

Reducing Red Tape to Strengthen Teachers' Organizational Citizenship Behavior in Boalemo Local-Wisdom Elementary Schools

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Abstract: This study aims to strengthen teachers' Organizational Citizenship Behavior (OCB) by reducing local bureaucratic red tape and developing a creative-adaptive elementary school ecosystem grounded in Boalemo local wisdom. Using Participatory Action Research combined with Asset-Based Community Development at SD Negeri 3 Tilamuta, Boalemo Regency, the study involved 25 grade 4–6 teachers, one principal, and three district education office staff. Data were collected through focus group discussions, OCB and red tape questionnaires, field observation, module document review, and photographic documentation. The intervention comprised four stages: red tape diagnosis, OCB and bureaucracy-literacy workshops, mentoring for Ayambo local-wisdom modules using project-based learning, and policy blueprint validation. Six red tape points were identified. Teachers' mean OCB score increased from 3.21 to 4.22, five Ayambo-based learning modules were produced with accompanying lesson plans, worksheets, and assessment rubrics, and a school bureaucracy simplification blueprint was validated with the district education office. This study uniquely integrates red tape reduction, OCB strengthening, and culturally responsive school-based management within a single participatory framework. The model offers a replicable intervention for enhancing teacher engagement and streamlining administrative processes in other elementary schools. This research contributes actionable evidence that combining local wisdom with participatory capacity-building effectively reduces bureaucratic burdens and elevates teachers' discretionary efforts, providing a contextualized blueprint for sustainable school transformation in similar rural settings.

Keywords: Ayambo-Based Learning, Boalemo Local Wisdom, Bureaucratic Red Tape, Organizational Citizenship Behavior, School-Based Management

A. Introductions

The implementation of contemporary curriculum reform requires elementary schools to become more adaptive, collaborative, and connected to the cultural resources of their communities. In many education systems, the expected role of teachers has expanded beyond classroom instruction (Postholm & Postholm, 2024; Wang & Wang, 2026). Teachers are increasingly expected to design contextual learning materials,

collaborate with colleagues, communicate with parents, document student progress, and participate in school improvement. These forms of initiative are closely related to Organizational Citizenship Behavior (OCB), which refers to discretionary behavior that is not formally rewarded but contributes to organizational effectiveness (Sarwar et al., 2025). In school settings, OCB is visible when teachers assist other teachers, voluntarily develop learning media, participate in school problem-solving, and support students outside the minimum requirements of their job description (Cheng et al., 2025).

What is already known is that teacher OCB is associated with organizational climate, job satisfaction, commitment, and collective efficacy. Studies in schools indicate that teachers' extra-role behavior strengthens learning quality, teamwork, and school improvement because it creates a professional culture that goes beyond compliance. The literature also shows that project-based learning and culturally relevant pedagogy require teachers to show initiative, creativity, and cross-subject collaboration (Pagán, 2022). Without high levels of teacher citizenship behavior, curriculum reform can become administrative rhetoric rather than pedagogical transformation. What remains insufficiently understood is the way local bureaucratic red tape constrains teacher OCB in elementary schools. Red tape refers to rules, procedures, or reporting requirements that impose compliance burdens without producing proportional benefits for organizational goals. In public education, red tape can appear as repeated forms, overlapping reporting systems, long approval chains, fear of audit findings, and unclear authority between school and district offices. Such conditions can reduce teachers' time, psychological energy, and confidence to innovate. When teachers are trapped in paperwork and procedural uncertainty, their willingness to design local-wisdom modules, collaborate with community resource persons, and experiment with learning projects tends to decrease (Li & George, 2025).

The initial situation in Boalemo reflects this problem more concretely. A preliminary survey conducted in February 2026 in three elementary schools in Tilamuta and Wonosari showed that 78% of teachers spent more than 15 hours per week on administrative work, including Dapodik data entry, BOSP reporting, monthly reports, and activity proposal preparation. This administrative burden limited teachers' time and confidence to develop contextual learning innovations. Teachers also reported hesitation to use local community resources because of uncertainty over procedures, financing, and accountability (John & Campus, 2026). At the same time, Boalemo has rich local wisdom, including Ayambo as a value of mutual cooperation, Dana-Dana dance, Karawo weaving, Mopotilolo village deliberation, and local agricultural resources such as corn and coconut. However, only 15% of teachers had developed local-content learning modules in the last two years. This gap between strong cultural assets and weak pedagogical integration became the central rationale of this study.

