Indonesian Journal of Innovation Studies Vol. 25 No. 2 (2024): April

Vol. 25 No. 2 (2024): April DOI: 10.21070/ijins.v25i2.1129 . Article type: (Innovation in Education)

Table Of Content

Journal Cover	2
Author[s] Statement	3
Editorial Team	4
Article information	5
Check this article update (crossmark)	5
Check this article impact	5
Cite this article	5
Title page	6
Article Title	6
Author information	6
Abstract	6
Article content	7

Indonesian Journal of Innovation Studies Vol. 25 No. 2 (2024): April

DOI: 10.21070/ijins.v25i2.1129 . Article type: (Innovation in Education)



ISSN 2598-9936 (online), https://ijins.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC

Vol. 25 No. 2 (2024): April DOI: 10.21070/ijins.v25i2.1129 . Article type: (Innovation in Education)

Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright Statement

Copyright © Author(s). This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at http://creativecommons.org/licences/by/4.0/legalcode

Vol. 25 No. 2 (2024): April DOI: 10.21070/ijins.v25i2.1129 . Article type: (Innovation in Education)

EDITORIAL TEAM

Editor in Chief

Dr. Hindarto, Universitas Muhammadiyah Sidoarjo, Indonesia

Managing Editor

Mochammad Tanzil Multazam, Universitas Muhammadiyah Sidoarjo, Indonesia

Editors

Fika Megawati, Universitas Muhammadiyah Sidoarjo, Indonesia Mahardika Darmawan Kusuma Wardana, Universitas Muhammadiyah Sidoarjo, Indonesia Wiwit Wahyu Wijayanti, Universitas Muhammadiyah Sidoarjo, Indonesia Farkhod Abdurakhmonov, Silk Road International Tourism University, Uzbekistan Bobur Sobirov, Samarkand Institute of Economics and Service, Uzbekistan Evi Rinata, Universitas Muhammadiyah Sidoarjo, Indonesia M Faisal Amir, Universitas Muhammadiyah Sidoarjo, Indonesia Dr. Hana Catur Wahyuni, Universitas Muhammadiyah Sidoarjo, Indonesia

Complete list of editorial team (link) Complete list of indexing services for this journal (link) How to submit to this journal (link)

Vol. 25 No. 2 (2024): April DOI: 10.21070/ijins.v25i2.1129 . Article type: (Innovation in Education)

Article information

Check this article update (crossmark)



Check this article impact ^(*)



Save this article to Mendeley



 $^{\left(\ast\right) }$ Time for indexing process is various, depends on indexing database platform

Vol. 25 No. 2 (2024): April DOI: 10.21070/ijins.v25i2.1129 . Article type: (Innovation in Education)

Revolutionizing Education with Interactive Tech Boosts Global Learning Outcomes

Merevolusi Pendidikan dengan Teknologi Interaktif Meningkatkan Hasil Pembelajaran Global

Mamatisakov Jaxongirmirzo, m.jahongirmirzo94@gmail.com, (1)

Department of Geography, Fergana State University, Uzbekistan

⁽¹⁾ Corresponding author

Abstract

This study explores the impact of innovative technologies—such as computer programs, mobile applications, interactive textbooks, 3D modeling, and virtual experiences—on enhancing learning and teaching processes. The research adopts a mixed-methods approach to analyze how these tools affect students' mastery and engagement across various educational disciplines. Preliminary results indicate that these technologies significantly improve comprehension of complex subjects and increase student engagement, particularly highlighting the effectiveness of interactive textbooks and online platforms in ensuring timely course completion. The findings suggest that integrating these modern methods into educational curricula can greatly enhance learning efficiency and outcomes, recommending further exploration into long-term effects and optimal implementation strategies.

Highlights:

- Technologies like 3D modeling boost understanding of complex concepts.
- Tools such as apps enhance student participation and interest.
- Modern tech improves course completion and learning outcomes.

Keywords: Educational Technology, 3D Modeling, Interactive Learning, Digital Tools, Animations

Published date: 2024-04-29 00:00:00

Vol. 25 No. 2 (2024): April DOI: 10.21070/ijins.v25i2.1129 . Article type: (Innovation in Education)

Introduction

Nowadays, in order to check the cognitive abilities and knowledge of students, geography lessons use programmed teaching, which helps each student's independence in reading and the organization of the reception and processing of educational information. The active use of Information Technology in education encourages independent search in the reader. Because in essence, information technology models are mastered only in the continuation of conscious and planned implementation of certain actions [1].

