EXAMINING THE EFFECT OF INNOVATIVE BEHAVIOR, AND THE ROLE OF CONTINGENCY PLAN ON HEIS EFFECTIVE TEACHING

Otto Berman Sihite1
Poltak Sinaga2
Dylmoon Hidayat3
Rosdiana Sijabat4

ABSTRACT

Purpose: Academics often underestimate the importance of having an Academic Contingency Plan (ACP) during crises, which can lead to failure in achieving institutional innovation objectives. Despite extensive research, the role of an ACP is not fully understood in higher education. To gain a comprehensive understanding, it is crucial to analyze the significance of integrating contingency plans into the strategic plan of higher education.

Design/methodology/approach: This study involved the use of 101 lecturers from 5 universities in Indonesia as respondents. An online questionnaire using a Likert Scale was used for data collection, which was analyzed using Smart PLS.

Findings: The existing research gap in academic collaborative culture about innovative behavior in HEIs is resolved by testing the role of the Academic Contingency Plan.

Research limitations/implications: The study suggests that ACP should be an integral component of an organization's strategic plan, which should be formulated within the organization. Effective teaching objectives can be achieved through the active participation of all stakeholders in the implementation of knowledge-based education.

Originality/value: This study is expected to contribute to the academic community by providing a comprehensive understanding of ACP in higher education. It aims to facilitate the achievement of academic targets through the implementation of a well-established plan. The value of this study lies in its potential to enhance the clarity of knowledge in this area and to provide practical insights for academic institutions.

Keywords: Academic Collaborative Culture, Innovative Behavior, Contingency Plan, Effective Teaching.

EXAMINAR O EFEITO DO COMPORTAMENTO INOVADOR E O PAPEL DO PLANO DE CONTINGÊNCIA NO SEU ENSINO EFICAZ

RESUMO

Finalidade: Os acadêmicos muitas vezes subestimam a importância de ter um Plano de Contingência Acadêmica Finalidade: Os acadêmicos muitas vezes subestimam a importância de ter um Plano de Contingência Acadêmica (ACP) durante as crises, o que pode levar ao fracasso na realização de objetivos de inovação institucional. Apesar de uma investigação aprofundada, o papel dos países ACP não é totalmente compreendido no ensino superior. Para obter uma compreensão abrangente, é crucial analisar a importância de integrar planos de contingência no plano estratégico de ensino superior.

1 Universitas Pelita Harapan, Tangerang, Banten, Indonesia. E-mail: ottosihite11@gmail.com
Orcid: https://orcid.org/0000-0003-3433-0828

2 Universitas Pelita Harapan, Tangerang, Banten, Indonesia. E-mail: poltak.sinaga@uph.edu
Orcid: https://orcid.org/0000-0002-3927-8320

3 Universitas Pelita Harapan, Tangerang, Banten. E-mail: dylmoon.hidayat@lecturer.uph.edu
Orcid: https://orcid.org/0000-0003-0192-6289

4 Catholic universitas Katolik Atma Jaya-Jakarta Indonesia. E-mail: rosdiana.sijabat@atmajaya.ac.id
Orcid: https://orcid.org/0000-0002-6166-675X
Examining the Effect of Innovative Behavior, and the Role of Contingency Plan on HEIs Effective Teaching

**Design/metodologia/abordagem:** Este estudo envolveu o uso de 101 palestrantes de 5 universidades da Indonésia como entrevistados. Um questionário on-line usando uma escala Likert foi usado para coleta de dados, que foi analisada usando o Smart PLS.

**Constatações:** A lacuna de pesquisa existente na cultura acadêmica colaborativa sobre o comportamento inovador no IES é resolvida testando o papel do Plano de Contingência Acadêmica.

**Limitações/implicações da investigação:** O estudo sugere que os países ACP devem ser parte integrante do plano estratégico de uma organização, que deve ser formulado no âmbito da organização. Os objetivos de ensino eficazes podem ser alcançados através da participação ativa de todas as partes interessadas na implementação da educação baseada no conhecimento.

**Limitações/implicações da investigação:** O estudo sugere que os países ACP devem ser parte integrante do plano estratégico de uma organização, que deve ser formulado no âmbito da organização. Os objetivos de ensino eficazes podem ser alcançados através da participação ativa de todas as partes interessadas na implementação da educação baseada no conhecimento.

