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UNDERGRADUATE STUDENT'S PERSPECTIVES ON TRANSFORMATIVE EDUCATION AND COLLABORATIVE LEARNING AT UNIVERSITAS TIMOR INDONESIA

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ABSTRACT

Innovation enhances language acquisition by disrupting traditional learning processes, resulting in novel and effective strategies. Additionally, inquiry into NTT is necessary because of its unique cultural and linguistic landscape, which presents both challenges and opportunities for educational development. By understanding these local dynamics, educators can tailor their approaches to better meet the diverse needs of students, ultimately fostering a more inclusive and effective learning environment. The purpose of this study was to analyze the perspectives of undergraduate students at Universitas Timor Indonesia about the concepts of collaboration and innovation in the field of education. We conducted two focus group talks, each lasting 45 minutes, to collect data. Students had a restricted understanding of collaboration and innovation. After the investigation, participants showed an enhanced comprehension of these principles and exhibited a significant inclination to augment their collaborative endeavors in innovation. Students concur that collaborative effort and innovative thinking are vital for enhancing education in Nusa Tenggara Timur (NTT). Collaborative learning fosters knowledge exchange, skill enhancement, and the exploration of unique learning trajectories.

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1. INTRODUCTION

According to Prodan (2023), the evolution of modern education is based on two essential pillars: collaboration and innovation. Collaboration and innovation are vital for an organization's success (Androutsos & Brinia, 2019). These two acts are essential: organizing students' learning experiences and cultivating their evolution into scholars who can utilize their college knowledge. Both principles enhance information acquisition and provide a basis for personal development. Personal development necessitates the attainment of extensive knowledge and a commitment to

significantly benefit society (Diaz et al., 2019). This research involves an initial case analysis to investigate the viewpoints of undergraduate students at the University of Timor (Unimor) in Indonesia on collaboration and innovation. We have identified both on-campus and off-campus events that substantially influence students' motivation to continue their education. These activities entail collaborations and innovations that students frequently encounter directly to understand their significance.

Studies have shown that teamwork improves individuals' understanding of each other and fosters personal growth (Polansky et al., 2021). Collaboration facilitates the convergence of individuals with diverse capacities to engage in collective endeavors aimed at achieving shared objectives (Verd-Aulí et al., 2021). Effective collaboration provides participants with advantages that are beyond those achievable through traditional educational approaches (Park, 2020). In the academic realm, collaboration serves as an active approach for disseminating knowledge and fostering mutual learning (Alalwan et al., 2019). Undergraduate students, such as those at Unimor, may perceive the term "collaboration" as an often-encountered concept that presents challenges due to its complexity. Most students possess a basic understanding of the concept, although they may need a thorough awareness of its specific application in their academic pursuits. We cannot solely attribute the identified constraints in students' comprehension to their cognitive ability to analyze and participate in collaborative tasks. Numerous individuals erroneously assume that cooperation, teamwork, and group work are synonymous, perhaps resulting in a misinterpretation of the idea (Sudeshika et al., 2023).

Undergraduate students must understand the distinctions among cooperation, teamwork, and group work. All three notions encompass collaborative efforts among people to attain a shared objective. Collaboration encompasses a deeper and more elaborate dimension (Costa et al., 2014). Collaboration contains the fundamental principles of cooperation while integrating the essence of creativity (Zairi et al., 2021). The efficacy of collaboration relies on the successful utilization of individual abilities, resulting in the execution of a cohesive problem-solving strategy (Miksan Ansori, 2019). Students who associate cooperation or group work solely with teacher-assigned assignments possess a limited comprehension that obstructs their ability to appreciate the numerous advantages of collaboration. College students participating in off-campus projects for personal delight frequently disregard these endeavors as a significant component of productive collaboration. A comprehensive grasp of the notion will provide learners with an expanded viewpoint, facilitating their engagement in collaborative efforts both within and beyond educational settings.

