

Strategic Growth And Digital Adaptation in Malaysia's Education Sector: A Case Study of PTTI Group Sdn. Bhd.

Abstract: This study examines the growth and transformation of PTTI Group Sdn. Bhd., a hybrid education provider in Malaysia, within the evolving landscape of post-pandemic digital learning. Using a qualitative case study approach, the research explores how PTTI leveraged internal capabilities and strategic decision-making to transition from a conventional academic coaching provider into a data-driven, hybrid education brand with national reach. Drawing on internal performance metrics, secondary data, and strategic insights from RichWorks Consulting Group, the study applies the Resource-Based View (RBV) and the Blue Ocean Strategy to analyze PTTI's sustained growth. Key findings highlight the company's use of AI-powered platforms, personalized mentorship, and hybrid delivery to achieve scalability and resilience. This report offers insights for entrepreneurs, education leaders, and policymakers seeking to navigate digital transformation in the education sector.

Keywords: *Hybrid education, Coaching provider, AI in education, Malaysian education, Value innovation, Resource-Based View, Blue Ocean Strategy, Digital learning strategy, Case study*

1. Introduction

The pursuit of knowledge and skills has long been a fundamental aspect of human development. From the early days of informal knowledge transmission to the rise of structured education systems, learning has continually evolved to meet the needs of society. Traditionally, education was delivered through face-to-face instruction, where direct interaction between teachers and students formed the foundation of learning. However, recent decades have witnessed a dramatic transformation in the global education landscape, fueled by rapid advancements in digital technology and the growing demand for flexible, scalable learning models (Kentnor, 2015).

One of the most significant outcomes of this transformation is the rise of distance learning. Enabled by internet technologies, distance education removes geographical barriers and offers learners the opportunity to study remotely. Over time, this model evolved further into hybrid learning, which combines physical and digital instruction to enhance accessibility, engagement, and outcomes (Ilgu and Jahren, 2015). While hybrid learning has opened up numerous possibilities for innovation in education, it has also sparked debates around effectiveness, equity, and the preservation of essential elements such as social development and hands-on experience (Raes et al., 2020).

In the Malaysian context, the COVID-19 pandemic served as a major inflection point for educational reform. Lockdowns and school closures disrupted traditional modes of teaching and accelerated the adoption of digital learning platforms. Educators and institutions were forced to rethink pedagogical strategies almost overnight. Although many encountered difficulties in transitioning to the virtual environment, the crisis also highlighted the potential of hybrid learning as a sustainable long-term solution. The pandemic revealed key challenges such as lack of student engagement, technological barriers, and limited opportunities for practical application. However, it also demonstrated that with the right tools, training, and pedagogical design, hybrid learning can improve both access and outcomes.

This study focuses on PTTI Group Sdn. Bhd., a Malaysian education provider that transitioned from a traditional academic coaching center to a hybrid learning brand with nationwide visibility. PTTI serves secondary students, primarily those preparing for national examinations such as SPM, and has since expanded to offer IGCSE and Pre-University preparation programs. Embracing digital transformation, the company integrated AI tools, strategic partnerships, and blended delivery formats to address growing demand for personalized and accessible education.

Using a qualitative case study methodology, this research aims to analyze how PTTI navigated its entrepreneurial journey in a competitive and digitally evolving market. It draws upon secondary data such as performance reports, industry insights, and social media analytics, alongside internal knowledge from business consultants at RichWorks Consulting Group. The Resource-Based View (RBV) framework is used to examine how PTTI leveraged its internal assets—such as content expertise, branding, and digital platforms—for sustained competitive advantage (Barney, 1991). Simultaneously, the **Blue Ocean Strategy** is applied to contextualize how PTTI differentiated itself from competitors by creating uncontested market space, shifting focus from price-based competition to value innovation through hybrid delivery, digital integration, and strategic positioning (Kim & Mauborgne, 2005).

By situating PTTI within Malaysia's broader education sector, this report provides practical insights for entrepreneurs, education providers, and policymakers navigating digital disruption. It underscores how hybrid learning, when implemented strategically, can strengthen institutional resilience and improve student outcomes at scale.

Research Objectives

The following were the objectives of the study

- To provide a detailed account of PTTI's business transformation from 2020 to 2024.
- To identify and evaluate internal capabilities and external partnerships that supported its growth.
- To explore how digital tools, mentorship, and branding contributed to student retention and revenue performance.

Research Design: The research is exploratory in nature and aims to understand how PTTI responded to changing trends in education, particularly the shift to hybrid learning models post-pandemic and how the company sustained its growth through innovation,

2. Literature Review

2.1 Hybrid Learning

Hybrid learning—integrating in-person and online pedagogies—has become essential for scaling educational delivery in Malaysia’s evolving context. Scholars define it as a deliberate blend of synchronous and asynchronous modalities, which enhances flexibility and learner autonomy while demanding substantial instructional design efforts (Karabulut-Ilgü & Jähren, 2015).

