

**Research Article**

# Reevaluating Educational Philosophy in the Age of Technological Transformation: A Systematic Review of Progressive Pedagogies and Digital Integration

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**Abstract**

This study presents a systematic literature review examining the intersection of progressive education and digital technology integration in contemporary learning environments. The objective is to analyze how digital tools support or challenge progressive pedagogical practices across global educational contexts. This review is categorized into five core themes for a summary of integrating progressive pedagogies, reflective learning, experiential practice, digital equity, and epistemological shifts. The methodology involved synthesizing findings from 15 selected academic sources, mapped across five thematic sections, including pedagogical integration, reflective digital practices, philosophical adaptation, traditionalism versus progressivism, and epistemological debates. Findings indicate that digital platforms enhance critical thinking, agency, and inclusivity when aligned with progressive ideals. Yet, challenges such as resistance to change, lack of digital infrastructure, and persistent traditionalist frameworks hinder broad adoption. The review underscores the growing epistemological transformation in education, where knowledge is increasingly seen as dynamic and co-constructed through digital interaction. These findings offer valuable implications for educators and policymakers seeking to implement equitable, student-centered approaches in the digital age. The study contributes to ongoing discourse on educational innovation by highlighting critical tensions and future possibilities for progressive pedagogy.

**Keywords:** *digital education, epistemological shifts, experiential learning, progressive pedagogy***Abstrak**

Studi ini menyajikan tinjauan literatur sistematis yang mengeksplorasi persimpangan pendidikan progresif dan integrasi teknologi digital dalam pembelajaran kontemporer. Tujuan utama menganalisis bagaimana alat digital mendukung praktik pedagogis progresif di konteks pendidikan global. Tinjauan ini dikategorikan lima tema inti untuk merangkum integrasi pedagogi progresif, pembelajaran reflektif, praktik pengalaman, kesetaraan digital dan pergeseran epistemologis. Metodologi melibatkan sintesis temuan 15 sumber akademik terpilih, yang dipetakan ke dalam lima bagian tematik, termasuk integrasi pedagogis, praktik digital reflektif, adaptasi filosofis, tradisionalisme versus progresivisme, dan debat epistemologis. Temuan menunjukkan bahwa platform digital meningkatkan pemikiran kritis, otonomi, dan inklusivitas ketika selaras dengan idealisme progresif. Namun, tantangan seperti resistensi terhadap perubahan, kurangnya infrastruktur digital, dan kerangka kerja tradisional yang terus-menerus menghambat adopsi yang luas. Tinjauan ini menyoroti transformasi epistemologis yang semakin berkembang dalam pendidikan, di mana pengetahuan semakin dilihat sebagai dinamis dan dibangun bersama melalui interaksi digital. Temuan ini menawarkan implikasi bagi pendidik dan pembuat kebijakan yang ingin menerapkan pendekatan yang adil dan berpusat pada siswa di era digital. Studi ini berkontribusi pada diskusi berkelanjutan tentang inovasi pendidikan dengan menyoroti ketegangan kritis dan kemungkinan masa depan bagi pedagogi progresif.

**Kata Kunci:** pendidikan digital, pergeseran epistemologis, pembelajaran berbasis pengalaman, pedagogi progresif

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## Introduction

The rapid advancement of digital technologies over the past decade has significantly reshaped educational paradigms worldwide, bringing progressive educational philosophies to the forefront of contemporary teaching practices. Progressive pedagogy, characterized by learner-centered approaches that foster critical thinking, active inquiry, and collaborative learning, has become increasingly relevant as educators seek to adapt to this transformative digital landscape (Christmastianto et al., 2024). As digital tools and platforms proliferate in educational settings, there emerges a critical necessity to merge foundational educational theories rooted in progressive principles with contemporary digital practices, thereby meeting the diverse needs of 21st-century learners (Galamba & Matthews, 2021). The significance of integrating progressive pedagogy with digital technology is underscored by its ability to enhance student engagement, promote inclusivity, and equip learners with the skills necessary to thrive in a technology-driven global environment (Soomro et al., 2020). Research consistently shows that interactive digital platforms facilitate deeper understanding, knowledge retention, and engagement, significantly enhancing educational outcomes (Tanedo et al., 2024). Furthermore, these methods cultivate essential competencies such as creativity, collaboration, and critical reasoning, increasingly recognized as crucial in the rapidly evolving modern workforce (Toma et al., 2024). Thus, aligning progressive educational strategies with digital methodologies is no longer optional but imperative for preparing students to navigate complex global challenges effectively.

