Implementation of Blue Ocean Strategy (BOS) at the Opening of the UNINDRA PGRI Digital Business Department

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ARTICLE INFO	ABSTRACT
	The decreasing number of student admissions, especially when the Covid-19 pandemic hit and the increasing number of universities in Jakarta, the competition is getting tighter. For this reason, implementing the Blue Ocean Strategy by opening a Digital Business major is the right way to get out of the competition and find new, unexplored opportunities and markets. The aim of this research is to describe the process of implementing BOS at the opening of the Digital Business major. The method used in this research is a qualitative approach using interviews, observation and documentation studies as data collection techniques. The research results show that the formulation of the blue ocean strategy is going well, especially the decision to open a Digital Business major through the stages of market boundary reconstruction, ERRC scheme, 3 non-consumer levels and strategic series. This is proven by the number of students who choose this major amounting to approximately 300 people with a class size of 10. Relevant curriculum development, industrial collaboration, use of technology in learning, lecturer training and effective promotion are suggestions that should be considered for the success of this implementation in long-term.

Introduction

According to the Central Statistics Agency (BPS), the number of private universities in Indonesia in 2022 will reach 3,820. For the *Kopertis III* area, namely DKI Jakarta, Tangerang, Depok and Bekasi, the number of Private Universities in 2023 will reach 278 (LLDIKTI 3, 2023). The growth of private universities has had a significant impact on competition in the higher education market. First, with the increase in the number of private universities, there is an intensification of competition to attract prospective students. Colleges compete to provide more attractive educational offerings, better facilities, and innovation in curriculum to differentiate themselves from competitors. This creates pressure to improve quality and attractiveness in order to maintain or increase market share. Apart from that, the growth of private universities also influences labor market dynamics. As the number of graduates from private universities increases, there is increased competition in the local job market. Private universities in Jakarta need to ensure that the study programs they offer are in line with

industry needs and are able to produce graduates who have the skills needed by an increasingly competitive job market (Suyanto & Rosfadhila, 2017).

Apart from that, technological developments in the industrial revolution 4.0 era also play a key role in shaping students' interest in choosing majors in higher education. Technology is not only creating new majors focused on innovation and progress, but is also modifying the traditional way learning is conducted. In a study by Smith et al. (2019), stated that students tend to be attracted to majors that offer the latest technology skills and prepare them for future challenges. Other research by Jones (2020) shows that the impact of technology on students' perceptions of career prospects is very significant. Majors that are considered to have a close relationship with technology, such as information technology, artificial intelligence, and data science, are increasingly in demand because they are considered to have good career opportunities in the digital era. Thus, universities that are able to integrate technology in the curriculum, offer programs that are in line with industry trends, and provide innovative learning experiences will most likely attract students' interest in choosing a major.

Moreover, with the number of universities increasing from year to year, competition for consumers, in this case prospective students, is very high. Especially when the Covid-19 pandemic hit, many private universities experienced a decline in the number of new student admissions. Prof. Dr. Raihan, M.Si, Chancellor of the Islamic University of Djakarta (UID) said that almost 50% of private universities experienced a decline in the number of new student enrollments of more than 50% (Radius, 2021). This is in line with Altbach & Rumbley (2019) who said that one of the main impacts of the Covid-19 pandemic is changes in prospective student behavior patterns and the economic uncertainty that accompanies the pandemic. Many private universities around the world are facing a decline in new student enrollment due to a number of factors such as travel restrictions and campus closures during the pandemic which have complicated the process of recruiting new students and financial uncertainty which has caused delays or even cancellations of intentions to continue higher education.

Indraprasta PGRI University as one of the private universities in Jakarta also experienced the same thing. This is evident from the decline in the number of new student admissions since the pandemic hit as depicted in the following graph:
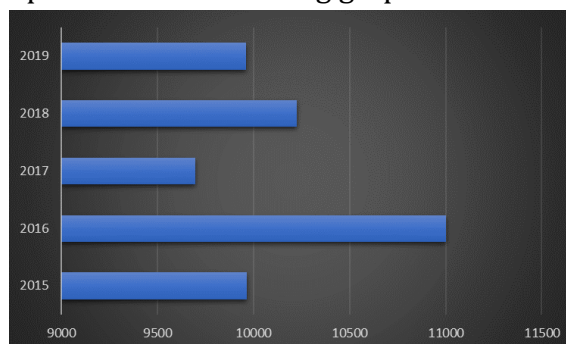

Figure 1. Number of UNINDRA PGRI New Students from 2015 - 2021

From the graph above, it can be seen that in 2017 the number of new students was 9699 students (Unindra, 2017) and this number was less than the number of new students in the

previous year (2016) which amounted to 11,001 students (Unindra, 2016). Likewise, in 2019, coinciding with the Covid-19 Pandemic, the number of new students decreased by 13.48% or was at 9960 students (Unindra, 2019) and this number was less than the number of new students in the previous year (2018), which was as many as 10,227 students (Unindra, 2018).

