



DOI: <https://doi.org/10.38035/dijemss.v7i3>
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The Integrated Strategic-Behavioural Framework (ISBF): Synthesizing Dynamic Capabilities, Resource Management, and Self-Efficacy for Enhanced Competitiveness in Indonesian Language Skill Training Centers (LSTCs)

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Abstract: This research proposes the Integrated Strategic-Behavioural Framework (ISBF) to enhance the competitiveness of Indonesian Language Skill Training Centers (LSTCs) that prepare Migrant Workers (PMI). Current LSTCs suffer from a performance gap, failing to meet high international skill demands, unlike competitors like Vietnam. The framework argues that sustained competitiveness is achieved not by possessing resources alone, but by dynamically aligning internal resources with external demands (DC bridging RBV and RDT) while ensuring optimal individual performance (SCT) under an ethical mandate (CPT). The study recommends LSTCs prioritize intangible asset investment and institutionalize dynamic adaptation routines to elevate Indonesia's position in the global skilled labour market.

Keywords: Integrated Strategic-Behavioural Framework (ISBF), Language Skill Training Centers (LSTCs), Migrant Workers

INTRODUCTION

This framework aims to improve the effectiveness of training programs by harnessing the interplay between dynamic capabilities, resource management, and self-efficacy among instructors. By emphasizing these elements, LSTCs can foster a more adaptive learning environment that ultimately leads to better educational outcomes and enhanced competitiveness in the market. This approach aligns with the findings that high self-efficacy among lecturers contributes to improved performance and decision-making in educational settings (Khuzaini, 2024).

The integration of these components is essential for developing a robust framework that addresses the unique challenges faced by Language Skill Training Centers in Indonesia. This framework also emphasizes the importance of targeted training and support for instructors to cultivate self-efficacy, thereby enhancing their ability to implement innovative teaching strategies effectively. Ultimately, by prioritizing the development of self-efficacy through structured training, LSTCs can empower instructors to embrace innovative pedagogical approaches and improve learner engagement. This empowerment is crucial for fostering a

culture of continuous improvement and adaptation, which is essential in today's rapidly evolving educational landscape. This emphasis on self-efficacy aligns with the need for educational institutions to adapt their teaching methods and curricula to meet the demands of a changing global environment (Исаева et al., 2024).

This alignment is vital for ensuring that instructors can effectively respond to the evolving needs of students and the labor market, ultimately enhancing the relevance of their training programs. By integrating self-efficacy with dynamic capabilities and resource management, LSTCs can significantly enhance their responsiveness to labor market demands and improve overall educational effectiveness. This responsiveness is crucial for aligning educational outcomes with industry needs, thereby ensuring that graduates are well-prepared for the labor market and contributing to economic growth. Addressing these challenges requires a commitment to continuous professional development and a strategic approach to resource allocation that supports instructor growth and adaptability in teaching methodologies.

This strategic focus on instructor development not only enhances teaching quality but also promotes a culture of innovation and responsiveness within Language Skill Training Centers. Incorporating effective management practices alongside self-efficacy can significantly influence educational outcomes and institutional performance, fostering an environment conducive to innovation and adaptability (Felix & Guzman, 2025).

METHOD

The Method to Integrated Strategic-Behavioural Framework (ISBF): Synthesizing Dynamic Capabilities, Resource Management, and Self-Efficacy for Enhanced Competitiveness in Indonesian Language Skill Training Centers (LSTCs) should be emphasize to the following three core theoretical constructs:

1. **Strategic/Resource Layer (Macro/Organizational Focus - Dynamic Capabilities & Resource Management):** This layer, informed by your source material, focuses on the LSTC's ability to sense environmental changes (e.g., job market demands for specific language skills), seize opportunities (e.g., new training contracts), and transform its resource base (e.g., curriculum, instructor skills) for sustained competitiveness. This layer emphasizes the importance of strategic agility and resource optimization to enhance the educational offerings and responsiveness of LSTCs in a competitive landscape. This strategic layer is crucial for ensuring that Language Skill Training Centers can effectively adapt to the evolving demands of the labor market, thereby enhancing their overall educational effectiveness and competitiveness.
2. **Behavioral Layer (Micro/Individual Focus - Self-Efficacy):** This layer, drawing from Social Cognitive Theory, focuses on the instructor/trainee self-efficacy as the micro-foundation that enables the successful execution of the higher-level dynamic capabilities. Incorporating both layers fosters a comprehensive approach that enhances responsiveness to market demands and empowers instructors to implement effective teaching strategies.
3. **Integration (The ISBF):** The model posits that Organizational Dynamic Capabilities (e.g., capacity to update curriculum, forge industry partnerships) are enabled and sustained by the collective and individual Self-Efficacy of the LSTC's key actors (managers and instructors) in performing the sensing, seizing, and transforming activities.

