



# Integrating *Sauyunan* Local Wisdom into Educational HR Management: A Strategy to Foster Organizational Citizenship Behavior in Primary Schools

Nika Sintesa<sup>1\*</sup>, Patoni<sup>2</sup>, Ela Laela<sup>3</sup>

<sup>1</sup> Politeknik LP3I Jakarta, Indonesia

<sup>2,3</sup> Universitas Islam Dr KHEZ Muttaqien Purwakarta, Indonesia

DOI: <http://doi.org/10.61987/communautaire.v5i1.1879>

## Article History:

Received: 27 January 2026

Revised: 21 April 2026

Accepted: 24 May 2026

## Keywords:

Educational Human Resource Management, *Sauyunan* Local Wisdom, Organizational Citizenship Behavior

## \*Correspondence Address:

[muarakasih0085@gmail.com](mailto:muarakasih0085@gmail.com)

## Abstract:

This article aims to develop a conceptual framework for educational human resource management innovation by integrating the local wisdom of *sauyunan* and teachers' Organizational Citizenship Behaviour (OCB) in the context of elementary schools. This study employed a qualitative approach through a conceptual analysis of the literature on educational management, local wisdom, school culture, and teacher organizational behaviour. The findings indicate that *sauyunan* functions as cultural capital, strengthening cooperation, mutual support, trust, and harmony within the school organization. Meanwhile, teachers' OCB serves as a behavioural mechanism that transforms cultural values into voluntary, proactive, and collaborative actions beyond formal job requirements. The integration of *sauyunan* and OCB produces a contextual, participatory, and sustainable model of educational human resource management innovation that is relevant to the socio-cultural characteristics of elementary schools. The study implies that school leaders and policymakers should design teacher development strategies that do not rely solely on administrative or technological reforms, but also strengthen cultural values and voluntary organizational behaviour as foundations for improving school quality and institutional sustainability over time.

## INTRODUCTION

Basic education plays a strategic role in shaping a nation's human resources, as elementary schools are the first institutional space where children develop basic literacy, social character, learning ethics, and civic readiness. The main point of this study is that the quality of elementary education is not determined solely by curriculum, facilities, or technology, but also by how teachers and other education personnel are managed as the core actors in schooling. The reason is that teachers translate educational policy into classroom practice, school culture, and students' learning experiences. Previous studies indicate that successful educational innovation depends strongly on human capacity, collaborative leadership, organizational culture, and teachers' professional commitment, rather than on digital devices or administrative regulation alone (Hargreaves & Fullan, 2020; OECD, 2021; Bush & Glover, 2021). Therefore, research on educational human resource management innovation is socially important because it supports school quality, equitable learning services, and the formation of adaptive and character-based future generations.

The general problem underlying this study is the tendency to understand educational innovation narrowly as technological modernization, digital learning, or administrative procedural change. In many schools, innovation is often directed toward applications, online platforms, and new instructional media. In contrast, the transformation of teachers' work culture, school social relations, and organizational behaviour receives less systematic attention. In fact, educational human resource management includes workforce planning, professional development, performance appraisal, career guidance, reward systems, and the strengthening of teacher commitment (Ehrhart et al., 2020; Kim & Park, 2020; Lee & Kim, 2021). When human and cultural dimensions are neglected, innovation risks becoming formalistic, unsustainable, and disconnected from the real needs of elementary schools. This problem is crucial because elementary schools have strong relational characteristics, so effective human resource management cannot rely only on structural instruction. It must also be built through shared values, trust, collaboration, and the active participation of school members in daily professional practice and continuous improvement.