College students ought to engage in several subjects, encompassing theoretical material from textbooks (Han et al., 2022). It is crucial to acknowledge that practical experience and concrete examples are vital for comprehending the intricate subtleties of teamwork (Gu & Sok, 2021). Collaborative activities provide crucial practical information, demonstrating that collaboration transcends mere group work and flourishes when individual abilities are harmoniously blended, leading to substantial accomplishments (Polansky et al., 2021). Educational institutions, such as Unimor, ought to actively promote a comprehensive understanding of collaboration, facilitating the development of individuals equipped with essential abilities ready to make significant contributions in a varied future landscape.

The second factor in this study, innovation, refers to a transformative process that utilizes new or improved ideas, products, services, processes, or organizational frameworks to create value (Kogabayev & Maziliauskas, 2017). We should eradicate the belief that creativity is exclusively the domain of a select elite, despite its common association with groundbreaking research and development. This widespread fallacy suggests that innovation is solely achievable by scientists, engineers, or IT professionals located in the most industrialized areas of the world (Gupta, 2011). Innovation constitutes any enhancement or alteration that confronts a prevailing challenge (Loorbach et al., 2020). Innovation pertains to the augmentation of value or efficiency in a pre-existing process or product (Lichtenthaler, 2022). Students must recognize the magnitude of their involvement in the creative process (Schindler & Lilienthal, 2022). As a result, individuals tend to view their employment primarily as educational, as they require assistance in recognizing their accomplishments. They refine their cognitive abilities in creative and critical thinking to generate, enhance, and execute novel concepts (Kusumaningrum et al., 2021). The concepts put forth by

Unimor students may initially seem recognizable. Nonetheless, these initiatives may generate substantial and far-reaching impacts by tackling local issues, establishing enduring solutions, and fostering societal ideals (Vercher et al., 2023). Consequently, they can foster creativity on a microscale and significantly impact the broader community framework (Engle, 2018).

This study seeks to understand and assess the viewpoints of undergraduate students at Unimor concerning collaboration and creativity. The researchers want to clarify the substantial implications of these concepts for students and the broader educational system by analyzing their perspectives. The research also examined the methods used to educate students about the benefits of collaboration. The comprehension of collaboration and innovation among students extends beyond the mere acquisition of knowledge and the cultivation of interpersonal skills (Hero & Lindfors, 2019). Engaging in such activities can elevate the university's prestige, offer practical learning opportunities to other students, and foster a more cohesive and unified community inside the institution (Aithal & Kumar, 2016).

According to McCormick et al. (2023), innovation is a dynamic and continuous process that society can sustain, use, and make available. By thoroughly understanding Unimor students' perspectives on collaboration and creativity, we can assist universities in enhancing their educational strategic management with critical insight. A feasible approach is to modify the teaching method to more effectively correspond with the students' requirements and objectives. Continuing this effort can establish Unimor as a center for transformative education and innovative ideas, preparing students for academic achievement and a future driven by collaboration and creativity. The institution cultivates a milieu that emphasizes collaboration and innovation, enabling its students (Burk-Rafel et al., 2020). It enhances its reputation as an innovative university committed to comprehensive development and community advancement.

2. METHOD

The study employed a case study methodology (Nair et al., 2023) at the English Language Education Study Program, University of Timor (Unimor), Indonesia. The primary aim of this study is to examine the cognitive processes of undergraduate students regarding cooperation and the assimilation of new notions. This section will scrutinize the methodological elements utilized in the study, including the techniques for gathering and analyzing data.The case study method enables a thorough and detailed examination of a particular incident related to student activities at the institution, which are essential to the research (Seawnght & Gerring, 2008). The primary target population for data collection comprises undergraduate students now enrolled in the English study program at the University of Timor (Unimor). We chose Unimor due to its limited research on higher education and research issues in Kefamenanu, the eastern region of Indonesia, where Unimor is located. This study examines the attributes and obstacles faced by students in Indonesian regions who are underperforming in higher education. The results provide significant insights into the perception of collaboration and creativity across various regional cultural and academic contexts.

