ASSESSING THE IMPACT OF TECHNOLOGY-SUPPORTED PEDAGOGICAL INNOVATION ON STUDENT SUSTAINABLE DEVELOPMENT AWARENESS

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Abstract

This study examines the impact of technology supported pedagogical innovation on student's awareness of sustainable development through a literature review approach. The increasing urgency of global sustainability challenges highlights the need for transformative educational practices that integrate digital technologies with innovative pedagogy. Therefore, this research aims to synthesize and analyze existing scholarly works to understand how technology enhanced learning strategies influence student's knowledge, attitudes, and awareness of sustainable development concepts. The study employs a qualitative literature review method by analyzing relevant academic sources, including peer reviewed journal articles, books, and reports related to technology integration and education for sustainable development. The data were collected through systematic identification, selection, and evaluation of literature, followed by thematic analysis to identify key patterns and findings across studies. The results of the review indicate that technology supported pedagogical innovation significantly contributes to enhancing student's awareness and engagement with sustainable development issues. Various digital tools and innovative teaching approaches such as interactive learning platforms, multimedia resources, and collaborative online environments have been shown to improve conceptual understanding and foster critical thinking related to sustainability. In conclusion, the integration of technology with innovative pedagogical practices plays a vital role in advancing education for sustainable development. The findings suggest that educators and institutions should adopt and adapt technology enhanced pedagogies to create more effective and meaningful learning experiences that support sustainability awareness.

Keywords: *technology integration; pedagogical innovation; sustainable development; student awareness; literature review; digital learning*

1. INTRODUCTION

Developments in the 21st century are marked by a growing focus on sustainability issues, which encompass environmental, social, and economic dimensions. UNESCO, 2025 Through the Sustainable Development Goals (SDGs), the United Nations (UN) emphasizes the importance of education as a primary means of building awareness and competencies among the younger generation to address global challenges such as climate change, poverty, and social inequality. Education for Sustainable Development (ESD) has become a key strategy aimed at shaping individuals with the knowledge, attitudes, and skills to support sustainable development, while empowering current and future generations to meet their needs in a balanced manner (Abrar et al., 2023; Azizah, 2024).

Nevertheless, the implementation of sustainable development education in schools still faces serious obstacles. Many students have a limited understanding of the concept of sustainability because learning remains focused on the transfer of knowledge and fails to connect the material to real-life contexts. As a result, students struggle to understand the relationship between their daily activities and their impact on the environment and society, preventing them from becoming agents of change capable of making responsible decisions in the face of global issues (Syarifudin et al., 2025; Widhiyanto, 2023).

Digital transformation presents new opportunities to improve the quality of learning through more interactive, collaborative, and meaningful learning experiences. Technology serves not only as a medium for conveying information but also as a tool for developing the critical thinking, problem-solving, creativity, and collaboration skills needed to address the challenges of sustainable development. Technology-based pedagogical innovations integrate digital technology with active learning strategies, including student-centered learning, collaboration, critical thinking, contextual learning, and authentic experiences (Fadiya & Satianingsih, 2025; Lindawati, 2022).

Various studies indicate that integrating technology with innovative pedagogical strategies can enhance the effectiveness of learning, particularly in developing critical thinking skills compared to conventional learning (Purwantoro et al., 2025). However, empirical evidence on how technology-based pedagogical innovations influence students' awareness of sustainable development remains relatively limited. Therefore, a more comprehensive study is needed to understand the impact of such approaches in the context of modern education, including how ESD can promote competencies such as critical thinking, envisioning future scenarios, and collaborative decision-making (Purnamasari & Hanifah, 2021).

It is important to note that awareness of sustainable development cannot be built through cognitive understanding alone. Learners need to experience a learning process that allows them to reflect on their own values, perceptions, and actions in the context of environmental, social, and economic issues. Technology-based pedagogical innovations provide a space for such reflection through virtual simulations that visualize the impacts of everyday choices, collaborative platforms that connect them to a global community, and interactive media that foster critical dialogue about shared responsibility for the future (Bawadi et al., 2025; Putri et al., 2026).