**Originalidade/valor:** Espera-se que este estudo contribua para a comunidade acadêmica, proporcionando uma compreensão abrangente dos países ACP no ensino superior. Tem como objetivo facilitar a realização dos objetivos acadêmicos através da implementação de um plano bem estabelecido. O valor deste estudo está em seu potencial para aumentar a clareza do conhecimento nesta área e fornecer insights práticos para instituições acadêmicas.

**Palavras-chave:** Cultura Colaborativa Acadêmica, Comportamento Inovador, Plano de Contingência, Ensino Eficaz.
INTRODUCTION

The use of collaborative approaches in education can transform traditional teaching-centered learning strategies, resulting in a more effective learning process. To achieve this, some changes need to be made. Knowledge creation is a joint effort that requires active discussion and a desire to learn for its own sake. In the educational setting, teachers and students are viewed as co-learners. This means that both parties are actively involved in the learning process, with the teacher acting as a facilitator and guide, while students are encouraged to take an active role in their own learning. This approach fosters an inclusive and collaborative learning environment, where knowledge is created through dialogue and interaction. The idea of a learning community has been identified as a way to overcome external factors that may hinder effective learning (Carnell, 2014). In order to bring about significant change, it is important to shift towards a culture that promotes participation and collaboration. This can be achieved by transforming the leadership approach within the education system. By doing so, we can greatly enhance our efforts to improve the quality of education (Battersby & Verdi, 2015).

The government has offered assistance in setting up universities and research institutions that are renowned worldwide for their focus on research, innovation, and publication. The frequency of citations is crucial in determining the standard of scientific journals. It is a widespread practice to use the number of citations received by scientific papers as a metric for evaluation (Lukman et al., 2018). Journal work in the international indices poses a significant challenge for higher education (Ishikawa, 2009).

The main importance of this study is its potential usefulness for universities, especially in Indonesia. These universities may encounter difficulties in competing at an international level in terms of academic quality. It is essential to encourage creativity and innovation in educational organizations to achieve organizational success and gain a competitive edge (Chuan et al., 2018). Higher education institutions must develop innovative learning procedures that consider attitude, knowledge, and skills for students to succeed (Clarke, 2017).

In education, professional competence correlates with student academic achievement. Competence is linked to high professional performance (Kunter et al., 2013). There are two different definitions of competence in the field of education. The first definition refers to competence as a cognitive structure that enables individuals to exhibit certain behaviors. This theoretical concept suggests that individuals possess a set of skills and knowledge that allow them to perform specific tasks effectively. On the other hand, the operational definition of
competence encompasses various aspects such as knowledge, skills, attitudes, metacognition, and strategic thinking. It also assumes conscious and intentional decision-making (Westera, 2001).

The limits on productivity align with scholarly views on the consequences of artificial collegiality practices (Rosmaladewi & Abduh, 2017). According to Ebersöhn et al. (2015), Lecturers are expected to strictly adhere to the tasks outlined in the instructional letter, often showing a lack of initiative in taking on additional work without being prompted by their superiors (Ebersöhn et al., 2015). Hence, it is essential to establish impromptu and authentic collaboration among educators, scholars, and other stakeholders to facilitate joint efforts based on shared interests and objectives (Shen et al., 2020).

The purpose of the study is to emphasize the importance of being prepared for unforeseen crises that may occur while implementing innovative teaching and learning strategies. It highlights the need for a comprehensive understanding of such crises to ensure their successful management and effective execution of the strategies. To determine the effectiveness and consequences of an academic contingency plan in higher education, it is necessary to conduct a study (Feast & Bretag, 2005). The study suggests a new approach to contingency planning in academia that combines two key elements: an academic plan and a contingency plan. This approach offers a unique perspective on disaster mitigation education and is expected to have practical applications for organizations involved in formulating disaster mitigation policies in universities. The information provided in the study can help these organizations enhance their understanding of disaster mitigation and develop effective strategies to mitigate the impact of disasters. Recent research has shown that students face various challenges that can hinder their academic progress, but these obstacles can be overcome with improved administrative assistance from the university and local emergency response organizations (Tanner & Doberstein, 2015).