We gathered data through two online focus group discussion sessions. The dialogue occurred over Zoom, a web-based videoconferencing software. We developed this online approach to accommodate the diverse schedules of guests and facilitate the participation of researchers and participants from various geographical regions (Woodyatt et al., 2016). Numerous students participating in the debates also engage in practical teaching methodologies and student exchange initiatives. The chief investigator is in Pontianak. We structured two focus group discussion sessions to span around 40 minutes each, which facilitated the emergence of meaningful conversations between participants and researchers.

After the conclusion of our group discussions, we transcribed the audio recordings. The precision and dependability of the data for further analysis depended on transcription. The transcribed data were subsequently aggregated and categorized into two primary themes in this paper: "Collaboration as a Fundamental Component of Education" and "Perspectives on Innovation." We selected the subjects based on the dominant themes from the focus group discussions.

The data analysis in the focus group talks employed theoretical frameworks pertaining to creativity and collaboration. These frameworks provided a methodical approach for assessing and comprehending the participants' responses. The assessment of the participants' collaboration employed educational theory. This investigation examined established theories and models that elucidate collaboration in an educational setting, providing insight into how students at Unimor conceptualize this notion.

3. RESULT AND DISCUSSION

This section will include a detailed account of the data collected during the research. This section's separation into three parts enables a consistent and systematic presentation of the results. The preliminary section of the study delineated the participant demographics, encompassing their varied backgrounds and unique attributes. The subsequent section explores the viewpoints and personal testimonies of the participants concerning teamwork. The concluding portion thoroughly analyzes each participant's viewpoint on creativity and their contributions to this essential facet of education and academia.

3.1. Participants' Demographic Information

We, as researchers, have maintained a professional relationship since our tenure as graduate students at the University of Hawaii. The primary researcher currently teaches in the online program at Nalanda Buddhist College, while the secondary researcher is a lecturer in the English Department at Unimor. The initial researcher inhabited Pontianak, West Kalimantan, whereas the subsequent one dwelled in Kefamenanu, East Timor, Indonesia. The focus group talks comprise a heterogeneous assembly of pupils. Kefamenanu's female student (L) enrolled in her third semester. H is a male student participating in a student exchange program at Semarang State University. He is presently in his fifth semester of academic study. T and Y, two male students, live in Kupang, East Nusa Tenggara, Indonesia, and are preparing for their field teaching program. A male student, designated as F, is presently in his third semester and resides in Kefamenanu. Notably, we chose these students solely based on their discernment and did not remunerate them for their participation in the conversations.

3.2. Collaboration as a Key Element of Education

Through dialogues with students in the English study program at the University of Timor (Unimor), Indonesia, we have acquired significant insights that can assist in identifying the distinctive attributes of students at this research location. Initially, many of these pupils required additional conditions for effective collaboration. This restricted understanding does not inherently signify a deficiency in knowledge or comprehension (Polansky et al., 2021). Rather, it arises from their connection to cooperation, which is sometimes considered synonymous with teamwork or group work (Sudeshika et al., 2023).

After a discussion lasting more than 15 minutes, the students recognized that their comprehension of teamwork, mostly based on the assigned course or project, had resulted in a flawed conclusion. This misconception hinders their ability to recognize the advantages of teamwork in relation to different and expansive endeavors. Students participating in independent off-campus initiatives acknowledge that their engagement signifies effective collaboration, despite their limited comprehension of this truth. This student can acquire significant insights into his extracurricular activities by soliciting research guidance.

Students have indicated that they may now participate in collaborative projects with individuals in the local community. They have acknowledged that collaboration can extend beyond the classroom to encompass practical, experiential tasks. This aim will undoubtedly enhance people’s understanding and abilities in relationships. Furthermore, their involvement will elevate the institution's standing, offer persons opportunities for experiential learning, and strengthen the linkages between university residents and the surrounding community.