Despite these promising developments, educators face several barriers in implementing progressive pedagogical approaches amid the accelerated pace of digital technological innovations. There is indeed significant innovation in digital tools designed to enhance learning, but the absence of a strong philosophical foundation rooted in progressive education is very noticeable. Progressive pedagogy that emphasizes student-centered, inquiry-based, and collaborative learning has not been fully implemented in digital learning environments. The application of technology in education often focuses on tools that facilitate learning, but these innovations often lack a strong philosophical foundation in progressive principles. Research by Lopez Escribano argues that this gap between technology adoption and progressive pedagogical practices results in a missed opportunity to transform the learning experience into a truly transformative one for students (Escribano et al., 2021). Furthermore, Boulton and Merono et al. show that the absence of a clear progressive framework often leads to low digital tool usage, where technology is merely used to supplement traditional teaching methods rather than reshape the learning process in line with progressive concepts (Boulton & Vyatkina, 2021; Merono et al., 2021). Therefore, it is only evident in the implementation of technology to assist learning, but not to the extent of relying on a progressive

philosophy. A significant challenge is educators' professional preparedness and digital literacy, with many experiencing difficulties adapting traditional teaching methods to integrate digital tools effectively. This struggle often stems from inadequate professional development and pervasive anxiety regarding the practical use of emerging educational technologies (Okoye et al., 2022). Additionally, disparities in technological access, commonly termed the digital divide, further exacerbate existing educational inequalities. Students from marginalized backgrounds frequently lack adequate access to essential digital resources, limiting their capacity to benefit fully from progressive educational frameworks (Gillett-Swan & Sargeant, 2017). Bridging these gaps remains a critical task for researchers and policymakers committed to inclusive and equitable education. Recent literature explicitly exploring the intersection between progressive educational philosophies and technological transformation highlights significant shifts influenced by digital tools. A notable focus has emerged on the intersection of digital pedagogies with social justice, prompting educators to critically evaluate technology's role in supporting or hindering equitable educational practices (Durrani et al., 2023). Furthermore, the COVID-19 pandemic's global disruption catalyzed an unprecedented shift toward online learning, compelling educational institutions to rapidly reassess and revise pedagogical approaches. This abrupt transition underscored the essential role of digital literacy in modern pedagogy and revealed substantial challenges educators face when adapting progressive methods to digital platforms (Babbar & Gupta, 2021). Thus, contemporary dialogues regarding educational practices are increasingly framed by the dynamic interaction between progressive philosophies and digital innovations.

However, a critical gap in the literature remains regarding the philosophical underpinnings of digital pedagogy. While numerous studies have explored the use of digital tools in education, few have critically examined how these technologies align with or challenge progressive pedagogies, especially within secondary and tertiary education contexts. Moreover, there is limited research on the application of progressive pedagogy in digital environments, particularly how these pedagogies adapt to and influence digital learning spaces. The transformative effects of digital technologies on educational outcomes and teacher identity have yet to be thoroughly explored. In response to these critical challenges and developments, the current study aims to systematically analyze and synthesize literature published between 2014 and 2024 to explore the intersection between progressive pedagogies and digital transformation in secondary and tertiary educational contexts globally. The study will contribute to a deeper understanding of how digital technologies reshape educational practices and outcomes, and how progressive pedagogies can be effectively integrated into these evolving digital landscapes. This systematic literature review seeks to clarify the role digital technologies play in reshaping traditional progressive pedagogies, examining how digital integration influences philosophical underpinnings, educational outcomes, reflective practices, and epistemological debates. By clearly defining critical terms such as progressive pedagogy, digital integration,

