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Literature Review: The Use of Professional Technology in the Integration of ESD (Education for Sustainable Development) in Social Science Learning

Wildan Fitroni^{1*}, Yasinta Salsabilah Ramadani¹, Rendy Dwi Cahya¹, Mukhammad Rafly Eka Rosyadi¹, Noval Maleakhi Hulu²

¹Universitas Negeri Surabaya, Surabaya, Indonesia

¹Monash University, Selangor, Malaysia



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ABSTRACT

Objective: This study aims to explore the potential of utilizing professional technology in integrating Education for Sustainable Development (ESD) into social science learning. **Method:** This study employs a literature review method with a descriptive qualitative approach to ten selected articles based on the research objectives. Analysis was conducted through the identification, categorization, and synthesis of findings related to the types of technology used, ESD integration strategies, and their impact on learning. **Results:** The results of the study indicate that technologies such as digital platforms, artificial intelligence, mobile learning, VR/AR, simulations, and game-based learning can enhance student engagement, motivation, conceptual understanding, critical thinking skills, collaboration, and intelligence regarding sustainable issues in social science learning. The effectiveness of technology integration is influenced by appropriate pedagogical design, teacher readiness, infrastructure support, and cultural and social context suitability. **Novelty:** This research's novelty lies in the comprehensive synthesis that maps the relationship between professional technology, active learning models, and ESD outcomes in social science learning, while also offering future research directions to address facility limitations, the digital divide, and the lack of teacher training.

INTRODUCTION

Education for Sustainable Development (ESD) is a multidisciplinary educational approach that aims to develop knowledge, skills, and values to achieve social, economic, and environmental sustainability (Grosseck et al., 2019). The development of the Industrial Revolution 4.0 presents significant opportunities for ESD transformation. The use of technologies such as artificial intelligence, the internet of things, and green technology can strengthen sustainable learning innovation that can improve soft skills and sustainable awareness (Corazza et al., 2022). Therefore, ESD in the era of globalization and the Revolution requires an adaptive and contextual curriculum to balance global perspectives with local needs.

The development of information and communication technology has had a significant impact on various aspects of life, including education. Professional technology is the application of advanced technology and specialized expertise by professionals to create innovative solutions in various industrial sectors and support social and economic progress (Fedotova et al., 2019). Technological developments in the context of education have made professional technology one of the key factors capable of improving the quality of learning (Abdalina et al., 2022). This concept is realized through the idea of professional digital competence, which encompasses technical aspects (technology literacy), pedagogical aspects, content, attitude, and critical