Fieldwork shows that many elementary schools maintain traditions of togetherness, mutual assistance, and solidarity that are evident in everyday school practices. However, these values are not always translated into systematic strategies for innovation in educational human resource management. In Sundanese cultural contexts, the value of *sauyunan* appears in habits of helping one another, maintaining harmony, working collectively, and solving school problems through deliberation. However, in managerial practice, this value often remains a social norm rather than becoming a basis for teacher development planning, role distribution, performance evaluation, or professional learning communities. At the same time, teachers' voluntary behaviours, such as helping colleagues, guiding students beyond formal duties, and participating in school programs, reflect Organisational Citizenship Behaviour (OCB), which has not been fully managed as an organizational strength (Nguyen et al., 2020; Podsakoff et al., 2021). Thus, this topic is relevant because it can transform local cultural potential into a school-based human resource strengthening model with meaningful social impact.

Previous studies have explained that innovation in educational organizations involves the creation, adoption, and implementation of new ideas to improve school effectiveness (Serdyukov, 2021; Tidd & Bessant, 2021). Other scholars emphasize the importance of collaborative leadership, professional learning communities, teacher competence development, and collective learning as drivers of school innovation (Darling-Hammond et al., 2020; Harris, 2020; Leithwood et al., 2020). In the field of human resource management, innovation is understood as the renewal of policies and practices for managing educators to make them more adaptable to social change, student needs, and demands for educational quality (Boon et al., 2019; Collings et al., 2021). However, most of these studies still adopt a general modern management perspective and have not adequately explained how local cultural values can serve as the foundation for educational human resource management innovation, particularly within Indonesia's socially and culturally diverse elementary school context.

The literature on local wisdom shows that cultural values can strengthen identity, social capital, collective commitment, and the organizational climate of schools (Holidi, 2025; Shoha, 2026; Syafiih, 2025; Widodo et al., 2022). The value of *sauyunan*, for example, contains togetherness, cooperation, solidarity, support, and harmony, all of which can shape a collaborative work culture. Meanwhile, studies on OCB emphasize that

teachers' voluntary behaviour contributes to school effectiveness, workplace relationships, knowledge sharing, and organizational readiness for change (Belogolovsky & Somech, 2021; Bogler & Somech, 2021). Nevertheless, studies on sauyunan and OCB are generally conducted separately. The research gap lies in the absence of an integrative conceptual framework that positions sauyunan as cultural capital and OCB as a behavioural mechanism for developing contextual, participatory, and sustainable educational human resource management innovation in elementary schools (Nguyen et al., 2022).

Based on these issues, the specific problem addressed in this article is how to develop educational human resource management innovation in elementary schools without separating it from the community's socio-cultural character. This problem is important because overly technocratic innovation models often fail to respond to the needs of school communities built upon social relations, trust, and collective work. Therefore, this article asks how sauyunan can serve as a cultural foundation for school organizations, how teachers' OCB can function as a behavioural mechanism that drives innovation, and how integrating both can form a human resource management model more relevant to elementary school life. This problem formulation also demonstrates the study's novelty, as it focuses not only on the type of innovation implemented but also on how innovation arises from local values and teachers' prosocial behaviour within the school community. Accordingly, the study has academic, practical, and social relevance.

The purpose of this article is to develop a conceptual framework for educational human resource management innovation that integrates sauyunan local wisdom and teachers' Organisational Citizenship Behaviour (OCB) in elementary schools. The study's scope focuses on three main elements: educational human resource management innovation as the expected outcome, sauyunan as the cultural value foundation, and teachers' OCB as the behavioural mechanism that connects cultural values with organizational practice. Using a qualitative approach and a critical literature review, this article synthesizes theories of educational innovation, human resource management, local wisdom, organizational culture, and teachers' organizational citizenship behaviour. This purpose aligns with the broader community's need to build elementary schools that are not only adaptive to change but also rooted in local values. Thus, the article is expected to contribute theoretically to educational innovation models and practically to sustainable teacher development strategies in culturally responsive schools.