A significant decrease in the number of students was also seen in one of the faculties at Unindra PGRI, namely the Faculty of Education and Social Sciences (FPIPS). Of the three departments in this faculty, the Guidance and Counseling department experienced a significant decline in the number of students.
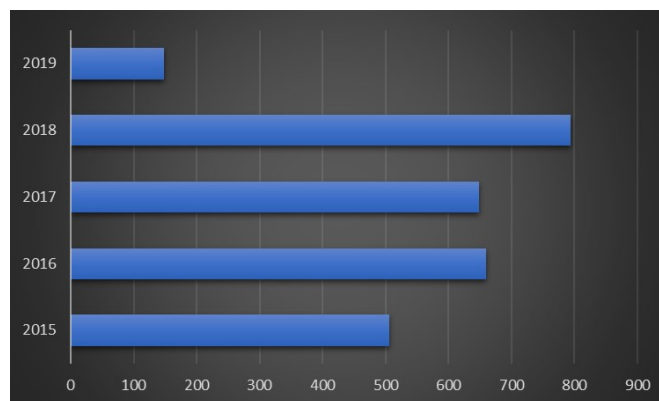

Figure 2. Number of new students majoring in guidance and counseling from 2015-2019

Based on Unindra PGRI's 2019 performance report, it is known that the number of new students in that year decreased by 81.36%, namely only 148 students and this number is very small compared to the number of students in the previous year, namely 794 students (Unindra, 2018, 2019). This instability in the number of new students of course has an impact on decreasing institutional income and potential budget cuts which can affect the quality of academic services and facilities. The institution's reputation can also be threatened if this decline is associated with management issues or education quality (Tobari, 2015).

In facing this challenge, the right strategy is needed to present opportunities that can generate profits and expand market potential (Solikhin & Email, 2019). The strategy used by the Unindra PGRI to avoid competition and increase the number of student enrollments is by opening two new departments, namely Digital Business and Retail Management. This strategy is conceptually similar to the Blue Ocean Strategy where this strategy aims to create sustainable competitive advantage by identifying and exploiting unexplored market spaces, thereby increasing the institution's attractiveness for students and stakeholders (Lismawati & Amaliyah, 2023). Referring to Kim and Mauborgne's (2005) research on Blue Ocean Strategy, this approach allows universities to escape direct competition with competitors and create innovative value that differentiates them in the higher education industry. By exploring these strategies, universities not only optimize the student learning experience but also enhance their reputation and attractiveness in the global education market. And it is hoped that implementing this strategy can anticipate a decline in the number of students in the long term.

Blue Ocean Strategy, developed by Kim and Mauborgne (2005), emphasizes the creation of new market spaces or "blue oceans" that have not yet been explored. This approach

encourages organizations to focus on innovation and creating unique added value, thereby avoiding direct competition with existing competitors. In a "blue ocean," a company can offer products or services that did not exist before, attract new customers, and create a long-term competitive advantage. Apart from that, Blue Ocean Strategy can result in companies having great potential to gain profits (Dehkordi et al., 2012). An example of a company implementing a Blue Ocean Strategy is Cirque du Soleil, which created a new market by combining circus arts with theater.

On the other hand, Red Ocean Strategy refers to a market that has become saturated with intensive competition, such as a "red sea" that is full of blood due to fierce competition. This approach, which tends to be widely used in traditional business practices, focuses on direct competition in existing markets. Companies in the "red sea" compete for the same market share as their competitors, and strategies generally focus on operational efficiency, product differentiation, or price reductions to overcome competition (C. Kim & Mauborgne, 2015). This makes competitors have to choose one of two steps, namely: product differentiation or reducing production costs as low as possible (Lukman, 2012). An example of a company implementing the Red Ocean Strategy is Coca-Cola and Pepsi, which compete for the same share of the soft drink market.