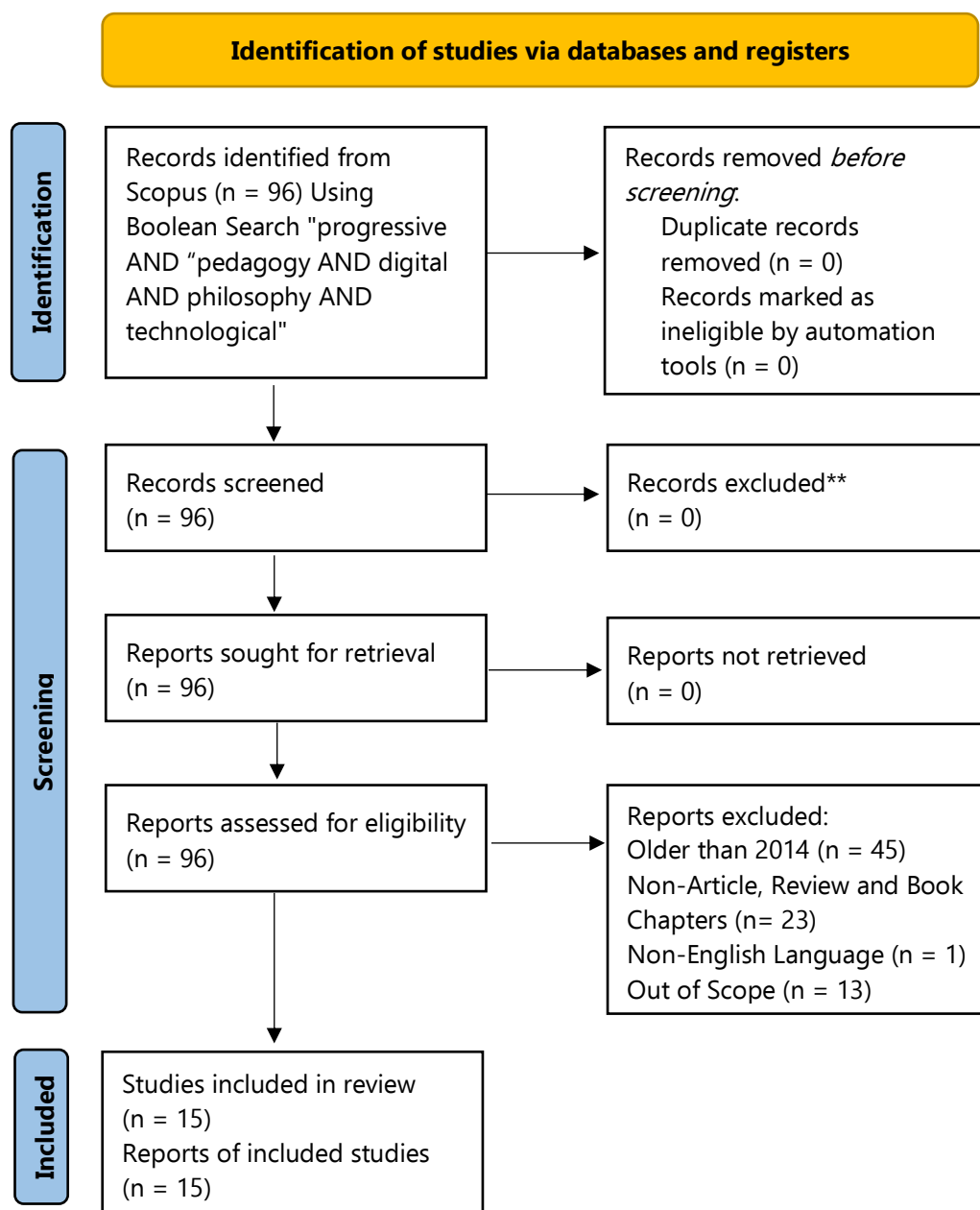
educational philosophy, reflective practice, and technological transformation, this review aims to establish a coherent analytical framework. To achieve this comprehensive analysis, the review is structured into several key sections. Following this Introduction, the Methods section outlines the systematic procedures, search strategy, and criteria used to identify and evaluate relevant literature. The Theoretical Framework then contextualizes progressive educational theories, key scholars, and ongoing debates that inform the intersection with digital pedagogies. Subsequently, the Review of Findings is divided into themes including experiential learning integration, critical pedagogical implementations, philosophical adaptations to technological contexts, traditionalism versus progressive practices, and epistemological debates within progressive education. The Discussion synthesizes these findings, highlighting significant implications, tensions, and future considerations for educational practice and research. The Conclusion summarizes the core insights, identifies critical gaps in existing research, and suggests essential directions for future investigation, thereby contributing meaningfully to the evolving discourse on progressive education in the digital era.