Theoretical frameworks and competencies related to collaboration, as outlined in academic literature, are crucial (Karpov & Bransford, 1995). Moreover, a comprehensive grasp of cooperation necessitates the capacity to translate academic knowledge into practical practice (Pozzi et al., 2015). Collaborative activities offer a pragmatic comprehension of collaboration, emphasizing that successful outcomes rely on collective efforts and the harmonious integration of individual skills (Androutsos & Brinia, 2019). Enhancing students' comprehension of teamwork will augment their abilities and readiness (Sakulvirikitkul et al., 2020).

Higher education institutions may enhance students' comprehension of teamwork (Rodrigues et al., 2023). Collaboration is an essential and transforming element of the undergraduate experience at the University of Timor (Unimor) in Indonesia. Unimor students utilize collaboration to realize their full potential and enhance societal welfare. They accomplish this through the integration of education, intellectual endeavors, and humanitarian initiatives.

At Unimor, a significant example of collaborative learning features a student (H) who employs podcasts to teach English. Motivated by a desire to augment their understanding of the English language, this student commenced the creation of instructional podcasts in partnership with colleagues beyond the school. He recognized his active involvement in this process by employing his abilities and interests to aid others. As the podcast's viewership expanded, it became evident that this initiative possessed personal and communal aspects and may have substantial societal effects.

The inclusion of anecdotal evidence underscores the significance of teamwork as a vital component of the educational experience for students at Unimor. After hearing the facilitators' discourse on cooperation, a student (T) showed a strong interest in participating in collaborative initiatives during his school internship. These exchanges illustrate students' natural tendency to participate in collaborative activities through practical experiences in genuine circumstances, providing both participants with opportunities to improve their learning skills.

In a project, a student (Y) collaborates with peers to create a module that aims to enhance vocabulary acquisition for primary children. This initiative offers a novel method for collaboration among undergraduate students. It emphasizes the potential for collaboration to develop concrete educational materials that enhance academic pursuits and offer significant contributions to elementary education.

Students H, T, and Y plan to share their group project narratives by expressing their preparedness for publication in academic journals. This comment illustrates a deep comprehension of the significance of the wider academic community and how individual and collective endeavors can yield substantial contributions to it.

Notwithstanding the usually low educational standards in Nusa Tenggara Timur (NTT), the circumstances of Unimor present a contrasting perspective. The students' varied collaborative initiatives to improve learning outcomes and contribute significantly to society demonstrate their educational competence. By providing students with opportunities to recognize the potential of local resources and understand global activities, it is possible to enhance their collaborative abilities and skill utilization.

Collaboration is an essential approach for Unimor students to use their knowledge, refine their skills, and contribute to society. The diverse range of collaborative environments, encompassing podcast production, academic internships, curriculum development, and journal publication, exemplifies the way undergraduate students perceive and engage in collaboration. This collaboration enhances the potential for facilitating a comprehensive education despite the evident limitations posed by physical distance (Androutsos & Brinia, 2019). Unimor students possess the capacity to transform their educational experience through collaboration and mentorship from informed people. Unimor's English department can use its knowledge to promote positive global change.

3.3. Perspectives on Innovation

Innovation is sometimes defined as introducing new or improved ideas, goods, services, procedures, or frameworks that include technology breakthroughs and lead to beneficial results (Kogabayev & Maziliauskas, 2017). The value in question can be observed in economic, societal, or environmental aspects. Innovation is often associated with remarkable discoveries, state-of-the-art technology, or scientific advancement (Gupta, 2011). The public commonly believes that innovation

is limited to a few individuals, such as scientists, engineers, or IT workers in highly industrialized regions. This perspective places invention in great esteem, rendering it inaccessible to most individuals (Kogabayev & Maziliauskas, 2017).

The idea that innovation is only linked to state-of-the-art technology or novel creations disregards an essential fact: innovation has the potential and should extend beyond cutting-edge technology (Hero & Lindfors, 2019). It includes any improvement method that effectively answers existing problems (Androutsos & Brinia, 2019). Within this framework, innovation can refer to improving an existing procedure or item to increase its worth or effectiveness (Vercher et al., 2023). The commercialized perception of innovation is responsible for a significant chunk of this widespread misperception. The terms "innovation" and "technology" are often used interchangeably in popular portrayals, which falsely implies that all advancements must come from complex technology (Kogabayev & Maziliauskas, 2017).

