over the course of one week to observe the implementation of International Baccalaureate (IB)-based learning, the integration of the national curriculum, the implementation of the spiritual development programme, and interactions between teachers and pupils. The observation was aimed at obtaining empirical data on the differentiation of educational services and the creation of *value innovation*. Secondly, in-depth interviews were conducted using a semi-structured approach to gather information on the processes of strategy formulation, decision-making, and strategic practices relating to the *strategy canvas*, the *Four Actions Framework* (ERRC), the *Six Paths Framework*, and the *Three Tiers of Non-customers*, as well as the informants' perceptions of the uniqueness and strengths of the school's educational services. Thirdly, a documentary study was carried out by examining school profile documents, the curriculum, work programmes, strategic plans, learning activity documents, spiritual development programmes, and relevant school publications. The aim of the documentary study was to obtain written evidence regarding the alignment between strategic planning and the implementation of school programmes. These three techniques were used in a complementary manner to gain a comprehensive understanding of the implementation of the BOS in the development of Islamic educational institutions.

Data analysis using interactive models (Miles dkk., 2014) which includes data condensation, data display, and conclusion drawing and verification. During the data condensation stage, the results of observations, interviews and documentation were selected, coded and grouped according to the research focus, which included the *strategy canvas*, the *Four Actions Framework* (ERRC), the *Six Paths Framework*, the *Three Tiers of Non-customers*, *value innovation*, *strategic alignment* and *change management*. The data is then presented in the form of narrative descriptions, thematic groupings and tables to identify patterns and interrelationships between findings. The drawing and verification of conclusions are carried out through the interpretation of patterns, interrelationships and the meaning of the data based on the research focus, by re-examining the consistency of the conclusions with the empirical evidence obtained. The validity of the data is examined through source triangulation and methodological triangulation. Source triangulation was carried out by comparing information from the headteacher, the deputy headteacher for curriculum, the spiritual programme coordinator, teachers, parents and pupils, whilst methodological triangulation was

carried out by comparing data from observations, interviews and documentation. These checks were carried out to enhance the credibility of the research findings.

RESEARCH FINDINGS AND DISCUSSION

Results

Creating Value through Innovation via the Integration of the Curriculum and Spiritual Programmes

The research findings indicate that *value innovation* at Tunas Unggul School in Bandung is fostered through the integration of the International Baccalaureate (IB) curriculum, the national curriculum, and the spiritual programme. This integration forms the basis for the development of educational services that combine a global academic focus, compliance with national educational standards, and the strengthening of Islamic identity. This development *orientation is reflected in the headteacher's statement during an interview on 12 September 2026: "At the time, we thought, why should our children have to choose between being good at reciting the Qur'an or being good at English? Why not both?"* This statement demonstrates that the development of internationally-oriented education is designed to go hand in hand with the strengthening of Islamic education as a distinguishing feature of the school's services.

The mapping of competitive factors was carried out based on the results of observations and a review of *documentation* to identify the distinguishing characteristics of the educational services provided by Sekolah Tunas Unggul Bandung. The mapping identified eight competitive factors, namely the religious curriculum, the national academic curriculum, the international curriculum, tuition fees, facilities and infrastructure, character development programmes, global networks, and the use of learning technology. The mapping of these eight factors forms the basis for the *strategy canvas* analysis to understand the strategic positioning and differentiation of the educational services developed by the school, as presented in the following table:

Table 1. Comparative Mapping of Competitive Factors in Islamic Education

No.	Competitive Factors	Conventional Islamic Schools	Tunas Unggul School
1	Islamic curriculum (spiritual development)	High	High
2	National academic curriculum	High	High
3	International curriculum (IB)	Low	High
4	Education costs	Low	Moderate
5	Educational facilities and infrastructure	Moderate	High
6	Character development programs	Moderate	High
7	Global networks	Low	High
8	Use of learning technology	Low	High

Source: Authors' analysis based on observation and documentation.

The mapping results in Table 1 show that the religious curriculum and the national academic curriculum remain the main components of the schools' educational provision. Differentiation in provision is particularly evident in the development of international curricula, facilities and infrastructure, character-building programmes, global networks, and the use of learning technologies. Meanwhile, the cost of education falls into the moderate category compared with the

comparison schools. These findings reveal a pattern of educational service development that upholds Islamic values and national educational standards whilst simultaneously strengthening value factors oriented towards global competencies.

The research findings also identified a reorganisation of educational value factors through changes to teaching practices, the strengthening of pupils' competences, and the development of school programmes. Based on the results of interviews and documentation, these strategic actions were mapped using the *Four Actions Framework* (ERRC), which encompasses the elimination, reduction, enhancement and creation of educational value factors, as presented below.