The state of the art in this area tends to develop in three separate streams. The first stream examines OCB as an individual and organizational behavior. The second

stream analyzes red tape as a public administration problem that affects performance, motivation, or employee well-being. The third stream discusses school-based management, culturally responsive teaching, and project-based learning as approaches to improve relevance and quality of education. However, few studies integrate these streams into a single intervention model at the elementary school level, particularly by linking red tape reduction with teacher OCB and local-wisdom module development (Corbin et al., 2025).

The novelty of this study lies in treating red tape not merely as an administrative complaint but as a behavioral and pedagogical barrier. The intervention did not only ask teachers to work harder or become more motivated. Instead, it combined bureaucracy literacy, positive organizational behavior, and school-based curriculum mentoring so that teachers could identify unnecessary procedures, negotiate simpler approval pathways, and use local assets as learning resources. This perspective positions teacher OCB as both an outcome of organizational simplification and a mechanism for sustaining local curriculum innovation. It also positions the education office as a policy partner rather than only a supervisory authority (Bell, 2025).

The contribution of this study is practical and theoretical. Practically, it offers a replicable blueprint for reducing school bureaucracy and developing local-wisdom modules that can be used by other elementary schools. Theoretically, it expands OCB discussions by showing that discretionary teacher behavior is shaped not only by job attitudes but also by the functionality of rules and the availability of organizational space. It also connects school-based management with culturally responsive pedagogy through concrete teacher products such as lesson plans, worksheets, and assessment rubrics. In this way, the school becomes an adaptive ecosystem rather than a unit that only receives instructions from higher authorities (Kinchin, 2022). Based on this background, the study addresses three research questions. First, what forms of local bureaucratic red tape hinder teachers' OCB in the partner elementary school? Second, how can red tape reduction and bureaucracy literacy strengthen teachers' OCB? Third, how can an elementary school ecosystem based on local wisdom be designed through teacher mentoring and project-based learning? These questions guided the diagnosis, intervention, product development, and evaluation stages of the study.

B. Methods

This study used Participatory Action Research (PAR) combined with Asset-Based Community Development (ABCD). PAR was selected because the study focused on solving a practical school problem through collaborative cycles of diagnosis, action, reflection, and improvement. ABCD was used because the program did not begin with a deficit view of the school; rather, it mapped local cultural assets, teacher capacity, community knowledge, and district-level support that could become resources for school innovation. The combination of PAR and ABCD was appropriate because red

tape reduction cannot be designed only by external researchers. It requires the active participation of teachers, principals, district education staff, and community stakeholders who understand the local administrative and cultural context (Ramasimu, 2023).

The research location was SD Negeri 3 Tilamuta, Kecamatan Tilamuta, Boalemo Regency. The participants consisted of 25 teachers from grades 4 to 6, one principal, and three staff members from the district education office. The teachers were selected because grades 4 to 6 provide wider opportunities for project-based learning, local-wisdom themes, and cross-subject integration (Park et al., 2025). The education office staff were involved because several red tape points were related to approval, reporting, and budget accountability procedures. Their participation enabled the study to move beyond classroom training and produce a policy-oriented school bureaucracy simplification blueprint. Data collection used quantitative and qualitative instruments. Quantitative data were collected through a 24-item OCB questionnaire adapted from the OCB literature and measured on a five-point Likert scale. The questionnaire covered five dimensions: altruism, civic virtue, conscientiousness, sportsmanship, and courtesy. A 12-item red tape questionnaire was used to identify perceived compliance burden and lack of procedural functionality. Qualitative data were collected through focus group discussions, observation notes, document review, and reflective notes from teachers. Photographic documentation was used as supporting evidence of activity implementation, participant involvement, and field conditions (International et al., 2023).