Furthermore, digital transformation also opens access to information and learning resources that were previously difficult for schools in remote areas to reach. Through online learning platforms, students can access scientists' reports on climate change, real-time data on air quality, or case studies on sustainable economic practices from around the world. Access to this rich and contextual information strengthens their understanding of the complex relationship between human activities and global impacts, while fostering empathy and concern for sustainability issues that transcend geographical boundaries.

However, the potential of technology in sustainability education cannot be fully realized without the support of appropriate pedagogical strategies. Technology must be integrated with learner-centered approaches that encourage collaboration and facilitate contextual learning in order to create authentic learning experiences. Without careful integration between technology and pedagogy, the use of digital tools can actually become a new obstacle that diverts focus from the primary goals of sustainable education. Therefore, this research is important for identifying how strategically designed technology-based pedagogical innovations can effectively raise students' awareness of sustainable development.

2. METHODS

This study adopted a Systematic Literature Review (SLR) approach, conducted in accordance with the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. This method was chosen for its ability to systematically and transparently identify, evaluate, and synthesize research findings, particularly in examining the impact of technology-based pedagogical innovations on students' awareness of sustainable development. Through the SLR, the researcher was able to compile strong empirical evidence while presenting a comprehensive overview of trends, gaps, and research implications in the field of sustainability education.

Data Sources and Search Strategy

The scientific articles analyzed were obtained from reputable international databases covering various disciplines in education and technology, namely Scopus, Web of Science, ERIC (Education Resources Information Center), and Google Scholar. The literature search was conducted using a combination of relevant and specific keywords, including: technology-enhanced learning, sustainable development, digital pedagogy, sustainability awareness, and educational innovation. This combination of keywords was designed to capture a broad spectrum of research while maintaining a focus on the core research issues.

Inclusion and Evaluation Criteria

To ensure the quality and relevance of the analyzed literature, this study applied strict inclusion criteria. Selected articles must (1) have been published between 2020 and 2025 to ensure the data's timeliness, (2) have undergone a peer-review process as a standard of scientific accountability, and (3) focus substantially on technology-based learning integrated with sustainability education. These criteria serve as a filter to exclude studies that do not meet methodological standards or are irrelevant to the study's objectives.

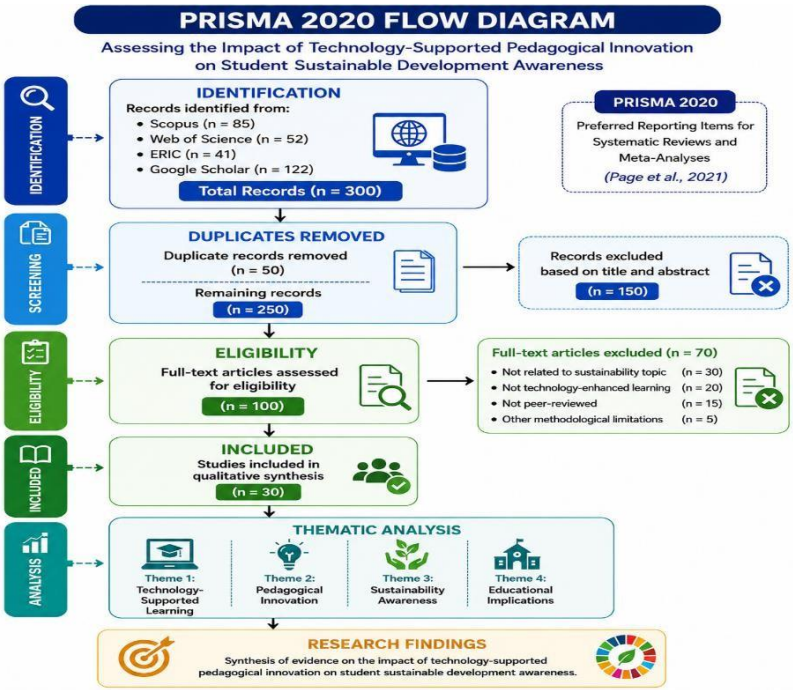
Stages of Data Analysis

The data analysis process was conducted through four systematic stages in accordance with the PRISMA 2020 guidelines:

