



RESOURCE-BASED VIEW THEORY APPLICATION ON THE EDUCATIONAL SERVICE QUALITY

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Abstract— Background and Objectives: The purpose of this study is to review the resource-based view theory on service quality that contribute to and expand internal resources and services of high quality. Several empirical studies have examined how to apply resource-based view theory to exploiting opportunities in higher education. With the help of this resource-based view theory, urban higher education can apply how to obtain and mobilize additional resources or use existing resources more efficiently and effectively to increase the productivity of existing resources to improve the quality of education services. Perhaps providing high-quality service based views are hampered by a lack of resources for urban education institutions and new ventures, and for them to survive, the resource constraints should address effectively. The issue in this paper is how the RBV theory or concept is to be studied in urban higher education so that researchers and organizations can benefit from this perspective.

Methodology: The RBV framework was used to delimit the review so that the research method used in this paper is an empirical approach through a study of journals and supporting journals related to the topic under study. This paper evaluated and reviewed several empirical studies in terms of methodology and strategy that used to apply and implement the resource-based view theory to improve the service based view quality of students' retention. Many articles indicated quantitative methods as the method strategy, but restrictions showed qualitative and mixed methods that should be concerned in future research.

Findings: This article's literature search aimed at obtaining a usable sample of recently published papers to provide a sense of the conceptual gaps, knowledge gaps, methodological gaps and problem gaps in several resource-based (RBV) industries, but lesser are using in education. The dynamics and heterogeneity in this field of science encourage university researchers to develop and strengthen RBV theory. With this development, the concepts and theories of management are expected to be useful for academics.

Recommendation & Limitation: On the critical reviews above, specific recommendations may in future serve as the key to enriching resource-based views. In this article, mixed and qualitative methods should be used to obtain accurate results. Additional attention should be paid to future research into higher education institutional resources, and integrate tangible and intangible resources into organizational capacity.

Conclusion & Contribution: Resource-based view theory appears to have the capability to leverage resources and create more opportunities with fewer funds when applied to urban systems. One of the biggest contributions of this article is the

direct strategy of scholars towards empirical studies and finding of resources as an essential antecedent to service quality and end to educational performance.

Keywords— Educational Service Quality; Resource-Based View (RBV)

I. INTRODUCTION

The cycle of education in Urban is not unfamiliar with a particular type of phenomenon due to delay in reaching educational success is defined as "lack of development" at a given time (Nor Azrul and Noordeyana 2018). When it comes to education, the late-growth group is the result of dropouts in urban education. Although dropouts aren't failures, they are unavoidable factors such as a lack of educational resources to ensure the quality of services. However, urban institutions re-started their educational programmes to achieve the same level of success as those in developing countries. Thus, urban education higher institution is not just about easy reading, spelling and counting. Education should cultivate creative and critical thinking so that every individual can change fortunes for the better through great quality of service. Khalid *et al.* (2018) discovered that the majority of parents do not have a high level of education and are dissatisfied with the quality of education in urban areas. Dropouts and a lack of motivation for children to continue their education to a higher level (Khalid, 2016) can be traced back to parents' lack of confidence in urban higher education's resources and quality. The level of education will generally determine the level of employment of a person. There is an indirect impact on both students and institutions when services are ineffective. Therefore, choosing an institution in urban to resume education is an alternative that can allow them to improve their living status at a better level. In late-developing urban communities, RBV and service-RBV approaches to the development and service quality of urban educational (Nation *et al.*, 2020) resources contribute to the development of excellent human capital. When the development of education made the core of the needs of a prosperous society, it becomes even more positive when it finds a place among youths who suffer from educational dropouts in the early stages but bounce back and continue their commitment to continue their studies. In this case, service-RBV application (Lawless *et al.*, 2019; Novikova *et al.*, 2019; Zarifis, 2019; Bhatti *et al.*, 2020; Berbegal-Mirabent *et al.*, 2020; Dev, 2020; Ahinfa *et al.*, 2021; Di Cataldo *et al.*, 2021; Sobaih *et al.*, 2020; Klein *et al.*, 2021; Steinmetz *et al.*, 2021) in the urban higher education institutions will produce highly credible and competent