Methods

Today, through knowledge of information and communication technologies, our teachers are aware of the news that is happening in the field of education around the world and become participants in large projects [2]. Teaching students through various educational tools: exhibitions, multimedia and technological approaches allows them to increase the amount of geographical-geological knowledge and skills, to fully visualize the geographical landscape of the universe, to expand their geographical thinking. The main thing is that educators achieve the educational goals that they previously clarified, the result is visible, the effectiveness of the lesson is achieved [3].

Results and Discussion

Multimedia is an embodied vision of the delivery of educational materials to students based on audio, video, text, graphics and animation (movement of objects in space) effects based on software and technical means. Modern information technology is a resource that is able to aggregate, describe, update, query, store, provide and control information in an interactive way [4].

In the course of the lesson, together with the formation of base competencies in students, it will be necessary to form competencies related to science. To do this, the most effective forms of the pedagogical process, innovative teaching technologies, methods and educational and methodological materials should be selected and applied by the teacher [5].

Through today's geography education, students have the opportunity to use several modern methods and tools to improve their geological knowledge. The following methods and tools are used to help students learn, analyze and practice geological knowledge: [6]

1. Virtual Laboratories

give students the opportunity to analyze and observe various geological phenomena. In addition students will have the opportunity to reach Geological objects "safely" with limited access in real life. This process allows them to save valuable time and funds, virtual use of unused equipment, modeling geological processes and natural phenomena. Thus, virtual laboratories make it possible to radically improve teaching and learning techniques in the field of geology.

2. Online Platforms and Interactive Textbooks

It is important to provide students with access to online platforms, interactive textbooks and electronic information in the study of geological knowledge. These platforms are applied to students through interactive exercises, tests to strengthen and replicate knowledge, animations, and interactive hands-on training in the processes of geological knowledge learning, analysis, and use in practice.

3. Educational Videos and Webinars

Give students the opportunity to study information related to geological topics at any time and anywhere. Through Video lessons, it allows students to interact live in the learning process, ask questions, and participate in discussions, as well as revise the lessons mentioned several times, work on parts that are not understood, and gain deeper knowledge. It provides the opportunity to attend classes and webinars conducted by the best specialists and professors from anywhere in the world.

4. Modern Electronic Textbooks

Understood as a tool of great importance for teachers and students in improving geological knowledge. Electronic textbooks provide opportunities for learners to use textbook content based on the way they learn to use search engines to quickly access the desired topic. In addition, modern electronic textbooks encourage student assimilation, expression and independent learning. Students take advantage of the opportunities to learn, re-learn, create questions, and search for answers at their own pace through textbooks. This further increases the students ' skills to work independently on themselves. Modern e-textbooks include interactive activities, tests, animations,

Copyright @ Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC

Vol. 25 No. 2 (2024): April

DOI: 10.21070/ijins.v25i2.1129 . Article type: (Innovation in Education)

and other learning opportunities. These textbooks provide students with the opportunity to learn geological knowledge through interactivity and hands-on training. It helps students increase their mastery in expressing their thoughts, creating questions, solving problems, and transferring them to practice [7].

5. Monitoring and Evaluation Opportunities for Teachers

Modern electronic textbooks provide opportunities for teachers to assess the level of learning, level of understanding of information and results of students. These textbooks allow teachers to assess students 'knowledge, provide new materials, and identify their relevant work to improve students' knowledge.

Modern electronic textbooks provide robust methods and tools in improving geological knowledge in learners. They facilitate student learning and analysis processes, promote independent student learning, and provide opportunities for teachers to monitor and evaluate student knowledge [8]. Also, modern electronic textbooks play an important role in carrying out important tasks in increasing the ability to throw students into an interest in geological knowledge and improve their assimilation.

6. Using the Capabilities of the Modern GIS (GIS-Geographic Information Systems)

It is distinguished from the most effective tools in the development of geological knowledge. GIS is characterized by being able to demonstrate geological structures, mineral distribution, geological structures and many other geological features in a way that is visible and easy to understand by making the data cartographic [9]. Unlike other educational tools, with the help of GIS, teachers and students can study geological processes in large areas, even on a global scale, combine and integrate geological data from various sources and formats, quickly analyze, store and share large amounts of geological data, accurately determine the coordinates of mineral samples and track their geographical location.