Key Drivers of Hybrid Learning

1. **COVID-19 as a Catalyst**

Malaysia’s pivot to hybrid and online learning during the pandemic uncovered gaps in infrastructure and digital readiness. TVET institutions, in particular, adopted digital and AR/VR tools to bridge the divide, though student access and device availability remained concerns (Ismail et al., 2022).

2. **Flexibility, Accessibility & Cost-Efficiency**

Post-COVID analysis suggests hybrid models support lifelong learning through flexible delivery, modular assessments, and enhanced inclusivity (Amini et al., 2024). Learners with varying abilities and time constraints benefit from adaptable, peer-supported hybrid platforms.

3. **Digital Infrastructure & Adaptive Technology**

Robust Learning Management Systems, video conferencing, and learning analytics are vital to hybrid effectiveness. Malaysia’s higher education providers increasingly adopt AI-powered dashboards to track real-time engagement and performance (Bustami et al., 2022; The Star, 2025).

4. **AI, Personalization & Immersive Technologies**

Malaysian conceptual research highlights AI’s role in differentiated learning, while institutions explore adaptive platforms that customize content flows per learner needs (Jong et al., 2025; Salim et al., 2025).

2.2 Resource-Based View (RBV)

The Resource-Based View (RBV), as advanced by Barney (1991), posits that a firm’s sustainable competitive advantage derives from resources that are valuable, rare, inimitable, and non-substitutable—collectively known as the **VRIN framework**. RBV shifts strategic analysis from external positioning to a firm’s **internal resource base**, emphasizing how unique capabilities can drive long-term success, particularly in dynamic and knowledge-driven industries such as education.

In the context of education, internal resources may include **digital platforms, curriculum design, pedagogical expertise, mentorship systems, and institutional reputation**. These can be categorized as **tangible** (e.g., technological infrastructure, financial capital) and **intangible** (e.g., brand trust, leadership quality, values-driven culture). While tangible assets are more visible and measurable, intangible resources often yield stronger competitive advantages due to their embedded nature and resistance to imitation.

The **VRIN criteria** serve as a lens for evaluating whether such resources can offer sustained strategic value. A resource must be:

1. **Valuable** – enabling the institution to improve outcomes or efficiency;
2. **Rare** – not widely available among peer institutions;
3. **Inimitable** – difficult for others to replicate due to unique contextual or historical development;
4. **Non-substitutable** – irreplaceable by alternative strategies or tools.