Table 2. ERRC Grid of Tunas Unggul School

Strategic Actions	Identified Elements	Description
Eliminate	Teacher-centered learning; separation of religious and general knowledge; exclusive reliance on written examinations.	Restructuring educational practices that limit critical thinking, active learning, and knowledge integration.
Reduce	Mechanical memorization; excessive emphasis on ceremonial religious activities.	Reducing the emphasis on routine activities to strengthen understanding and the internalization of Islamic values.
Raise	English language proficiency; research skills; global networks.	Strengthening educational competencies and global engagement.
Create	Young Expert Program; Leadership Program; Community Bonding.	Developing distinctive educational programs oriented toward student potential, leadership, and social engagement.

Source: Authors' analysis based on interviews and documentation.

One of the ways in which the values of education have been re-evaluated is by reducing the emphasis on rote learning through a greater focus on understanding and the internalisation of Islamic values. This change initially raised questions amongst some parents regarding the implementation of the religious programme. The spiritual programme coordinator, in an interview on 13 September 2026, explained: *"At first, many parents asked, 'Why isn't my child being tested on memorisation like before?' But once they saw that their children were more honest, more disciplined and more caring, they understood."* This statement shows that the shift in the approach to religious education is aimed at shaping the behaviour and character of the pupils, rather than merely achieving rote memorisation.

The development of values-based innovation through the integration of the IB curriculum, the national curriculum and the spiritual programme is achieved through a process of curriculum adaptation and teacher competence development. This integration is aimed at developing critical thinking skills, intercultural communication and international awareness, whilst preserving the pupils' Islamic identity. The deputy headteacher for curriculum, in an interview on 15 September 2026, explained: *"We couldn't simply adopt the IB straight away. It requires a learning process, teacher training and adaptation. But now we can see the results: our pupils are being accepted into universities abroad, yet they still pray and maintain good moral character."* This statement indicates that the development of an international academic orientation is accompanied by efforts to uphold the character and spiritual

development of pupils. The integration of these three components forms the basis of the educational values developed by the school

Differentiation Strategies and Opportunities for the Development of Education Service Users

The research findings identified a number of strategic approaches to developing service differentiation in *education* at Tunas Unggul School in Bandung. Based on the results of interviews and documentation, these approaches were mapped using the *Six Paths Framework*, which encompasses alternative industries, strategic groups, buyer chains, complementary services, functional and emotional appeal, and changes in educational needs over time. The results of this mapping are presented in Table 3.

Table 3. Mapping of Educational Service Differentiation through the Six Paths Framework

Path	Strategic Focus	Identified Educational Practices
1	Alternative industries	Offering educational services that combine Islamic education with international academic orientations.
2	Strategic groups	Combining the characteristics of Islamic schools and internationally oriented schools.
3	Chain of buyers	Involving parents in educational communication through the Parent-Teacher Interaction (PTI) program.
4	Complementary product and service offerings	Providing counseling services, talent development programs, and preparation for overseas higher education.
5	Functional and emotional appeal	Integrating academic development, character education, and Islamic spiritual development.
6	Looking across time	Orienting educational programs toward future global competencies and emerging educational needs.

Source: Authors' analysis based on interviews and documentation.

The findings presented in Table 3 show that the differentiation of educational services is not solely based on curriculum integration, but also encompasses parental involvement, the development of complementary services, the integration of academic competence and character building, and an educational approach geared towards global needs. These various characteristics illustrate the schools' efforts to develop alternative educational services that accommodate the academic and spiritual needs of pupils as well as the expectations of parents.

In addition to the development of differentiated educational services, the analysis identified potential service user groups that could be reached through the development of school strategies. Based on the characteristics of the educational services and information obtained through interviews and documentation, these groups were categorised using the *Three Tiers of Non-customers* framework, namely *soon-to-be non-customers*, *refusing non-customers*, and *unexplored non-customers*. The results of this mapping of potential service user groups are presented in the table below.

Table 4. Mapping of Potential Educational Service Users through the Three Tiers of Noncustomers

Tier	Potential User Characteristics	Relevant School Strategies
Soon-to-be noncustomers	Parents considering alternatives to their current Islamic schools to meet their academic and spiritual expectations.	Offering an internationally recognized IB curriculum integrated with Islamic values.
Refusing noncustomers	Parents who may avoid Islamic schools because of perceived limitations in academic competitiveness.	Communicating academic achievements and alumni admission to overseas universities.
Unexplored noncustomers	Families that have not previously considered Islamic schools as an educational alternative.	Developing institutional reputation through school publications and alumni networks.