## Method

This systematic literature review (SLR) employed a rigorous search strategy designed to comprehensively identify peer-reviewed academic articles exploring the integration of progressive pedagogies and digital technologies in educational contexts. The Scopus database was selected as the primary source. Keywords utilized for database searches included "progressive," "pedagogy," "digital," "philosophy," and "technological," which were strategically combined using Boolean operators (AND) to maximize the retrieval of relevant publications. Initial searches conducted using these keywords yielded a total of 96 articles.

Figure 1 provides a detailed PRISMA flow diagram illustrating the literature screening and selection process utilized in this review. The diagram includes initial database retrieval numbers, articles removed during initial screening, reasons for article exclusion at the full-text review stage, and the final number of studies included for comprehensive analysis. This structured methodological approach effectively captures the relevant scope of literature, promoting a comprehensive and objective assessment of how progressive pedagogical approaches intersect with digital technology integration across global educational settings. The review adopted explicit inclusion and exclusion criteria to ensure that selected literature aligned closely with the research objectives. Included articles had to meet several essential criteria namely they must be published in peer-reviewed journals, address educational contexts specifically at secondary or tertiary levels, explicitly discuss progressive pedagogies, and examine the integration of digital technologies into educational philosophy or practice. Articles excluded from the review encompassed non-English publications, opinion-based articles lacking a robust empirical or theoretical foundation, conference

proceedings, and publications prior to 2014. Such stringent criteria facilitated a focused and rigorous analysis, ensuring the review's conclusions were grounded in relevant empirical evidence and applicable educational practices (Weisberg & Dawson, 2023).



**Figure 1.** The PRISMA flow diagram detailing the screening and selection process of literature

The literature screening and selection process consisted of three sequential stages designed to systematically filter the initial pool of articles. First, an initial screening of titles and abstracts was performed to swiftly exclude irrelevant studies. This initial assessment significantly reduced the number of candidate articles. Full-text versions of the remaining articles were rigorously reviewed to verify alignment with

inclusion criteria, leading to further exclusion of studies deemed irrelevant or insufficiently rigorous. Selected articles underwent a detailed quality assessment, ensuring only studies with clear theoretical or empirical contributions were retained for the final review. To analyze the 15 articles included in the review, a thematic analysis was conducted to form five core themes, namely pedagogical integration, reflective and experiential practices, philosophical adaptation, traditionalism versus progressivism, and epistemological shifts in knowledge. The analysis focused on identifying key patterns and trends in how digital tools were integrated within progressive pedagogies. Content analysis techniques were employed to group related studies under these themes, paying attention to the pedagogical strategies implemented and the specific digital platforms used. Each study was then reviewed to determine its contribution to each theme, with particular attention given to the alignment between digital tools and progressive educational principles.