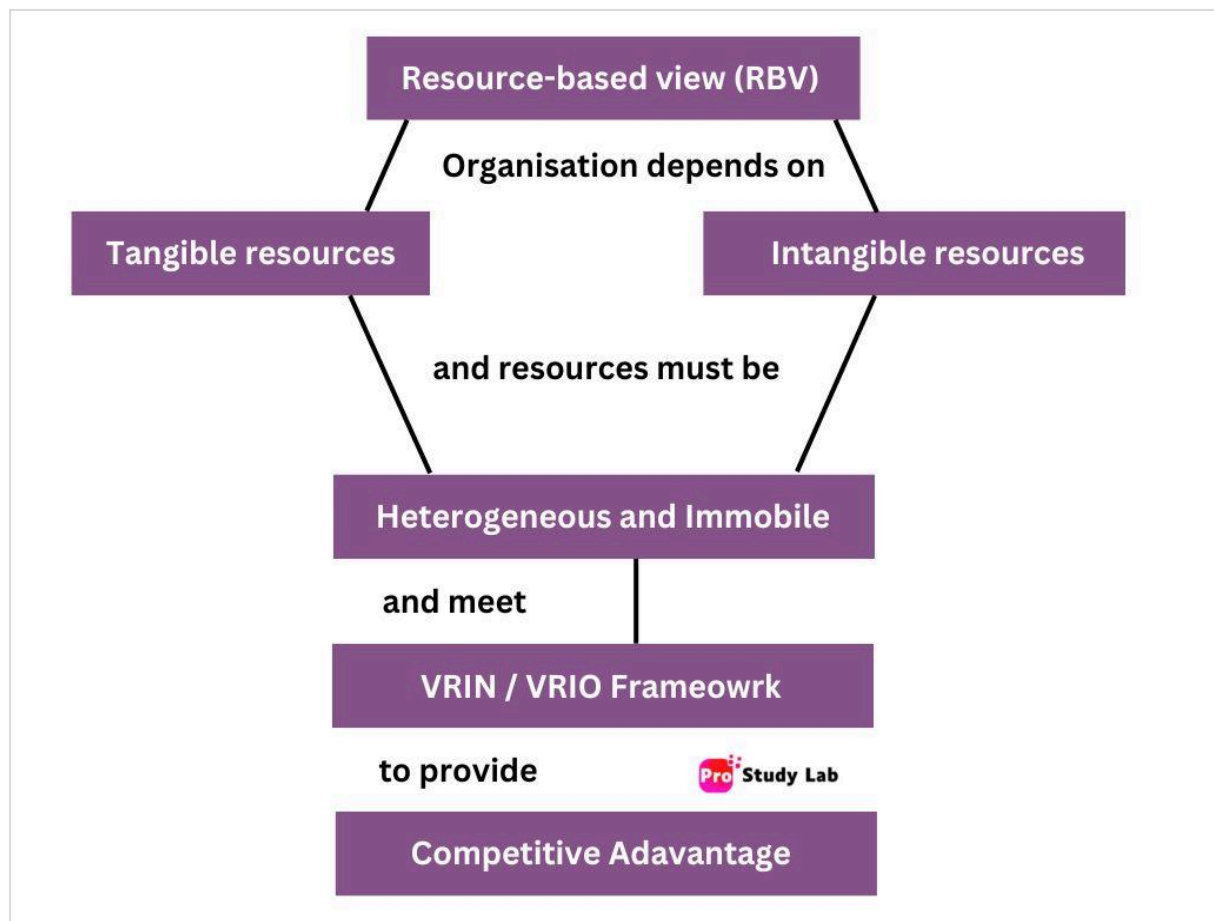


Figure 1: The Resource-Based View (RBV) and VRIN Framework. Source: Pro Study Lab (2024).

2.3 Blue Ocean Strategy (BOS)

Blue Ocean Strategy (BOS), proposed by Kim and Mauborgne (2005), encourages organizations to break free from saturated markets (“red oceans”) by creating uncontested spaces (“blue oceans”) through **value innovation**—simultaneous differentiation and cost-efficiency. Rather than competing head-to-head, BOS reframes strategy around unlocking new demand and redefining customer value.

In education, where providers often compete on similar dimensions (e.g., price, curriculum, delivery mode), BOS presents a framework for innovation beyond conventional offerings. It urges institutions to identify non-customers, simplify access, and reimagine learning experiences through emerging tools and pedagogical redesign.



Figure 2: Conceptual Overview of Red Ocean vs. Blue Ocean Strategy. Source: Santander Open Academy (2024)

BOS employs three core tools:

- The **Strategy Canvas**, which visualizes industry assumptions and highlights innovation gaps;

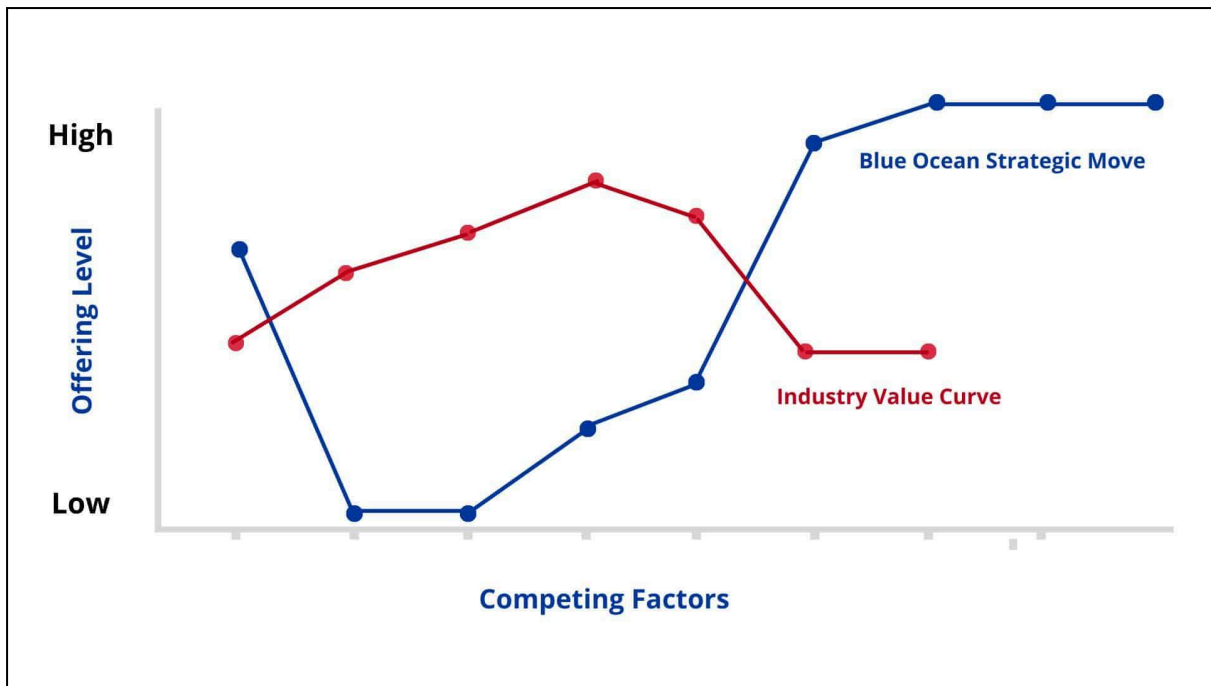


Figure 2a: Strategy Canvas — Industry Value Curve vs. Blue Ocean Strategic Move. Source: Blue Ocean Strategy Team (2023)