a) Identification: Initial search for articles in scientific databases to determine the total number of available literature.
b) Screening: Filtering articles based on titles and abstracts to eliminate irrelevant studies.
c) Eligibility Assessment: An in-depth evaluation of selected articles to ensure they meet the inclusion criteria.
d) Thematic Analysis: Synthesis of research findings through coding and grouping of findings based on key themes, such as technology types, pedagogical strategies, and sustainability awareness indicators.

These stages are designed to ensure that every article included in the final analysis makes a meaningful contribution to the scientific understanding of the research topic.

1. PRISMA (2020) Flow Diagram



To ensure the validity and reliability of the synthesis results, this study applied an article quality evaluation procedure based on the criteria of the Regression Model for Systematic Reviews (RMSR). Each article that passed the eligibility stage was assessed based on three main dimensions:

methodological clarity, alignment between the study design and the research objectives, and the depth of the analysis of the findings. Articles that scored low on the methodological dimension were excluded from the final thematic analysis to avoid interpretive bias. This approach ensures that the synthesis of findings is based on empirical evidence that meets consistent scientific quality standards.

In addition to quality evaluation, this study also conducts a sensitivity analysis to test the robustness of the findings to variations in inclusion criteria. For example, researchers will test whether the analysis results remain consistent when the publication period is extended to 2018–2025 or when the Google Scholar database is excluded from the search process. This sensitivity analysis is important to ensure that the study's findings do not rely excessively on specific methodological choices, thereby providing confidence that the resulting conclusions are robust and can be generalized to the broader context of modern education.

The coding and thematic analysis processes were conducted collaboratively by two independent researchers to minimize subjective bias. Each article was coded using a schema developed based on the theoretical framework of ESD and technology-based pedagogical innovations, with main categories including type of technology, pedagogical strategies, duration of implementation, and measured indicators of sustainability awareness. If there were discrepancies in coding between the two researchers, discussions were held until a consensus was reached. This approach ensures that the resulting thematic analysis reflects the diversity in the literature and can identify both consistent patterns and controversial findings.

Research Questions

Based on the background and theoretical review outlined above, this study addresses three main research questions:

a) What are the characteristics of technology-based pedagogical innovations that have been implemented in education for sustainable development (ESD) during the 2020–2025 period? This research question aims to identify the types of technology, pedagogical strategies, and implementation models that are predominant in the research literature.
b) Do technology-based pedagogical innovations have a significant effect on increasing students' awareness of sustainable development? This research question examines empirical evidence regarding the effectiveness of technology-enhanced learning approaches in developing students' understanding of environmental issues, social concern, awareness of sustainable economics, and responsible attitudes toward the environment.
c) What factors moderate the influence of technology-based pedagogical innovations on students' awareness of sustainable development? This research question explores moderator variables such as implementation duration, school context, educational level, and infrastructure support that may enhance or diminish the effectiveness of these approaches.

These three research questions are designed to provide a comprehensive understanding of the relationship between technology-based pedagogical innovations and sustainability awareness, while also identifying research gaps that need to be addressed in the future.

3. RESULT AND DISCUSSION

RESULT

This study found that technology-supported Project-Based Learning (PjBL) has a significant positive impact on students' sustainability awareness. In this learning model, students are actively engaged in solving real-world problems related to sustainability issues, such as waste management, energy conservation, and environmental preservation. The use of technology helps them access scientific information, collect field data through mobile apps, and visually present project results via digital platforms. This project-based learning encourages students to understand the relationship between theory and practice, thereby increasing their sense of responsibility toward the environment and the surrounding community.