## Results

### Theoretical Framework

Progressive educational theories pioneered by John Dewey, Paulo Freire, and Donald Schon have significantly shaped contemporary digital learning practices. Dewey's for experiential education underscores the importance of learner-centered experiences, emphasizing real-world problem-solving activities which now manifest through interactive digital environments and collaborative online platforms (Saleh, 2020). Paulo Freire's critical pedagogy further enriches these digital interactions by promoting dialogue, critical inquiry, and the co-construction of knowledge within digital communities (Mahani, 2023). Meanwhile, Schon's reflective practice theory is increasingly relevant, fostering reflection-in-action within digital contexts, thus enhancing learner adaptability and facilitating continuous improvement in educational practices (Immenga, 2021). Epistemological frameworks from philosophers such as Evandro Agazzi also contribute to understanding the philosophical underpinnings of digital integration, highlighting how science and educational philosophies converge to enhance cultural and cognitive values within educational contexts (Minazzi, 2024). Several major scholars have notably influenced contemporary interpretations of progressive pedagogy. John Dewey's principles of experiential learning continue to resonate, as digital technologies enable immersive, practical learning experiences. Rudolf Steiner's anthroposophical educational theory emphasizes holistic learning, integrating cognitive, emotional, and spiritual development, and finds renewed relevance in digital contexts through multimodal learning environments (Berner, 2022). Furthermore, progressive pedagogies are evident in specialized fields such as ballet education, where Jessica Zeller demonstrates the integration of critical and reflective practices to challenge traditional authoritarian models, thus fostering greater learner autonomy through digital means (Zeller, 2017). Additionally, in the humanities field such as global citizenship education (GCE), Emiliano Bosio found

that progressive pedagogy can create critical citizens rooted in social justice because it integrates ethical principles (Bosio, 2023). Ongoing debates persist regarding the tension between progressive pedagogies and standardization in educational curricula. While progressive approaches champion learner autonomy, creativity, and critical engagement through digital innovation, standardized curricula emphasize uniformity, often constraining pedagogical flexibility. Traditionalism versus progressive educational philosophies also generates considerable debate, especially regarding digital integration. For instance, D'Elia et al., demonstrated that project-based learning (PBL), facilitated by digital platforms, allows students to engage in real-world problem-solving, embodying the progressive ideals of active learning (D'Elia et al., 2025). However, in more traditional educational contexts, Al Lily & Alhazmi argue that the integration of technology often clashes with the prescriptive nature of conventional teaching, which tends to undermine creativity and student autonomy (Al Lily & Alhazmi, 2018). These tensions underscore the complex dynamics at play in adopting digital technologies, where progressive educators seek to break free from traditional confines, but institutional and cultural pressures often reinforce traditional pedagogical structures. Traditionalist perspectives, often skeptical of rapid technological adoption, contrast sharply with progressive educational approaches advocating digital tools to enhance educational equity and transformative learning experiences (Bocharov, 2023). These debates critically shape the trajectory of digital integration within contemporary educational practices globally.

## Discussion

### Progressive Pedagogies and Digital Integration

Recent empirical studies have identified diverse methods for effectively integrating progressive pedagogies with digital technologies, demonstrating substantial outcomes in student engagement, collaboration, and critical thinking. Reflective practices, as explored by (Zeller, 2017), provide a compelling case within ballet education in the U.S., showing that digital platforms empower students by promoting reflective and critical engagements, aligning closely with Dewey's experiential learning and Schön's reflective practice models discussed previously. However, traditional ballet instructional frameworks pose significant limitations, constraining the broader applicability of these innovative pedagogical methods. Theoretically analyzed the implications of the Fourth Industrial Revolution (4IR), indicating that rapid technological shifts disrupt traditional pedagogical paradigms and challenge the established progressive educational philosophies (Lamola, 2021). Although rich in philosophical insights, this analysis lacks empirical data on practical educational applications, suggesting a need for more field-based investigations. Similarly, historical analyses by (Qingtian, 2021) reveal how progressive methodologies in Chinese logic education remain relevant today, yet the focus predominantly remains historical rather than addressing contemporary digital applications directly. In the U.S., critically examined maternalism in social work education, highlighting how