young people; it should also be an effective tool for providing quality human resources (Altınay *et al.*, 2020; Bhattacharyya *et al.*, 2020) In addition, it will also help organizations be better competitive when having better knowledgeable and skilled employees to carry out tasks more maturely and rationally. It is crucial for the continuity of the organization as well as the competence of the services provided. Perhaps RBV and Service-RBV application through the enhancement of urban education services is the main backbone to change the human capital and quality of education before giving birth to a more knowledgeable urban society. The theory of resource-based view of the firm or resource-based view (RBV) was born from the strategic management literature (Lukovszki *et al.*, 2021; Zahra, 2021) Since its inception in the 1990s, research on the topic of RBV has made significant contributions to the discipline of strategic management (Ramos- Rodriguez *et al.*, 2004 as cited in Bitencourt da Silva *et al.*, 2018). RBV has been used in management studies to discuss or explain the resources firms have the potential to create and maintain a sustained competitive advantage; which directly improves urban education's performance (Flamini *et al.*, 2020; Nation *et al.*, 2020; Welsh *et al.*, 2020). By inserting service quality into resource-based view (RBV), a Service-Resource-Based View (SRBV) can be constructed (SRBV). The purpose is to identify an organization's internal climate that requires access to service resources to develop urban innovations in higher education institutions. For this proposition, it is essential to recognize or create potential markets arising from differences in urban education values or to meet various service education needs in urban higher education to overcome service challenges in urban society and communities. Obtaining sustainable competitive advantages is not just an issue for organizations (Cabrera, 2017) but urban higher education institutions also. In recent decades the Resource-based View (RBV) has gained immense popularity in strategic management and theories that seek to achieve superior and sustainable performance for organizations (Cabrera-Moya *et al.*, 2018) in developing the service quality by looking into the service-RBV approach in Urban Higher Education Institutions.

II. LITERATURE REVIEW

Review on resource-based view (RBV) theory

RBV's theory emerged in the early 1990s is examined. Among this article's leading contributors is its emphasis on resources as an essential antecedent to the product and ultimately to the quality performance of urban education. For Wernerfelt (1984), the resource in question is anything that can consider as the organization's strength or weakness. They are tangible and intangible assets semi-permanently tied to an organization, such as brand name and services, in-house knowledge and technology (including skilled labour), trade contracts (including contracts for the sale of goods), machinery and efficient procedures (including capital), among others. There is also a contribution to the development of RBV strategic management from Rumelt (1984); Barney (1986 and 1991); Dierick Cool (1989). According to their theory, organizations have various assets to implement for improving service quality, reduce economic costs, generate human resources, and increase human capital in business and non-profits organizations. RBV theory states that its competitive advantage sustainability relies on highly