7. Animations and 3D Modeling

3D modeling makes it easy for students to imagine in what state geological structures, various minerals and minerals meet in Nature (Fig. 1), increases the possibility of showing geological processes such as mineral extraction processes in an interactive and understandable way using animation, allows them to study complex geological structures such as gas and oil fields, mountain systems in three-dimensional Through animations, students can better understand the relationship between causes and outcomes of geological phenomena. In general, animation and 3D modeling techniques are seen as modern and effective teaching techniques to gain deeper knowledge and understanding in different aspects of geology [10].



Figure 1. 3D Models of Minerals

The use of modern methods and tools helps to increase and improve students ' interest in the practical study of geological knowledge. These techniques play an important role in enhancing students ' opportunities to think,

Vol. 25 No. 2 (2024): April

DOI: 10.21070/ijins.v25i2.1129 . Article type: (Innovation in Education)

create questions, solve problems, develop creativity and creativism. Through the use of modern methods and tools, students will be able to achieve effective and accurate results in the analysis and transfer of geological knowledge to practice [11].

Conclusion

The use of modern methods and tools will greatly add to the exaltation of activities in the field of geology. In the age of globalization and technological development, modern teaching techniques such as interactive tools, multimedia tools, animation and 3D modeling dramatically increase students ' interest in geological sciences and make the process of acquiring knowledge deeper and more efficient. Geology is not just a science that absorbs theoretical information, it is a practical science that requires observing, understanding and drawing conclusions from the complex processes taking place in the world. Through modern teaching methods, students come face to face with how deep and holistic the scientific world is. This makes it possible not only to study the theoretical concepts of geology, but also to observe the processes taking place in real time of geological phenomena.

References

- 1. G. M. Kodzhaspirova and K. V. Petrov, "Technical Teaching Aids and Their Methodology: Textbook for Students of Higher Pedagogical Educational Institutions," Moscow: Academy, 2001, p. 256.
- 2. I. E. Milakhotkina, "Information Technologies in Teaching Natural Science Disciplines," Vestnik TGPU, no. 18, 2003, p. 77.
- 3. I. F. Myagkov, "The Impact of Computerization of Educational Activities on the Formation of Students' Thinking," Author's Abstract, Ph.D. Psychology, Moscow, 2001, p. 21.
- 4. D. V. Novenko, "New Information Technologies in Education," Geography in School, no. 5, 2004, pp. 47-51.
- 5. L. M. Pancheshnikova, "Pedagogy of Cooperation in Geography Teaching," Geography in School, no. 3, 1985, pp. 4-9.
- 6. V. Lombardo, F. Piana, and D. Mimmo, "Semantics-Informed Geological Maps: Conceptual Modeling and Knowledge Encoding," Computers & Geosciences, vol. 116, July 2018, pp. 12-22. Available: https://doi.org/10.1016/j.cageo.2018.04.001
- 7. A. Joseph, "Chapter 2 Geological Timeline of Significant Events on Earth," in Water Worlds in the Solar System, 2023, pp. 55-114. Available: https://doi.org/10.1016/B978-0-323-95717-5.00020-7
- A. W. Hatheway and Y. Kanaori, "7th Annual Report on the International Status of Engineering Geology—Year 2001: Encompassing Hydrogeology, Environmental Geology and the Applied Geosciences," 2001.
- 9. A. W. Hatheway and Y. Kanaori, "7th Annual Report on the International Status of Engineering Geology—Year 2001: Encompassing Hydrogeology, Environmental Geology and the Applied Geosciences," Engineering Geology, vol. 70, no. 1-2, Oct. 2003, pp. 169-200.
- A. Sakhri, A. Ahmed, M. Maimour, M. Kherbache, E. Rondeau, and N. Doghmane, "A Digital Twin-Based Energy-Efficient Wireless Multimedia Sensor Network for Waterbirds Monitoring," Future Generation Computer Systems, vol. 155, June 2024, pp. 146-163.
- P. Blišťan, Ľ. Kovaňič, and M. Kovaňičová, "The Importance of Geographic Information Systems Education at Universities in the Process of Building a European Knowledge-Based Society," Procedia - Social and Behavioral Sciences, vol. 191, 2 June 2015, pp. 2458-2462. Available: https://doi.org/10.1016/j.sbspro.2015.04.358