Source: Authors' analytical mapping based on interviews and documentation.

The appeal of the educational services developed by the school is reflected in the experiences of parents who previously sent their children to state schools. The integration of an international academic focus with the reinforcement of Islamic values is one of the factors parents consider when choosing an educational programme. One parent, interviewed on 14 September 2026, stated: *"I've noticed my child has become more confident and can speak English fluently. But most importantly, he continues to pray and study the Qur'an. That's what I was looking for."* This statement demonstrates that the combination of academic development and Islamic education holds appeal for parents who seek both educational orientations within a single institution. The informant's experience provides insight into the potential for schools to differentiate their services in response to the needs of education users.

Alignment of Strategy and Change Management in Supporting the Implementation of the BOS

The research findings indicate that strategic alignment at Tunas Unggul School in Bandung is reflected in the interconnection between the institutional vision, curriculum development and the implementation of educational programmes. The school's vision, which is oriented towards developing pupils' spiritual, emotional and intellectual potential, is realised through the integration of the IB curriculum, the national curriculum, spiritual development programmes and pupil development activities. The results of observations and a review of the school's vision and mission documents, the educational unit's operational curriculum (KOSP), the school's work programme, and extracurricular activities reveal a connection between the institution's strategic direction and the educational programmes developed. This alignment forms the basis for the organisation of educational services that combine a global academic orientation with the strengthening of Islamic identity.

Change management to support the implementation of the BOS is carried out through the development of teachers' competencies, parental involvement, and the strengthening of communication amongst the school community. The development of teachers' competencies is aimed at supporting adjustments to the curriculum and teaching practices, whilst parental involvement is facilitated through the Parent-Teacher Interaction (PTI) programme. The school also fosters open communication to accommodate a range of responses to changes in the education programme. In an interview on 12 September 2026, the headteacher emphasised: "We always involve all parties: teachers, parents and even pupils. We listen to their concerns, then we explain

why these changes are important. Alhamdulillah, they are gradually coming to understand." This statement demonstrates that change management is carried out by prioritising stakeholder involvement and communication regarding the direction of the school's development. These efforts are aimed at building a shared understanding of the changes to the curriculum and educational programmes developed by the school.

Table 5. Synthesis of Research Findings on the Implementation of Blue Ocean Strategy in Islamic Educational Institution Development

Research Focus	Key Findings	Strategic Orientation
Value innovation through curriculum integration and spiritual development	Integration of the IB curriculum, national curriculum, and ruhiyah program; mapping of competitive factors; restructuring of educational value factors through the ERRC framework.	Development of distinctive educational value by combining global academic competencies and Islamic identity.
Differentiation strategy and potential expansion of educational service users	Differentiation of educational services through the Six Paths Framework and mapping of potential users through the Three Tiers of Noncustomers.	Development of educational alternatives and identification of opportunities to reach potential users.
Strategic alignment and change management	Alignment of institutional vision, curriculum, and educational programs; teacher competency development, parental involvement, and open organizational communication.	Strengthening institutional capacity to support strategic implementation and adaptation to educational change.

Source: Authors' synthesis of research findings.

Discussion

Creating Value through Innovation via the Integration of the Curriculum and Spiritual Programmes

The creation of value-based innovation in the development of Islamic educational institutions does not rely solely on the adoption of international curricula, but on the institutions' ability to integrate various educational approaches into a unified system of provision. The integration of the International Baccalaureate (IB) curriculum, the national curriculum, and the spiritual programme at Tunas Unggul School demonstrates a harmonious blend of global competence development, compliance with national educational standards, and the strengthening of Islamic identity. This approach is in line with research (Wulandari dkk., 2024) which explains the relevance of the IB curriculum in fostering an international outlook whilst taking into account the identity, culture and values of the pupils. Rahmat dkk., (2024) It also emphasises the importance of curriculum integration in fostering the integration of academic, spiritual, ethical and social education in Islamic schools. From the perspective of *Blue Ocean Strategy*, this integration can be understood as an effort to create a distinct value proposition through the reconstruction of educational service factors. Kim & Mauborgne (2005) posits *value innovation* as a means of achieving both differentiation and low costs simultaneously. Therefore, the integration of these three curriculum components represents the dimension of differentiation in the creation of value

innovation, although the aspect of cost efficiency in the delivery of education still requires further empirical evidence.