precious, scarce, inaccurate and non-substitutable organizational resources (VRIN) in business settings that implement policies and procedures for exploiting resources (Hitt *et al.*, 2020; Rantanen, 2021; Furr *et al.*, 2021). Several frameworks and theories share the RBV platform includes core competencies (Nandi *et al.*, 2020), dynamic capabilities (Sharma, 2021) in expanding SME's performance (Safari *et al.*, 2020) and competitive capacity, the available resources (Manzanares, 2019) and service quality-based perspectives in the higher education (Camilleri, 2021). In addition, human resource theory is an aspect of a resource-based view that focuses on the knowledge and skills possessed by individuals, both employers and employees, contributing to competitive advantage in higher education institutions (Collins, 2021; Nguyen *et al.*, 2021; Jayabalan *et al.*, 2021). Thus, RBV looks at two different but interrelated characteristics between individuals and educational quality service factors to achieve a source of competitive advantage (Arachchige *et al.*, 2021). The resource-based theory, which incorporates traditional strategies into unique corporate competencies called heterogeneous abilities. The resource-based (Assensoh-Kodua, 2019; Bag *et al.*, 2021; Cheng *et al.*, 2021; Ofori *et al.*, 2021; Sanders *et al.*, 2021; Mir, *et al.*, 2021; Mohsen *et al.*, 2021) approach also provides the added value of theoretical propositions tested in the diversification strategy literature. Second, the resource-based view is in line with the economic paradigm organization. Third, resource views complement industry organization research. Resource-based studies that provide simultaneous attention to each research program are highly recommending. It suggests that firms can gain tremendous influence through administrative decisions to acquire and then effectively direct and summarize resources to bring high service quality in urban higher education institutions. Perhaps when it comes to improving service quality in urban higher education institutions, the RBV theory is the best component to success. In general, higher education institutions enable to outperform their rivals if they can apply the RBV concept. Therefore, higher education institutions have a long-term competitive advantage due to their focus on identifying and managing their resource potential to enhance their service quality. For urban higher education institutions, this grounded theory intends to help them gain a competitive advantage. To a large extent, the characteristics of the organization determine whether or not education yields above-average returns. As a result of this theory, competitors have an impossible time replicating the service quality that urban education institutions provide. RBV argues that the resources owned by a company are far more important than the industry structure in gaining and maintaining a competitive advantage among other higher education institutions. This approach views an organization as a set of assets and capabilities in enhancing service quality.

Service quality in urban higher education

Total quality management and ISO 9000 are more concerned with the product and service's quality rather than the product itself. Deming (1986), Crosby (1979), and David Garvin (1988) are examples of quality educators who provide different definitions of quality concepts that focus

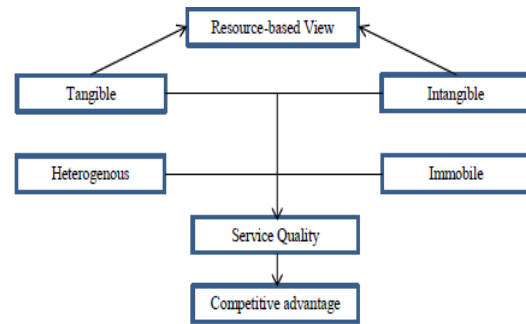


on meeting customer needs. Qualified individuals are those who have achieved excellence in their own right. Quality is a physical and non-physical characteristic that forms the basis for a good or service or one of the differences in its nature. It means that quality is not only seen in physical form. But the quality is also judged from the aspect of its nature. From the perspective of MS ISO 9000, quality is the ability of an entity (products and services) to meet the implied needs of the client (Kiseřáková *et al.*, 2020; Naveed *et al.*, 2021; Ofosu *et al.*, 2021; Rajaratnam *et al.*, 2021). Users' needs are taken into consideration when it comes to the quality of education (students). There must be changes in higher education's marketing that are always in favour of student needs. Students should be able to evaluate the quality of services, not just products. It is because different people have different perceptions of the level of service quality. Having adequate and attractive facilities in the university has a significant impact on faculty and student recruitment as well as staff retention (Vincent, 2016; Lavy and Nixon 2017). Management and quality of facilities in educational institutions also influence student achievement (Ramli and Zain 2018). For example, service quality in urban higher education can increase by having access to high-quality sports and recreation facilities and fulfil the consumer demand and plan for the future. Good management of Institute of Higher Education sports facilities is very crucial in encouraging student involvement in sports. Typically, the focus is on lessons are often their priority (Rozali *et al.*, 2018). Urban higher education sports facilities are essential in encouraging students to be active in physical activity. This process aims to bring about a comprehensive change to the direction of giving birth to an excellent organizational culture. The resource-based view application in the higher education institutions will benefit the educators in uploading and developing educational resources through the Internet (Murphy, 2020; Sulisworo *et al.*, 2020) and to utilize education technologies (Longhurst *et al.*, 2020; Romero-Rodriguez *et al.*, 2020; Johnson *et al.*, 2020) due to provide their educational services (Burns, 2020; Watermeyer *et al.*, 2020; OECD, 2020; EUA, 2020) in Urban higher education. The resource-based view explains why some organizations perform better than others in the same industry (Baia, Ferreira and Rodrigues, 2019). As a result, many higher education institutions can perform well because they can make the best use of their resources. When it comes to educational resources, RBV believes it has to be leveraging its capabilities to gain an advantage over the competition. For higher education institutions to perform well, the organization must have valuable resources to neutralize the threats of competitors, rare in a similar business field, impossible or difficult to imitate, and organized to take advantage of market opportunities. Yet RBV's goal is to strategically combine the firm's internal resources to create a competitive advantage for the educational. An organization's internal resources can become a source of competitive advantage (Davis and Simpson, 2017) in improving the education service quality. Several academics around the world use it as a standard for assessing the needs and satisfaction of their clients (Li, 2017). Concerning education service quality, it's essential to understand the differences between faculty and student expectations as to how each student prioritizes the service quality they desire. So the students' satisfaction with the service quality influence by their experience of the services used. Therefore, the quality of