The main difference between the two is that Blue Ocean Strategy creates new value and seeks growth opportunities outside existing market boundaries, whereas Red Ocean Strategy seeks to win competition in existing markets. In business literature, this comparison proves that innovative approaches and creating new markets can provide long-term advantages and reduce the risk of fierce competition (Utama, 2008).

The concept of Blue Ocean Strategy actually comes from the world of business competition in an industry but it is very possible to apply it in improving the performance and management of universities so that they can be highly competitive. "Strong competitiveness will grow in institutions that are able to "sell trust" rather than just "sell buildings and lecture facilities" (Mulyasana, 2008). Adapting the Blue Ocean strategy in higher education can also strengthen the relevance of institutions in facing changing educational dynamics and global market demands. Through implementing this strategy, universities can overcome intense competition by creating clear differentiation (Utama, 2008).

There are several formulations that must be made before moving on to implementing this series of strategies, namely:

a. Reconstructing Market Boundaries

Kim and Mauborgne (2015) state that there are 6 steps in reconstructing market boundaries, namely: a) Looking at alternative industries b) Looking at strategic groups c) Looking at the buyer chain d) Looking at alternative products e) Paying attention to functional-emotional appeal f) Pay attention to time.

b. Big Picture of Business

Big Picture of Business in BOS refers to a comprehensive view of business strategy and market environment that creates a big picture of how the company can create a "blue

ocean" or unexplored market. In this concept, Kim and Mauborgne emphasize the importance of looking at the whole business picture, rather than just focusing on individual elements such as price or product differentiation. The big picture of a business can be identified through the Eliminate, Reduce, Raise and Create (ERRC) Scheme. The ERRC scheme is a company strategic step used to create potential market segments. This tool helps identify product or service features that will attract customers, as well as make the product or service more innovative and attractive (C. Kim & Mauborgne, 2015).

c. Three Levels of Non-Consumers

There are three levels of non-consumers who have the potential to become consumers according to Kim and Mauborgne (2015), namely:

1) Soon-to-be, namely consumers who only use the product temporarily and have the possibility of switching to another product.

2) Refused, namely non-consumers who do not use the Company's products because they do not suit what they want.

3) Unexplored, namely non-consumers who do not use the Company's products at all because they are deemed not to need the product.

d. Strategic Series

The strategic series functions to ensure that the BOS formulation produces optimum profits. The strategic series consists of buyer utility maps, pricing strategies, cost strategies and adoption (C. Kim & Mauborgne, 2015).

Previous research on this strategy was carried out by Suhendi (2022) by implementing the Blue Ocean Strategy in the marketing field at STIE Miftahul Huda. This research uses a series of strategies that are almost the same as those implemented in the Company, namely: utility for buyers, strategic pricing, costs, and adoption. Lismawati and Amaliyah (2023) in their research outlined the role of the Blue Ocean Strategy in education management, especially during the Covid-19 pandemic. The results of his writing explain that there are still many educational institutions, especially their management, that are having difficulty finding solutions to overcome the impact of the Covid-19 pandemic.

Based on the description previously stated, the formulation of the problem in this research is:

1. How is the Blue Ocean Strategy implemented in the establishment of the Digital Business major at Unindra?

2. What are the results of implementing the Blue Ocean Strategy in the establishment of the Digital Business department at Unindra?

Research Methods

This research uses a case study type of research with a qualitative approach. Qualitative research is a research approach that aims to understand and explain a phenomenon or social context through in-depth analysis of non-numerical data, such as words, images or sounds.

This method focuses on deep understanding of people's meanings, views, and experiences, and emphasizes interpretation of context rather than numerical measurements (Kartajaya & Ridwansyah, 2014). The place of research takes place at UNINDRA, especially in the Digital Business department. Data collection techniques in this research used several methods, namely:

1. Interview.

   An interview is a face-to-face conversation between an interviewer and a source of information, where the interviewer asks directly about an object being researched and has been previously designed (Yusuf, 2016). The number of sources that the researchers took as informants was 3 people, namely: the head of the Digital Business study program, one of the student affairs staffs and one of the lecturers who taught in the department.

2. Observation

   Observation is a data collection technique that requires going into the field to observe things related to space, place, actors, activities, time, events, goals and feelings.

3. Documentation Study

   Documentation study is a form of research that uses document analysis as the main data source. These documents can be in the form of text, images, sound recordings, or other pre-existing written materials (Nilamsari, 2014). The documentation study in this research was carried out by collecting written documents such as university performance reports, university data and reference books.