A re-examination of the value drivers in education using the Strategy Canvas and the Four Actions Framework shows that service differentiation is achieved not only by adding new programmes, but also by reorganising existing educational practices. Kim & Mauborgne (2005) explains that the mapping of competitive factors forms the basis for determining which value elements need to be removed, reduced, enhanced and created. The ERRC analysis at Tunas Unggul School primarily identified a reduction in the emphasis on rote learning, a strengthening of pupils' active engagement, an improvement in English language proficiency and research skills, and the development of the *Young Expert*, *Leadership Programme* and *Community Bonding* programmes. This pattern bears similarities to the study (Handayani dkk., 2024) yang mengidentifikasi penerapan ERRC dalam pengembangan karakteristik layanan sekolah Islam. Octavira dkk (2024) It also highlights the importance of mapping competitive factors and structuring educational programmes in formulating strategies to develop schools' competitiveness. In a different context, (Mustari dkk., 2025) emphasises the importance of developing a curriculum that is adaptable to the demands of modernisation without compromising Islamic values. This comparison shows that the distinctive feature of the innovative approach at Tunas Unggul School lies in the reorganisation of the learning experience through the integration of global competencies, character building and the strengthening of pupils' spirituality.

The diversity of forms of value-based innovation within Islamic educational institutions demonstrates that the development of strategies needs to be tailored to institutional characteristics and the needs of service users. Thoyib dkk (2025) In his study at SMA IIBS Bekasi, he emphasised the redefinition of market boundaries and programme differentiation through the analysis of the strategy canvas in the development of an international-standard Islamic school. Meanwhile, (Himmah & Siregar, 2025) to identify the development of a Digital Entrepreneurship programme integrated with Islamic values as a strategy for differentiating madrasahs. Hasanah dkk (2026) expanding on this perspective through the development of the 'Tahfidz Entrepreneur' programme, which combines religious and entrepreneurial competencies. The commonality between these three studies and the practices at Tunas Unggul School lies in the effort to develop pupils' competencies without compromising their Islamic identity. The difference lies in the approach to value creation, namely through the integration of the international curriculum, the national curriculum, and the spiritual programme as a unified educational service. This comparison demonstrates that the distinctiveness of Islamic education is not always realised through the development of specific flagship programmes, but can also be built through the integration of various curricular orientations that shape pupils' learning experiences.

Curriculum integration in Islamic education not only has a pedagogical dimension, but can also serve as a strategic tool in the development of educational values. Sidik dkk (2024) explains that the development of an integrative curriculum in Islamic educational institutions is linked to policy, strategy, the development of teaching materials, and the formation of the institution's socio-cultural identity. Meanwhile, (Musthova & Khalim, 2024) posits curriculum integration as an approach to developing pupils' personalities, encompassing spiritual, moral and intellectual dimensions. Research at Tunas Unggul School broadens this perspective by positioning curriculum integration not only as an approach to learning development and character building, but also as the foundation for the differentiation of educational provision. Its conceptual contribution lies in the understanding that Islamic identity can serve as a formative element in shaping value propositions

within globally-oriented educational development. Nevertheless, the application of this approach to other Islamic educational institutions must take into account institutional characteristics, resource capacity, and the needs of those using educational services.

Differentiation Strategies and Opportunities for the Development of Education Service Users

The differentiation of educational services through the Six Paths Framework places user needs at the heart of strategic considerations when developing alternative services outside the conventional competitive model. Kim & Mauborgne (2005) explains that market boundaries can be redefined by examining alternative industries, strategic groups, buyer chains, complementary services, functional and emotional appeal, and changing needs over time. The mapping at Tunas Unggul School primarily reveals a blend of characteristics typical of Islamic schools and internationally-oriented schools, parental involvement through *Parent-Teacher Interaction* (PTI), and the development of academic and spiritual appeal. This development is relevant to the research (Mustofa, 2024) which positions extracurricular activities as part of a marketing strategy and a means of enhancing the appeal of Islamic educational institutions. Meanwhile, (Amiruddin dkk., 2026) reveals that parents' considerations when choosing an Islamic school are based not only on the reinforcement of religious values, but also on academic quality. The integration of academic, spiritual and pupil development services provides a foundation for schools to respond to increasingly diverse educational needs. However, the mapping of these six pathways is best understood as the identification of strategic opportunities rather than evidence of schools' success in reshaping the boundaries of the education market.