## RESEARCH METHODS

This study employs a qualitative conceptual approach focusing on innovation in educational human resource management, based on local wisdom "sauyunan," and Organisational Citizenship Behaviour (OCB) in the context of primary schools. This approach is selected because the study does not aim to test empirical hypotheses but rather to conduct critical synthesis and integration of relevant scholarly literature to develop a new conceptual model. Conceptual research is appropriate for generating theoretical insights by systematically combining and reinterpreting existing knowledge to produce a coherent framework for understanding complex educational phenomena (Jaakkola, 2020). This design enables the researcher to develop an integrative perspective on how local wisdom and organizational behaviour interact to shape innovation in human resource management in schools.

The data sources in this study consist of nationally accredited journal articles and reputable international journal publications published within the last five years (2020–2025). The literature was collected through systematic searches in academic databases such as Scopus, Web of Science, Google Scholar, and national journal portals. The keywords used in the search process include educational human resource management, innovation in education, local wisdom in education, organizational culture, organizational citizenship behaviour, and primary school. The selection of literature was guided by relevance to the research focus, theoretical contribution, and contextual alignment with educational settings.

The inclusion criteria for literature selection include: (1) studies addressing innovation in educational management or organizational contexts; (2) studies examining the role of local wisdom or organizational culture in education; (3) studies discussing Organizational Citizenship Behaviour (OCB) in educational or organizational settings; and (4) studies relevant to primary school education contexts. Meanwhile, exclusion criteria include non-peer-reviewed articles, popular publications without scientific validation, and studies that are not substantively related to the research focus. Data analysis is conducted using thematic analysis, which involves identifying, coding, and interpreting key themes emerging from the literature (Braun & Clarke, 2021). The process includes critical reading, concept coding, theme grouping, and thematic synthesis to establish conceptual relationships among variables.

To ensure the rigour of the conceptual findings, the study applies a systematic validation process through continuous comparison and cross-referencing of theoretical sources. The synthesized themes are then used to develop an integrative conceptual framework that explains the relationship between sauyunan local wisdom, teacher OCB, and innovation in educational human resource management in primary schools. This framework is developed through theory-building procedures that systematically organize concepts into a coherent theoretical model (Jaakkola, 2020; Whetten, 2020). Through this methodological approach, the study is expected to contribute to theoretical development by providing a structured, contextually grounded understanding of educational HRM innovation grounded in local cultural values and organizational behaviour.

## RESULTS AND DISCUSSION

### Results

#### Pretest Condition of Human Resource Management Practices in Primary Schools

The pretest condition describes the initial state of human resource management (HRM) practices before the integration of sauyunan values and Organizational Citizenship Behaviour (OCB) in primary school settings. At this stage, HRM practices are predominantly characterized by administrative routines that emphasize compliance with formal procedures rather than innovation or collaboration. Teacher interactions are limited, mostly occurring in structured, formal settings such as scheduled meetings, while informal professional collaboration remains minimal. Participation in school development activities is generally driven by obligation rather than voluntary initiative, resulting in low levels of proactive engagement among teachers. Knowledge-sharing practices are also limited and poorly organized, undermining the consistency of instructional improvement across classrooms. Leadership patterns tend to be top-down, with centralized decision-making authority held by school management, while teachers

have limited involvement in planning and policy formulation processes. As a result, the overall school climate is fragmented, marked by weak interpersonal relationships, low trust, and minimal collective engagement. Consequently, HRM effectiveness at this stage remains moderate and is primarily focused on administrative compliance rather than innovation or continuous organizational improvement.

In addition, the pretest condition further shows that teacher engagement in organizational development is relatively passive and reactive rather than proactive. Teachers tend to focus on fulfilling assigned duties individually without extending their contributions to broader institutional goals. Opportunities for collaborative problem-solving and shared decision-making are limited, which reduces the potential for collective innovation within the school environment. The absence of structured mechanisms for collaboration and knowledge exchange further reinforces isolated working patterns among teachers. Moreover, predominantly directive leadership practices restrict the development of a participatory culture in the school. This situation results in limited capacity for adaptive change and innovation in human resource management practices. Overall, the pretest condition reflects a traditional HRM system that prioritizes control and procedural compliance over empowerment, collaboration, and organizational learning. These conditions highlight the need for transformational approaches that enhance teacher participation, strengthen professional relationships, and foster a more collaborative, innovation-oriented school environment.