The importance of higher education institutions in ensuring uninterrupted teaching and learning is highlighted by a recent study. Hence, involving these institutions in the process is crucial. The study by Farias et al. (2022) analyzes how academic literature responds to the impact of disasters on supply chain operations and identifies mitigation strategies to minimize their adverse effects. The study provides valuable insights for educational practitioners and institutions on coping mechanisms used to manage crises during disasters (Farias et al., 2022). An academic contingency plan is a systematic approach to ensure preparedness, adaptability, and flexibility in the event of potential disruptions. Encouraging innovative behavior among
Examining the Effect of Innovative Behavior, and the Role of Contingency Plan on HEIs Effective Teaching

Educators involves exploring alternative teaching methods, utilizing creative problem-solving techniques, and adopting new technologies (Azman & Abdullah, 2021).

2 LITERATURE REVIEW

2.1 ACADEMIC COLLABORATIVE CULTURE

The field of higher education collaboration aims to understand how various stakeholders manage the opportunities and challenges that come with working together to develop educational programs. The ultimate goal is to identify effective strategies for maximizing opportunities and overcoming obstacles. A collaborative culture requires consistent upkeep to ensure growth and execute strategy (Nataša, 2019).

Collaboration between organizations can be an effective approach for continuing education institutions to improve the effectiveness of their programs by combining the strengths of multiple institutions, which may not be possible to achieve individually. Thompson and Perry (2006) stated this, and it was cited by (Glowacki-Dudka & Murray, 2015). Various studies have shown that strong cultural and interpersonal connections have a significant impact on collaborative endeavors through their potency and robustness.

2.2 INNOVATIVE BEHAVIOR

Innovation has always been a crucial element for educational institutions, businesses, and communities worldwide, and remains an ever-relevant topic among academics, sparking sustained interest and discussion (Piller & West, 2014). The global economy is being shaped by new market forces. In today's business environment, innovation is crucial for organizations to thrive (Balog, 2020). Given the uncertain nature of what lies ahead, it is crucial for innovators to find smart and effective solutions to be proactive in anticipating possible challenges. They should also work on devising strategies that can help overcome any obstacles that may arise in the future (Lee & Trimi, 2018).

The quality of a university is greatly influenced by the role and performance of its lecturers. When lecturers perform their duties with creativity and innovative behavior that is intentionally beneficial, new ideas can emerge and be elevated, ultimately resulting in an enhanced learning experience (Carmeli et al., 2006). Furthermore, it has the ability to execute innovative concepts in a teaching assignment (Hellmann et al., 2014).
2.3 ACADEMIC CONTINGENCY PLAN

Indonesia is blessed with numerous volcanoes that are spread across its islands, a natural feature that can be attributed to divine providence. The main goal of contingency planning is to restore regular business operations with minimal operational costs in case of an unexpected event. This is done to prevent a significant increase in operational costs.

The development of crisis management and contingency plans is essential to mitigate unforeseen conditions such as fires, floods, riots, earthquakes, epidemics, pandemics, and other similar events. Therefore, it is recommended that organizations take proactive measures to identify potential risks and develop comprehensive plans to address them. Contingency plans or mitigation plans are typically associated with profit organizations, which are also often referred to as emergency response plans (Williams et al., 2017).

Based on several investigations conducted by the Indonesian University on contingency plans, the results suggest that disaster mitigation education should be integrated into the school curriculum in Indonesia. This will help prepare the population for potential disasters and minimize their impact (Kastolani & Mainaki, 2018). According to a study by Gadjah Mada University entitled "A lesson learned: Implementation of interprofessional education in disaster management at the Faculty of Medicine, Universitas Gadjah Mada, Indonesia," incorporating interprofessional education in disaster management can improve students' communication and collaboration skills with professionals from diverse backgrounds (Prihatiningsih et al., 2017). The strategic plans of eight universities do not include efficient contingency plans. This study proposes contingency plans to anticipate disturbances by introducing a new variable derived from two related variables, namely an academic plan and a contingency plan.

The study's insights can help universities and government policymakers understand the importance of implementing an Academic Contingency Plan in higher education. Decision-makers must recognize the significance of preparedness, academic continuity, effective teaching practices, risk mitigation, and institutional reputation to make informed policy decisions, allocate resources, and provide support for the successful implementation of such plans.

2.4 EFFECTIVE TEACHING

Skilled teachers have the capacity to communicate knowledge effectively, foster engaging discussions, and motivate their students to enjoy the learning process. The
investigation into what makes a teacher effective has been a topic of interest for many researchers and educators for several decades. This is supported by the claims made by Miron and Mevorach (2014), that defining and evaluating effective teaching can be challenging due to conflicting definitions from both students and lecturers. Generally, effective teaching means providing students with enough time and opportunities to learn and receive instruction. However, different people may use different terms to describe effective teaching (Miron & Mevorach, 2014); (Hu, 2020).