The study was implemented over three months through four stages. The first stage was diagnosis and red tape mapping, conducted for two weeks through focus group discussions with teachers, the principal, school committee representatives, and district education office staff. At this stage, the team administered the pre-test OCB questionnaire and red tape survey to produce a map of six main bureaucratic bottlenecks and baseline OCB data. The second stage was a positive organizational behavior and bureaucracy-literacy workshop, conducted for three days. The workshop discussed the concept of OCB, the impact of red tape, civic virtue strategies for proposing procedural simplification, and role-play activities related to altruism and sportsmanship. Each teacher prepared an individual OCB action plan as a follow-up output (Blom et al., 2021). The third stage was six weeks of mentoring for Ayambo local-wisdom learning modules using project-based learning. Teachers were guided to analyze curriculum outcomes, integrate local wisdom into subjects, design student worksheets, prepare local learning media, and develop assessment instruments through curriculum workshops, lesson study, and classroom mentoring. The fourth stage was evaluation and dissemination, conducted for two weeks. The team administered the post-test OCB questionnaire, validated the School Bureaucracy Simplification Blueprint with the education office, tested the modules in class, conducted a dissemination seminar with partners, and documented the final outputs,

including policy blueprint, scientific article, and good-practice video (Neves et al., 2024).

Quantitative data were analyzed descriptively and inferentially. Descriptive analysis was used to compare pre-test and post-test OCB scores. A paired sample t-test was used to determine whether the difference between pre-test and post-test scores was statistically significant. Because the study was an intervention-based field study with a limited number of participants, the statistical result was interpreted together with qualitative evidence. Qualitative data from focus group discussions and field notes were analyzed thematically. The coding process focused on forms of red tape, teacher responses, changes in teacher confidence, and the connection between local wisdom and project-based learning (Fernández-vergara, 2026).

Trustworthiness was strengthened through triangulation of data sources and instruments. Red tape findings were confirmed through teacher statements, school documents, and education office discussions. OCB changes were interpreted by comparing questionnaire scores, workshop reflections, and observable teacher products. The modules were validated through peer feedback and discussion with school stakeholders. Photographs were not treated as the main data source but as supporting instruments that documented the implementation of the program, participant engagement, and the workshop context (Lauck et al., 2021). Personal names of participants shown in photographs were not analyzed; the photographs were used only to describe activities and collective participation. Ethical considerations were applied throughout the study. The school and participants were informed about the purpose of the study, the type of data collected, and the intended use of documentation. Participation in discussions and photographs was based on activity consent. The analysis emphasized institutional learning and program improvement rather than individual evaluation. Teachers were not ranked by name in the report (Rochnia et al., 2025). The emphasis of the study was to strengthen school capacity, reduce unnecessary bureaucratic obstacles, and support local-wisdom learning innovation.

Table 1. Intervention Design and Data Sources

Stage	Main activity	Participants	Data/output
Diagnosis	FGD, OCB pre-test, red tape survey, document review	Teachers, principal, education office staff	Map of administrative bottlenecks and OCB baseline
Behavioral intervention	OCB and bureaucracy-literacy workshop, role play, action plan	Teachers and principal	Individual OCB action plans and procedural simplification proposals
Pedagogical mentoring	Development of Ayambo local-wisdom modules using project-based learning	Teacher working groups	Five modules with lesson plans, worksheets, and assessment rubrics
Evaluation and validation	OCB post-test, module review, policy blueprint validation, documentation	School and education office stakeholders	OCB score change, final modules, and bureaucracy simplification blueprint

C. Results and Discussion

Local Bureaucratic Red Tape Identified in the Partner School

The diagnostic stage identified six main points of local bureaucratic red tape at SD Negeri 3 Tilamuta. These points were not interpreted as intentional obstacles created by individuals, but as accumulated procedural burdens that had become normal in school routines. First, the procedure for proposing local-content learning activities required seven signatures from the treasurer, principal, school coordinator, and district education office before implementation. This long approval chain delayed learning ideas and reduced teachers' classroom momentum. Second, BOSP reports were prepared in three formats with different layouts although the reported data were largely the same. This duplicate reporting increased administrative workload without producing new information for school decision making (Pangrazio, 2026).

Third, approval from the district education office took approximately two to four weeks, causing teachers to lose opportunities to use seasonal local resources and community availability. Fourth, teachers did not fully understand the scope of School-Based Management authority, so they tended to wait for instructions rather than initiate local-wisdom learning activities. Fifth, fear of BPKP audit findings made teachers choose low-risk routine lessons instead of innovative activities involving local resources. Sixth, the school did not yet have a simple SOP for using local cultural assets, local artisans, and community leaders as learning resources. Together, these six points produced a compliance-oriented school culture that weakened teacher initiative and limited the integration of Boalemo local wisdom into classroom practice (Johnson et al., 2026).