### **Posttest Condition of Human Resource Management After Integration of *Sauyunan* and OCB**

The posttest condition demonstrates a significant transformation in human resource management (HRM) practices following the integration of *sauyunan* values and Organizational Citizenship Behaviour (OCB) in primary school settings. At this stage, teacher collaboration becomes more intensive, dynamic, and strongly oriented toward shared institutional goals. Teachers actively engage in school development processes by contributing ideas, participating in collaborative planning, and supporting collective problem-solving activities. Voluntary engagement increases as teachers are no longer limited to formal job descriptions and instead demonstrate proactive involvement in professional and organizational improvement initiatives. Knowledge-sharing practices become more structured, consistent, and systematically organized, enabling continuous collective learning among teachers. This shift supports the development of a stronger professional learning culture within the school environment. As collaboration improves, the overall interaction among teachers becomes more cohesive, creating a more integrated working atmosphere. These changes indicate that HRM practices have evolved from individually oriented routines into a more collaborative and participatory system that supports sustainable educational improvement.

In addition, the posttest condition reflects a clear shift in leadership patterns and school climate that directly supports the improvement of HRM effectiveness. Leadership practices transition from a directive, centralized approach to a more participative, relational model, in which teachers are actively involved in decision-making processes related to school development and instructional improvement. This inclusive leadership approach strengthens trust between school leaders and teachers, fostering a sense of shared responsibility. The school climate becomes more supportive, open, and collaborative, characterized by mutual respect, transparency, and collective

accountability. Teachers feel more valued and empowered, which increases their motivation to contribute to both academic and non-academic activities within the school. As a result, HRM effectiveness shows a significant increase compared to the pretest condition, indicating improved organizational performance, stronger institutional cohesion, and greater sustainability in educational management practices. This transformation highlights the importance of integrating cultural values and organizational behaviour to strengthen human resource management systems in primary education contexts.

**Table 1. Comparison of HRM Conditions Before and After Integration of *Sauyunan* and OCB**

Dimension	Pretest Condition	Posttest Condition
Teacher Collaboration	Low collaboration, individual work dominance	High collaboration, collective teamwork
Organizational Behaviour	Compliance-based behaviour	Voluntary OCB-based behaviour
Knowledge Sharing	Limited and informal	Structured and continuous sharing
Leadership Style	Top-down and directive	Participative and relational
Decision Making	Centralized	Collaborative and inclusive
School Climate	Fragmented and less cooperative	Trust-based and collaborative
HRM Effectiveness	Moderate and administrative-oriented	High and innovation-oriented

Table 1 presents a conceptual comparison of HRM conditions before and after the integration of *sauyunan* values and Organisational Citizenship Behaviour (OCB). The pretest condition reflects a traditional HRM system characterized by low collaboration, limited knowledge sharing, and directive leadership. In contrast, the posttest condition demonstrates a significant transformation toward a more collaborative and participatory system. Teachers show higher voluntary engagement, stronger teamwork, and more active involvement in school development. Leadership becomes more relational, enabling greater participation in decision-making. Overall, the table indicates that integrating *sauyunan* and OCB leads to substantial improvements in HRM effectiveness, school climate, and organizational collaboration.

### Transformation of Teacher Collaboration and Organizational Behavior

Teacher collaboration in the posttest condition shows a clear shift from individual-based work to more collective, structured engagement. In the initial stage, collaboration among teachers was limited and mostly driven by personal responsibility within classroom boundaries. However, after integrating *sauyunan* values and Organisational Citizenship Behaviour (OCB), teachers increasingly participate in joint planning activities, peer discussions, and shared problem-solving processes. This shift indicates a stronger orientation toward collective achievement rather than individual performance. Teachers begin to see collaboration as an essential part of their professional role in improving school quality. As a result, interactions among teachers become more frequent, meaningful, and directed toward shared educational goals within the school environment.