Data analysis was carried out interactively, namely a data analysis technique consisting of four components of the analysis process, namely, data collection, data reduction, data presentation, and drawing conclusions (Lailasari, 2022).

Findings and Discussions

As stated previously, in implementing the Blue Ocean Strategy (BOS), there are several formulations that must be carried out. The following is an overview of the stages of the implementation process:

1. Reconstruct Market Boundaries.

   a. Taking a Close Look at Alternative Industries

   Based on the results of observations and analysis of the internal environment, it was found that there are ten universities that have Digital Business majors in Indonesia. Of the ten universities, only three private universities have this major. Of these three universities, there are only two universities located in Jakarta, namely: Binus University and Prasetiya Mulia University. This finding is a big opportunity for the Institute because the Digital Business department does not have many competitors, especially in the East Jakarta area.

   b. Pay close attention to strategic groups in the industry.

   Strategic groups in an industry can be observed based on two factors, namely price and quality (performance) (C. Kim & Mauborgne, 2015). Affordable prices and good quality

can give rise to repeat purchases. Consumers who feel satisfied tend to have a positive influence on friends and family (Kartajaya & Ridwansyah, 2014). From observations made by researchers at other universities with the same major, it is known that tuition fees for the Digital Business major are very expensive, ranging from IDR 11 million to IDR 12 million. When compared with the cost of studying at UNINDRA PGRI, this figure is still far above, so it can be said that UNINDRA PGRI still has the opportunity to attract the attention of non-consumers.

c. Pay close attention to the buyer chain

Kim and Mauborgne (2015) state that there are three parties involved in the purchasing decision process, namely purchasers, users, and influencers. Almost 50% of UNINDRA PGRI tertiary consumers come from the lower middle class and workers. Many of them feel very helped by the very affordable tuition fees so that they can get the opportunity to get a job and a better position in the world of work. This is proven by the percentage of students absorbed in the world of work of almost 80%. These alumni act as influencers in socializing products from UNINDRA PGRI universities, including promoting the new Digital Business major.

d. Pay close attention to complementary product and service offerings

Complementary products are useful for providing added value to the main product (McAuley et al., 2015). In relation to complementary services, UNINDRA PGRI higher education provides training such as Public Relations, TOEFL Preparation and Tax Brevet which are useful for students as preparations when they later enter the world of work.

e. Pay attention to emotional or functional appeal to buyers

The functional attraction of the Digital Business major is that the major is in line with current market needs and the tuition fees in this major are very affordable. In this regard, Sije and Oloko (2013) say that the selling price plays a role in determining profit. Meanwhile, the emotional appeal of this department comes from the lecture process, which is mostly carried out in computer laboratories so that students can directly apply the material studied.

f. Pay attention to time

Trends in an industry can be analyzed to create a blue ocean (C. Kim & Mauborgne, 2015). The Industrial Revolution 4.0, which is marked by the integration of digital technology and comprehensive business transformation, has encouraged the need to open digital business majors in universities. This era demands the presence of human resources who are skilled in utilizing digital technology to design, manage and lead businesses in an increasingly digitalized environment. The opening of the digital business major allows students to develop competencies in data analysis, e-commerce, digital marketing and artificial intelligence, providing a strong foundation to contribute to innovation and business competitiveness in the Industry 4.0 era. In a study by Smith et al. (2019), also stated that students tend to be attracted to majors that offer the latest technology skills and prepare them for future challenges.

2. Big Picture of Business

From the results of comparisons with other universities that have the same major, several factors have been identified that need to be considered and arranged based on the Eliminate, Reduce, Raise and Create (ERRC) Scheme. The following is a scheme that was successfully arranged:

Table 1. ERRC Scheme

Eliminate	Reduce
- Focus on one target market. - **Complicated bureaucracy**	- Manual administration system - Departments that concentrate on educational sciences
Raise	Create
- Quality of graduates. - Quality of lecturers and employees. - Facilities and infrastructure - PT accreditation	- Opening new departments that suit market needs. - Create a project and competency-based curriculum

a. Eliminate

Unindra PGRI is starting to look for a new strategy to overcome competition for new students, namely by creating a new branding as a university that not only produces prospective teaching staff but also produces ready-to-use workers in other fields. This method is used to expand market share so that not only prospective students who want to become teachers are interested in entering this university. Apart from that, UNINDRA PGRI is starting to streamline its organizational structure so that procedures related to academics and student affairs can be carried out more easily and quickly.

