

ANALYSIS OF RESOURCES-BASED EDUCATION MANAGEMENT AND ITS' EFFECT ON SCHOOL ADVANTAGE (Study on Vocation High School in the City and District of Bandung)

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Abstract

Bandung SMKN (vocational high school) resources are relatively diverse. These resources must be identified if they are to be utilized by the vocational high school in their effort to plan and make the implement of their education program better than other vocational high schools. Therefore it is necessary to analyze further the current condition of school resources as the resources theoretically can be developed to produce a competitive edge for the education unit. This research is focused on efforts to analyze the SMKN resources in Bandung with intention to develop them to strengthen planning and implementation of vocational education. The result of the research produced a model for implementation of vocational high school resources. This model focuses on education management practice, development and implementation of curriculum, development and implementation of learning resources, development and implementation of teachers as human resources in the vocational high school.

Keywords: Resources, strategy and school competitiveness, Vocational High School.

Introduction

Schools as educational organizations need to revitalize their strategies to ensure compliance with environmental demands and competitiveness through their internal strength. This is important given the current inability of educational organizations to respond to the external opportunities and threats. This has resulted in reduced competitiveness and hampers the performance achievement of the organization. If revitalization is not pursued then the continuity of the educational organization for the future is threatened.

To achieve a superior performance in an educational organization is difficult without the involvement and interaction of one resource with other resources. If resources are used synergistically this can result in superior performance for the educational organization. In this case, the unique resources possessed by an educational organization are a source of competitive advantage for the organization. Hill and Jones (2001:137) stated that the core-competence or distinctive competence

is derived from resources that are unique and valuable. An educational organization that has unique resources can potentially respond to threats and opportunities, so it can survive and thrive. An organization with weak internal resources can cause the education organization to have difficulty in responding to the threats and opportunities that result in bankruptcy and termination. According to a previous study by Rahayu (2009:227) the internal strength of an educational organization is enhanced by formulating a strategy. In this case there is an attempt to coordinate the resources that are scattered at all the major facilities of the organization (cross-facilities coordination).

The management strategy chosen by an educational unit should enable the educational unit to be empowered by its unique resources and respond to external environmental opportunities and neutralize threats. According to Hill and Jones (2001:137) resource-unique or distinctive competence is a unique strength that allows an organization to achieve superiority in the aspects of

efficiency, quality, innovation and customer responsiveness, thus creating a unique value or superior value and competitive advantage. The school management capabilities in understanding and developing continuously on these aspects is a requirement for the organization's sustainability.

The problem of sustainability is faced by the Vocational High School (SMK) which is an educational institution. The vocational school graduates are projected to fulfill the labor needs of small and medium enterprise which have a relatively high growth. Of all employment openings for intermediate labor, the openings are only partially filled by graduates of the vocational schools (SMK). This is due to not all vocational school graduates being able to meet the job requirements specified. Top management of the SMK should be able to identify the strengths of its resources optimally and empower them to improve school performance. But in fact, most of the School management staff do not know or realize the importance of identifying strengths of their existing resources.

Based on the statement above, it can be formulated that the purpose of this study is as follows: 1. observe the effect of school resources in implementation of education resources based strategy; 2. examine the impact of the school resources on school excellence through education resource based strategy; 3. understand the influence of education resource based strategy on the school competitive advantage.

Literature Review : Resources-based View (RBV) and Competitive Advantage

Pearce and Robinson (2010:215) state that tangible assets are the assets most easily identified, often found on the balance sheet of an organization. These assets include production facilities, raw materials, financial resources, real estate, and computers while intangible assets are resources such as brand, reputation of the organization, organizational morale, understanding of engineering, patents

and trademarks, as well as the accumulation of experience in an organization.

The characteristics of valuable resources are that they add value, are rare, hard to imitate, and carry the ability to be taken advantage of be exploited. These following are characteristics are called 'isolation mechanisms'; they make resources difficult to imitate and become valuable:

1. Competitive Superiority: whether the existing resources in organization can meet customer needs better than competitors?
2. Scarcity of resources: if supply is relatively limited in resources?
3. Easily imitated: whether the resource can be easily copied or acquired?