Gamification is a widely used pedagogical strategy to enhance students' motivation to learn in the context of sustainability education. The integration of game elements such as points, levels, challenges, and rewards has been shown to increase student engagement in learning the often-abstract concepts of sustainable development. In addition to boosting intrinsic motivation, gamification also helps students retain the knowledge they acquire for a longer period of time because the learning process is enjoyable, interactive, and involves healthy competition. Studies show that students who learn through gamification have a 25–30 percent higher knowledge retention rate compared to those in conventional learning settings.

Table 1. Gamification Analysis

No	Author & Year	ArticleTitle	Methods	Subject	Result	Research Gap
1	Spanellis et al. (2024)	Gamification for Sustainable Development	Literature Review/ Editorial	Various educational contexts	Gamification can increase student engagement and encourage behavioral changes toward sustainability	There has not been much empirical research at the elementary school level
2	Novoetal. (2024)	The Use of Gamification and Web-Based Apps for Sustainability Education	Mixed Method	Students	Gamification-based apps increase environmental awareness, motivation to learn, and active participation	The long-term impact on sustainable behavior has not yet been measured
3	Nuretal. (2020)	Teaching Presence in Online Gamified Education for Sustainability Learning	Quantitative	Students	Teaching presence combined with gamification enhances engagement and sustainable learning outcomes	The focus remains on online learning in higher education
4	Charkova (2024)	Utilizing Gamification to Promote Pro-Sustainable Behavior among Information Technology Students	Experiment	Students	Gamification successfully increased eco-friendly behavior and learning motivation	Not yet tested on elementary school students or across different academic disciplines
5	Kramar & Knez (2025)	Gamified Learning for Sustainability:An Innovative Approach to Enhance Hydrogen Literacy and Environmental Awareness Through	Experiment	Students	Gamification-based simulations improve hydrogen literacy and environmental awareness	Still specific to hydrogen energy content

No	Author & Year	ArticleTitle	Methods	Subject	Result	Research Gap
		Simulation-Based Education				
6	Gatti et al. (2019)	Education for Sustainable Development through Business Simulation Games	Exploratory Study	Mahasiswa	Usiness simulation games improve critical thinking skills and attitudes toward sustainability	Has not yet integrated modern digital technology and AI
7	Mabalay (2025)	Gamification for Sustainability: A Systematic Review of Applications, Trends, and Opportunities	Systematic Literature Review (324 artikel)	Various levels	Gamification is most commonly applied to SDG 4, SDG 7, SDG 11, SDG 12, and SDG 13, with positive effects on motivation and social interaction	Experimental research with alongitudinal design is needed
8	Pinzón-salazar & Martínez-gil (2026)	Integrating Gamification and Artificial Intelligence in Sustainability Education	Conceptual Framework	General Education	The integration of AI and gamification has the potential to enhance the personalization of sustainable learning	There is currently no empirical validation of this conceptual model
9	Shin & Rowe (2026)	Game-Based Learning for Sustainable Development	Eksperimen	Students	Game-based learning improves students' perceptions of sustainable development issues	The research sample remains limited and has not yet included elementary education
10	Ulil & Leviannur (2026)	Pengembangan Karakter Peduli Lingkungan pada Anak Sekolah Dasar melalui Board Game Berbasis Gamifikasi	Studi Kasus Kualitatif	Elementary School	Gamification-based board games are effective in fostring environmentally conscious character and increasing student engagement in learning	The study still uses a qualitative approach and has not yet measured improvements in learning out comes quantitatively

Digital collaborative learning enables students to work together through online platforms to discuss various complex sustainability issues. This approach helps improve students' communication skills, teamwork, and social awareness of global issues that transcend geographical boundaries. Through digital collaboration, students can exchange ideas across schools or countries, share local experiences, and develop innovative solutions to the various environmental and social challenges faced by communities. Platforms such as Google Classroom, Microsoft Teams, and online discussion forums serve as spaces for students to build supportive learning communities in their efforts to achieve sustainability goals.