services offered should improve customer satisfaction as well as customer perception. The whole study found that if the quality of service is good, then customer satisfaction will increase.

Application of resource-based view on the education service quality in urban higher education institutions

Figure 1: Resource-based View in enhancing education service quality



Source: Author's Compilation, (2021)

As a service-based organization, higher education institutions are likely to strive for service quality excellence. Every organization cares about service quality, as it regards to be a critical aspect in marketing and financial performance (Buttle, 1996). Higher education institutions are now part of a global industry, and as a result, they must constantly explore ways to improve the quality of services. Consequently, urban higher education institutions success depends on combining service quality to compete in the global market. Higher education institutions are no different from other organizations in that they require a substantial infrastructure to provide excellent service (Hasbullah *et al.*, 2018). It can include a large estate, buildings, and facilities services (Finch *et al.*, 2009). Deficits in facilities development can occur at any time in most universities (Isa, 2013). So that, the resource-based view theory application in urban higher education institutions will help the higher education in improving the service quality in terms of library facilities, student service department and etc. When it comes to managing service quality, organizations need to understand what students expect from them and how important that is. In higher education, the quality of services expectations of students and their prior experiences influence greatly. Student perceptions of higher education conceive to be different from the educational services received by students in urban higher education institutions (Essel *et al.*, 2018). It is necessary to consider students' views, opinions and desires to ensure high-quality service. If students' thoughts and opinions are ignored, then all the services provided will not meet the needs and wants of students in any way. The application of RBV theory is a theory that is widely discussed and often used as a reference in discussing the analysis of the internal environment of the organization (Sukma, 2018) in developing the service-based view quality in urban higher education institutions. The RBV approach provides a rational theory for predicting high performance for a particular category related to a higher



quality of diversification in urban higher education institutions. In this case, application of resource-based view theory in developing the services quality are more essential in enhancing the quality of higher education because it is part of the needs and demands of students as a consumer right. The opinions and wishes of the students are vital to be made measuring stick against the services provided. All thoughts and views are essential as the services provided are based on the needs of students and not just depend on the needs of the higher education administration alone. At present, to ensure good quality, the role of students is vital as they are customers of the services offered at urban higher education institutions. In RBV literature, it has been shown that sources take years to develop and become the 'structural capital' (de Matos Pedro et al., 2020; Beltramino et al., 2020; Pedro et al., 2020). The sustainable competitive advantage identified in the RBV concept is the most likely of these resources for developing the service quality. About universities, it can be seen that the most crucial resources are developed over considerable periods in enhancing service quality in higher education. In part because of limited relevant strategic data, RBV had previously not been applied in the case of higher education institutions (HEIs). The paper reviewed whether universities have sustainable competitive advantages or not (Soewarno et al., 2020). Table 1 (Lynch et al., 2004) refers to the identification of the higher education competitive resources. This resource area has a specific promise in decking resources that could provide cash stuck higher education institutions (HEIs) with competitive advantages. It raises an essential question of the strategic process, i.e. the method strategies are developed and maintained (Asim et al., 2018). Strategic resources can often have a strong information foundation in universities, although they can also have a tangible entity.