The development of users of educational services from the perspective of the Blue Ocean Strategy is not only focused on meeting the needs of existing users, but also on identifying the needs of the community that have not yet been met by the available educational services. Kim & Mauborgne (2005) classifies non-consumers into three categories: those who are considering discontinuing the service they use, those who consciously choose not to use the available service, and those who have never considered the service as an alternative. In the context of this study, the integration of international and national curricula with spiritual programmes has the potential to serve as an alternative for families with diverse academic and religious preferences. Fauyan dkk (2024) It has been identified that parents' preferences when choosing Islamic educational institutions are not only related to religious education and character building, but also take into account the quality of teaching, academic achievement, facilities, technology and tuition fees. The diversity of these preferences provides a basis for Islamic educational institutions to identify the needs of the community that have not yet been optimally met. Nevertheless, the mapping of the three levels of non-consumers at Tunas Unggul School remains exploratory in nature, as it is not yet supported by direct data from community groups that do not use the school's services. This framework is best understood as a tool for identifying opportunities for expanding the user base rather than as evidence of the success of educational market expansion.

The appeal of differentiation in educational services lies in an institution's ability to translate parents' expectations into the characteristics of the programmes on offer. Agustin & Zalnur, (2024) revealed that integrated Islamic schools have become a popular choice amongst parents because they are able to meet expectations regarding both academic achievement and the character development of pupils. Meanwhile, (Murti dkk., 2025) identified teacher quality and school location as factors that significantly influence parents' preferences when choosing an integrated Islamic educational institution. Both studies showed that the decision to choose a school is not only related

to curriculum characteristics, but also takes into account the quality of human resources and the accessibility of services. In the context of Sekolah Tunas Unggul, the experiences of parents who had previously chosen state schools suggest that the development of English language skills and the reinforcement of Islamic values are service characteristics that are particularly valued. Unlike previous research, which positioned parental preferences as the basis for school selection, this study links these preferences to a differentiation strategy through the integration of functional and emotional appeal. The differentiation of educational services needs to be built on the alignment between the values offered by the institution and the needs perceived by service users.

The development of the education market through service differentiation should be distinguished from marketing strategies that are solely focused on increasing student numbers. Greaves dkk (2023) A systematic review of 81 articles revealed that school marketing activities are often not accompanied by substantive changes to the curriculum or the delivery of education. The review offers a critical perspective that differentiation must be achieved through the development of service values, rather than merely the creation of an institutional image. Practices at Tunas Unggul School demonstrate an approach that places curriculum integration, the strengthening of spiritual programmes, and the development of complementary services at the heart of educational differentiation. The contribution of this research lies in the complementary use of the Six Paths Framework and the Three Tiers of Non-customers to understand the relationship between the distinguishing characteristics of services and opportunities for developing users of Islamic education. From a managerial perspective, this approach highlights the importance of identifying the needs of prospective users, providing accurate educational information, and developing programmes that align with the characteristics of the community. The success of further market expansion must be assessed through data on enrolment trends and by investigating the reasons why the community chooses or chooses not to choose the educational services on offer.

Alignment of Strategy and Change Management in Supporting the Implementation of the BOS

Strategic alignment is a managerial aspect that determines the connection between the direction of institutional development and the implementation of educational programmes. Honig & Hatch (2004) views the coherence of a school organisation as a dynamic process of aligning internal objectives and strategies with various external demands, rather than merely an administrative matter. This perspective is relevant to the development of the Tunas Unggul School, which integrates the IB curriculum, the national curriculum and spiritual programmes through the interconnection of institutional vision, curriculum policy and educational activities. Rodliyah dkk (2024) In his study on curriculum management in madrasah aliyah based on pesantren, he highlights the importance of the interconnection between curriculum design, the implementation of programmes based on needs, and evaluation involving stakeholders. The commonality between these two contexts lies in the need to translate institutional direction into mutually supportive educational programmes. However, the existence of aligned vision documents, curricula and work programmes does not automatically guarantee consistency in the implementation of strategies. Therefore, strategic alignment in the development of the Tunas Unggul School must be understood as the integration of institutional planning and educational practice, supported by coordination, resource capacity, and evaluation of programme implementation.

Change management in the implementation of educational strategies requires leadership capable of fostering a shared understanding, developing human resource capacity, and engaging stakeholders. Kotter (2007) emphasises that the success of organisational change is linked to

leaders' ability to establish the direction of change, communicate the vision, and encourage the involvement of organisational members in its implementation. In the context of this study, the role of leadership in steering curriculum change is supported by the development of teachers' competences and communication with parents through the Parent-Teacher Interaction (PTI) programme. Kusumaningrum dkk (2025) shows that change leadership strengthens the relationship between learning leadership, school culture and teachers' teaching performance in pesantren-based educational institutions. Meanwhile,(Epstein dkk., 2018) regarding the partnership between school and family as a vital part of developing an educational programme centred on pupils' needs. Both perspectives make it clear that changes to educational strategy require not only internal adjustments but also parental involvement in fostering communication and understanding regarding the direction of the school's development. The distinctive feature of change management at Tunas Unggul School lies in its efforts to align teacher competence development with parental participation to support the integration of international education and Islamic values. However, the effectiveness of the PTI in reducing resistance to change still requires more in-depth data on parents' experiences and responses.