b. Reduce

In accordance with the development of globalization, UNINDRA PGRI has begun to integrate technology into the academic administration system such as the availability of the LMS platform, and SIKA which helps lecturers and students in carrying out lecture activities and reporting. Apart from that, UNINDRA PGRI is also starting to open new departments that are much needed nowadays and is no longer opening new departments that only concentrate on the field of Education.

c. Raise

In improving the quality of graduates, UNINDRA PGRI has begun to encourage students to participate in scientific and research activities so that students can create works from the theories they learn in class. Apart from that, to improve the quality of lecturers and employees, UNINDRA PGRI provides undergraduate, master's and doctoral scholarships so that the abilities and performance of lecturers and employees can be further improved. and to provide optimal services to lecturers and students, this institution has also begun to add several facilities such as: a pavilion that can be used for art performances as well as seminars and training, dormitories for institutional guests and student exchanges, additional lecture rooms, meeting rooms and

classrooms. Of course, with the increase in the quality of lecturers, graduates and facilities, it is hoped that higher education accreditation will also increase.

d. Create

The decision to open this new department was based on an evaluation of the PT's performance which wanted to anticipate every condition that might occur in the future so that a decline in the number of students did not occur again. For this reason, stakeholders need to pay attention to every unmet need and expectation of potential consumers to find unexplored market space so that they can ensure the sustainability and competitiveness of educational institutions in the long term. Apart from that, institutions also need to create project-based curricula to create graduates who are ready to use in the world of work.

3. Three levels of non-consumers

a. Soon-to-be (Candidate)

Non-consumers at this level are students who have graduated from high school, vocational school or equivalent and also students' parents. Apart from that, non-consumers at this level can be consumers who are already students but want to move to another university, such as a state university. It is hoped that the Digital Business major will attract the interest of prospective students who want to take this major but at an affordable cost. As previously explained, universities that have this major are private universities whose market share is the upper middle class. It is hoped that the opening of this department can open up new market shares that have not been explored.

b. Refused (Refuse)

Consumers at this level are consumers who refuse to become students at this university, for example because they want to take an applicable short course, don't want to become an educator, or because they don't have enough money for tuition fees so they don't have time to continue their studies. With the opening of this digital business major, consumers who have an interest in technology and business can have an alternative in choosing this major at an affordable cost.

c. Unexplored (Unexplored)

Consumers at this level are consumers who are already working and do not want to continue studying. It is hoped that the opening of the Digital Business major will attract the interest of non-consumers at this level because it can be used as a new, unexplored market. The strategy that can be implemented is to offer practical materials that are commonly applied in the world of work so that they can improve their abilities and performance in the workplace. Apart from that, opening extension classes on Friday evenings and Saturdays can provide a solution for students who work full time.

4. Strategy Series

a. College Utilities Map

To determine what to offer non-consumers to become consumers, universities must develop a utility map. For universities, there are six stages of the purchasing experience

cycle, namely when registering, taking the entrance screening exam (USM), the college process, supporting services during the college process, the job search process, and work experience with knowledge gained from college. In each stage, the utility obtained by consumers is based on their experience of interacting with universities during and after the interaction process, which is an experience that will provide satisfaction to consumers (Utama, 2008). The following is a map of UNINDRA PGRI higher education utilities:

Table 2. UNINDRA PGRI Utility Map

	Registration	Entrance Exam	Learning Process	Services	Job Search Process	While doing a job
Consumers Productivity			√		√	√
Simplicity	√	√	√	√		
Comfortability	√	√	√	√		
Risk	√	√	√	√	√	√
Joy and Image	√	√	√	√		
Environmental friendliness					√	√

From the utility map, it can be seen that from the moment they register, consumers feel the convenience, namely that it can be done online and offline with a registration fee of only Rp. 150,000.-. With low costs, consumers do not hesitate to register and the cost of printing forms and paper can be reduced, thereby reducing waste. During the entrance examination (USM), consumers also feel the convenience because it is done online so consumers can do it anywhere according to the specified time and schedule. This also reduces the cost of printing questions and efficiency in checking and giving marks. Apart from that, the passing score is not too high, thus providing an opportunity for many students to be accepted at this campus. The lecture process is carried out in a hybrid manner so that students do not need to go to campus often and have enough time to do their coursework. Apart from that, with the LMS and SIKA platforms, students can get academic information quickly. What needs attention is to improve the quality of graduates who can be absorbed into the world of work. For this reason, there needs to be improvements in the curriculum that prioritize materials that are needed in the world of work. Apart from that, institutions need to collaborate with industry or companies in terms of workforce distribution so that graduates can easily get the jobs they are interested in.

b. Pricing strategy

UNINDRA PGRI offers very affordable tuition fees because it is in accordance with the Institution's commitment to providing opportunities for the lower middle class to have the opportunity to attain higher education.