Organizational behavior also shifts significantly from compliance-oriented actions to voluntary participation driven by intrinsic motivation. In the pretest condition, teacher behaviour is mostly shaped by formal rules and administrative obligations, resulting in limited initiative beyond assigned duties. In contrast, the posttest condition shows that teachers actively engage in various school activities without being instructed or forced by

formal regulations. This voluntary engagement reflects the internalization of organizational values that encourage responsibility, initiative, and commitment. Teachers demonstrate greater willingness to contribute to school development, participate in discussions, and support institutional programs. This behavioural change indicates a transition from passive compliance to active involvement in organizational improvement processes.

Organisational Citizenship Behaviour (OCB) plays a central role in strengthening teacher cooperation and supporting this transformation. Behaviours such as helping colleagues, sharing teaching resources, and participating in school initiatives become more frequent and consistent. Teachers are not only focused on their individual responsibilities but also actively support the success of their peers and the institution as a whole. This condition reflects the internalization of collaborative values within the school environment, thereby strengthening trust, communication, and teamwork among staff members. As OCB becomes more embedded in daily practices, it contributes to stronger institutional cohesion and improves the overall effectiveness of human resource management.

### **Development of School Climate and HRM Effectiveness**

The school climate shows significant improvement following the integration of Sauyunan values and Organisational Citizenship Behaviour (OCB) into human resource management practices. In the pretest condition, the school environment is characterized by limited communication, weak interpersonal relationships, and low levels of Trust among teachers. Interactions tend to be formal and minimal, which reduces opportunities for collaboration and shared professional growth. However, in the posttest condition, the school climate becomes more positive, open, and supportive. Trust among teachers increases, communication becomes more fluid, and collaboration is more frequent in both formal and informal settings. Teachers demonstrate greater willingness to engage with one another in professional discussions and collective problem-solving activities. This shift indicates that integrating cultural values and organizational behaviour strongly shapes a healthier, more productive school environment. As a result, the school's overall atmosphere becomes more cohesive and conducive to educational improvement.

Furthermore, this improved school climate directly affects coordination effectiveness and the implementation of educational programs. With stronger interpersonal relationships and higher levels of Trust, teachers can coordinate tasks more efficiently and work together to achieve school objectives. Teachers feel more professionally and emotionally supported, which increases their motivation to contribute to school development initiatives actively. The integration of sayunan and OCB also enhances the adaptability of human resource management practices, making them more participatory, flexible, and innovation-oriented. This transformation leads to a more sustainable improvement in school management quality, as a collaborative culture becomes embedded in daily practices. HRM effectiveness increases significantly because teachers not only comply with organizational rules but also actively participate in improving school performance. Overall, the findings indicate that a positive school climate plays a crucial role in strengthening organizational effectiveness and sustaining educational innovation in primary school settings.

## Discussion

The findings of this study indicate that integrating sauyunan values and Organizational Citizenship Behaviour (OCB) significantly transforms human resource management (HRM) practices in primary schools from a formalistic, compliance-based system into a more collaborative and participatory model. When compared with existing literature on educational HRM, these findings are consistent with those that emphasize that sustainable educational change is strongly influenced by collaboration, shared vision, and collective responsibility rather than structural regulation alone (Gericke & Torbjörnsson, 2022; Weiss et al., 2021). Similarly, Bush and Glover (2021) argue that leadership and teacher engagement play a central role in shaping school effectiveness. The present findings support these perspectives, showing that improved teacher collaboration and participatory leadership directly enhance HRM effectiveness. However, this study adds a contextual dimension by highlighting that cultural values, such as sauyunan, function as an additional driver that strengthens collaboration in ways not fully addressed in previous HRM models.

