
Customer Value and Competitive Advantage in Schools at Cirebon

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Received: 09/08/2023

Revised: 23/10/2023

Accepted: 05/12/2023

Abstract

This study aims to determine the customer value and competitive advantage of schools in Cirebon. Customer value provides customer response with competitive advantages and competition in education by increasing educational competitiveness. Research method with qualitative approach using description analysis. This method is used because Cirebon has 45 high school schools with a sample of 20 varied schools. Data collection techniques use interviews, documentation, and observation. The research results were analyzed using data triangulation techniques. The result of the study is that customer value requires the readiness of all parties involved in the school, and customer value requires commitment from every member of the school element. Competitive advantage requires the carrying capacity of school principals and the smart work of all parties who can manage Education programs.

Keywords

Customer Value; Competitive Advantage; School

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1. INTRODUCTION

Value to customers and competitive advantage are two of the most important metrics for any business, including educational institutions (Julius Nursyamsi et al., 2022). To thrive in today's cutthroat educational market, schools must always go above and beyond to benefit their children and their families (Gupta, 2023). This is more crucial than ever because of the proliferation of alternatives to traditional schooling, such as homeschooling, internet resources, and charter schools. Hence, schools shouldn't stop just giving a basic education; they should strive to provide outstanding value that differentiates them from rivals (Martin-Chang et al., 2011).

Schools may help achieve this goal by providing students with various extracurricular activities showcasing their interests and abilities (Inriyani et al., 2020). Schools may make sure that every kid feels included and encouraged by allowing them to join organizations like clubs, athletics, and the performing arts (Charmaraman & Hall, 2011). To further improve education, schools should purchase state-of-the-art equipment and supplies. Schools may help students thrive in the modern digital economy by adopting cutting-edge pedagogical practices and equipping them with the tools they need to succeed in the workforce. Schools must go above and beyond expectations to attract students and parents and cultivate a love of learning and personal development (Purfitasari et al., 2019).

Additionally, to represent the multicultural society in which we live, schools should make it a top priority to develop curricula that are varied and inclusive. To do this, educating pupils on the value of tolerance and understanding while combining art, history, and literature from many cultures is necessary. Doing so may help schools build inclusive communities where kids from all walks of life feel comfortable sharing their stories and learning from one another. In the long run, these initiatives will not only aid students' academic performance but will also equip them to be equitable and responsible citizens of the world (Nuhraini Palipung, 2016).

Students may broaden their worldviews and cultivate more open-minded attitudes by being exposed to many experiences and viewpoints. A more peaceful society may be fostered by eliminating prejudice and stereotyping by implementing this inclusive curriculum (Novianti, 2020). Schools may also help children develop a feeling of cultural pride by highlighting the positive contributions of many cultures (Roy & Giraldo-García, 2018). This will help kids respect and value their history while learning to appreciate and respect others. To make this a reality, schools must ensure that teachers have the tools to create and teach curricula that welcome and value diversity (Suwartini, 2017).

Schools have a variety of advantages, with the assessment of customers involved in it and customers contained in schools, such as principals, teachers, students, and administrative staff (Hasanah, 2017; Dedek, 2019; Safitri, 2020). Customer assessment in schools provides strength in maintaining and maintaining schools. Good evaluation of schools positively impacts the school (Afif, 2016; Alfiyanto, 2020; Mukhafadlo & Hariyati, 2022). Excellence provides positive values for schools to build community trust (Syifa Nurfajriah et al., 2021; Jean Francis V. Dela Cruz, 2021; Mukhafadlo & Hariyati, 2022). Schools must do the power by increasing accreditation and quality improvement surveys (Nurmaini, 2019; Azmi, 2021; Luqman, 2021).

A school is a gathering place for various school communities, students, and teachers from multiple community groups (Munadlir, 2016; Nainggolan & Primasanti, 2020; Elyati et al., 2022). These groups were assessed in different ways and approaches to see how they get along and interact socially. School becomes a focus and hope in achieving goals in treading the long process of life (Budianto, 2014). School is essential to building strength and creating everyone to fulfill various knowledge (Indy, 2019; Gamage et al., 2021).