It is still common to see students who struggle to understand the subject being taught by the instructor. Similarly, there are instructors who are unable to fully comprehend the questions and concerns raised by the students, making the teaching context ineffective. Devlin and Samarawickrema conducted research on this issue (2009), according to their research, the definition of "effective teaching" goes beyond the mere observable actions of instructors in the classroom. Instead, effective teaching is determined by specific skills and practices that are applied within a particular context (Devlin & Samarawickrema, 2010, 2014); (Imran & Haque, 2011) (Imran & Haque, 2011). The academic success of students depends on effective teaching that exposes them to influential views and responses (Stillman, 2011); (Imran & Haque, 2011); (Fadia & Alhija, 2016); (Hu, 2020).

3 EMPIRICAL RESEARCH MODEL

Figure 1
Empirical research model developed for the study
4 RESEARCH HYPOTHESIS

How do academic collaborations contribute to effective teaching in higher education? Additionally, how does the moderating variable, Academic Contingency Plan, affect the new research model as shown in Figure 1? By analyzing the information in Table 1 and considering the hypotheses outlined, it is expected that conclusions can be drawn to address the research issue presented in Table 1.

Table 1

<table>
<thead>
<tr>
<th>No</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Collaborative Culture has a positive effect on Innovative Behavior</td>
</tr>
<tr>
<td>2</td>
<td>Academic Collaborative Culture has a positive effect on Effective Teaching</td>
</tr>
<tr>
<td>3</td>
<td>Academic Contingency Plan moderates the Innovative behavior and Effective Teaching</td>
</tr>
<tr>
<td>4</td>
<td>Innovative Behavior has a positive effect on Effective Teaching</td>
</tr>
</tbody>
</table>

5 RESEARCH METHOD, TIME, OBJECT, LOCATION, AND INSTRUMENT, DATA ANALYSIS

This study used a quantitative approach called path analysis to examine several variables. The research was conducted from early March to June 2022 and involved 101 lecturers from seven universities on Java Island. The researchers selected data from the complete population using cluster sampling, which allowed them to segment the population into smaller groups and collect data more efficiently. This technique ensured that the sample population had an equal chance of being selected. The researchers used a simple random sampling method and gathered data through surveys, which were sent online to lecturers who were knowledgeable about instructional techniques.

By providing a detailed account of the sampling method used, researchers can enhance the transparency, reproducibility, and validity of their study. The researchers used Structural Equation Modeling (SEM) with the Smart PLS Version 3.0 tool for data analysis. The tests carried out included AVE (Average Variance Extracted), discriminant validity tests, Composite Reliability tests, and Cronbach's-Alpha tests.
6 RESULTS

Figure 2
Path Analysis Model Calculated

Table 2
Test Reliability and Validity

<table>
<thead>
<tr>
<th></th>
<th>Cronbach’s Alpha</th>
<th>rho_A</th>
<th>Composite Reliability</th>
<th>Average Variance Extracted (AVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP (Z)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Contingency Plan</td>
<td>0.678</td>
<td>0.676</td>
<td>0.805</td>
<td>0.508</td>
</tr>
<tr>
<td>ET (Y)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Teaching</td>
<td>0.944</td>
<td>0.945</td>
<td>0.952</td>
<td>0.667</td>
</tr>
<tr>
<td>IB (X2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative Behavior</td>
<td>0.885</td>
<td>0.904</td>
<td>0.895</td>
<td>0.684</td>
</tr>
<tr>
<td>ACC (X1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Collaborative Culture</td>
<td>0.838</td>
<td>0.886</td>
<td>0.611</td>
<td></td>
</tr>
</tbody>
</table>
6.1 EVALUATION OF THE MEASUREMENT MODEL (OUTER MODEL)

Figure 1 above which shows that the results of the cross-loading value on each variable have a value above 0.50. So it can be stated that the indicators used in this study are valid or have met the discriminant validity Ghozali & Latan (2015).

6.2 COMPOSITE RELIABILITY

Based on Table 2, it can be seen that the results of the composite reliability value on each variable have a value above 0.70. So it can be stated that the indicators used in this study are valid or have met the composite reliability value.

