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Blue Ocean Strategy in the Development of International Worker Placement Programs at Generasi Putra Bangsa Vocational Training Center, Sukabumi City

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Abstract: This study examines how Blue Ocean Strategy supports the development of international worker placement programs at Generasi Putra Bangsa Vocational Training Center in Sukabumi City. The study focuses on how the institution formulates, implements, and evaluates its strategy in developing the Germany-based Ausbildung program as a new alternative beside its earlier Japan-oriented programs. A qualitative case study design was used to obtain an in-depth understanding of the institution's strategic process. Data were collected through interviews, observation, and documentation, then analyzed through an interactive model consisting of data reduction, data display, and conclusion drawing. The findings show that the institution developed the Germany program as a strategic response to market concentration, increasing competition among vocational training institutions, and the need to create added value for prospective participants. The strategy was implemented through intensive training, affordable fees, administrative assistance, promotional innovation, and the use of instructors with direct experience in Germany. The study concludes that Blue Ocean Strategy enabled the institution to create a differentiated service, expand its market segment, and strengthen its competitiveness in international worker placement services.

Keywords: Blue Ocean Strategy, value innovation, vocational training center, international worker placement, qualitative study.

INTRODUCTION

Business administration places strategy as a central instrument for achieving organizational goals effectively and efficiently. Strategic decisions determine how an institution responds to competition, manages its resources, and creates value for its stakeholders. In today's dynamic environment, organizations can no longer rely solely on conventional competition because market conditions change rapidly and customer expectations continue to evolve. As a result, strategy has become not only a tool for survival but also a means of building long-term relevance and organizational resilience.

In strategic management literature, Blue Ocean Strategy offers an alternative to traditional competitive thinking. The concept emphasizes the creation of new market space through value innovation rather than direct competition in crowded markets. Instead of focusing only on outperforming rivals, organizations are encouraged to redefine the value they offer, identify unmet needs, and create demand in spaces that have not yet been fully developed. This approach is particularly relevant for service institutions that operate in highly competitive sectors and must continuously adapt to changing market requirements.

The relevance of Blue Ocean Strategy becomes even more apparent in vocational training institutions that prepare candidates for international employment. These institutions do not only provide technical or language training, but also shape participants' readiness for work, cultural adaptation, and administrative preparation for overseas placement. As the global labor market becomes more diverse, vocational training centers are expected to develop programs that match the needs of destination countries while still offering a distinctive value proposition to participants. In this context, strategy is not merely an internal management issue, but a decisive factor in institutional competitiveness.

Generasi Putra Bangsa Vocational Training Center in Sukabumi City represents a case that reflects this strategic challenge. The institution initially built its reputation through programs oriented toward Japan, which is one of the main destination countries for Indonesian migrant workers. Over time, however, the institution expanded its direction by opening a Germany-based Ausbildung program. This move shows that the institution did not remain dependent on a single market but instead attempted to broaden its strategic options through program diversification.

The development of the Germany program is important because it reflects a shift from conventional competition toward a more innovative and differentiated service model. The program offers participants not only the opportunity to work abroad, but also access to vocational education, competency certification, and structured preparation for the German labor market. This combination creates a stronger value proposition and distinguishes the institution from many other vocational training centers that continue to focus mainly on similar destination countries and similar training patterns.

This study asks how Blue Ocean Strategy is formulated, implemented, and evaluated in the development of the international placement program at Generasi Putra Bangsa Vocational Training Center. The study also explores how the institution creates value through program diversification, promotional innovation, and service differentiation in a competitive training market. By examining these processes, the study seeks to contribute to strategic management literature and provide practical insight for vocational training institutions that want to strengthen their position in the international workforce preparation sector.

METHODS

This research used a qualitative case study approach because the study aimed to understand a real institutional strategy in depth and from multiple perspectives. A qualitative design was considered appropriate because the strategic process could not be adequately explained through numbers alone. The researcher needed rich, contextual, and descriptive data to understand how Blue Ocean Strategy was constructed and applied within the institution.

Data were collected through interviews, observation, and documentation. Interviews involved key informants such as the institution's leader, program coordinator, language instructor, administrative staff, and program participants or alumni. Observation was used to understand how the program operated in practice, including the learning atmosphere, participant interaction, and institutional services. Documentation was used to support interview and observation findings through internal records, promotional materials, and program data.