- The **Four Actions Framework**—Eliminate, Reduce, Raise, Create

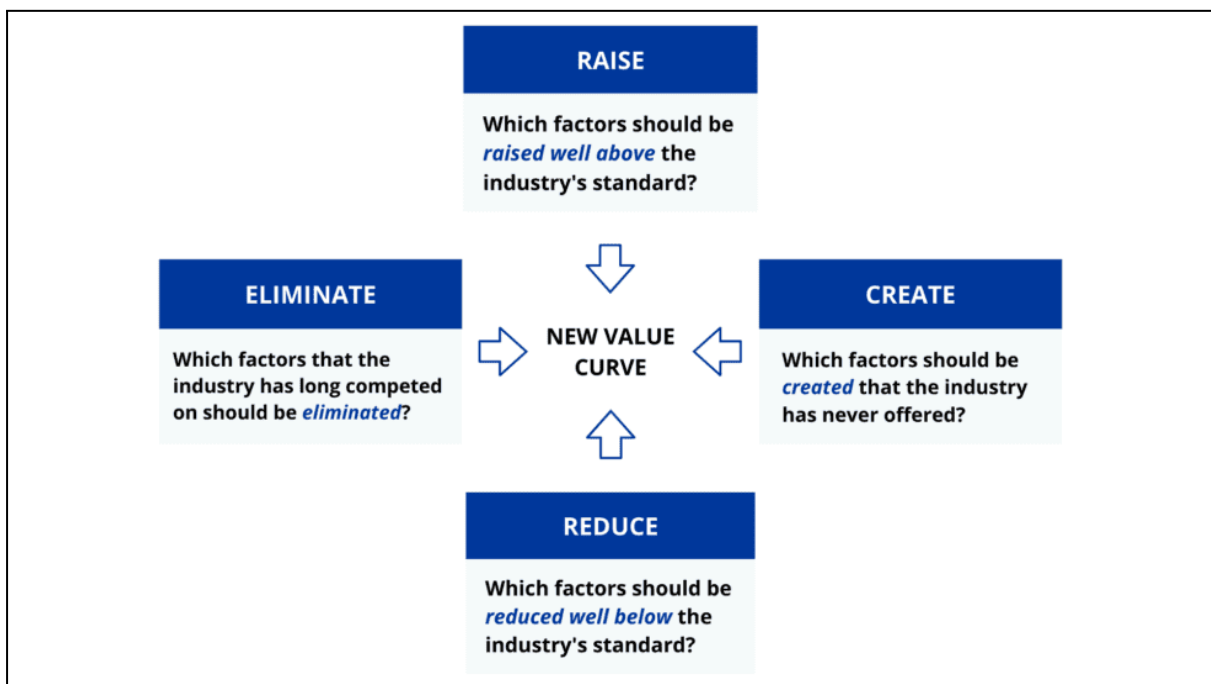


Figure 2b: Four Actions Framework for Value Innovation. Source: Blue Ocean Strategy Team (2023).

Applied to educational settings, BOS supports moves such as eliminating rigid schedules, reducing dependence on rote learning, raising personalization and accessibility, and creating engaging, tech-enabled learning ecosystems. The emphasis on market reconstruction aligns with the increasing need for agile, learner-centric models in a digital age.

While the Resource-Based View (RBV) focuses on internal capabilities as the basis of competitive advantage, BOS complements this by shifting focus outward—to market creation and demand generation. Used together, these models enable organizations to leverage internal strengths in ways that reshape industry boundaries.

Strategic Role for Entrepreneurial SMEs

For entrepreneurial education providers, hybrid learning is not merely a pedagogical innovation—it represents a strategic gateway to creating uncontested market space. Leveraging the Resource-Based View (RBV), SMEs can build competitive advantage through proprietary platforms, personalized mentorship systems, and digitally integrated learning models that are difficult to replicate. These internal capabilities form the foundation of long-term differentiation.

However, sustaining relevance in a saturated education sector also requires a **Blue Ocean Strategy mindset**. Instead of competing within conventional academic markets, SMEs can generate new demand by identifying underserved learners, simplifying access, and redesigning the learning experience for greater value. By applying the **Four Actions Framework**—Eliminate, Reduce, Raise, Create—education SMEs can move away from price-based competition and instead innovate around flexibility, engagement, and learner autonomy.

SMEs' leaner structures and closer founder involvement also enable faster decision-making, authentic branding, and agile experimentation—traits well-suited for implementing Blue Ocean shifts. In doing so, they not only differentiate themselves but also redefine what education means for next-generation learners in Malaysia's digital age.