Table 2. Digital Collaborative Learning

No	Author & Year	ArticleTitle	Methods	Subject	Result	Research
1	Sharma et al. (2024)	*Self-regulation and Shared Regulation in Collaborative Learning in Adaptive Digital Learning Environments: A Systematic Review of Empirical Studies*	Systematic LiteratureReview (38 article)	Various Level of Education	The Adaptive Digital Learning Environment (ADLE) can enhance self-regulated learning and shared regulation in digital collaborative learning	There has not been much research integrating AI and collaborative analytics at the elementary school level
2	Xiaodi et al. (2024)	*Digital Collaborative Learning in Higher Education: A Systematic Review*	SLR (PRISMA)	Students	Effective strategies include online discussions, reflection, feedback, and technological support that enhance learning engagement	Research is still dominated by the higher education context and has not yet been widely applied to elementary education
3	van der Meer et al. (2023)	*Virtual Reality and Collaborative Learning: A Systematic Literature Review*	Systematic Review	Various Levels	Virtual Reality enhances social interaction, communication, and a more immersive collaborative learning experience	Research on the long-term effectiveness of VR collaborative learning remains limited
4	Paulsen et al. (2024)	*Designing for Collaborative Learning in Immersive Virtual Reality: A Systematic Literature Review*	Systematic Review	Higher Education	Well-designed VR learning can improve collaboration, problem-solving, and learner engagement	No suitable design models are yet available for elementary school learning
5	Tang et al. (2023)	*Exploring Group Formation Strategies in Computer-Supported Collaborative Learning: A SystematicReview*	Systematic Review	Computer-Supported Collaborati ve Learning	Group formation based on academic and social characteristics enhances the effectiveness of digital collaboration	The use of AI informing learning groups has not yet been considered
6	Liu et al. (2024)	*Technology-enhanced Cooperative Language Learning: A Systematic Review*	Systematic Review dan Meta-analysis	Students	Technology-based cooperative learning significantly improves language skills, social interaction, and motivation to learn	The majority of studies come from colleges and universities with limited intervention durations. Various levels of education

No	Author & Year	ArticleTitle	Methods	Subject	Result	Research
7	Cherbonnier et al. (2025)	*Collaborative Skills Training Using Digital Tools: A Systematic Literature Review*	Systematic Literature Review	Various levels of education	he use of digital tools effectively develops 21st-century teamwork, communication, and collaboration skills	The measurement of collaboration skills still lacks standardized instruments
8	Salih et al. (2014)	*Collaborative Learning in Computer Labs for Science Education: A Systematic Review*	Systematic Review	Sains Education	Computer-Supported Collaborative Learning leads to better conceptual understanding than individual learning	It remains focused on computer labs and has not yet been widely applied to mobile learning
9	Fan et al. (2023)	*Using ChatGPT in Undergraduate Students' Collaborative Interdisciplinary Learning*	Quasi Experiment	Students	ChatGPT enhances the efficiency of discussions, interdisciplinary collaboration, and students' cognitive engagement	Research is needed on the implementation of generative AI in collaborative learning
10	Garcia et al. (2023)	*Application of Collaborative Learning Paradigms in Software Engineering Education: A Systematic Mapping Study*	Systematic Mapping Study	Software Engineering Education	Computer-Supported Collaborative Learning has become the most widely used paradigm in modern digital education	Empirical evidence regarding the effectiveness of digital collaborative models still needs to be strengthened

Virtual simulations and interactive media provide learning experiences that mimic real-world conditions, helping students understand complex and multidimensional sustainability issues. This technology allows students to explore various simulation scenarios—such as the impact of climate change on ecosystems or the consequences of consumption choices on natural resources—and observe the direct effects of their decisions on the environment and society. Interactive media also enhances conceptual understanding because students are actively engaged in the learning process, rather than merely passively receiving information. Tools such as virtual laboratory simulations, augmented reality, and interactive videos serve as effective means of bringing abstract concepts to life.