Table 1- Application based on the criteria and comments developed for the RAE 1996 and 2001; the QAA Teaching Assessments (1996-2002) as cited in Lynch et al., (2004).

Concept of Service-RBV	Competitive advantage	Application to HEIs
Architecture	The relations, contracts and alliances network	This parameter encompasses relations between higher education institutions as well as other elevated and more advanced institutions, associations with local governments, funders, research councils, companies and partners (commercial or charitable) to recruit (teaching), research (e.g. financing councils) and education/marketing for students (e.g. licensing agreements).

Reputation	Enables an organization to provide its stakeholders with favourable information.	Long-term relationships with students are essential to recruiting students to courses so they can study their entire lives. Students also later in their lives become employers, donors or partners. Reputation is crucial for the development of outreach and business and public research sponsors.
Capability Innovation	The ability to take entirely new initiatives beyond the present strategy.	The trickiest resource for higher education institutions because the provision of service quality must be maintained, without prejudice to academic standards, but applies equally to teaching (i.e., E-learning), research (e.g. patents) and communication/commercialization (e.g. new commercial products and services).
Core competencies	The group of production skills and technologies that allow an organisation to benefit customers	The following can also cover processes involving teaching/consultation or Research products, student placement and final placement in the fields of theory, fundraising or alumni relations.
Knowledge-based advantages	Implicit and explicit ownership of an organization's knowledge	It will probably include frameworks and methodologies for consultancy, copyright, value-for-money CPD, training, and research intellectual property.

Empirical on study gaps

(Table 2 – Author’s Compilation)

Contextual Gap	Knowledge Gap	Methodology Gap	Problem Gap	Author / Topic / Year
Automotive sector	Resource-service system and Big-Five structural wastes frameworks	“Big Five” structural wastes frameworks.	Inability to investigate actor configurations, which facilitate circularity through various stages of the life cycle.	Blomsma <i>et al.</i> , (2022) Exploring resource-service systems-Beyond product-service systems



			RSS techniques do not comply with resources, effluents and circular approaches insufficient detail.	and toward configurations of circular strategies, business models, and actors		the environmental performance of the hotel from a resource-based perspective. The study considered two important factors leading to environmental performance by implementing the theory of RBV, the top management's Green Commitment (TMGC) and green intellectual capital (GIC). TMGC and GIC are valuable organizational resources, which lead green human resource management (GHRM) to superior environmental performance by the RBV paradigm.	environmental management, environmental education and public participation in environmental protection. In this study, researchers have not only started using green products, adopting waste management and policies, and use water recycling to improve environmental performance, but have begun greening the management of human resources (Ragas <i>et al.</i> , 2017).	as enablers of hotel environmental performance: The mediating role of green human resource management	
Higher education institutions (HEIs)	Transformative quality and post-massification	25 commercial schools in 10 major Indian cities.	HEIs Facing severe crucial issues such as poor institutional rankings, unemployed graduates and low professorship. Previous investigators (Schindler, Puls-Elvidge, Welzant, and Crawford 2015) struggle for quality definition in the education field. Pedagogical innovation, virtual education and digitization began to emphasize HEIs that have left COVID-19 pandemics. The most susceptible and severe hits the private, non-elitist, poor education systems (Crawford, Butler-Henderson, Rudolph and Glowatz 2020, Donthu, 2020; Krishnamurthy 2020).	Gill <i>et al.</i> , (2022) Transformative Quality in Higher Education Institutions (HEIs): Conceptualization, scale development and validation	Marketing	Product - service system (PSS) and sustainability for business model. The business model bridges the gap among understanding the effects of individual variables on business performance and the need to learn how linkages among these variables impact performance (Fjeldstad and Snow, 2018)	Descriptive review Selected 313 business model PSS publications Quantitative method	The value proposition should convey potential positive value changes for the customer, such as reduced problems/pains and gains/benefits (Osterwalder <i>et al.</i> , 2015). Value proposition supports their activities and resource utilization (Bocken <i>et al.</i> , 2014). In this case, RBV can apply to increase customer retention of value proposition in future	Moro <i>et al.</i> , (2022) Literature analysis on product-service systems business model: a promising research field
Hospitality Industry	The study examined the impact of green resource management on green management and green intellectual capital. And its effect on	800 hotel employees in Manila. Longitudinal study employed in this study. PLS-SEM Analysis Quantitative method	The Philippines has developed a sustainable development strategy to address environmental issues, including	Haldorai <i>et al.</i> , (2022) Top management green commitment and green intellectual capital					