Informants were selected purposively because they possessed direct knowledge and experience related to the research focus. The leadership informant provided insight into policy direction and strategic decision-making. The program coordinator explained operational implementation and program development. The instructor described the learning process and participant readiness. The administrative staff provided information about registration, document handling, and support services. Participants and alumni offered perspectives from the user side and described how they experienced the program. Informant selection continued until the researcher reached data saturation, meaning that additional interviews no longer produced new information.

Table 1. Informants and Reasons for Selection

No	Informant	Reason for Selection
1	LPK Leader	Understands the institution's policies and strategy.
2	Program Coordinator	Understands the implementation of the international worker placement program.
3	Language Instructor	Is directly involved in program implementation and participant training.
4	Administrative Staff	Is involved in program implementation, especially in administrative support and documentation.
5	Program Participants or Alumni	Have direct experience in following the international worker placement program.

Source: Research Results

Data analysis followed an interactive model consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting the most relevant information related to strategy formulation, implementation, and evaluation. Data display organized the findings in a structured narrative so patterns and themes could be identified more clearly. Conclusion drawing involved interpreting the data and verifying the findings across sources to ensure consistency and credibility. Data validity was strengthened through source triangulation, technique triangulation, and persistent observation.

RESULTS AND DISCUSSION

The findings show that Blue Ocean Strategy played an important role in the development of the international worker placement program at Generasi Putra Bangsa Vocational Training Center. The institution developed the Germany-based Ausbildung program as a strategic response to market concentration in Japan-oriented placement programs and to the increasing competition among vocational training institutions in Sukabumi. Instead of competing only on similar services, the institution created a different program structure that offered participants a new destination, a new learning experience, and a stronger long-term opportunity.

The Germany program was not introduced merely as an additional class. It was positioned as a value-added program that combined language training, vocational preparation, document assistance, and international placement readiness. This approach reflects the core idea of Blue Ocean Strategy, which emphasizes creating new demand rather than fighting over existing demand. The institution broadened its market segment by attracting participants who wanted a different international pathway and who saw Germany as a promising destination with broader educational and employment value.

Promotion became one of the most visible instruments in the strategy. The institution used digital content, live streaming, posters, and informational materials to introduce the program to the public. These promotional activities emphasized affordability, intensive weekday classes, administrative support, installment options, and online materials. Such features were important because they helped the institution distinguish its offer from other training centers that tended to present similar programs in a more conventional way. The promotional strategy therefore served not only to attract participants but also to create a new perception of value in the market.

The role of instructors also strengthened the program's differentiation. Instructors with direct experience in Germany gave participants more concrete information about the destination country, work culture, and learning expectations. This experience-based instruction increased participant trust and made the program more credible. Participants and alumni viewed the program positively because it provided clear direction, practical support, and a structured learning process. Their responses suggest that the institution succeeded in converting strategic innovation into a meaningful service experience.

The institution also demonstrated adaptability in dealing with regulatory changes and participant diversity. International placement programs often face shifting rules, updated requirements, and changing administrative procedures. The institution responded by adjusting its services and maintaining flexibility in implementation. Participant backgrounds also varied in terms of age, education, and readiness, which required the institution to use a more adaptive teaching and support model. These conditions show that Blue Ocean Strategy in this context did not rely solely on novelty, but also on the ability to manage complexity and sustain quality.

Overall, the findings indicate that value innovation emerged through service differentiation, market expansion, and institutional adaptability. The Germany program helped the institution reduce dependence on one destination market and build a stronger strategic position in the international worker placement sector. The case also illustrates that Blue Ocean Strategy can be effectively applied in vocational training institutions when leadership is willing to create new value, redesign service delivery, and respond to market opportunities with creativity and precision.

CONCLUSION

Blue Ocean Strategy played a significant role in the development of international worker placement programs at Generasi Putra Bangsa Vocational Training Center in Sukabumi City. The institution used the Germany-based Ausbildung program to create a differentiated service model and reduce dependence on a single destination market. The program expanded the institution's market reach and offered participants a more distinctive pathway to international employment.

The study also shows that strategy implementation depended on several supporting factors, including intensive training, promotional innovation, administrative support, and instructors with relevant international experience. These elements helped the institution create stronger value for participants and improve its competitiveness in a crowded vocational training environment. In this case, Blue Ocean Strategy functioned not only as a conceptual framework but also as a practical guide for institutional innovation.

Future studies may compare several vocational training institutions to examine how Blue Ocean Strategy is implemented in different organizational settings. Comparative research could identify additional strategies that support international workforce preparation and contribute to the development of competitive, value-driven vocational education services.

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