3. Methodology

This study adopts a **qualitative, exploratory single-case design** to examine the entrepreneurial growth and strategic transformation of PTTI Group Sdn. Bhd., a hybrid education provider in Malaysia. The case study approach enables in-depth contextual analysis of business model innovation and strategic decision-making over time.

Data Collection

Primary data was gathered through **semi-structured interviews** with the company's **founder and co-founder**, offering first-hand insights into leadership strategies and operational pivots. Secondary data sources included:

- **Internal financial reports** (2021–2024)
- **Student registration and retention metrics**
- **Digital platform usage analytics**
- **Social media engagement metrics** (e.g., TikTok, Instagram)
- **Roadshow participation data**

These datasets were provided directly by the organization and used to support trend identification, strategic assessment, and cross-referencing with qualitative insights. Select quantitative indicators were later visualized using charts and tables to illustrate revenue progression, student retention, and digital engagement.

Sampling

A **purposive sampling** strategy was used, involving two senior leaders most directly responsible for PTIT's business transformation. These individuals provided holistic perspectives across operational, technological, and strategic domains.

Data Analysis

A combination of **trend analysis** and **thematic interpretation** was employed. Financial data was analyzed to determine year-on-year growth patterns and was visualized in **line graphs and bar charts** (see Figure 1 in the Findings section). Student registration, retention, and platform usage were compiled into summary tables to track user behavior and academic engagement.

In parallel, qualitative data from interviews was analyzed thematically to uncover insights related to leadership adaptability, brand positioning, and innovation in hybrid delivery. The data was triangulated across narrative accounts, digital metrics, and financial performance to ensure consistency and robustness.

Theoretical Frameworks

This study is grounded in:

- The **Resource-Based View (RBV)**, which examines how PTIT leveraged its proprietary platforms, digital content, and mentorship frameworks as strategic assets.
- **Blue Ocean Strategy (BOS)**, which analyzes how PTIT created uncontested market space through value innovation—offering differentiated, tech-enabled learning while reducing traditional education constraints.

Ethical Considerations

All data used in this study was shared with **informed consent**. Participants voluntarily provided company-specific data and interview responses for academic purposes. Identifying information has been handled with discretion, and no third-party disclosure was involved.

4. Findings

4.1 Revenue Growth and Strategic Inflection Points

PTTI Group Sdn. Bhd. recorded significant year-on-year revenue growth from 2019 to 2024, driven by strategic investments in digital learning, early adoption of hybrid models, and transformation under entrepreneurial mentorship. As shown in **Table 1**, the company’s annual revenue increased from RM2.9 million in 2019 to RM14.09 million in 2024—a 386% growth in five years.

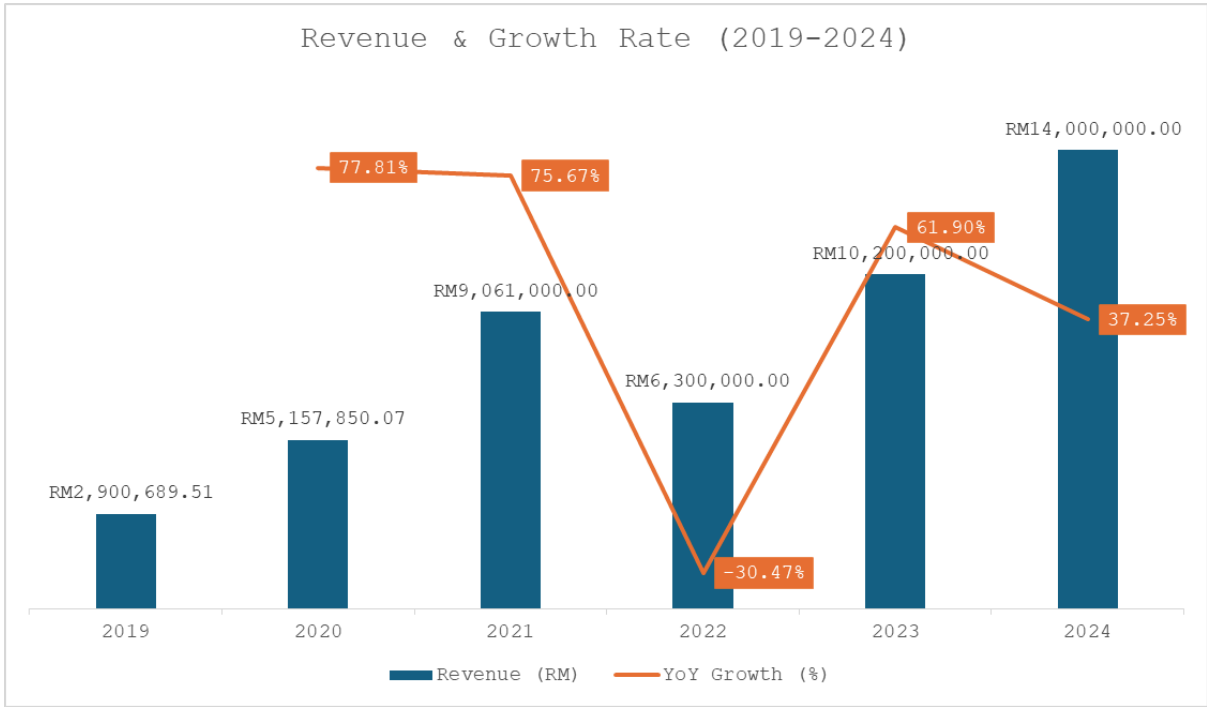


Figure 3: Revenue and Growth Rate of PTTI from year 2019 - 2024

Table 1: PTTI Annual Revenue (2019–2024)