The dominant misunderstanding is often perpetuated within the academic community of Unimor, where students view innovation closely align with the overall fallacy. Focus group talks revealed that students commonly associate innovation with introducing new technology while often overlooking the importance of gradual and procedural advancements in their academic and post-academic endeavors (Kogabayev & Maziliauskas, 2017). Students must recognize their duty in promoting the progress of the innovation process. The students' need to understand the significance of their little yet crucial contributions to the broader innovation ecosystem indicates a significant area for improvement in their awareness of the true nature of innovation.

Regularly, students at Unimor actively participate in educational endeavors and intellectual pursuits, frequently leading to the generation of novel concepts, enhancements, or advancements in the learning process. Regrettably, many individuals fail to recognize the crucial significance of these events in disseminating innovation. The relatively commonplace nature of student activities at Unimor belies their capacity to have a ripple effect. Many student projects address community issues, create long-lasting solutions, and promote social principles. This leads to the stimulation of creativity at a local level and impacts the broader community ecosystem.

From a broader perspective, these programs aimed at engaging students in active learning and involving the community effectively promote the democratization of the creative process (McCormick et al., 2023). They illustrate that even seemingly trivial behaviors in the classroom can contribute to innovation, a concept that students often overlook. Upon presenting specific examples of incremental and transformative breakthroughs to the focus group participants, they reassessed their preconceived notions of innovation. The individuals became aware that their habitual actions, whether about their academic responsibilities or community service engagement, could be perceived as examples of innovation. This signified the commencement of a shift in perspective—the acknowledgement that growth entailed not just revolutionary developments but also the continuous enhancement and refinement of methods, concepts, and, ultimately, the regular student interactions at Unimor.

The perspectives of students challenge and ultimately change the traditional understanding of innovation. Individuals can become catalysts for change and innovation by engaging in this lifelong learning process, challenging the belief that creativity is solely confined to revolutionary technological advancements. Innovation is the transition from the commonplace to the extraordinary. It achieves this by challenging the boundaries of traditional thought and altering established practices. It elucidates more effective methods to address emerging societal requirements. Unimor fosters an environment that promotes dialogue, collaboration, and the continual sharing of ideas, rendering it an ideal hub for creativity. In this study, these three first-year students at Universitas Timor (Unimor) in Indonesia provide their perspectives on innovation.

Let us consider a student (H) who is creating podcasts. Currently, he is participating in an exchange program located in Semarang. The student begins to assess his proposal from a subjective perspective and questions its level of innovation. Traditionally, innovation has been perceived as an individual undertaking in isolation. Nevertheless, an increasing acceptance of collaborative intelligence is transforming this perspective, contending that exchanging ideas may guide innovation towards greater profitability. This prompts him to contemplate how the opinions of Semarang kids could be advantageous to his undertaking of creating a podcast. The student is enthusiastic about

incorporating more factors to contemplate in his project, facilitating the expansion of creativity beyond its customary boundaries.

A student (Y) emphasizes the significance of collaboration and knowledge acquisition from peers to foster creativity. Collaboration fosters an optimal environment for innovation by providing individuals with a platform to share ideas, enhance mutual comprehension, and initiate transformative adjustments to their customary teaching practices. Due to the student's perception of cooperation as a creative catalyst, he desires to collaborate with his mentor teacher to acquire novel pedagogical approaches for teaching English. Following this partnership, he intends to reintroduce his novel concepts to his academic mentors for further discussion. His objective is to enhance teaching methodologies continuously. By capitalizing on the advantages of having a guide, this student's distinct perspective enables them to engage in novel modes of thinking.