Table 3. Virtual Simulations and Interactive Media

No	Author& Year	ArticleTitle	Methods	Subject	Result	Research
1	Radianti et al. (2020)	A Systematic Review of Immersive Virtual Reality Applications for Higher Education	Systematic Literature Review	Students	Virtual Reality enhances motivation, engagement, and learning out comes through immersive learning experiences	There is still limited research at the elementary school level and on thematic learning
2	Jensen & Konradsen (2018)	A Review of the Use of Virtual Reality Head-	Literature Review	Various Education Levels	VR effectively enhances hands-on learning	There is a lack of research on the

No	Author& Year	ArticleTitle	Methods	Subject	Result	Research
		Mounted Displays in Education and Training			experiencesand understanding of abstract concepts	long-term impact on learning out comes
3	Garzón & Acevedo (2019)	Meta-analysis of Augmented Reality in Education	Meta-analysis	Students	Augmented Reality has a positive effect on motivation, conceptual understanding, and learning retention	Here has not been much research in the context of elementary education in developing countries
4	Makransky & Petersen (2021)	The Cognitive Affective Model of Immersive Learning (CAMIL)	Model Development & Experimental Study	Students	Virtual simulations enhance learners' emotional engagement and cognitive processes	Further testing is needed across various subjects and educational levels
5	Merchant et al (2024)	Effectivenessof Virtual Reality-Based Instruction on Students' Learning Outcomes in K-12 and Higher Education	Meta-analysis	K-12 and Higher Education	R-based learning yields significant improvements in learning outcomes compared to conventional methods	The technology used is still in its early stages, so validation with the latest VR technology is needed
6	Hamilton et al. (2021)	Immersive Virtual Reality as a Pedagogical Tool in Education Systematic	Literature Review	General Education	VR enhances students' collaborative learning, critical thinking, and problem-solving skills	Research on the integration of VR with Artificial Intelligence remains limited
7	Ibáñez & Delgado-Kloos, (2018)	Augmented Reality for STEM Learning: A Systematic Review Systematic	Literature Review	STEM Education	AR enhances students' conceptual visualization, engagement in learning, and scientific thinking skills	t has not yet been widely applied to learning based on the Sustainable Development Goals (SDGs)
8	Makranskyet al. (2019)	Adding Immersive Virtual Reality to a Science Lab Simulation Causes More Presence but Less Learning	Experimental Research	Students	Virtual simulations enhance the learning experience, but instructional design is critical to learning success	There is a need to develop more effective interactive media designs toreduce cognitive load
9	Akçayır & Akçayır (2017)	Advantages and Challenges Associated with Augmented Reality for Education: A Systematic Review	Systematic Literature Review	Various levels of education	AR enhances student motivation and interaction but requires technological and teacher readiness	There has not been much research on the readiness of elementary school teachers to implement AR

No	Author& Year	ArticleTitle	Methods	Subject	Result	Research
10	Saleh et al. (2024)	Interactive Digital Media in Elementary Education: A Systematic Literature Review	Systematic Literature Review	Elementary School	Interactive digital media enhances learning activities, digital literacy, and learning out comes among elementary school students	The integration of interactive media with virtual simulations remains very limited.

Based on a literature synthesis of 287 articles that passed the PRISMA selection stage, several key impacts of technology-based pedagogical innovations on students' awareness of sustainable development were identified. The first impact is increased sustainability awareness, which encompasses an understanding of environmental issues, social concern, and a sense of responsibility. The second impact is an increase in critical thinking skills in analyzing sustainability issues and evaluating proposed solutions. The third impact is increased student engagement in learning, characterized by active participation and high motivation to learn. The fourth impact is an increased understanding of the SDGs and the relationship between environmental, social, and economic dimensions. These findings indicate that technology can be an effective tool for supporting the implementation of sustainable education at various educational levels.

DISCUSSION

The. The results of this study reinforce the theory of constructivism, which emphasizes the importance of learners' active engagement in constructing knowledge through real-world experiences and reflection. The integration of technology into learning enables the creation of a more dynamic, collaborative, and contextual learning environment, thereby supporting the holistic development of sustainability awareness. Within the constructivist framework, learners are not passive recipients of information but rather agents who actively construct their understanding through interactions with their environment, technology, and fellow learners. Technology-based Project-Based Learning (PjBL) models, gamification, and virtual simulations are all aligned with constructivist principles because they encourage learners to explore, experiment, and reflect on the impact of their choices on sustainability.