6.3 HYPOTHESIS TESTING

Based on the results of bootstrapping calculations with a significance level of 0.05 and 2-tailed to determine the p-value of effective teaching in this research, stated that the Academic Contingency plan and Effective Teaching have a p-value of 0.000 < 0.05 and significant, while Innovative behavior and Effective Teaching have a p-value of 0.476 > 0.05 and declared not significant, as well for the moderating effect of the academic contingency plan to Effective teaching moderating effect value of 0.826 > 0.05 hence it is declared not significant.

6.3.1 Hypothesis 1: Academic Collaborative Culture has a positive effect on Innovative Behavior

Data from Table 3. the Academic Collaborative Culture, and establishing various indicators to build a culture of academic collaboration.

The AVE of the Academic Collaborative Culture shows 0.611 above the cut-value of 0.50. Composite-Reliability- Cronbach's-Alpha shows 0.886 and the cut-value is 0.70.

The AVE of Innovative Behavior shows 0.684 above the cut-value of 0.50. Composite-Reliability-Cronbach's-Alpha shows 0.895 above the cut-value of 0.70.

Referring to the above result, the construct is valid and reliable. Based on table 3 below, the results of bootstrapping calculations with a significance level of 0.05 and 2-tailed to determine the p-value of Academic Collaborative Culture and Innovative behavior have a p-value of 0.00 < 0.05 and are declared significant.
Examining the Effect of Innovative Behavior, and the Role of Contingency Plan on HEIs Effective Teaching

Table 3
**Bootstrapping Test Academic Collaborative Culture has a positive effect on Innovative Behavior**

|                  | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV|) | P Values |
|------------------|---------------------|-----------------|-----------------------------|---------------------------|----------|
| ACC -> IB        | 0.731               | 0.740           | 0.035                       | 21.027                    | 0.000    |

6.3.2 Hypothesis 2: Academic Collaborative Culture has a positive effect on Effective Teaching

Looking at the data from table 4, the Academic Collaborative Culture, and establishing various indicators to build a culture of academic collaboration. The AVE of the Academic Collaborative Culture shows 0.611 above the cut-value of 0.50. Composite-Reliability- Cronbach's-Alpha shows 0.886 above the cut-value of 0.70.

The AVE of Innovative Behavior shows 0.684 above the cut-value of 0.50. Composite-Reliability and Cronbach's-Alpha shows 0.895 above the cut-value of 0.70.

Referring to the above result, the construct is valid and reliable. Based on table 4 below, the results of bootstrapping calculations with a significance level of 0.05 and 2-tailed to determine the p-value of Academic Collaborative Culture and Effective Teaching have a p-value of 0.289 > 0.05 and are declared not significant.

Table 4
**Bootstrapping Test Academic Collaborative Culture has a positive effect on Effective Teaching**

|                  | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV|) | P Values |
|------------------|---------------------|-----------------|-----------------------------|---------------------------|----------|
| ACC -> ET        | 0.093               | 0.117           | 0.087                       | 1.061                     | 0.289    |

6.3.3 Hypothesis 3: Academic Contingency Plan has positive effects Effect on Teaching

Looking at the data from Table 5, the Academic Contingency Plan and establishing various indicators to build an Academic Contingency Plan.

The AVE of the Academic Contingency Plan shows 0.508 above the cut-value of 0.50. Composite-Reliability- Cronbach's-Alpha shows 0.805 above the cut-value of 0.70.

The AVE of Effective Teaching shows 0.667 above the cut-value of 0.50. Composite-Reliability and Cronbach's-Alpha shows 0.952 above the cut-value of 0.70.
Referring to the above result, the construct is valid and reliable. Based on table 5, the results of bootstrapping calculations with a significance level of 0.05 and 2-tailed to determine the p-value of Academic Contingency Plan and Effective Teaching have a p-value of 0.000 < 0.05 has a moderating effect but declared significant.

**Table 5**

*Academic Contingency Plan has positive effects Effect on Teaching*

|                  | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV|) | P Values |
|------------------|---------------------|-----------------|-----------------------------|--------------------------|----------|
| ACP -> ET        | 0.798               | 0.788           | 0.053                       | 14.922                   | 0.000    |
| Moderating Effect 1 -> ET | 0.016               | 0.040           | 0.074                       | 0.220                    | 0.826    |

**6.3.4 Hypothesis 4: Innovative Behavior has a positive effect on Effective Teaching**

Looking at the data from Table 6, the Innovative Behavior and establishing various indicators to build an Innovative Behavior.

The AVE of the Innovative Behavior shows 0.684 above the cut-value of 0.50. Composite-Reliability- Cronbach's-Alpha shows 0.895 above the cut-value of 0.70.