research.

III. METHODOLOGY

Empirical evidence on the issue of RBV theory application in urban higher education is still limited. A review of the literature shows that the issue of RBV application is very complex because it involves many processes and urban institutions and within the country, and this issue is also new. In this review, the exploratory studies (Dooley et al., 2021) and Delphi techniques were considered the most suitable methods for a complex study problem to obtain data. This technique aims to obtain information through the involvement of a group of experts whose views or feedback on an issue is needed. This Delphi technique process is anonymous because no interaction exists between experts, and it did in several rounds (Guzys et al., 2015). The Delphi method is a method to collect judgments on a particular topic systematically. Review process framework of carefully formulated sequential questionnaires with summarized information and feedback from previous answers (Becattini et al 2020). Based on the empirical studies of methodology (Table 1), researcher claimed that for this topic, the suitable technique is qualitative or mixed method to obtain accurate results.

Empirical studies of Methodology (Table 3: Author's Compilation)

Method	Contribution	Finding	Author
72 question naire SPSS Quantitative method	Only a few studies have examined the expectations and perceptions of postgraduate students in the Maldives about the quality of service provided by higher education institutions of the usable services provided by higher education institutions. As a result, colleges and universities should implement quality management practices like benchmarking to ensure that service delivery processes are often improving.	To back up their claims, researchers found statistically significant results from using SERVQUAL to gauge student sentiment.	Asim et al. (2018)

501 question naire AMOS V20 Convenience sampling Quantitative	The level of satisfaction and perceptions of the institution among students is affected by the quality	Students' satisfaction is determined by image, perceived value, and technical service quality, but not by functional service quality. However, impression and perceived value are strongly correlated with both service quality dimensions. The link between service quality and student satisfaction has been investigated in higher education, and there is evidence to back it up (Brown and Mazzarol, 2009; Dericks et al., 2019).	Teeroovengadum, et al. (2019)
375 question naire SPSS Purposive sampling Quantitative method	Core educational service quality can enhance features like syllabus updates and industry interaction while improving the product's quality.	All service quality gap scores are negative, indicating that students' perception of CSQFs does not reach their expectations.	Sameena,(2020)
350 question naire SPSS Quantitative method	Students are the customers in higher education (HE), and they expect high service quality to help guide their choices. Numerous researchers have been drawn to test QoS measures in various service industries due to the importance of quality, such as appliance repair,	The construct with the highest mean score, assurance, could be linked to the university's vision and mission of achieving a regional and global leadership role, excellence in knowledge and research, and contributing to a more effective and competitive society.	Alhazmi, (2020)



	banking, hotels and long-distance telephone service (Parasuraman <i>et al.</i> , 1985; Zeithaml <i>et al.</i> , 1990)		
1287 questionnaire PLS-SEM Quantitative method	The National Survey of Education is an essential tool for higher education administrators to improve the quality of their institutions' services to build more robust models. It is an appropriate and practical tool for evaluating the quality of service for HEIs to students to gain an advantage in a competitive environment.	The findings help HEIs improve and manage students' perceptions of the quality of education they provide and assist them in their decision-making process.	Schijns, (2021)
265 questionnaire SPSS and AMOS Quantitative method	All of these strategies will help increase student happiness and loyalty. Students who remain loyal to the university have a positive impact on the skills of the university staff, an effective marketing strategy within the university, and an improvement in the university performance. The provision of high-quality services should be geared toward meeting the student	There was a strong correlation between student loyalty and service quality.	Borishade <i>et al.</i> (2021)

	needs, as this will encourage the student to remain loyal to the institution.		
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IV. DISCUSSION AND CONTRIBUTION IN HIGHER EDUCATION