The theoretical implications of this study also suggest that technology-based pedagogical innovations can serve as mediators between cognitive knowledge and real-world action in the context of sustainability. Technology functions not only as a tool for conveying information but also as a means of developing the critical thinking, problem-solving, creativity, and collaboration skills necessary to address the challenges of sustainable development. This approach fills a gap in the existing literature, which often emphasizes only the cognitive aspects of ESD without integrating the affective and behavioral dimensions. Thus, this study makes a significant contribution to the development of a more comprehensive theory of ESD that is integrated with digital transformation.

For schools and educators, the results of this study highlight the importance of integrating sustainability themes into various subjects in an interdisciplinary manner, rather than treating them as separate material within a single subject. Digital technology can be leveraged as a tool to create learning experiences that are more meaningful and relevant to students' lives, enabling them to see a direct connection between what they are learning and the real-world issues facing society. For example, teachers can use real-time data on air quality for mathematics lessons, or employ virtual simulations of climate change for geography and biology lessons. Such integration will strengthen students' understanding of the interconnections between environmental, social, and economic dimensions.

Teacher professional development is a key factor in ensuring the successful implementation of technology-based pedagogical innovations in sustainability education. Teachers need to possess adequate digital competencies, a deep understanding of ESD concepts, and the ability to design learning experiences that integrate technology with appropriate pedagogical strategies. Teacher training programs must cover not only the technical aspects of technology use but also pedagogical strategies for teaching sustainability issues, assessment of learning outcomes that encompass cognitive, affective, and behavioral dimensions, and effective digital classroom management. Without adequate professional

development support, technology can actually become a new obstacle that diverts focus from the primary goals of sustainability education.

Although it offers various benefits, the implementation of technology-based pedagogical innovations still faces a number of challenges that must be addressed to ensure sustainability and equitable access. The first challenge is limited digital infrastructure, particularly in schools in remote areas that lack stable internet access or adequate technological devices. The second challenge is the inequality in access to technology, which creates a gap between students in major cities and rural areas, potentially exacerbating educational inequality. The third challenge is the uneven level of teachers' digital competencies, with many teachers still feeling unconfident or inadequately trained in using technology for learning. Therefore, policies are needed to support equitable infrastructure development, inclusive teacher training programs, and collaboration among stakeholders to ensure that technology can serve as a fair and effective tool for sustainable education.

4. CONCLUSION

Based on the results of the literature review, it can be concluded that technology-based pedagogical innovations have a significant positive impact on raising students' awareness of sustainable development. Learning approaches such as Project-Based Learning (PjBL), gamification, digital collaborative learning, and virtual simulations have been shown to enhance students' understanding of sustainability issues encompassing environmental, social, and economic dimensions. Furthermore, these approaches also foster essential 21st-century skills such as critical thinking in analyzing complex problems, collaboration across different contexts, and innovative problem-solving focused on sustainable solutions.

Technology serves as an effective catalyst in supporting the implementation of Education for Sustainable Development (ESD) at various levels of education. Through interactive, collaborative, and contextual digital learning environments, students do not merely receive information passively, but are actively engaged in exploring, experimenting, and reflecting on the impact of their choices on the environment and society. Such learning environments create authentic learning experiences, where students can connect theory with real-world practice, thereby increasing their engagement in the learning process and fostering a greater awareness of the importance of sustainable development for future generations.

Overall, this study provides empirical evidence that the integration of technology with innovative pedagogical strategies is an effective approach to supporting sustainable education. However, successful implementation requires adequate digital infrastructure, sufficient teacher competence in the use of educational technology, and policies that support equitable access to technology for all students. By addressing these implementation challenges, technology-based pedagogical innovations can serve as a fair and effective means of fostering a generation equipped with the knowledge, attitudes, and skills to address the global challenges of sustainable development.

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