The sustainability of value-based innovation in the development of Islamic educational institutions is determined not only by the accuracy of strategy formulation, but also by the organisation's ability to ensure consistency in its implementation. Kim & Mauborgne, (2005) menempatkan fair process, yang mencakup keterlibatan (engagement), penjelasan (explanation), dan kejelasan harapan (expectation clarity), sebagai prinsip penting dalam membangun dukungan terhadap pelaksanaan strategi. Perspektif tersebut sejalan dengan (Vanlommel & van den Boom-Muilenburg, 2024), which emphasises that the effectiveness and sustainability of educational change are linked to organisational readiness, resource capacity, system alignment, and the use of evidence in decision-making. Coburn (2003) It also explains that the sustainability of educational change cannot be assessed solely on the basis of programme implementation; rather, it is necessary to consider the depth of the change, the sustainability of practices, its dissemination, and the transfer of ownership of the change to those implementing it. In the context of this study, the alignment of vision, curriculum and educational programmes supported by the development of teacher competencies and parental involvement through the PTI can be understood as a managerial mechanism linking the creation of value innovation with the implementation of strategies. The contribution of this research lies in its explanation of the role of institutional alignment and change management in supporting the implementation of the School Operational Assistance (BOS) scheme in globally-oriented Islamic education without compromising Islamic identity. However, the sustainability of these mechanisms still requires validation through periodic programme evaluations and long-term monitoring of changes in educational practice.

The contribution of this research to the development of strategic management studies in Islamic education lies in the understanding of the interrelationship between value innovation, service differentiation and institutional management from the perspective of the Blue Ocean Strategy. Empirically, this study demonstrates that the integration of the international curriculum, the national curriculum, and spiritual programmes can form the basis for developing an educational value proposition that accommodates global competencies whilst maintaining Islamic identity. Analytically, the use of the Strategy Canvas, the Four Actions Framework, the Six Paths Framework, and the Three Tiers of Non-customers provides a framework for identifying the distinguishing characteristics of services as well as opportunities for developing educational users. Furthermore, the alignment of strategy and change management highlights the importance of

managerial capacity in supporting the implementation of educational innovation. These findings expand our understanding that the development of a differentiation strategy for Islamic educational institutions is not only concerned with the creation of flagship programmes, but also with the ability to integrate educational values, user needs, and organisational management in a holistic manner.

CONCLUSION

The implementation of the *Blue Ocean Strategy* in the development of the Islamic educational institution at Sekolah Tunas Unggul in Bandung demonstrates that the creation of distinctive value is achieved through the integration of the International Baccalaureate (IB) curriculum, the national curriculum, and the spiritual programme. This integration forms the basis for the development of educational services that combine globally-oriented academic competencies, compliance with national educational standards, and the strengthening of Islamic identity. The creation of this value is also reflected in the reorganisation of teaching practices, the enhancement of pupils' competencies, and programme development through the *Eliminate, Reduce, Raise,* and *Create* (ERRC) framework.

A strategy for the differentiation of educational services has been developed through a blend of the characteristics of Islamic and international education, parental involvement, and the development of complementary services that support pupils' needs. An analysis of the Six Paths Framework reveals a number of differentiation approaches, whilst the Three Tiers of Non-customers provides an overview of opportunities for developing groups of education service users. Nevertheless, this mapping cannot yet be used as a basis for concluding that the school has succeeded in creating new market spaces or reaching all non-consumer groups.

The alignment of strategy and change management are managerial aspects that support the implementation of the School Operational Assistance (BOS) scheme at Tunas Unggul School. Alignment between the institutional vision, the curriculum and educational programmes helps to maintain a coherent direction for the school's development. Meanwhile, the development of teachers' competencies, parental involvement through the Parent-Teacher Interaction (PTI) programme, and open communication form part of change management in the implementation of educational programmes. These two aspects highlight the importance of the link between service innovation and the institution's management capacity.

This study is limited to a single case and has not been supported by an in-depth comparison with other schools or direct data from community groups that do not use the school's services. Further research is recommended to utilise a multi-site design, involving prospective users who have not yet chosen the school's services, and to examine the sustainability of strategy implementation through a longitudinal study. Such developments are necessary to strengthen understanding of the conditions that support service differentiation and the expansion of opportunities for users of Islamic education.