Table 2. Red Tape Points and Their Consequences for Teacher OCB

No	Red tape point	Immediate consequence	OCB dimension affected
1	Activity proposal requires multiple signatures before implementation	Learning ideas are delayed and teachers lose classroom momentum	Civic virtue and conscientiousness
2	BOSP reports are prepared in several formats although data overlap	Administrative workload increases and collaboration time decreases	Altruism and courtesy
3	Approval from district office can take two to four weeks	Teachers avoid time-sensitive local projects	Civic virtue
4	Teachers do not fully understand school-based management authority	Teachers hesitate to make decisions and wait for instruction	Conscientiousness and sportsmanship
5	Fear of audit findings around innovation activities	Teachers choose low-risk routine lessons rather than local projects	Sportsmanship and civic virtue
6	No SOP for engaging local cultural assets and community resource persons	Local wisdom is rarely transformed into learning content	Altruism and civic virtue

Change in Teachers' Organizational Citizenship Behavior

The OCB pre-test showed an average score of 3.21 on a five-point scale, which was categorized as moderate. After the positive organizational behavior workshop and mentoring process, the post-test score increased to 4.22, which was categorized as high. The score increased by 1.01 points or 31.4 percent. The paired sample t-test produced $t = 8.34$ with $p < .001$, indicating a statistically significant improvement. The highest increase occurred in civic virtue at 42 percent, followed by altruism at 35 percent. These findings indicate that teachers became more confident in proposing procedural simplification ideas to the principal and more active in helping colleagues develop learning media and local-wisdom modules. These changes were also visible during the mentoring stage, where teachers worked collaboratively instead of waiting for ready-made examples (Polyiem et al., 2026).

The increase in OCB can be explained by the combination of two mechanisms. First, the workshop clarified that teacher initiative is not a violation of rules when it is aligned with curriculum goals, school authority, and accountable documentation. This clarification reduced anxiety and encouraged civic virtue. Second, the mentoring process provided concrete tasks and peer support, which strengthened altruism and conscientiousness. This finding supports the view that OCB is not only a personality trait but also a response to organizational conditions. When teachers experience clearer procedures and supportive collaboration, they are more likely to perform beyond formal requirements (Horn et al., 2020).

Table 3. Teachers' OCB Pre-Test and Post-Test Results

Indicator	Pre-test	Post-test	Change	Interpretation
Mean OCB score	3.21	4.22	+1.01	Moderate to high
Percentage increase	-	-	31.4%	Substantial practical improvement
Paired sample t-test	-	-	$t = 8.34; p < .001$	Statistically significant
Highest improving dimension	Civic virtue	Civic virtue	42%	Teachers became more active in proposing school improvement
Second highest dimension	Altruism	Altruism	35%	Teachers increased peer assistance in module development

Development of a Creative-Adaptive Local-Wisdom School Ecosystem

The mentoring stage produced five Ayambo local-wisdom learning modules. The first module, Ayambo in the Classroom, integrated the value of mutual cooperation into Civic Education for grade 4. The second module, Karawo Mathematics, used local embroidery patterns to introduce symmetry concepts for grade 5. The third module, Dana-Dana Physical Education, connected local dance movements with rhythmic movement learning for grade 4. The fourth module, Corn Science, used local agriculture to teach plant life cycles for grade 5. The fifth module, Mopotilolo Civic

Education, introduced village deliberation as a context for democratic decision making in grade 6. Each module was equipped with lesson plans, student worksheets, and assessment rubrics. A good-practice video of grade 5 learning at SD Negeri 3 Tilamuta was also uploaded to YouTube as part of the program documentation and dissemination output.

These products show that local wisdom can become more than cultural decoration. It can function as a learning context, project theme, and assessment resource. The modules also demonstrate the practical value of school-based management. When teachers understand their authority and receive organizational support, they can adapt the curriculum to local realities without neglecting national learning outcomes. This aligns with culturally relevant pedagogy, which emphasizes academic success, cultural competence, and critical awareness (Miller et al., 2026). The modules also reflect project-based learning principles because students are guided to investigate, produce, collaborate, and present learning outcomes based on authentic community contexts.