A RBV model identifies the factors that make it difficult to imitate resources:

1. *Physical uniqueness*: a unique resource to physically clearly difficult to replicate.
2. *Dependence Path*: resources are difficult to imitate because the path is made difficult by other organizations. That is that a resource cannot be obtained instantly, requiring a process to obtain that is often very expensive and difficult obtain quickly.
3. *Causal ambiguity*: a situation that is difficult to understand competitors, about how they precisely create benefits.
4. *Economic deterrence*: a state in which a large investment is needed to replicate its resources.
5. *Appropriation*: resources are developed and controlled by an agency, This will be a valuable resource that can easily be bought, sold or moved from one organization to another organization.
6. *Durability*: the more slowly a resource depreciates, the resource becomes more valuable.
7. *Substitutability*: availability of an alternative to available resources.

Resources are a source for organizational capabilities and capabilities are a source of core competency, which is the basis of competitive advantage and intangible resources are more

superior and carry potential as a source of core competency, compared to tangible resources. Capability is capacity of the organization to use resources that are integrated in order to achieve the desired goal. Capability can create and exploit external opportunities and develop sustainable advantage when used with insight and agility. Capabilities are often based on the development, storage, and exchange of information and knowledge through the organization's human resources. The basis of capability is usually based on the expertise and knowledge of the employees in the organization and their functional expertise.

According to the Resource-Based View (RBV) model, above-average returns for a firm are determined by the characteristics of the company. The model focuses on the development or acquisition of resources and capabilities being valuable, which is difficult or impossible to imitate by competitors. The RBV argues that resources of the company are much more important than the structure of the industry to maintain a competitive advantage. This approach views the organization as a set of assets and capabilities. No two are alike, because each company has different experience, assets, capabilities, and these build a culture each different organization. Assets of a company including capabilities will determine the efficiency and effectiveness of all the work conducted by the company. Based on this approach, several key assets (resources) will give the company a sustainable competitive advantage. A company will be successful if it has the resources most appropriate and best for the business, and strategy. Resources are generally classified into three categories; physical resources, human resources and organizational resources (Hitt, Ireland and Hoskisson, 1999:21). According to Wheelen and Hunger (2008:107) a resource is an asset, a competency, a process, a skill or knowledge-driven organization. Hill and Jones (2001:137) suggested two categories of resources, namely: tangible assets and intangible assets. While Collin and Montgornery (1998:27-

28, 2005:30-44 presents three categories of resources, namely: tangible assets, intangible assets and organizational capabilities.

It is very difficult to develop a competitive advantage by only utilizing one resource without involving and interacting with other resources. Synergistic interaction of all resources can generate competitive advantages for organizations. Core-competence possessed by the organization is a source of competitive advantage for the organization concerned. Hill and Jones (2001:137) state that the core-competence or distinctive competence is derived from resources that are unique and valuable. Not all resources assist core-competence or produce excellence sources relevant to the organization. A resource can be categorized as a core-competence or resources if it meets the criteria of: excellence, precious, rare, cannot be perfectly replicated and cannot be replaced (Hitt, Ireland and Hoskisson, 1999:96-98). Similar criteria proposed by Barney (Wheelen and Hunger, 2008:108) include that it is valuable, rare, non-imitable and can be organized.

A resource can be a strength if it provides a competitive advantage for the organization. Organizational resources need to be relatively better than the existing competitors or potential competitors. A resource is a drawback to the organization if the resources are not owned by the organization or are not better than the competitors. Wheelen and Hunger (2008:108) argue that to measure whether a resource owned by the organization is a strength or weakness, can be done in such a way that resources can be compared with previously available resources, the resources owned by a major competitor and the industry overall.

Method

In accordance with the objectives to be achieved, this research also gave attention to the level of clarity and depth. This form of the research is categorized as descriptive research and verification. According to

Zikmund (2003:51), “Descriptive research is research designed to describe characteristics of a population or phenomenon”. This study was designed to describe the characteristics of a population or phenomenon. Through the descriptive research form, resources were analyzed for characteristics unique to the school for resources-based education and school competitive advantage.

Verification research basically tests the correctness of data collection in the field according to Suharsimi Arikunto (2010:7). In this research verification will test the effect of school resources on the uniqueness of school competitive advantage through the implementation of resource based education strategies. Based on descriptive research and verification, the research method used a descriptive survey method and explanatory survey methods to explain the relationship between variables through hypothesis testing in the field. Descriptive study utilized the survey and explanatory method through information gathering activities.