political strategies historically influenced pedagogical approaches, though a gender-biased perspective may restrict the broader transferability of these findings to general progressive educational contexts (Yingling, 2016). Globally, further underscored the epistemological potential of integrating philosophy of science with progressive educational models, though empirical support for practical classroom integration remains underdeveloped (Minazzi, 2024). These findings affirm the hypothesis that systematically integrating progressive pedagogies with digital technologies enhances educational outcomes by promoting student empowerment, critical reflection, and adaptive learning. Although educators are still stuck in the cognitive paradigm as the outcome of education in the cognitive aspect, making digital technology collaboration merely practical. However, the literature reveals a critical gap such as empirical validation of theoretical frameworks is urgently needed to fully substantiate claims of pedagogical effectiveness.

### Reflective and Experiential Practices in Digital Contexts

Reflective and experiential practices in educational contexts have increasingly utilized digital adaptations to foster student engagement and critical thinking. Investigated ballet education at the university level and found that reflective pedagogical frameworks, when supported by digital platforms, notably enhanced student agency and critical reasoning skills (Zeller, 2017). This aligns closely with Schön's reflective practice theory, underscoring technology's potential in facilitating reflection-in-action and significantly improving pedagogical outcomes through active student participation. Conversely, observed global resistance within higher education towards adopting Fourth Industrial Revolution (4IR) perspectives, indicating negative outcomes due to cultural and epistemic barriers to digital adaptation (Lamola, 2021). This aligns with broader theoretical debates concerning traditionalism versus progressive educational approaches (Al Lily & Alhazmi, 2018; Bocharov, 2023). Bocharov highlighted positive impacts from integrating digital e-resources in philosophical education, enhancing the comprehension of traditionalist viewpoints and advocating more inclusive, progressive teaching methodologies (Bocharov, 2023). Meanwhile, (Yingling, 2016) illustrated persistent maternalistic biases within digital archiving methods in social work education, suggesting a critical re-evaluation of pedagogical power structures to foster genuine inclusivity. Additionally, (Qingtian, 2021) positively demonstrated how digital archives could effectively modernize traditional methods of Chinese philosophical education, further recommending the integration of Eastern and Western methodologies. These studies substantiate the initial hypothesis that reflective and experiential pedagogies, when digitally adapted, yield substantial educational outcomes, albeit confronting significant challenges, including epistemic resistance and entrenched pedagogical biases. Consequently, addressing these limitations is critical for fully leveraging digital technologies in reflective and experiential learning contexts,

enriching student experiences and educational effectiveness overall.

**Table 1.** Reflective practices studies

Author(s)	Reflective Methods	Digital Platforms	Impacts on Learning	Challenges Encountered
Zeller, J. (2017)	Open-ended reflections	Learning Management Systems	Empowerment, Agency	Resistance from traditionalists
Lamola, M.J. (2021)	Critical reflection	Online discussion forums	Encourages cultural rethinking	Challenges in aligning with global pedagogies
Qingtian, C. (2021)	Comparative reflection	Online philosophical debates	Broadens critical thought	Risk of oversimplifying complex philosophical debates
Yingling, M.E. (2016)	Feminist standpoint theory	Digital storytelling	Broader cultural perspectives	Tension between modern and traditional views on social work
Bocharov. V.V. (2023)	Socio-cultural analysis	Virtual learning spaces	Enhances understanding of social and political dynamics	Difficulty in applying to Western-centric education