Statement on the Use of Artificial Intelligence (AI)

The authors used artificial intelligence (AI) during the language editing stage to correct grammar, clarify sentences and ensure the coherence of the text. The authors reviewed the editing suggestions before incorporating them into the manuscript. Data analysis, interpretation of findings and formulation of conclusions were carried out by the authors, who are responsible for the accuracy and integrity of the final manuscript.

Statement of Author Contributions

Syifa Delfiani Gunawan formulated the research focus, developed the study design and wrote the initial draft of the article. Najma Khairunnisa contributed to data collection and management. Dodo Murtodo reviewed the methodological design and provided input on the analysis process. Rhani Fuji Lestari reviewed the relevant literature and linked it to the research findings in the discussion. Shinta Meirnawati Pratiwi reviewed the manuscript and checked the consistency between the research objectives, findings and conclusions. All authors reviewed and approved the final version of the manuscript for publication.

Funding Statement

The authors did not receive any grants, sponsorship or external funding for the conduct of this research or the preparation of this article.

Declaration of Conflict of Interest

The authors declare that they have no financial, professional, institutional or personal interests that could influence the conduct of the research, the interpretation of the findings or the reporting of the results.

REFERENCES

Agustin, S., & Zalnur, M. (2024). Integrated Islamic Schools As An Alternative To Prestigious Schools Of Choice For Parents In Building Children's Character. *Pionir: Jurnal Pendidikan*, *13*(2), 117–125. https://doi.org/10.22373/pjp.v13i2.24884

Amiruddin, Hilmy, M., Niam, K., & Kusaeri. (2026). Parental School Choice in Islamic Contexts: Beyond the Faith-Modernity Binary in Indonesia. *Journal of School Choice*, *0*(0), 1–19. https://doi.org/10.1080/15582159.2026.2680622

Coburn, C. E. (2003). Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. *Educational Researcher*, *32*(6), 3–12. https://doi.org/10.3102/0013189X032006003

Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L., Martin, C. S., Thomas, B. G., & Greenfeld, M. D. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin press.

Fauyan, M., Fauziah, P. Y., Wibawa, L., & Mamat, N. B. (2024). The Factors Affecting Parent's Preference When Selecting Islamic Schools. *MUDARRISA: Jurnal Kajian Pendidikan Islam*, *16*(1), 25–48. https://doi.org/10.18326/mudarrisa.v16i1.634

Fitri, A. Z. (2021). Blue Ocean Strategy for Improving Quality and Competitiveness of Islamic Educational Environment. *Asian Social Science and Humanities Research Journal (ASHREJ)*, *3*(2), 17–27.

Greaves, E., Wilson, D., & Nairn, A. (2023). Marketing and School Choice: A Systematic Literature Review. *Review of Educational Research*, *93*(6), 825–861. https://doi.org/10.3102/00346543221141658

Handayani, Y., Permata, W. I., & Hidayat, R. (2024). *Blue Ocean Strategy pada Organisasi Pendidikan: Implementasi pada Sekolah (SMA Islam Alam Sains/IAS Al Jannah) | JIIP - Jurnal Ilmiah Ilmu Pendidikan*. https://jiip.stkipyapisdompu.ac.id/jiip/index.php/JIIP/article/view/6427

Hasanah, S. N. A., Rahman, M., Firdausiyah, R. J., Khumairotusshiyamah, U., Saputra, Y. I., & Holidi, M. (2026). Creating New Market Space Through Tahfidz Entrepreneur Innovation: A Blue Ocean Strategy for Islamic Education. *Journal of Islamic Scholarly Research*, *1*(1), 62–74. https://doi.org/10.61987/isr.v1i1.75

Himmah, A., & Siregar, W. (2025). Strategi Blue Ocean dalam Meningkatkan Daya Saing Lembaga Pendidikan Islam di Era Digital. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, *10*(1), 70–79. https://doi.org/10.18860/jmpi.v10i1.29657

Honig, M. I., & Hatch, T. C. (2004). Crafting Coherence: How Schools Strategically Manage Multiple, External Demands. *Educational Researcher*, *33*(8), 16–30. https://doi.org/10.3102/0013189X033008016

Kim, W. C., & Mauborgne, R. (2005). *Blue ocean strategy: How to create uncontested market space and make the competition irrelevant*. Harvard business review Press.