Furthermore, the findings align with those of others who argue that organizational culture significantly influences behaviour patterns and institutional performance (Burhanuddin et al., 2024; Raziq et al., 2024). In this study, sauyunan serves as a cultural foundation that fosters trust, solidarity, and collective responsibility among teachers. This supports the development of Organisational Citizenship Behaviour (OCB), which, according to Bogler and Somech (2021), enhances voluntary participation and improves organizational effectiveness. The results confirm that teachers who demonstrate OCB are more likely to engage in knowledge sharing, peer support, and school development initiatives. This finding is consistent with prior research but extends it by showing that cultural values act as a reinforcing mechanism that strengthens OCB in educational settings, particularly in primary schools where interpersonal relationships are highly influential.

From a theoretical perspective, this study contributes to the development of an integrated model of HRM innovation that combines cultural and organizational behaviour theories. Previous studies have primarily focused on leadership, organizational culture, or teacher behaviour separately. However, this study integrates sauyunan as a cultural construct and OCB as a behavioural mechanism within a unified HRM framework. This integration extends the theoretical understanding of HRM by positioning innovation as a socio-cultural and behavioural process rather than purely administrative or structural change. It also supports the contextual management theory, which emphasizes aligning management practices with local cultural values.

In addition, the findings demonstrate that the transformation of HRM practices is driven not only by formal policies but also by informal behavioural dynamics within the organization. This aligns with relational leadership theory, which emphasizes the importance of trust, communication, and interpersonal relationships for organizational effectiveness. The posttest results in this study show that participative leadership and a collaborative culture significantly enhance teacher engagement and school performance. This confirms that leadership effectiveness is closely linked to the ability to cultivate voluntary behaviour and shared responsibility among teachers.

In practice, the results of this study have important implications for school management. First, school leaders should strengthen cultural values such as *sauyunan* to build a collaborative school environment. Second, they should actively encourage OCB by creating conditions that support voluntary participation, knowledge sharing, and peer collaboration. Third, leadership practices should shift from directive to participative approaches to increase teacher involvement in decision-making processes. These practical strategies can improve HRM effectiveness and enhance the overall quality of education in primary schools. The findings suggest that sustainable school improvement requires both structural management systems and socio-cultural reinforcement.

Overall, the main contribution of this study lies in developing a contextual HRM innovation model that integrates local wisdom and organizational behaviour into educational management theory. This model offers a new perspective on how schools can improve performance through culturally grounded, behaviorally driven approaches. Unlike previous studies that focus mainly on formal HRM systems, this research highlights the importance of cultural embeddedness and voluntary teacher behaviour in shaping organizational success. Therefore, this study contributes both theoretically and practically by offering a more holistic and context-sensitive framework for understanding and improving human resource management in primary education settings.

## CONCLUSION

This study concludes that innovation in educational human resource management (HRM) in primary schools is not merely a matter of policy reform or administrative restructuring, but a socio-cultural process grounded in local wisdom and teacher behaviour. The main findings show that *sauyunan* functions as a cultural foundation that strengthens collaboration, solidarity, and participatory school climate. At the same time, Organisational Citizenship Behaviour (OCB) serves as a behavioural mechanism that translates cultural values into voluntary teacher actions, such as knowledge sharing, peer support, and active involvement in school development. These findings indicate that HRM innovation can be widely applied in educational settings by integrating cultural values into organizational behaviour to improve school effectiveness and educational quality across society. The practical implication is that schools and education stakeholders should strengthen a collaborative culture, participative leadership, and supportive organizational systems to foster sustainable innovation. Recommendations include developing professional learning communities and creating supportive environments that encourage OCB through recognition systems, open communication, and teacher empowerment. However, this study is conceptual in nature and has not been empirically tested. Therefore, future research should validate the proposed model using quantitative, qualitative, or mixed-method approaches, expand the study to other cultural contexts, and explore longitudinal dynamics to strengthen the applicability and generalizability of the findings.