| Year | Annual Revenue (RM) | Growth (%) YoY | Remarks |
|------|---------------------|----------------|---|
| 2019 | 2,900,689.51 | – | Pre-transformation baseline |
| 2020 | 5,157,850.07 | +77.8% | Digital pivot begins; joined RichWorks mentorship |
| 2021 | 9,061,000.00 | +75.7% | Hybrid model expands; post-IMKK + Titanium influence |
| 2022 | 6,344,356.16 | –30.0% | Strategic restructuring and post-pandemic market shifts |
| 2023 | 10,258,532.66 | +61.7% | Resurgence after refining branding & delivery models |
| 2024 | 14,089,962.90 | +37.4% | Peak performance with digital scale and national reach |

This rapid acceleration was catalyzed by Fana’s participation in the **IMKK and Titanium programs** under RichWorks, beginning in 2017. The mentoring helped shift the business from an informal tuition center into a structured, digitally enabled education company with a clear niche in SPM coaching.

The introduction of **Online Tutorial Classes (OTC)** in 2018—prior to COVID-19—proved prescient, enabling continuity of service during lockdowns. This early move into online delivery formed a **valuable and rare capability**, as identified in the Resource-Based View (RBV), providing a competitive edge while others scrambled to digitalize.

4.2 Student Retention and Platform Engagement

PTTI's educational impact is supported by robust student engagement metrics. With **6,112 total student registrations** across its hybrid and online programs and a **retention rate between 60–75%**, the data suggests a high degree of perceived value and loyalty among learners.

Additionally, the company's **digital platform recorded 5,500 active users**, aligning with the strategic shift to scalable tech-based solutions. These figures demonstrate the successful operationalization of **AI-integrated platforms and personalized mentorship systems**, both of which represent high-value, inimitable internal resources (RBV).

Table 2: Student Engagement and Brand Metrics

| Metric | Value | Interpretation |
|------------------------------|---------|---|
| Total Student Registrations | 6,112 | Indicates national-scale reach and product-market fit |
| Student Retention Rate | 60–75% | Reflects strong value delivery and academic outcomes |
| Digital Platform Users | 5,500 | Evidence of successful hybrid model execution |
| Instagram Followers | 68,300 | High organic visibility and community engagement |
| TikTok Followers | 211,500 | Reflects cultural relevance and content-driven brand traction |
| Roadshow Participants (2024) | 30,700 | Signifies offline expansion and brand-building nationwide |

The brand's ability to engage through **multi-channel strategies** (online, offline, and social media) illustrates a comprehensive Blue Ocean Strategy approach—one that redefines value through accessibility, youth-centric communication, and academic transformation.

4.3 Branding, Recognition, and Educational Outcomes

PTTI's transformation also translated into **national recognition and improved student outcomes**. In 2022, the company was awarded by the **Malaysia Book of Records** after **123 students scored straight As**, including one with **11A+**—a powerful testament to academic quality, operational consistency, and effective delivery models.

Key branding breakthroughs included:

- **First national media feature on Malaysia Hari Ini (MHI)** in 2018
- Multiple subsequent appearances on **Buletin Utama, IKIM Radio, and KoolFM**
- Strategic rebranding from Teratak Ilmu to **PTTI Group Sdn. Bhd.**
- Continuous thought leadership through **live seminars and teacher-led broadcasts**

These milestones contributed to **brand differentiation**—a critical element in Blue Ocean Strategy—allowing PTTI to redefine its market positioning and build an emotional connection with both parents and students.

4.4 Leadership Transformation and Strategic Mentorship

At the heart of PTTI's success lies the founders' **entrepreneurial adaptability and leadership transformation**. Siti Farhana (Fana), despite lacking formal education credentials, combined **passion for teaching** with an openness to **business mentoring and mindset shift**. Her co-founder, Habib, transitioned from various odd jobs (including Grab driving) to become an integral part of the academic and operational leadership.

Their leadership journey reflects both:

- **RBV principles:** developing intangible, founder-driven assets such as team culture, decision-making agility, and authentic branding.
- **Blue Ocean execution:** innovating away from conventional tuition models to **create new demand**, particularly by simplifying exam preparation and making it emotionally resonant for Gen Z learners.