Service-RVB theory application on learning to prepare for education 4.0

Higher education is undergoing constant change and renovation (Porter, 2019; Korkmaz *et al.*, 2019; Xiao, 2019). Education changes occur due to the influences that mutually reinforce each other and eventually produce something new. It is due to the existence of new social discoveries that driving energy comes from the community itself. Changes in education are the result of numerous postmodernism. The development of education is to meet the tastes of the postmodern economy and culture. Long before the advent of the knowledge-based economy, the role of resources was recognized in determining a company's competitive position. This theory explains the heterogeneous production services in educational resources that each institution has a unique character. Where the institution can make the most of its resources, it has a competitive advantage and competitors. Therefore, the resource has durability in enhancing the service quality (Abbas, 2020; Norliza, 2020). In line with the view of the theory, the resources needed in creating a competitive advantage and able to be a factor in maintaining the sustainability of the institutions can be grouped into tangible and intangible resources. In practice, tangible resources are simple to identify and assess, for example, physical resources such as technology and financial resources. On the other hand, intangible resources are resources that are not visible but can be felt. Some intangible indicated as service resources that grouped into human capital (skills, experience, education, loyalty), relational capital (relationship or relationship with the market), and organizational capital (trademark, prestige, reputation, and organizational culture) (Alfarra, 2018; Duff, 2018; Williams *et al.*, 2021). In this case, intangible resource such as technology learning should prepare in higher education. Education 4.0 was introduced in 2018 by UK Universities, which also invited delegates to think about where new trends and technologies might lead them. This feedback will help researchers and educators determine when research and development projects can meet the needs of tomorrow's educators and students. It is still possible to improve student service quality by working with universities, colleges, and research centers. As a result, university leaders were especially interested in using artificial intelligence (AI) to improve student mental health and well-being support services. If a student is not engaged, the personal tutors can be alerted to this. A student's disengagement can bring to the attention of an instructor, who could then intervene. It acknowledged that main changes in working practices must handle with care. There were concerns about whether or not the review would examine the fundamentals of university degrees and the practices that have been in place in higher



education for many years. If educators use metrics to measure the quality of higher education, for example, will they still be relevant in the future? As predicted, students would have more freedom in the future to choose how they want to learn. It's possible to do this by mixing campus and distance learning in a modular fashion. Technology can sometimes create perverse incentives, such as reduced student engagement, when students no longer have to attend lectures in person because lecture capture is available online. Technological advancements such as learning analytics will help tutors better understand students' engagement and progress based on the university representatives. It is expected that new technological trends will allow students to take ownership of their learning and that they will be able to see evidence of their progress towards a qualification. These credits can accumulate as the university's AI recognizes their growing mastery of the subject matter, allowing them to graduate with honors. Aldridge and Rowley (1998) conducted the study about the purpose of this study was to identify the experience of students in the university, especially on satisfaction with the services and infrastructure facilities offered at the university. Ultimately, students' satisfaction is on how satisfied they are with the quality of the services they receive. Therefore, the quality of services should improve customer satisfaction as well as customer perception. The whole study found that if the quality of service is good, then student satisfaction will increase in higher education by applying the resource-based view in improving the service based view in enhancing the education quality, particularly moving on to education 4.0 (Ashaari, *et al.*, 2021).