The AVE of Effective Teaching shows 0.667 above the cut-value of 0.50. Composite-Reliability and Cronbach's-Alpha shows 0.952 above the cut-value of 0.70.

Referring to the above result, the construct is valid and reliable. Based on table 4 above, the results of bootstrapping calculations with a significance level of 0.05 and 2-tailed to determine the p-value of Innovative Behavior and Effective Teaching have a p-value of 0.476 > 0.05 and have a moderating effect but are declared not significant.

**Table 6**

*Innovative Behavior has a positive effect on Effective Teaching*

|                  | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV|) | P Values |
|------------------|---------------------|-----------------|-----------------------------|--------------------------|----------|
| IB -> ET         | 0.063               | 0.077           | 0.088                       | 0.714                    | 0.476    |
| Moderating Effect 1 -> ET | 0.016               | 0.040           | 0.074                       | 0.220                    | 0.826    |
7 DISCUSSION

7.1 HYPOTHESIS 1: ACADEMIC COLLABORATIVE CULTURE HAS A POSITIVE EFFECT ON INNOVATIVE BEHAVIOR

Academic Collaborative Culture has been proven to have a significant impact on innovative behavior. This is because the exchange of ideas and experiences among lecturers and students, as well as the establishment of a collaborative environment that emphasizes research, can lead to great results. A collaborative culture in academia promotes and nurtures innovative endeavors. Components such as the promotion of information exchange, cross-disciplinary cooperation, problem-solving, peer learning, resource sharing, and a supportive environment are all critical in fostering creativity, generating novel ideas and facilitating positive change within academic institutions.

Lecturers strive to facilitate the development of new concepts and acquire the necessary resources to effectively implement innovative ideas. Principals or administrators usually lead, facilitate, and organize collaborative data teams. (Wayman et al., 2017).

7.2 HYPOTHESIS 2: ACADEMIC COLLABORATIVE CULTURE HAS A POSITIVE EFFECT ON EFFECTIVE TEACHING

The test results show that the Academic Collaborative Culture does not have a significant impact on Effective Teaching as lecturers are already familiar with their duties and responsibilities. It is important to consider the community's shared responsibility in planning, implementing, and managing the learning load of students across all programs. Moreover, it is crucial to establish learning assessment standards that include assessing learning outcomes, principles, techniques, and instruments, as well as mechanisms and procedures. A collaborative culture fosters an environment where educators can exchange ideas, collaborate on projects, and gain knowledge from each other, potentially creating innovative pedagogical approaches that benefit learners.

To improve the quality of teaching and learning, universities must cultivate a culture that promotes professional development, creativity, and trust. Educators should collaborate, share innovative ideas, and learn from their peers in a collaborative environment. This study has the potential to yield effective teaching methodologies that benefit students. Universities
can facilitate the enhancement of teaching and learning standards by emphasizing professional
development, innovation, and confidence.

Based on the results, the construct exhibits both validity and reliability. The importance
of fostering a collaborative culture within educational institutions has gained momentum
recently, owing to its crucial role in the field of education (Hénard & Roseveare, 2012). We
suggest that when developing strategies to improve student engagement and offer constructive
feedback to teachers, it is essential to take into account the following procedures: addressing
community concerns regarding planning and execution, ensuring a balanced workload for
students across all programs, adhering to learning assessment standards, and evaluating the
principles, techniques, tools, mechanisms, and procedures used to assess learning outcomes
(Winstone et al., 2017).

### 7.3 HYPOTHESIS 3: ACADEMIC CONTINGENCY PLAN MODERATE THE
INNOVATIVE BEHAVIOR AND EFFECTIVE TEACHING

The previous results demonstrate that institutions have contingency plans in place that
detail alternative procedures and resources to restore teaching and learning services during
power outages. It is crucial for institutions to proactively address the challenges that educators
face during crises by implementing solutions. The study suggests that implementing an
Academic Contingency Plan has a positive impact on Effective Teaching. Lectures are
customized to meet each student's unique characteristics, personalizing the learning experience
for them. These findings suggest that institutions should improve their emergency preparedness
strategies and assess their remote instructional approaches.