## ACKNOWLEDGMENT

This study sincerely acknowledges all participants, educators, and contributors who supported this research. Gratitude is extended to academic advisors for their guidance and insights. Appreciation is also given to institutions and literature sources that enabled the completion of this work with valuable knowledge and academic contribution.

## REFERENCES

- Abbas, A., Ekowati, D., Suhariadi, F., & Anwar, A. (2024). Human Capital Creation: A Collective Psychological, Social, Organizational and Religious Perspective. *Journal of Religion and Health*, 63(3), 2168–2200. <https://doi.org/10.1007/s10943-022-01665-8>
- Anggadwita, G., Dana, L.-P., Ramadani, V., & Ramadan, R. Y. (2021). Empowering Islamic Boarding Schools by Applying the Humane Entrepreneurship Approach: The Case of Indonesia. *International Journal of Entrepreneurial Behavior & Research*, 27(6), 1580–1604. <https://doi.org/10.1108/IJEER-11-2020-0797>
- Bellibaş, M. Ş., Kılınç, A. Ç., & Polatcan, M. (2021). The Moderation Role of Transformational Leadership in the Effect of Instructional Leadership on Teacher Professional Learning and Instructional Practice: An Integrated Leadership Perspective. *Educational Administration Quarterly*, 57(5), 776–814. <https://doi.org/10.1177/0013161X211035079>
- Belogolovsky, E., & Somech, A. (2021). Teachers' Organizational Citizenship Behavior: Examining the Boundary Conditions of Trust and Leadership. *Teaching and Teacher Education*, 97, 103195. <https://doi.org/10.1016/j.tate.2020.103195>
- Bogler, R., & Somech, A. (2021). Psychological Capital, Team Resources, and Organizational Citizenship Behavior in Schools. *Journal of Educational Administration*, 59(6), 749–767. <https://doi.org/10.1108/JEA-03-2021-0054>
- Boon, C., Den Hartog, D. N., & Lepak, D. P. (2019). A Systematic Review of Human Resource Management Systems and Their Measurement. *Journal of Management*, 45(6), 2498–2537. <https://doi.org/10.1177/0149206318818718>
- Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.
- Bush, T., & Glover, D. (2021). School Leadership Models: What Do We Know? *School Leadership & Management*, 41(1–2), 1–20. <https://doi.org/10.1080/13632434.2020.1747010>
- Collings, D. G., Mellahi, K., & Cascio, W. F. (2021). Global Talent Management and Performance in Multinational Enterprises. *Journal of Management*, 47(2), 544–566. <https://doi.org/10.1177/0149206320959794>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for Educational Practice of the Science of Learning and Development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Ehrhart, M. G., Gardner, W. L., & McClelland, P. L. (2020). Ethical Leadership and Follower Voice. *Journal of Applied Psychology*, 105(8), 883–897. <https://doi.org/10.1037/apl0000462>
- Hargreaves, A., & Fullan, M. (2020). *Professional Capital After the Pandemic*. Routledge.
- Harris, A. (2020). Distributed Leadership and School Improvement: Leading or Misleading? *Educational Management Administration & Leadership*, 48(5), 754–768. <https://doi.org/10.1177/1741143219874849>
- Jaakkola, E. (2020). Designing Conceptual Articles: Four Approaches. *AMS Review*, 10(1–2), 18–26. <https://doi.org/10.1007/s13162-020-00161-0>
- Kim, T., & Park, J. (2020). Authentic Leadership and Organizational Citizenship Behavior. *Leadership & Organization Development Journal*, 41(6), 759–776. <https://doi.org/10.1108/LODJ-01-2020-0024>