Table 4. Local-Wisdom Modules Produced by Teachers

No	Module Title	Subject and Grade	Local Wisdom Element	Learning Product
1	Ayambo in the Classroom	Civic Education, Grade 4	Mutual cooperation	Class cooperation project and reflection worksheet
2	Karawo Mathematics	Mathematics, Grade 5	Karawo embroidery pattern	Symmetry pattern drawing and measurement task
3	Dana-Dana Physical Education	Physical Education, Grade 4	Dana-Dana dance movement	Group rhythmic movement performance
4	Corn Science	Natural Science, Grade 5	Local corn agriculture	Plant life-cycle observation report
5	Mopotilolo Civic Education	Civic Education, Grade 6	Village deliberation	Class deliberation simulation and decision note

Photo Documentation as Supporting Instrument

Photographic documentation was used to strengthen the audit trail of the field intervention and to support the description of program implementation. The photographs show the training room arrangement, the presence of facilitators and participants, interactive discussion activities, group documentation, and closing reflection. These visual data confirm that the intervention was conducted through direct face-to-face capacity building, not only through document-based mentoring. The documentation also shows the connection between the School Leader Upgrade program and the development of a local culture-based adaptive school ecosystem. In addition to photographs, a good-practice video of grade 5 learning at SD Negeri 3 Tilamuta was used as a dissemination output to document how the Ayambo-based learning module was implemented in the classroom (Vidal et al., 2026).

Table 5. Photo Documentation Data Included in the Manuscript

Figure	Visual evidence	Data captured	Use in analysis
Figure 1	Workshop room with resource persons, banner, and participants	Opening and presentation setting for School Leader Upgrade	Confirms face-to-face capacity-building stage
Figure 2	Facilitator interacting with seated participants	Discussion, question-and-answer, and participant engagement	Supports the behavioral intervention and reflection process
Figure 3	Resource person and organizing team in front of local-culture school banner	Local culture-based school theme and stakeholder presence	Supports local-wisdom and school ecosystem framing
Figure 4	Large group documentation under School Leader Upgrade banner	Participants, facilitators, and school stakeholders after workshop session	Shows participation and collaborative school community
Figure 5	Group reflection with symbolic hand movement	Collective commitment and informal team-building moment	Supports changes in collaboration and civic virtue
Figure 6	Closing group photo with participants and facilitators	Final workshop documentation	Supports dissemination and completion of field activity



Figure 1. Opening and Resource Presentation During the School Leader Upgrade Workshop



Figure 2. Interactive Question-And-Answer Session Between the Facilitator and Participants



Figure 3. Resource Person and Organizing Team Documentation Under the Local-Culture School Banner



Figure 4. Group Documentation After a Workshop Session in Front of the School Leader Upgrade Banner



Figure 5. Collective Reflection and Commitment Session Involving Teachers and School Stakeholders



Figure 6. Closing Documentation of Participants, Facilitators, and School Stakeholders

Discussion

Red Tape Reduction as an Organizational Condition for Teacher Initiative

The findings indicate that reducing red tape can strengthen teacher OCB when simplification is accompanied by bureaucracy literacy and collaborative mentoring (Vogel et al., 2022). Red tape studies often show that non-functional rules reduce motivation, increase role overload, and weaken employee energy. The present study adds that in elementary education, red tape can also reduce pedagogical imagination. Teachers may have ideas and cultural resources, but long approval chains and unclear procedures discourage them from transforming those ideas into classroom products. Therefore, teacher innovation is not only a matter of motivation or competence; it is also shaped by the design of administrative rules.

The result is consistent with the OCB literature, which emphasizes that extra-role behavior becomes stronger when the organization provides supportive conditions. OCB is often linked to job satisfaction, commitment, and perceived fairness. In this study, the strongest increase occurred in civic virtue because teachers were encouraged to speak about procedures, propose solutions, and see themselves as contributors to school governance. This is important because civic virtue is rarely strengthened through conventional teacher training that focuses only on instructional techniques (Fernández-espinosa & Redondo-corcobado, 2025). Bureaucracy literacy created a safe language for teachers to discuss rules without being seen as opposing authority.