Implementing an academic contingency plan equips teachers with the necessary tools to
manage unforeseen disruptions with successful teaching methodologies. A well-designed
strategy can help with seamless transitions, flexible delivery of instruction, clear
communication, resource availability, collaboration, support networks, and opportunities for
growth and reflection, all of which enhance teaching effectiveness. A contingency plan is a
predetermined plan of action that is put into effect in response to unexpected events or
circumstances, such as natural disasters, power outages, or teacher illnesses. In the event of
unexpected disasters, implementing a contingency plan can ensure that students continue to
receive education.

Institutions of higher education can ensure the continuity of students' education in
unforeseen circumstances by implementing a comprehensive strategy. This measure can
mitigate disruptions to students' learning and enhance the motivation of both educators and learners. To improve education quality, participation, compassion, and flexibility must be prioritized in the teaching process. To achieve this, teachers must be given access to a diverse range of online resources and tools. Additionally, it is recommended to use modern feedback mechanisms to ensure effective communication and engagement between teachers and students. Sălceanu (2020) suggests obtaining weekly feedback from students about their educational experiences to improve the quality of the activity. Negative feedback should be addressed promptly (Sălceanu, 2020).

7.4 HYPOTHESIS 4: INNOVATIVE BEHAVIOR HAS A POSITIVE EFFECT ON EFFECTIVE TEACHING

The goal of educators is to encourage the creation of new and innovative ideas, and secure funding to implement those ideas. According to a hypothesis, a sustainability program can help integrate education by exploring the feasibility of bringing education together. To address the crisis arising from the community service program, it is essential to evaluate the standard of learning content across all programs. The evaluation should consider the depth and breadth of learning materials to ensure comprehensive coverage. Academic researchers seek opportunities to engage in community service research and make meaningful contributions to their field.

Utilizing inventive pedagogical approaches can enhance the comprehension of intricate, interrelated, and systemic social, economic, and environmental issues. Innovative behavior has been shown to facilitate the development of critical thinking and problem-solving skills, engage and motivate students, accommodate diverse learning needs, integrate technology, promote lifelong learning, and foster innovation among students. All these outcomes have a positive impact on effective teaching. Innovative educators tend to use diverse instructional strategies, exhibit creativity in lesson planning, and demonstrate openness to novel viewpoints. This approach enables them to effectively engage students and foster a dynamic learning environment. Providing engaging and effective learning opportunities can prove advantageous for students.

The comprehension of intricate, interrelated, and systemic social, economic, and environmental issues can be enhanced through the utilization of inventive pedagogical approaches. Innovative behavior has been shown to facilitate the development of critical thinking and problem-solving skills, as well as to engage and motivate students. It also
accommodates diverse learning needs, integrates technology, promotes lifelong learning, and fosters innovation among students. These outcomes have a positive impact on effective teaching. Innovative educators tend to utilize a diverse set of instructional strategies, exhibit creativity in lesson planning, and demonstrate openness to novel viewpoints. This approach enables them to effectively engage students and foster a dynamic learning environment. The provision of engaging and effective learning opportunities may prove advantageous for students.

Utilizing inventive pedagogical approaches can enhance the comprehension of complex social, economic, and environmental issues. Innovative behavior promotes critical thinking and problem-solving skills while engaging and motivating students. It also accommodates diverse learning needs, integrates technology, promotes lifelong learning, and fosters innovation among students. These outcomes positively impact effective teaching. Innovative educators use a variety of instructional strategies, creativity in lesson planning, and openness to novel viewpoints to create a dynamic learning environment. This approach can provide teachers with more effective and engaging learning opportunities for students, equipping them with the skills needed for future endeavors. Education professionals can enhance educational outcomes by adopting innovative teaching methods, cultivating a learning environment that encourages active engagement and critical thinking among students. By embracing innovation, educators can help students develop the skills and knowledge needed to succeed in today's rapidly changing world. This article examines the discourse surrounding the development and design of novel social work practices and sustainable social development initiatives, providing pedagogical approaches and methodologies through individual and group case studies. The examination of effective teaching methods and their implications for social work education is crucial in enhancing student readiness to address sustainable environmental problems. (Drolet et al., 2015).

8 THE GENERAL IMPLICATIONS FOR MANAGEMENT

When academic collaborative culture, innovative behavior, and academic contingency plans are combined, they can greatly improve the effectiveness of teaching. A collaborative culture encourages instructors to share innovative concepts and methodologies, creating a dynamic learning atmosphere. Innovative behavior can enhance the engagement of teaching strategies. The implementation of an academic contingency plan ensures preparedness, flexibility, and seamless transitions in the event of disruptions, thereby safeguarding the quality
of instruction. To optimize these benefits, effective strategies should be identified to integrate and align academic collaborative culture, innovative conduct, and academic contingency planning while minimizing potential conflicts.