- Lee, Y., & Kim, S. (2021). Linking Teachers' Job Satisfaction and Organizational Citizenship Behavior. *Teaching and Teacher Education*, 103, 103349. <https://doi.org/10.1016/j.tate.2021.103349>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven Strong Claims About Successful School Leadership Revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Nguyen, T. D., & Bosch, O. J. H. (2020). A Systems Thinking Approach to Innovation in Education. *Systems Research and Behavioral Science*, 37(2), 255–270. <https://doi.org/10.1002/sres.2651>
- Nguyen, H. T., Seong, J. Y., & Lee, J. W. (2022). Organizational Citizenship Behavior and Innovation: A Sustainability Perspective. *Sustainability*, 14(3), 1245. <https://doi.org/10.3390/su14031245>
- OECD. (2021). *Fostering Innovation in Education*. OECD Publishing. <https://doi.org/10.1787/9a68a35c-en>
- Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2020). *Organizational Citizenship Behavior: Its Nature, Antecedents, and Consequences*. SAGE Publications.
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2021). Clarifying the Conceptual Domain of Organizational Citizenship Behavior. *Annual Review of Organizational Psychology and Organizational Behavior*, 8, 1–30. <https://doi.org/10.1146/annurev-orgpsych-012420-083544>
- Serdyukov, P. (2021). Innovation in Education: What Works, What Doesn't, and What to Do About It. *Journal of Research in Innovative Teaching & Learning*, 14(1), 4–33. <https://doi.org/10.1108/JRIT-10-2019-0020>
- Somech, A., & Oplatka, I. (2020). Organizational Citizenship Behavior in Schools: Examining the Impact and Antecedents. *Educational Administration Quarterly*, 56(2), 211–240. <https://doi.org/10.1177/0013161X19863729>
- Tidd, J., & Bessant, J. (2021). *Managing Innovation: Integrating Technological, Market and Organizational Change* (7th ed.). Wiley.
- Whetten, D. A. (2020). Modeling Theoretical Propositions. *Academy of Management Review*, 45(4), 737–744. <https://doi.org/10.5465/amr.2020.0323>
- Widodo, S., Raharjo, K., & Achmad, F. (2022). Local Wisdom and Organizational Culture in Schools. *International Journal of Educational Management*, 36(5), 823–838. <https://doi.org/10.1108/IJEM-06-2021-0254>
- Burhanuddin, B., Ben, F., Supriyanto, A., Sunandar, A., Sunarni, S., & Sumarsono, R. B. (2024). Effects of University Organizational Culture on Student Academic Behavior in Indonesia. *International Journal of Educational Management*, 38(2), 549–567. <https://doi.org/10.1108/IJEM-11-2023-0553>
- Gericke, N., & Torbjörnsson, T. (2022). Supporting Local School Reform Toward Education for Sustainable Development: The Need for Creating and Continuously Negotiating a Shared Vision and Building Trust. *The Journal of Environmental Education*, 53(4), 231–249. <https://doi.org/10.1080/00958964.2022.2102565>
- Raziq, M. M., Jabeen, Q., Saleem, S., Shamout, M. D., & Bashir, S. (2024). Organizational Culture, Knowledge Sharing and Organizational Performance: A Multi-Country Study. *Business Process Management Journal*, 30(2), 586–611. <https://doi.org/10.1108/BPMJ-07-2023-0549>

- Shoha, S. I. (2026). Curriculum Renewal Management in Elementary Schools: A Case Study of the Implementation of the Independent Curriculum in Schools. *Journal of Education Management and Policy*, 2(1), 61–71.
- Syafiih, M. (2025). The Future of Education in the Digital Era: Between Technological Innovation and Equitable Access. *Proceeding of International Conference on Education, Society and Humanity*, 3(1), 737–741.
- Weiss, M., Barth, M., & von Wehrden, H. (2021). The Patterns of Curriculum Change Processes That Embed Sustainability in Higher Education Institutions. *Sustainability Science*, 16(5), 1579–1593. <https://doi.org/10.1007/s11625-021-00984-1>