The study also supports the argument that school-based management is effective when schools have both autonomy and capacity (Aturupane et al., 2022). Autonomy without procedural clarity can create fear, while capacity building without autonomy

can create frustration. Previous studies on school-based management in Indonesia emphasize that partnerships, stakeholder participation, and leadership support are crucial to successful implementation. In the present study, the education office's involvement made procedural simplification more legitimate. Teachers did not have to interpret rules alone, and the school did not have to negotiate policy space without district support.

The local-wisdom modules illustrate how local culture can be translated into learning practice when teachers have time, confidence, and collaboration (Rosyidah et al., 2025). Culturally relevant pedagogy argues that students' cultural backgrounds can become a foundation for academic learning and identity development. The use of Ayambo, Karawo, Dana-Dana, corn agriculture, and Mopotilolo enabled teachers to connect school subjects with students' lived environment. This connection is particularly important for elementary students because concrete local examples help them understand abstract concepts through familiar experiences.

Project-based learning provided a useful pedagogical structure for local wisdom. Rather than presenting local culture as isolated facts, the modules asked students to observe, create, discuss, perform, and reflect. This is consistent with the literature showing that project-based learning supports deeper learning when projects are meaningful, guided, and connected to authentic problems. The mentoring process showed that teachers could design such projects when administrative burdens were addressed and when peer support was available (Mahmood & Rehman, 2026).

The study also reveals a nuanced relationship between red tape and performance. Some public administration studies indicate that the impact of red tape on performance can vary depending on context, type of rule, and management strategy. This study supports that nuance. The problem was not the presence of rules as such, but the lack of functionality, duplication, and delayed approval. Rules that clarify responsibility, prevent misuse, and protect accountability are still needed. Therefore, the recommended approach is not to remove all procedures but to transform red tape into more functional green tape: clear, necessary, proportional, and understood by stakeholders (Hensel, 2019).

The blueprint developed with stakeholders emphasized four principles. First, proposals for local-wisdom learning activities should use a one-door mechanism at the school level before being forwarded to external approval. Second, repeated reporting formats should be merged so that similar data are not entered multiple times. Third, local resource persons should be included in a simple school register with transparent honorarium and documentation procedures. Fourth, teachers should receive scheduled innovation time so that administrative tasks do not occupy all collaborative planning opportunities. These principles are practical because they do not require radical policy change; they require alignment and simplification of existing procedures.

Overall, the study confirms that strengthening teacher OCB requires organizational, administrative, and pedagogical interventions (Li & George, 2025). A workshop alone may increase awareness temporarily, but sustained change requires concrete products and policy support. Module development gave teachers a visible reason to collaborate, while red tape mapping gave the school a concrete agenda for improvement. The combination of these components produced both behavioral change and institutional output. For this reason, the model can be replicated in other elementary schools with adjustments to local culture, administrative structure, and teacher readiness (Shi & Ma, 2025).

Policy Blueprint and Practical Implications

The validated blueprint translates the results into practical governance arrangements. The first component is a simplified activity approval pathway. Local-wisdom learning activities should be initiated through a teacher working group, reviewed by the principal, and documented in one integrated activity note before external coordination is requested. This design reduces unnecessary signatures while maintaining accountability (Young et al., 2024). The second component is an integrated reporting format. Rather than requiring teachers to prepare separate narratives for similar activity data, the school can use a single report template that contains objectives, budget use, learning output, photographs, participant attendance, and follow-up actions. This format supports both accountability and teacher reflection.

The third component is a community resource-person registry. The school can document local artisans, cultural actors, farmers, village leaders, and parents who are willing to support classroom projects (Rivas-valenzuela et al., 2025). The registry should include expertise, contact information, possible learning themes, availability, and documentation requirements. Such a registry makes community participation easier to manage and reduces teachers' uncertainty about inviting local resource persons. The fourth component is scheduled innovation time. Teachers need protected time for peer planning, module revision, and student project preparation. Without such time, the demand for innovation can become another administrative burden.

The blueprint also recommends that the education office create a short technical guide on local-wisdom learning accountability. The guide does not need to introduce a new regulation; instead, it should clarify the existing authority of schools, the acceptable forms of evidence, and the minimum documents required for local learning activities. This clarification is crucial because much red tape emerged from uncertainty rather than from formal written rules. When teachers do not know which documents are sufficient, they tend to over-document or avoid innovation. A concise guide can reduce fear while maintaining transparency (Lee & Chan, 2023).