V. RECOMMENDATION AND LIMITATION

In perspective of RBV theory, first, the resource-based view should look for clear definitions and practical mechanisms so that the concept of resources can use in empirical and practical research that is valuable, unique, difficult to imitate and irreplaceable. Second, the resource-based view needs further development related to the "how" questions. For example, how are these resources obtained, how do these resources interact with each other? Third, further, development is needed to the resource-based view of change mechanism strategies that occur as a result of changes in the external environment. Fourth, a more realistic consideration of assumptions in describing phenomena within an organization required. It is because resource immobility is assumed less relevant today in the industry. After all, many strategic activities are already taking place to describe the extent of resource mobility. The strategies include mergers, alliances, acquisitions, and joint ventures. The future study, however, should look at a conceptual perspective. The RBV was used mainly as a theoretical approach. Does this question concern whether a resource-based view can be considered a theory? Or just a perspective? Several criteria are therefore required, also in concept to assess the resource-based view. In methodology perspective, the limitation of RBV application should evaluate in terms of qualitative and mixed methods.

VI. CONCLUSION

In the context of the RBV theory evolved, one of them was the entry of knowledge management as one of the variables of RBV. Knowledge management is a strategy to get accurate knowledge

to the right people at the right time and help students and staff share and put information into action that improves organizational performance and service quality in urban higher education institutions. As part of strategic management, experts have proposed the resource-based view theory (RBV), which is concerned with the strengths and weaknesses of education by identifying what and how to avoid their vulnerabilities for competitive advantage, with an emphasis on RBV theory application and its development in service quality. Strengths and weaknesses in the internal environment will help urban higher education seize opportunities and avoid potential threats. There are many benefits to using resources, such as increased efficiency, lower costs, higher quality, possible market share and higher profitability. Resource factors have a significant influence on an organization's success. Strategic, integrated, interconnected, and unified resource management systems give an organization a competitive advantage. Good resources are the foundation of this strength. The success or failure of a company depends on the level of competition. Innovation and good work culture are essential to compete in the marketplace. For urban education intuitions, the resource-based view (RBV) should be implemented as a part of service quality to ensure high-quality resources and quality can produce. RBV is highly related to margin earnings, and the combinations of resources that are not easy to replicate or replace included in it are tangible and intangible assets. It emphasizes the importance of internal resources in achieving sustainable competitive advantage through resource-based management. Education performance depends on how well educators organize their organization to handle valuable, scarce and difficult-to-replicate resources. Quality of service describes the client's comparison of the service received with the expected services. The delivery of high-quality services can influence the students' satisfaction and promote more new students to try out their services in achieving sustainable competitive advantage. The results of this review help to improve the quality of the education service at urban higher education institutions to ensure that students can satisfy themselves and acquire additional competence accordingly. Perhaps problems arise from the lack of knowledge management to offer quality education services. In this case, resource-based vision applications can use for education because it examines if the student resources established by academic teachers can meet the industry's demands of student resources under the core skills of human resources formed within an industry-education exchange. In addition to being limited to education, this knowledge gap should expand by advancing this knowledge gap as a study of research and longitude method for addressing the void in the study in all industries based on the evaluation and empirical studies. The novelty of this review focuses on how resource-based view theory provides quality, uniqueness and the perfect imitation of academic resources in urban higher education institutions for their professional capabilities. Therefore, this review study should expand the social and economic condition into the quality of services to clarify the connection between the offer and demand of student resources.



AUTHOR CONTRIBUTIONS

V. Hemaloshinee has reviewed many papers and books so that students and readers may use them in any research and case studies. This work is done exclusively for academic purposes.

ACKNOWLEDGMENTS

The author would like to grab this opportunity to express our gratitude and deep thankfulness to encourage us to accomplish this kind of research study that shares the author's opinion and recommendation when pursuing their research work. The writers are very appreciative and thankful to the editorial office and the committee members for their efforts and time during the assessment procedure.

CONFLICT OF INTEREST

The author declares no potential conflict of interest regarding the publication of this work. In addition, the ethical issues including plagiarism, informed consent, misconduct, data fabrication and, or falsification, double publication and, or submission, and redundancy have been completely witnessed by the author.

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