The managerial implications of the study are as follows:

1. Universities should foster a collaborative environment that encourages faculty, staff, and students to engage in cooperative efforts, facilitating the exchange of ideas and enhancing the academic experience.

2. Academic institutions must support innovative behavior among their teachers and staff. Colleges and universities should prepare for unforeseen circumstances by developing an academic contingency plan that includes specific instructions for delivering instruction in the event of an unforeseen incident.

9 PRACTICAL IMPLICATION

The study conducted on the relationship between academic collaborative culture, innovative behavior, and the effectiveness of teaching at universities through academic contingency plans, such as moderation, has important practical implications.

Firstly, a collaborative culture among faculty members can promote joint research initiatives, facilitate the exchange of teaching resources, and encourage constructive feedback on instructional practices.

Secondly, innovative behavior among teachers, such as experimenting with novel pedagogical approaches like flipped classrooms, project-based learning, and problem-based learning, can lead to effective teaching practices.

Lastly, universities should have contingency plans in place to address unforeseen circumstances like instructor illness, power outages, and natural disasters. These plans should include specific provisions for the delivery of instructions during such incidents.

10 CONCLUSION

Based on the conducted analysis and results, it can be concluded that the variable of Academic Collaborative Culture significantly impacts innovative behavior. This study aims to address the limitations and gaps identified in previous research that have called for further investigation into the moderating effects of ownership form and the mediating roles of behavioral variables in the relationship between collaborative culture and innovation. The
research aims to provide a better understanding of the complex interplay between these factors (Le et al., 2020).

Many countries around the world implemented safety measures in response to the global pandemic. These measures included nationwide lockdowns and closures of universities. The groups or assemblies that we discovered were formed in response to the specific issues that were prevalent in each country. Additionally, countries may also take into account information from sources beyond their national borders, such as the World Health Organization (WHO) (Lindblad et al., 2021).

The COVID-19 pandemic has had a significant impact on the education system globally. Acknowledging this impact has led to the development of new techniques for managing and administering educational services. In light of these disruptions, it's crucial to establish an emergency preparedness, response, and recovery mechanism (EPRRM) contingency plan. This plan will enable educational institutions to continue providing critical services during times of crisis and emergency.

Academic contingency planning is a crucial strategy that universities and higher education institutions are developing to ensure the continued operation of all existing LTPs (Learning and Teaching Plans) and reinstate effective learning and teaching planning. This process involves establishing protocols, recording unforeseen events, and documenting the essential elements of emergency response.

A study conducted in China has identified five significant guidelines for online education that can have a high impact. These guidelines include promoting high-quality participation to enhance the scope and depth of students’ learning, ensuring a high level of relevance between online instructional design and student learning, delivering online instructional information effectively, providing adequate support to students, faculty, and teaching assistants, and having a contingency plan in place to handle unforeseen incidents that may arise during online education (Bao, 2020).

This study highlights the importance of higher education institutions developing an academic contingency plan to overcome obstacles and challenges that can hinder effective instructional delivery. Previous research suggests that higher education institutions must devise a contingency plan to manage unforeseen crises that may arise with online education platforms. By integrating disaster management practices into higher education, institutions can improve their ability to promote effective teaching. This can be achieved through various measures such as ensuring safety, continuity, preparedness, communication, integration of pertinent information, and practical application of knowledge. Implementing such initiatives can enable
educators to deliver superior quality instruction while simultaneously fostering a culture of resilience among students.

The study also found that Innovative Behavior has a noticeable effect on Effective Teaching, although it is not statistically significant. Innovative behavior refers to the utilization of new concepts to enhance one's performance role, including activities such as idea generation, creation, development, application, promotion, realization, and modification. This definition is supported by previous research in the field. Various factors such as the rapid pace of social and technological advancement emphasize the need for innovative behavior among employees, particularly teachers. (Thurlings et al., 2015). However, there is room for improvement in their approach to actively seeking research opportunities while participating in volunteer work.

REFERENCES


Exposing the Effect of Innovative Behavior, and the Role of Contingency Plan on HEIs Effective Teaching


Kastolani, W., & Mainaki, R. (2018). Does Educational Disaster Mitigation Need To Be Introduced In School? SHS Web of Conferences, 42(00063), 1–6. https://doi.org/10.1051/shsconf/20184200063