By altering their conduct, another student (L) provides a valuable and refreshing perspective on innovation. She highlights the impact of minor modifications in her learning habits that have led to significant progress, which she considers her 'personal innovation.' Utilizing her achievements as a blueprint, she is enthusiastic about disseminating this novel concept to fellow students, even those in their inaugural year, by incorporating it into the orientation program for new students. This novel approach prioritizes the learner and demonstrates how minor individual advancements can enhance the overall quality.

The perspectives of Unimor students regarding creativity demonstrate their diverse concepts and stimulating prospects. One student discovers invention through collaborative brainstorming; another does the same through a mentorship partnership. The other individual becomes aware of it by modifying their learning process. Significantly, these divergent perspectives demonstrate the exceptional creativity of Unimor students, as they consistently exhibit a willingness to inquire, acquire knowledge, adapt, and strive for improvement. Embracing and supporting these different viewpoints on innovation will be advantageous as Unimor strives for academic superiority and comprehensive student growth.

3.4. Discussion

Collaboration and creativity are integral to education at Universitas Timor (Unimor), Indonesia, and worldwide. This theoretical analysis examines the results offered in the article that discusses the viewpoints of undergraduate students regarding collaboration and innovation at Unimor. This analysis examines the significance of these concepts, shedding light on the broader context of education and the potential to revolutionize students' learning experiences.

Collaboration is a crucial foundation in modern education (Androutsos & Brinia, 2019). It exceeds the constraints of traditional teaching methods, improving collective understanding and fostering comprehensive individual development (Polansky et al., 2021). Collaboration is a process where people with different skills work together towards common goals. It serves as a dynamic channel for the free exchange of knowledge in academia, promoting an optimal learning environment (Zairi et al., 2021). However, the research of Unimor students uncovered a situation characterized by paradoxical aspects. Many of these students demonstrated a requirement to improve their understanding of collaboration (Sudeshika et al., 2023). Individuals' inadequate understanding is due to cognitive constraints rather than a misconception of collaboration synonymous with teamwork or group work.

It is crucial to differentiate collaboration from both teamwork and group work (Sudeshika et al., 2023). While cooperation and the pursuit of shared purposes are common elements in both conceptions, collaboration has a broader dimension beyond these basic ideas (Rodrigues et al., 2023). Collaboration combines invention and cooperation, while teamwork focuses on cooperation (Sudeshika et al., 2023). Collaboration enables the effective use of individual skills, promoting a unified problem-solving approach (Androutsos & Brinia, 2019). Many students at Unimor primarily link participation with assigned academic tasks or projects. Students must comprehend the comprehensive benefits of teamwork, as their limited understanding has caused division. Many students engaged in extracurricular activities without realizing that these attempts demonstrated the fundamentals of successful teamwork. A shift in perspective may have enabled a deeper understanding of cooperation's significance in education and broader contexts.

The potential advantages of collaborative activities for the university and their peers must be more evident among Unimor students. These effects extended beyond the acquisition of knowledge and the enhancement of interpersonal skills (Hero & Lindfors, 2019). The individuals in question enhanced the university's reputation, facilitated practical educational opportunities for their peers, and promoted a more unified campus community (White & Nitkin, 2014).

These findings emphasize the importance of broadening the range of collaborative teaching beyond theoretical comprehension and textbooks. Theoretical understanding is essential, but actual experiences and concrete examples are crucial for comprehensively understanding collaborative dynamics (Karpov & Bransford, 1995). Collaborative activities offer a practical understanding of the intricacies of collaboration, highlighting that cooperation depends not only on group effort but also on the compatibility of individual abilities to achieve significant outcomes (Pozzi et al., 2015).

Acquiring genuine comprehension and appreciation for collaboration takes more than theoretical knowledge. To improve one's theoretical comprehension, it is crucial to actively participate in real-life immersion and practical encounters (Hero & Lindfors, 2019). Enhancing students' understanding of teamwork helps them acquire advanced skills and enables them to make essential contributions in future situations. Consequently, it is imperative for educational institutions, like Unimor, to actively encourage a more comprehensive understanding of collaboration, thereby nurturing the growth of people with diverse skills and knowledge.