To effectively evaluate the impact of these innovative methods, a comprehensive assessment framework must be established that measures both student engagement and learning outcomes. To further enhance the effectiveness of these innovative pedagogical methods, it is crucial for LSTCs to implement a robust system of continuous feedback that not

only evaluates student learning outcomes but also assesses the instructional strategies employed by educators. This feedback mechanism should harness both quantitative data, such as completion rates and assessment scores, and qualitative insights from student reflections and industry evaluations, thereby creating a comprehensive view of educational effectiveness. Such a dual approach aligns with the growing emphasis on learner engagement and retention, as highlighted in recent educational research, which underscores the need for tailored assessment metrics that reflect the dynamic nature of student involvement in their learning processes (Mandernach, 2015). Additionally, the integration of peer assessments and collaborative evaluations can foster a culture of accountability and peer learning, further enriching the educational experience and preparing students for collaborative work environments.

By prioritizing these assessment strategies, LSTCs can ensure that their training programs remain relevant, effective, and responsive to the evolving demands of the labor market, ultimately enhancing the employability of their graduates. The establishment of a comprehensive assessment framework will empower LSTCs to adapt their training programs effectively, ensuring alignment with industry requirements and enhancing student readiness for the workforce.

RESULTS AND DISCUSSION

Moreover, as LSTCs implement these innovative assessment frameworks, it is essential to consider the role of collaborative partnerships with local industries in shaping curriculum relevance. By engaging industry stakeholders in the development of training programs, LSTCs can ensure that the skills taught align closely with current job market requirements, thereby enhancing the employability of their graduates. This collaborative approach not only facilitates access to necessary resources and technology but also allows for the integration of practical insights that can inform the design of curricula and assessment strategies. Furthermore, the establishment of such partnerships can lead to opportunities for students to gain real-world experience through internships and co-op programs, which have been shown to significantly improve job readiness and employment outcomes for graduates (Mills et al., 2000). Thus, fostering these industry connections is crucial for LSTCs to maintain a competitive edge and effectively prepare students for the complexities of the modern workforce.

By leveraging industry partnerships, LSTCs can enhance curriculum relevance and provide students with hands-on experiences that directly improve their job readiness and employability outcomes. This strategic collaboration will not only enrich the training programs but also ensure that graduates possess the skills and competencies demanded by employers in the evolving labor market. To further enhance the effectiveness of training programs, LSTCs must also prioritize the continuous professional development of instructors, ensuring they remain abreast of the latest pedagogical trends and industry demands.

This commitment to instructor growth not only empowers educators to adopt innovative teaching methodologies but also fosters a culture of lifelong learning that can significantly impact student engagement and success. Research indicates that institutions that invest in faculty development experience improved educational outcomes, as instructors with robust professional training are better equipped to implement effective instructional strategies and adapt to evolving market needs (Grama & Todericiu, 2025). Additionally, the integration of mentorship programs, where experienced educators guide newer instructors, can facilitate knowledge transfer and enhance teaching practices, ultimately benefiting students' learning experiences. By establishing a comprehensive support system for faculty, LSTCs can create a dynamic educational environment that not only meets current labor market demands but also anticipates future changes, ensuring graduates are well-prepared for the challenges ahead.

CONCLUSION

In conclusion, the strategic integration of dynamic capabilities, resource management, and self-efficacy within Language Skill Training Centers is essential for fostering adaptability and enhancing educational outcomes in a rapidly changing labor market. Furthermore, as LSTCs strive to enhance their adaptability and educational offerings, the incorporation of technology-driven learning platforms can serve as a transformative tool in bridging the gap between traditional teaching methods and the demands of the digital age.

By leveraging online resources and interactive tools, instructors can create blended learning environments that cater to diverse learning styles and enhance student engagement, a necessity highlighted by the rapid evolution of the labor market (Lopes, n.d.). Additionally, the use of data analytics can provide valuable insights into student performance and engagement, enabling educators to tailor their instruction to better meet individual needs and preferences.

This data-driven approach not only aligns with the principles of the Resource- Based View but also empowers LSTCs to make informed decisions regarding curriculum development and resource allocation. Ultimately, the integration of technology and data analytics within the educational framework can significantly elevate the quality of language skill training, ensuring that graduates are not only competent in their fields but also equipped with the critical skills necessary to thrive in an increasingly competitive job market.

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