4.5 Summary Interpretation

Overall, the case of PTTI Group Sdn. Bhd. illustrates how a small, struggling tuition

business can achieve sustained national growth through a **synergistic application of internal resource leverage (RBV)** and **market redefinition (Blue Ocean Strategy)**.

The findings suggest:

- A resilient hybrid model with scalable technology and adaptive teaching systems
- Strong leadership development under structured mentorship
- Strategic use of digital branding and storytelling
- Ability to create new market space by appealing to underserved and digitally native student groups

This case presents a replicable model for other **education-focused SMEs** in Malaysia, particularly those seeking to scale without competing on price or conventional academic offerings.

Initial Challenges:

- A crowded coaching landscape with established competitors
- Inconsistent student retention and engagement
- Low digital presence and operational scalability issues

Key Milestones:

- 2023: Achieved 62% year-over-year revenue growth due to increased adoption of digital coaching.
- 2024: Successfully launched IGCSE and Pre-University programs to access new markets.
- By end-2024: Reached RM14 million in revenue and enrolled 6,112 students with a 60–75% retention rate.

5. Growth Trajectory and Business Transformation

PTTI's expansion occurred in four defined phases:

5.1 Phase 1: Foundation and Digital Transition (2020–2021)

The onset of the COVID-19 pandemic marked a critical inflection point for the organization. While many tuition centers struggled to adjust, PTTI capitalized on its prior investment in online learning through its Online Tutorial Classes (OTC), first introduced in 2018. This early adoption enabled continuity in educational service delivery and positioned the firm ahead of competitors ill-equipped for digital transition. With mentorship from RichWorks Consulting Group commencing in 2020, PTTI underwent rapid organizational restructuring. This included formalizing its business processes, embedding digital tools into its pedagogy, and redefining its brand identity.

During this phase, the company recorded a 77.8% increase in annual revenue, rising from RM2.9 million in 2019 to RM5.15 million in 2020. This growth suggests that PTTI successfully responded to crisis-induced disruptions by leveraging internal capabilities and external advisory support, consistent with the resource leverage mechanisms posited in the Resource-Based View (Barney, 1991).

5.2 Phase 2: Market Penetration (2022)

In 2022, PTTI embarked on an aggressive market penetration strategy. This included the integration of social media branding campaigns—most notably via TikTok and Instagram—as well as the organization of physical roadshows to increase public visibility. These initiatives targeted Gen Z learners and repositioned PTTI as a tech-savvy, youth-centric education provider.

Despite a 30% revenue contraction from RM9.06 million (2021) to RM6.34 million (2022), the year was strategically significant. The decline is attributed to resource allocation toward brand repositioning and student acquisition campaigns, with returns materializing in subsequent years. The marketing strategy adopted aligns with Blue Ocean Strategy principles, particularly the creation of new demand among non-customers by raising accessibility and simplifying engagement with academic content (Kim & Mauborgne, 2005).

5.3 Phase 3: Revenue Acceleration (2023)

By 2023, PTTI intensified its digital transformation by incorporating AI-powered academic tracking tools and personalized feedback systems into its hybrid platform. These systems enhanced user experience, improved academic outcomes, and contributed to a stronger customer retention profile. These capabilities reflect valuable and inimitable internal resources—core tenets of RBV.

Revenue during this phase rebounded strongly, recording a 61.7% year-over-year increase to RM10.26 million. Concurrently, the platform reported 5,500 active users and a student retention rate of 60–75%, affirming the effectiveness of PTTI's hybrid delivery model in supporting learning continuity and customer loyalty.

5.4 Phase 4: Diversification and Scaling (2024)

Recognizing limitations in the national SPM coaching market, PTTI implemented a diversification strategy that introduced IGCSE and Pre-University programs. Strategic partnerships and accumulated brand credibility enabled the successful rollout of these new academic streams. Revenue peaked at RM14.09 million, and the total number of student registrations surpassed 6,000. Additionally, the company achieved national engagement milestones, including 211,500 TikTok followers and over 30,000 roadshow participants.

This phase demonstrates the firm's maturity in combining internal capabilities with external market sensing to achieve both vertical and horizontal growth. It also reflects effective application of Blue Ocean Strategy by entering less-contested educational segments.

6. Analysis and Discussion

This section interprets the findings of PTTI Group Sdn. Bhd.'s business transformation using the Resource-Based View (RBV) and Blue Ocean Strategy (BOS). By applying these frameworks, the analysis identifies the internal resources and market strategies that contributed to the company's sustained growth and differentiation in a highly competitive education sector.

6.1 Application of the Resource-Based View (RBV)

RBV posits that a firm's competitive advantage stems from internal resources that are valuable, rare, inimitable, and non-substitutable (Barney, 1991). PTTI's performance illustrates how its strategic assets fulfill these VRIN criteria.

