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Problem-Based Learning in Digital Learning Environments: A Systematic Literature Review Supporting SDG 4

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DOI : <https://doi.org/10.63230/jocsis.2.1.133>

Sections Info

Article history:

Submitted: March 8, 2026
 Final Revised: April 4, 2026
 Accepted: April 4, 2026
 Published: April 13, 2026

Keywords:

Digital Learning Environment;
 Problem-Based Learning;
 Sustainable Development Goal 4;
 Systematic Literature Review;
 Technology-Enhanced Learning.

ABSTRACT

Objective: This study aims to analyze the development and implementation of Problem-Based Learning (PBL) in digital learning environments to support sustainable digital education and improve learning quality. The study focuses on identifying research trends, technologies used, and the impact of technology-supported PBL on learning outcomes. **Method:** This research employed a Systematic Literature Review (SLR) approach to synthesize relevant studies published between 2021 and 2025. Articles were collected from several academic databases, including Scopus, Web of Science, ScienceDirect, and Google Scholar. The selection process followed the PRISMA framework, which includes identification, screening, eligibility assessment, and inclusion. Based on the established inclusion criteria related to PBL and digital learning environments, 15 articles were selected for further analysis. The selected studies were examined to identify research trends, technological approaches, and reported learning outcomes. **Result:** The findings show that the integration of PBL with digital technologies has been widely implemented in various educational contexts. Digital platforms such as learning management systems, collaborative tools, and interactive digital resources support the implementation of PBL and enhance student engagement. The results indicate that technology-supported PBL improves critical thinking, problem-solving skills, and collaborative learning experiences. In addition, digital learning environments encourage more interactive and student-centered learning through discussion, exploration, and problem-solving activities. **Novelty:** This study provides a synthesis of recent research on PBL in digital learning environments and highlights its potential to support innovative digital learning practices. The findings also indicate that the integration of PBL and digital technologies can contribute to improving educational quality and supporting the achievement of Sustainable Development Goal 4 (Quality Education).

INTRODUCTION

The transformation of education in the 21st century is marked by the increasing integration of digital technology into various learning activities. The development of information technology, online learning platforms, and digital learning ecosystems has changed the way students access information, interact with learning resources, and build knowledge collaboratively. Digital learning environments enable more flexible, interactive, and experience-based learning processes, thereby increasing student engagement in modern learning processes (Guo et al., 2024; Nedungadi et al., 2024; Orhan, 2024; Mabothe et al., 2025). Furthermore, digital learning environments also provide opportunities for the implementation of innovative, learner-centered pedagogical approaches that emphasize the development of 21st-century skills such as critical thinking, collaboration, and problem-solving (Patnawar, 2023; Cong et al., 2025; Jihanifa et al., 2025; Rathleff et al., 2025). Therefore, the integration of digital technology in education serves not only as a learning medium but also as a means to develop more effective and innovative pedagogical strategies to improve the quality of education.