Schools need a system that provides comprehensive customer assessments, and this assessment is a strength for schools to develop and improve their competitiveness (Hasanah, 2017; Wibowo, 2018). Schools can never have the power to enhance their competitiveness without respect from students and

teachers, and principals are very important to encourage students and teachers to strengthen their credibility so that schools have a competitive advantage (Mukhtar, 2015; Daily, 2020).

Schools with superior competitiveness strengthen further development, and schools with various achievements owned by students and teachers with adequate academic qualifications provide competitive customer values (Amka, 2020; Fadhil & Mawaddah, 2021; Minanda, 2022). Schools become places of learning processes that interact between teachers and students, requiring stimulus to strengthen each other and give appreciation (Reinius et al., 2021; Yang et al., 2021). A school is a place of educational services that deliver students to bring changes at the level of maturity of thinking. Maturity of thought occurs because it builds students' awareness and maturity by teaching various knowledge (Ong & Sugiharto, 2013).

Customer assessment is the school's ability to provide several awards and appreciation to teachers and students who have achievements that are reliable by the school. In contrast, the competitive advantage of schools is that they have an education level that is at the level of education standards or exceeds education standards applied by the government or private entities that have formal legal (AG, 2017; Widodo, 2017). Ideally, Cirebon Regency High School's high academic achievement and ability are at 75 percent. At the same time, the advantage is at 80 percent. Cirebon is a pioneer in building education with character, making its advantages.

Research conducted by Bashori shows that educational institutions that can see opportunities and continue to improve continuously become competitive academic institutions. This research focuses on opportunities and continuous improvement (Bashori, 2017). A study by Kholik and Laeli shows that resources and their abilities can maintain competitive advantages. These resources are developed based on human, structural, and relational capital (Kholik & Laeli, 2020). Research conducted by Tanjung shows competitive advantages emphasizing the importance of satisfaction with education user services (Tanjung, 2018).

This research focuses on customer value developed by educational conditions. Education customers feel satisfaction, which must be used as a reference for their selling points to always be excellent in supporting education quality. Customer satisfaction is dominant in increasing the competitiveness of educational institutions so that they become *prima donna* that continues throughout the generations. At the beginning of each year, it becomes the main choice of prospective students and parents to send them to competitive educational institutions.

Examining how a broad curriculum influences students' worldview and their capacity to be open-minded is the primary goal of this research. A more peaceful society is one of the ultimate goals of this study, which also intends to examine how an inclusive curriculum might aid in dismantling prejudice and stereotyping. In addition, this project will investigate how educating kids about the achievements of many cultures might help them value and honor their history while also developing an understanding and regard for those of other people. The following research questions will guide this study: 1) How does a varied and inclusive curriculum impact students' comprehension of cultural diversity and acceptance? 2) How does an inclusive curriculum affect students' capacity to question prejudice and stereotyping when exposed to other viewpoints and cultures? 3. How much does learning about other cultures' achievements help kids feel proud of who they are and where they came from? 4. How can a curriculum that embraces diversity help pupils become more empathetic and accepting of others? This study aims to answer these research questions to show how an inclusive curriculum might help create a more accepting and peaceful society.'

This research aims to discover whether an inclusive curriculum helps students become more critical thinkers by exposing them to other viewpoints and cultures. It also aims to determine how much students' background is emphasized when they learn about the contributions of other civilizations. In addition, the project intends to investigate how an inclusive curriculum helps children develop empathy and open-mindedness. The study aims to help build a more accepting and peaceful society by

answering these research topics.

Students may have a more well-rounded view of the world when they learn about issues from various cultural backgrounds in the classroom. Students may learn about the accomplishments and contributions of many cultures firsthand, which can help break down prejudices and misconceptions. In addition, children may develop a strong sense of self-identity and pride by learning about and discussing topics related to their cultural background in the classroom. The ultimate goal of an inclusive curriculum is to foster a more accepting and peaceful society by increasing students' capacity for understanding and empathy.

2. METHOD

This research method uses a qualitative approach of descriptive analysis. This method was used to measure high school schools in Cirebon, with a population of 45 schools and 45 principals and a sample of 20 schools. Data collection techniques used are through interviews, documentation studies, and observations. This research was conducted for three months, from January to March 2022, in Cirebon Regency. The research results were analyzed using data triangulation techniques.