Innovation is a systematic technique that leads to significant changes by introducing original or improved ideas, goods, services, procedures, or frameworks to generate value (Kogabayev & Maziliauskas, 2017). Although innovation is often associated with revolutionary concepts and advanced technology, it is crucial to debunk the misconception that it is only limited to a privileged few (Loorbach et al., 2020). This fallacy ascribes an unachievable status to invention for most people. There is a common misconception that equates innovation with advanced technology or innovative creations (Gupta, 2011). This viewpoint disregards the truth that innovation encompasses any process or advancement that offers superior solutions to existing problems (Kogabayev & Maziliauskas, 2017). Enhancing a current process or product to increase its value or efficiency can be effortless (Lichtenthaler, 2022). In corporate contexts, the portrayal of innovation often reinforces the idea that innovation is inherently linked to advanced technology (Lichtenthaler, 2022).

Within the academic setting of Universitas Timor, students' viewpoints on innovation align with the prevailing narrative. During focus group discussions, it was noted that students frequently associated innovation with introducing new technology while neglecting the importance of gradual and procedural enhancements in their academic and personal domains. It is vital to acknowledge students for their contributions to the innovation process. Their failure to recognize the significance of their more minor yet essential contributions to the broader innovation ecosystem highlights a significant deficiency in their understanding of the nature of innovation.

At Unimor, students engage actively in educational pursuits and knowledge acquisition, often leading to the creation and implementation of innovative ideas or the improvement of established ones. Regrettably, many students fail to grasp the significance of these activities in promoting innovation. Student projects at Unimor may sometimes display novel characteristics, but they can create a significant influence. Unintentionally, many of these initiatives prioritize addressing community challenges, developing long-lasting solutions, and advocating for social values.

After being exposed to incremental and procedural innovations, the students participating in the focus groups started to reassess their preexisting beliefs about innovation. The individuals recognized that their regular actions, including both academic responsibilities and community involvement, could demonstrate examples of innovation (Kogabayev & Maziliauskas, 2017). This shift in perspective led to a deeper understanding that innovation comprises cutting-edge technology and the continuous enhancement and advancement of procedures, concepts, and daily student interactions at Unimor. This statement emphasizes the need to acknowledge the possibility for innovation in seemingly insignificant activities within the educational environment, a fact that is occasionally disregarded by students (Hero & Lindfors, 2019).

Students' perspectives foster and redefine the traditional notion of innovation. Students discover creativity through several means, such as engaging in collaborative brainstorming sessions, forming mentorship alliances, and adapting their study routines. The diverse viewpoints underscore

the innovative mindset of students at Unimor, marked by a profound willingness to question, gain knowledge, adapt, and continuously improve their skills. Embracing varied viewpoints on innovation can greatly assist Unimor in its quest for academic excellence and the holistic development of its learners. This demonstrates that innovation is not restricted to a select few. However, instead, it is a dynamic process that can be nurtured, harnessed, and made available to everyone, ultimately resulting in benefits for society.

4. CONCLUSION

Undergraduate students at Unimor demonstrated a capacity to rethink and broaden their understanding of collaboration and innovation, highlighting the importance of education in fostering a comprehensive skill set for meaningful societal contributions. The study emphasizes the need to bridge the gap between theoretical knowledge and practical experience through hands-on learning and real-world exposure, enabling students to develop a deeper appreciation for teamwork and creativity. However, the research was limited by its focus on a single institution, which may restrict the generalizability of its findings to broader contexts. To promote collaborative innovation effectively in higher education, institutions should prioritize interdisciplinary education, hands-on learning, and creative teaching methods, especially for first-year students, to establish a solid foundation for cross-disciplinary pursuits. Effective leadership practices, characterized by adaptability and responsiveness to evolving educational needs, are essential for creating an environment that nurtures collaborative and innovative mindsets. These recommendations underscore the significance of democratizing collaboration and innovation, celebrating diverse perspectives, and equipping students to drive impactful change within their communities and beyond.

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