Population in this research is understood as the generalization of objects/subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions about (Sugiyono, 2004:72). The population in this study includes twenty two State owned vocational high schools (SMKN) located in Bandung Municipality. The research tool used in this study was a questionnaire. The questionnaire was developed based on existing variables in the study, to reveal data on unique school resources (X), resource-based education strategy (Y) and school competitive advantage (Z). Descriptive analysis is used to study the causes, while the quantitative analysis focuses on disclosure of the variables. Method of data analysis used in this study is Path Analysis. Path analysis according to Kusnendi (2008:147) is a technique for analyzing the causal relationship in order to determine the direct effect or indirect effect of a set of observed variable.

Result and discussion

Resources is a source of organizational capabilities and capabilities are a source of core competency, which is the basis of competitive advantage and intangible resources are superior and more potential as a source of core competency than tangible resources. Capability is the capacity of the organization to use resources that are integrated in order to achieve the desired end. Resources of an organization are generally classified into three categories, including physical resources, human resources and management resources. In this case the research studied the synergistic interaction of all resources to produce advantage.

The teacher is a resource for vocational high school education organization (SMKN). Teachers have a role in improving student intellectual ability and provide role models for students in everyday life. The important role of teachers in the teaching-learning process, must take into consideration the quantity and quality of teachers considered important by the school management. According to the respondents the ratio of the number of teachers versus the number of students was appropriate (53%) and only 6% said less than appropriate. Compliance of teacher level of education in SMKN, showed a high compliance rate (70%). This resulted in a high (87%) level of conformity between the teachers’ academic backgrounds and the subjects they teach. This condition is considered moderate (82%) with other similar schools.

Education administrative personnel are measured through the ratio number of administrative personnel available to the needs of the school, the academic qualifications of personnel administration, personnel administration experience in administrative or technical services activities, the ability of the administration to implement support of the educational process in schools. The result of responses said that the number of administrative personnel have meet the needs of schools, have good qualification, and have experience in their field of work.

The physical resources of land owned by the school are quite adequate (32%) for school use. School classroom conditions were considered to be quite adequate (68%) for teaching and learning activities. Office space for management was viewed as inadequate by some respondents (19%). While the provision of a canteen and parking facilities were considered to be quite adequate by 58% of respondents.

Overall, the situation of infrastructure/ facilities was adequate in the schools, with the respondents accessing facilities including adequate classrooms, laboratories, library, meeting rooms and lounge facilities their schools.

The variables that were examined in this study include school resources (X), a resource based education strategy (Y) and a school of competitive advantage (Z). Determination was via the correlation coefficient (r) in this study using the Pearson correlation coefficient (Pearson's Product Moment Coefficient of Correlation). Analysis of the test results can be noted that if the resources (X) are managed through the resource-based strategy (Y) then school competitive advantage can be determined. However the school resource (X) in partiality did not affect the school competitive advantage. This means that the school resources will not determine the school competitive advantage if a resource-based strategy is not managed by the school.

Conclusion

Based on the results of hypothesis testing some conclusions can be drawn as follows: Based on the results of the descriptive analysis it can be stated that the resources of the Vocational High School in Bandung City and Municipality are quite good. The resources are the strength of the educational organization. Human resources for the school are the educators (teachers) and administrative personnel. The teacher academic background is in-line with the subjects they teach, but the number of certified teachers still needs to

be increased. The administrative personnel received good perceptions for: the number of available personnel administration/ technical personnel in accordance with the needs of the school. Still the education background of the personnel needs to be improved. School facilities are sufficiently adequate in relevance to the school buildings structure, while the classrooms, laboratories, library, meeting rooms and other facilities need improvement.

1. School management or school implementation is quite clear and adequate with the vision, mission, and objectives of the school, while quality assurance and SOP performed on each activity need improvement. School resources are considered in the formulation of strategies the school administration, particularly in the practice of school management, curriculum development and implementation, resource development and empowerment of teachers.
2. The school resources affect the school implementation strategy and competitive advantage of excellence. School resources have a direct and indirect effect on school competitive advantage.

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