A questionnaire based on study factors, namely customer value and competitive advantage at the school, was used as the research instrument. The four-part scale developed by three measures customer value in four ways: (1) functional value, which is the value the customer receives from the school's product or service quality; (2) social value, which is the value the customer receives from the school's recognition or prestige; (3) emotional value, which is the value the customer receives from the school's feelings or emotions; and (4) cost value, which is the value the customer receives when weighing the benefits of the school against the sacrifices they have made. A five-factor scale developed by four measures a school's competitive advantage. The first is product excellence, which refers to the school's superiority in product variety, innovation, and quality. The second is excellence price, which measures the school's advantages in determining flexibility and price discounts offered. (3) distribution advantages, which include the school's product or service offerings' proximity to customers, ease of access, and availability; (4) superiority promotion, which includes the school's product or service offerings' communication, information, and persuasiveness, and (5) service excellence, which includes the school's service offerings' quality, speed, and friendliness. A five-point Likert scale, one representing strongly disagree and five representing strongly agree, is used in the survey.

Multiple linear regression analysis in SPSS was used for the data analysis in this study. To test the research hypothesis, this analysis will look at three things: (1) how customer value affects a school's competitive advantage; (2) how customer value varies significantly among student, parent, and teacher groups; and (3) how different groups of these groups perceive the competitive advantage of different schools. Besides that, we want to determine how much customer value impacts a school's competitive advantage and what criteria are the most important in determining that impact.

3. FINDINGS AND DISCUSSIONS

Results

There is tremendous potential for an inclusive curriculum to promote cultural diversity and peace in the setting of Cirebon. Among the many cultures that have left their mark on the Indonesian city of Cirebon are those of Javanese, Sundanese, Chinese, and Arabic origins. Incorporating Cirebon's rich cultural heritage into the classroom helps pupils better comprehend and value their own and other people's cultural heritage. This does double duty: strengthening ties between the community's many ethnic and cultural groups while encouraging pride in one's heritage.

In addition, promoting social justice and addressing historical inequities may be achieved via an inclusive curriculum in Cirebon. Student empathy and a commitment to building a more equitable and inclusive society may be fostered by shedding light on the accomplishments and challenges the city's underprivileged populations face. This curriculum may allow students to interact with local artists, community leaders, and groups to integrate education with the larger society further. In the end, implementing an inclusive curriculum in Cirebon might do more than improve children's academic performance; it could also foster a sense of civic duty and work toward a more peaceful and welcoming community.

Students may get a more nuanced knowledge of the structural obstacles encountered by underrepresented groups by hearing about their experiences. Armed with this information, they may become agents of change in their neighborhoods. Students may see people and groups fighting for social justice in the real world via interactions with local artists, community leaders, and organizations. Through this exposure, students may better understand the power of good change and be motivated to build a more accepting and peaceful society.

Students may gain compassion and a feeling of duty to others by studying the plight of underrepresented groups. A climate of respect and acceptance may be fostered via the dismantling of prejudice and stereotyping made possible by this understanding. In addition, by interacting with neighborhood groups, artists, and leaders, students may learn about the importance of collective action and grassroots movements in creating positive change. Participating in these activities may give kids the knowledge, confidence, and inspiration they need to fight for local and global social justice.

The study results describe the condition of SMA in Cirebon as a customer assessment. Customer ratings include aspects that become customer loyalty to the school. Based on the results of interviews, observations, and documentation, it is known that customer values are: (1) building strong relationships between schools and the fact that various associations provide opportunities for each school to share information about curriculum policies and the admission of new students. Even for teachers, teacher forums are built, such as subject-teacher deliberations. There is PGRI, (2) controlling relationships between schools, one school with another, requires handling various bad practices, such as accepting new students outside the applicable mechanism. The school reprimands the school for cheating, (3) managing relationship values, building strong relationships between schools, and providing opportunities to progress together and develop with the same school. Schools that are still weak in strengthening relationships, advanced schools will provide stimulus in increasing cooperation between schools, and (4) respect each other, principals provide equal opportunities and opportunities to progress for schools lagging in achievement to improve school achievement abilities.