The fees charged are development fees which are paid upon first entry, namely IDR 2,000,000 for regular classes, IDR 2,250,000 for afternoon classes, and IDR 2,750,000 for extension classes. Meanwhile, tuition fees for undergraduate level are IDR

1,080,000 for regular classes, IDR 1,290,000 for afternoon classes and IDR 2,040,000 for extension classes.

c. Cost Strategy

The strategy used to meet operational costs is to continue to increase new student admissions and for this reason, UNINDRA PGRI opens registration in odd and even semesters. Cost efficiency is achieved by stopping renting buildings at nearby schools and conducting hybrid lectures as a solution to the limited number of classrooms. Apart from that, academic service operational hours have also been reduced, thereby reducing electricity and water costs in academic office rooms.

d. Adoption

Several parties need to be considered when a company adopts a blue ocean strategy, namely employees, business partners and the general public (C. Kim & Mauborgne, 2015). To realize the BOS strategy idea, it does not rule out the possibility of opposition from other parties even under the same umbrella. Kim and Mauborgne (2009) state that many innovations in strategy are prepared with unconventional ways of thinking. To achieve successful adoption, the opening of the Digital Business major must be communicated well to all academics at UNINDRA PGRI, namely the foundation administrators, lecturers, employees, support staff, students and university partners. They must have a good understanding that this new strategy is being implemented for the progress of UNINDRA PGRI and of course this will automatically have an impact on the welfare of the people within it. The opening of the Digital Business major in the odd semester of the 2023-2024 academic year received a very positive response from consumers. This is proven by the number of students who registered and were accepted into this department amounting to approximately 300 students with a total of 8 regular classes and 2 afternoon classes. It is hoped that by using this BOS strategy, UNINDRA PGRI can maintain a competitive advantage when new competitors emerge. As stated by Ilham and Mawardi (2016) that companies that can build competitive advantages in new markets will be followed by competitors.

Conclusion

The implementation of the Blue Ocean Strategy in opening a digital business major at UNINDRA PGRI is a relevant and innovative strategic step in facing the dynamics of higher education in the era of Industrial Revolution 4.0. By creating new, unexplored market space, UNINDRA PGRI can provide unique added value to students, preparing them for the challenges and opportunities of increasingly growing digital businesses. Universities that proactively respond to industry trends and market needs, such as digital business, not only create competitive differentiation but also increase their attractiveness in the eyes of students. This success was also marked by the opening of 8 regular classes and 2 afternoon classes for new students with a total number of approximately 300 students. Apart from that, it is hoped that the implementation of BOS can anticipate events that will have an impact on the number of new student admissions in the future. The suggestions that can be made for the successful implementation of this BOS are:

1. Relevant Curriculum Development: UNINDRA PGRI can continue to develop the digital business curriculum so that it is in line with technological developments and industry trends. This includes including courses that cover data analysis, artificial intelligence, digital marketing, and digital project management.

2. Industry Collaborations: Building partnerships with companies in the digital business industry can provide practical insight, internship opportunities, and ensure that the curriculum reflects real-time industry needs.

3. Use of Technology in Learning: Utilizing digital technology in the learning process can improve student learning experiences. The use of e-learning platforms, digital business simulations, and practical projects can help students understand theoretical applications in real business contexts.

4. Lecturer Training: Involving lecturers in training and professional development related to digital business will ensure that they stay up to date with the latest developments in the industry, thereby providing relevant and useful teaching.

5. Effective Promotion and Marketing: UNINDRA PGRI needs to ensure that information about the opening of a digital business major is conveyed effectively to prospective students. Creative marketing strategies and targeted promotions can increase student awareness and interest.

By implementing these suggestions, UNINDRA PGRI can maximize the potential for successful implementation of the Blue Ocean Strategy in opening digital business majors and make a positive contribution to the development of higher education in this digital era.

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