Using the RBV framework, PTTI's growth was rooted in:

6.1.1 Valuable Resources

PTTI's growth was underpinned by the deployment of valuable internal resources that enabled enhanced academic delivery and institutional scalability. These included proprietary content delivery systems developed in-house, as well as strategic partnerships—most notably with RichWorks Consulting Group—that provided critical mentorship and business model restructuring. Furthermore, the company's digital marketing assets, particularly its presence on TikTok and Instagram, served as valuable tools for brand positioning and student acquisition. These resources were instrumental in increasing visibility and attracting learners nationwide, particularly in the post-pandemic environment where digital touchpoints had become the primary medium of engagement.

6.1.2 Rare Capabilities

Another distinguishing factor was PTTI's emphasis on real-time academic tracking and mentorship, which are considered rare within the Malaysian academic coaching landscape. Unlike conventional tuition centers that deliver content in standard formats, PTTI integrated personalized systems that allowed students to receive feedback tailored to their performance. These feedback loops, supported by AI features embedded in their platforms, fostered a sense of individualized attention and were difficult for competitors to emulate at scale. The implementation of these capabilities contributed directly to the company's strong student retention rates, reported between 60–75%, and positioned the brand as a premium service provider in hybrid education.

6.1.3 Inimitable Culture

The leadership team at PTI cultivated a culture characterized by growth mindset, agility, and continuous learning. This cultural foundation, led by co-founders Siti Farhana and Habib, was cultivated through their entrepreneurial adaptability and willingness to undergo transformation under structured mentorship. The co-founders' personal stories—from operating a small tuition center to managing a multimillion-ringgit education business—added authenticity to the brand and inspired both internal staff and students. This values-driven and founder-led culture is inherently inimitable, offering a sustained competitive advantage that cannot be easily replicated by more corporatized or bureaucratic institutions.

6.2 Compared to Industry Peers Like Kumon and EduNation

PTI distinguished itself from competitors such as Kumon and EduNation by adopting a dual focus on mentorship and exam-readiness. While other institutions often emphasize rote memorization or rigid curricula, PTI leveraged its hybrid delivery system to offer flexible, engaging, and emotionally resonant learning experiences. Its strong digital branding, coupled with its customized academic pathways, allowed it to resonate particularly well with Gen Z students who seek relevance, convenience, and connection in their education journey. This differentiation placed PTI in a unique strategic position within Malaysia's crowded education market.

6.2.1 Growth Challenges

Despite its successes, PTI faces several challenges that could affect its long-term sustainability. Chief among these is the issue of **digital equity**—ensuring all students, especially those from lower-income backgrounds or rural regions, have consistent access to the necessary technology for hybrid learning. Additionally, **regulatory uncertainties** in Malaysia's education sector—such as shifting accreditation standards, curriculum reforms, or changes in examination formats—pose ongoing risks that require adaptive planning and policy awareness.

6.2.2 Sustainability Prospects

Looking forward, the **ASEAN region** presents significant growth opportunities for PTI and similar education SMEs. The increasing demand for hybrid learning solutions across Southeast Asia aligns with PTI's existing model, making regional expansion a viable strategic goal. Furthermore, the continued development of **AI-based student analytics** is expected to improve personalization, efficiency, and learning outcomes. These technologies can further refine PTI's ability to deliver targeted interventions, track student performance at scale, and differentiate its services from traditional models. As such, both geographic and technological scalability remain promising pathways for future growth.

This section provides a chronological account of PTTI Group Sdn. Bhd.'s growth phases from 2020 to 2024, anchored in revenue data, strategic decisions, and organizational milestones. The transformation is examined across four distinct phases to elucidate how digital integration, branding, and market diversification contributed to the company's trajectory.

7. Conclusion

This study provides empirical insights into how PTTI Group Sdn. Bhd. successfully navigated digital disruption and competitive saturation in Malaysia's education sector. The transformation of PTTI from a traditional coaching center into a nationally recognized hybrid education brand was driven by the strategic alignment of internal capabilities (RBV) and external market creation (BOS).

7.1 Summary of Key Findings

- The firm's growth trajectory was shaped by deliberate digital integration, structured mentorship, and brand repositioning strategies.
- Internal capabilities such as proprietary content systems, personalized academic support, and AI integration were instrumental to value creation and retention.
- BOS principles enabled PTTI to target non-customers, simplify access to education, and reconstruct its market space around learner-centric value.

7.2 Practical Implications

The findings underscore the importance for SME education providers to invest simultaneously in both technological infrastructure and human capital. Policymakers should support hybrid models through regulatory flexibility and funding initiatives that enhance access, especially for underserved communities. Entrepreneurial leadership, when paired with adaptive systems and value innovation, can significantly enhance resilience and scalability in the post-pandemic education economy.

7.3 Directions for Future Research

Future studies could apply a multi-case comparative framework to examine similar transformations across ASEAN-based EdTech firms. In addition, longitudinal research on the impact of AI-powered personalization on learning outcomes would provide deeper insights into the pedagogical effectiveness and business sustainability of hybrid education models.

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