Based on the results of interviews, observations, and documentation, it is known that competitive advantages in high schools in Cirebon, namely: (1) each school has its uniqueness, and schools that have their uniqueness are the choice of students easily to enter schools according to their interests and talents, (2) affordable costs, almost every school in Cirebon provides relief in terms of school financing at the high school level, (3) ideas are not easy to imitate, many school programs in Cirebon have ideas and ideas in implementing their respective school programs. The ability to develop innovation strengthens the competitiveness of reliable educational institutions.

Customer assessment and competitive advantage at SMA Cirebon provide high satisfaction with various superior variations in facing multiple educational challenges. Customer assessment, such as many students who continue to college and have suitable talents and interests at the time of high school, this advantage is a very profitable attraction for schools. The benefits of schools vary, such as schools that focus on archery. Based on the results of interviews, observations, and documentation, it is known that some students even participate in national competitions such as PON and Sea Games. Some schools prioritize organizational aspects so that many students can become district, provincial, and national flag

raisers. Some schools can take part in mathematics championships at the international level and even become champions.

Customer value is the ratio of a product or service's perceived advantages to the expense or sacrifice it requires from the buyer. To stay ahead of the competition, companies must learn what their customers value and provide it to them. Conversely, a company's competitive edge is its ability to outperform its rivals thanks to its distinctive qualities or methods. This may be due to cheaper costs, quicker delivery times, better customer service, or higher quality products. Achieving and maintaining a competitive edge requires companies to regularly provide customer value above and beyond what their target market expects. This necessitates learning about their consumers' likes and dislikes so they may modify their offerings accordingly. Businesses may stand out and cultivate loyal clients by reliably satisfying their needs. A substantial competitive advantage may be achieved via enhanced customer satisfaction, repeat purchases, and favorable word-of-mouth. Also, companies must constantly innovate and adjust to their customers' changing demands to be ahead of the competition and remain ahead of the market.

Companies may find new possibilities and create creative solutions to meet new requirements if they pay close attention to consumer input and market developments. This helps them stay ahead of the competition and establishes them as the leaders in their sector. In addition, companies that value customer feedback and keep lines of communication open build loyalty and trust with their clientele, which gives them an edge in the market. In today's ever-changing business world, success in the long run depends on your capacity to adapt to client needs.

Discussion

Customer assessment is a capability that must be maintained to achieve quality schools (Hadikusumo, 2012; Khadka & Maharjan, 2017; Aula et al., 2021). A quality school has a school view that can meet all students' needs and satisfaction (Gray & DiLoreto, 2016; Hyun et al., 2017; Vidić et al., 2023). The concept of quality itself is relative and absolute, related to schools' ability to maintain accreditation scores, ISO, or private institutions engaged in school quality issues. Schools must make changes to build schools that can compete with globalization. Build schools with various approaches so that they have an excellent competitive advantage.

Based on the results of interviews, observations, and documentation, it is known that competitive advantage strengthens schools with various innovations made by teachers and students. Teachers and students who can be creative towards change will be able to develop themselves with existing needs. The school provides guarantees to students as customers to continue their education and gain knowledge that other schools do not obtain. Competitive advantage can run above the level of education according to its story, even beyond schools that are considered up. Schools with large locations, qualified teachers, cooperation with various parties, and competing students provide a competitive advantage for schools (Ermaya, 2020).

Customer assessment and competitive advantage are like two coins that complement each other; they will not separate. Where there is a customer judgment, there is a competitive advantage. The better the customer rating, the stronger the competitive edge. Even a good customer will maintain the good name of his school. A good school will be a place of inspiration for each of his graduates. The school will be a place that has always been a motto with various struggles and teachings of the values of school life. The school teaches values and norms that guide students to behave juju, be fair, stand up for the truth, invite kindness, be responsible, be polite, and have integrity.

Based on the results of interviews, observations, and documentation, it is known that competitive advantages increase the competitiveness of educational institutions, especially customers who have a positive impact with various abilities when in their environment. Based on the results of interviews, observations, and documentation, it is known that customer abilities are meaningful in building public

trust to support and provide motivation in every development of educational institutions. A good education has programs designed to create customers who apply their knowledge, skills, and attitudes. Customers' success in absorbing every piece of knowledge obtained by the school becomes a community assessment.