For school leaders, the main implication is the need to build a trust-based climate. A principal can strengthen OCB by delegating meaningful responsibilities, recognizing voluntary contributions, and facilitating communication with the district office. Leadership support is important because teachers may not sustain civic virtue when their suggestions are ignored. The study shows that teachers became more active when their ideas were connected to a collective agenda and when school leaders treated procedure improvement as a legitimate professional conversation (Vennebo & Aas, 2020).

For teachers, the implication is that OCB should be directed toward sustainable school improvement rather than only informal extra work. Teachers' willingness to help colleagues, develop modules, and support students should be connected to shared products and documented learning outcomes. This prevents OCB from becoming invisible labor. The Ayambo modules provide an example of how voluntary teacher initiative can become institutional knowledge. Once the modules are stored, revised, and used by other teachers, individual effort becomes a school asset (Sølvik & Roland, 2025).

The study has limitations. The intervention was conducted in one partner elementary school and involved a relatively small number of participants (Evans, 2022). The OCB increase was measured shortly after the intervention, so long-term behavioral sustainability still needs to be examined. The study also used photographs as supporting evidence rather than as a systematic visual ethnography (Gill, 2024). Future research can expand the model to multiple schools, compare schools with different levels of bureaucratic burden, and assess whether simplified procedures continue to support teacher innovation after one academic year. Despite these limitations, the study provides a concrete example of how public administration analysis and educational management practice can be integrated to strengthen local school transformation.

The validated blueprint also provides a replication direction for other elementary schools in Boalemo Regency. Because the main red tape problems were related to approval chains, duplicate reporting, unclear school-based management authority, audit concerns, and the absence of SOPs for local resource use, the model can be adapted beyond SD Negeri 3 Tilamuta. The Education Office of Boalemo Regency is recommended to use this blueprint as a reference for developing a local-wisdom-based School-Based Management policy in 98 other elementary schools. Replication should be carried out gradually through technical guidance, simplified SOPs, teacher working groups, and monitoring of OCB development and local-wisdom module implementation.

D. Conclusions

Based on the diagnostic and intervention phases of this study, it is conclusively established that reducing local bureaucratic red tape substantially strengthens teachers' Organizational Citizenship Behavior (OCB) and fosters the development of a creative-adaptive elementary school ecosystem rooted in local wisdom. The initial diagnostic stage identified six major administrative barriers: lengthy approval chains, duplicated operational fund reporting, slow approval processes, limited teacher understanding of school-based management authority, fear of audit findings, and the absence of simple procedures for utilizing local cultural assets that collectively constrained teacher initiative, reduced available time, and diminished confidence in engaging in voluntary activities beyond formal duties. Following the intervention, mean OCB scores significantly increased from 3.21 to 4.22, representing a 31.4% improvement from the moderate to the high category, with the most notable gains observed in civic virtue and altruism. Teachers became more proactive in proposing procedural improvements, participating in school development discussions, and assisting colleagues in designing contextual learning modules. Critically, the mentoring process yielded five Ayambo local-wisdom-based modules, complete with lesson plans, student worksheets, and assessment rubrics, empirically demonstrating that administrative simplification directly enables pedagogical innovation. Practically, these findings mandate that education offices and school leaders integrate teacher motivation programs with systematic administrative simplification efforts. Teacher innovation flourishes when rules are clear, necessary, proportionate, and thoroughly understood by all school actors. Bureaucratic reform at the school level must therefore be implemented alongside capacity building, sustained mentoring, and collaborative decision-making processes. This integrated model offers a practical framework for strengthening school-based management while preserving and leveraging local cultural values, yet it requires ongoing monitoring, reflective practice, and institutional commitment from all stakeholders to ensure sustainability. For future research, it is strongly recommended to test this intervention model across diverse elementary schools to establish generalizability and identify contextual adaptations. Comparative studies between rural and urban settings would reveal how different bureaucratic environments influence OCB dynamics. Longitudinal designs are essential to examine the long-term sustainability of teachers' OCB after the bureaucracy simplification blueprint is fully institutionalized. Additionally, investigating mediating variables such as teacher self-efficacy, principal support, or collegial trust would deepen theoretical understanding, while qualitative case studies could capture nuanced stakeholder experiences and implementation challenges, thereby informing more refined, context-sensitive policy frameworks for educational reform.

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