Kotter, J. P. (2007). *Leading change: Why transformation efforts fail.*

Kusumaningrum, D. E., Gunawan, I., Sumarsono, R. B., & Latifah, R. (2025). Exploring How Change Leadership Influences Instructional Leadership Effects on School Culture and Teachers' Teaching Performance in Pesantren Education Settings in Indonesia: A Moderated-Mediation Analysis. *Journal on Efficiency and Responsibility in Education and Science*, *18*(2), 100–111.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook, 3/E*. Sage publications.

Murti, A. W., Purwanto, P., Diharto, A. K., Ramdhani, D., & Alauddin, M. B. (2025). What Matters More: Religious Values or Academic Excellence?A Conjoint Analysis of Parental Priorities in Islamic Education. *Suhuf: International Journal of Islamic Studies*, *37*(1), 188–199. https://doi.org/10.23917/suhuf.v37i1.10576

Mustari, M., Hakim, M. N., Munir, N., & Masrufa, B. (2025). Model Strategic Adaptive Management dalam Pengembangan Kurikulum Pondok Pesantren. *At Tadbir: Islamic Education Management Journal*, *3*(2), 98–110. https://doi.org/10.54437/attadbir.v3i2.2496

Musthova, A., & Khalim, A. D. N. (2024). The Integration of National and Local Curricula: A Framework for Shaping the Muslim Personalities of Students at Madrasah Diniyah Takmiliyah Ula Al-Hidayah Klaten. *HEUTAGOGIA: Journal of Islamic Education*, *4*(2), 147–162. https://doi.org/10.14421/hjie.2024.42-01

Mustofa, A. (2024). Strategi Pemasaran Pendidikan Melalui Kegiatan Ekstrakulikuler. *At Tadbir: Islamic Education Management Journal*, *2*(1), 56–65. https://doi.org/10.54437/attadbir.v2i1.1598

Octavira, I. N., Permana, J., Prihatin, E., Hartini, N., & Muamar, M. R. (2024). Blue Ocean Strategy to Develop School Competitiveness: A Case Study. *Indonesian Research Journal in Education |IRJE|*, *8*(2), 878–887. https://doi.org/10.22437/irje.v8i2.36712

Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.

Rahmat, R., Wahyudin, D., & Dewi, L. (2024). Integration of integrated Islamic school curriculum into Kurikulum Merdeka. *Inovasi Kurikulum*, *21*(1), 229–242. https://doi.org/10.17509/jik.v21i1.63071

Rodliyah, St., Khusnuridlo, Moh., Fauzi, I., & Baharun, H. (2024). Optimizing the quality of Islamic Senior High School graduates through curriculum management of vocational programs based on pesantrens in East Java, Indonesia. *Cogent Education*, *11*(1), 2423437. https://doi.org/10.1080/2331186X.2024.2423437

Sidik, M. F., Vachruddin, V. P., Rusydiyah, E. F., Pertiwi, A. S., & Darmawan, M. A. (2024). Conceptualization of the integrated Islamic religious education curriculum: A literature

study at Imam Hatip Schools Turkey and MAN Insan Cendekia Indonesia. *Jurnal Pendidikan Agama Islam*, *21*(1), 111–130.

Suyatman, U., Zulfa, A. A., & Hidayat, A. (2025). Implementation of Blue Ocean Strategy in Strengthening Madrasah Competitiveness. *Journal of Education Management and Policy*, *1*(3), 162–174.

Taufiqurrahman, T., & Maftuhah, M. (2026). Differentiation Strategy Based on Flagship Programs for Institutional Competitive Advantage. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, *11*(2), 572–587. https://doi.org/10.31538/ndhq.v11i2.410

Thoyib, M., Karisma, L. A., Romlah, S., Humaisi, M., Yahya, F. A., & Ngo, B. (2025). International Standard Excellent Islamic School: A Perspective of Strategy Canvas Analysis. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, *23*(1), 18–37. https://doi.org/10.21154/cendekia.v23i1.10942

Vanlommel, K., & van den Boom-Muilenburg, S. N. (2024). How can we understand and stimulate evidence-informed educational change? A scoping review from a systems perspective. *Journal of Educational Change*, *25*(3), 605–634. https://doi.org/10.1007/s10833-024-09506-z

Wulandari, R., Shohib, M. W., & Othman, A. (2024). The Implementation of the International Baccalaureate Curriculum of the Industry Era 4.0. *JIE (Journal of Islamic Education)*, *9*(1), 141–167. https://doi.org/10.35723/jie.v9i1.342

Yin, R. K. (2018). *Case study research and applications* (Vol. 6). sage, Thousand Oaks, CA.