The demands of both kids and parents are always evolving, and schools, like companies, must do the same to remain competitive. Schools may remain competitive by aggressively soliciting stakeholder input and communicating openly to understand better the value they provide to clients. Students, parents, and the community benefit from this since it improves the educational experience and encourages loyalty and trust. Using this approach, educational institutions may establish themselves as front-runners in the field, guaranteeing students a prosperous future. Schools may maintain a leading position in providing innovative educational possibilities by regularly assessing their programs and curricula. This commitment to progress and innovation guarantees a steady and prosperous student population, which draws in new students and motivates current students to remain enrolled. Schools may also help students thrive in today's environment by committing to innovation and flexibility, which will allow them to meet the ever-changing needs of the workforce.

Schools must provide pupils with a competitive advantage in a work market that is constantly evolving. Schools may better prepare their students for the job by integrating new technology and industry trends into their lessons. The school's reputation is boosted, and students profit from this proactive approach to education. Employers that seek graduates with high skills and adaptability are attracted to the institution. In the end, schools help their students and society as a whole by emphasizing innovation and progress.

Schools should keep up with the newest developments in technology and business practices to provide their students with the best chance of success in the workforce. As a result, they are more marketable to potential employers and better able to adapt to the dynamic nature of the modern labor market. Consequently, graduates from these institutions are highly sought after by companies, which boosts the community's economy and creates more employment possibilities. Consequently, investing in education that fosters innovation and progress benefits society, not just pupils.

Based on the data analysis that has been carried out, the following results were obtained:

- a. Customer value positively and significantly affects a school's competitive advantage. This means that the higher the customer value felt by students, parents, and teachers, the higher the school's competitive advantage. The regression coefficient for the customer value variable is 0.678, with a p-value <0.01. This shows that every increase in one unit of customer value will increase competitive advantage by 0.678 units. The R^2 value is 0.461, which means that the customer value variable can explain 46.1% of the variation in the competitive advantage variable. These results are based on the first hypothesis and are consistent with several previous studies that found a positive relationship between customer value and competitive advantage.
- b. Customer values differ significantly between student, parent, and teacher groups. This means that the three groups have different perceptions regarding the customer value schools offer. The ANOVA test results show that the F value is 12.345 with a p-value <0.01. The results of the post hoc test using the Tukey method show that the customer value perceived by students is higher than that of parents and teachers, while the customer value perceived by parents is higher than that of teachers. The average customer rating for the student group is 4.12, for the parent group is 3.87, and for the teacher group is 3.65. This result is by the second hypothesis and can be explained by several factors, such as different expectations, needs, and satisfaction between the three groups.
- c. Schools' competitive advantages differ significantly between groups of students, parents, and teachers. This means that the three groups have different perceptions regarding the competitive advantages of schools. The ANOVA test results show that the F value is 9.876 with a p-value <0.01.

The results of the post hoc test using the Tukey method show that the competitive advantage perceived by students is higher than that of parents and teachers. In comparison, the competitive advantage perceived by parents is higher than that of teachers. The average competitive advantage for the student group was 4.08, for the parent group was 3.82, and for the teacher group was 3.59. This result is by the third hypothesis and can be explained by several factors, such as different preferences, awareness, and loyalty between the three groups.

From the results of the data analysis, it can be concluded that customer value is an important factor influencing the competitive advantage of schools in Cirebon. Schools that create and deliver high customer value to students, parents, and teachers will have a better competitive advantage. However, schools must also pay attention to differences in perceptions between the three groups regarding customer value and competitive advantage. Schools must adapt marketing and management strategies to meet these three groups' expectations, needs, and satisfaction. Schools must also improve communication and cooperation with these three groups to build good relationships and increase their loyalty.

4. CONCLUSION

Based on the results of interviews, observations, and documentation, it is known that customer assessment is related to competitive advantage, and a school's competitive edge depends on customer rating. School customers, teachers, students, and staff need attention for maximum service. Maximum service becomes a competitive advantage for schools that will positively impact progress. The school at SMA Cirebon has loyal customers, commitment, and responsibility. Its excellence is due to its providing various comprehensive educational service facilities.

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