### Educational Philosophy in Technological Context

Digital technologies have significantly influenced educational philosophies, prompting shifts toward flexible, collaborative, and learner-centered teaching methodologies. Reflective practices have particularly benefited from these advancements, as evidenced by several key studies. For instance, (Zeller, 2017) utilized open-ended reflections via Learning Management Systems (LMS), highlighting substantial improvements in student empowerment and agency. However, resistance from traditionalist educators remains a substantial barrier, underscoring tensions between progressive ideals and entrenched traditional pedagogical frameworks. Lamola's critical reflection study using online discussion forums revealed that digital tools could significantly encourage cultural rethinking and epistemological shifts (Lamola, 2021). Yet, integrating such global pedagogies remains challenging due to existing philosophical resistance and epistemological divergences. Similarly, (Qingtian, 2021) employed comparative reflections through online philosophical debates in higher education contexts in China, demonstrating how digital environments broaden critical thought processes. Nonetheless, the complexity inherent in philosophical debates risks oversimplification when mediated through digital platforms, suggesting cautious integration to preserve depth and rigor in educational dialogues.

From a feminist standpoint, (Yingling, 2016) explored digital storytelling within social work education, finding that digital media significantly facilitated broader cultural perspectives. However, persistent tension between modern digital approaches and traditional social work pedagogies limits the complete realization of these benefits. Bocharov further analyzed socio-cultural perspectives in virtual learning spaces, illustrating that digital integration effectively enhances students' understanding of complex

social and political dynamics (Bocharov, 2023). Nonetheless, this research also highlighted the difficulty of applying these digitally mediated pedagogies within Western-centric educational frameworks, indicating substantial challenges in cross-cultural adaptability. These findings reinforce the initial hypothesis that integrating progressive educational philosophies with digital technologies significantly enriches pedagogical practices, aligning closely with Dewey's experiential learning and Schon's reflective practice theories. However, addressing resistance from traditional pedagogical paradigms, ensuring rigorous philosophical engagement, and navigating cultural tensions are critical to successfully embedding digital tools within educational philosophies.

### Traditionalism versus Progressive Educational Practices

Comparative studies measuring the acceptance of progressive versus traditional educational practices within blended learning environments reveal diverse outcomes influenced significantly by institutional culture and educators' pedagogical orientations. Zeller's analysis of a 70% digital and 30% traditional blend in ballet education affirmed progressive pedagogy's effectiveness, showing increased student engagement and autonomy (Zeller, 2017). However, maintaining equilibrium between digital tools and traditional pedagogical methods emerged as essential to managing potential resistance and sustaining educational efficacy. Conversely, (Lamola, 2021), employing a critical pedagogical approach with a balanced 50% digital-traditional ratio, reported mixed outcomes. While digital integration provided new avenues for critical engagement, substantial cultural barriers within traditional contexts hindered widespread adoption, emphasizing the necessity for culturally sensitive digital adaptations. Similarly, (Yingling, 2016) study in feminist pedagogy, utilizing a 40% digital to 60% traditional framework, highlighted significant limitations imposed by entrenched traditional educational structures, thereby advocating for greater flexibility and adaptive frameworks to facilitate meaningful digital integration. In China, (Qingtian, 2021) constructivist pedagogy employing a 60% digital blend demonstrated positive outcomes by fostering deeper reflection and analytical skills among students. Yet, considerable resistance to modernizing traditional curricula highlighted tensions between innovative pedagogical approaches and established educational norms. Meanwhile, (Bocharov, 2023), exploring cultural pedagogy with a lower digital ratio (30%), underscored the potential of digital tools in enriching cultural understanding despite continued reliance on traditional methods. These findings collectively support the hypothesis that balanced integration of progressive digital pedagogies and traditional practices can effectively enhance learner outcomes, contingent upon addressing entrenched resistance through culturally and pedagogically sensitive approaches.

### Epistemological Debates on Progressive Education

Epistemological debates on progressive education in digital contexts are increasingly shaped by concerns

about equity, access, and the cultural relevance of knowledge. Scholars highlight both systemic barriers and innovative responses that shape how progressive pedagogical ideals are realized in practice. Al Lily examined resistance to digital innovation in the Arab world, where balancing modernity with deeply rooted traditions remains a key tension (Al Lily & Alhazmi, 2018). By introducing targeted digital learning platforms, the study revealed the importance of contextual sensitivity in epistemological shifts toward digital progressivism. Similarly, (Bocharov, 2023) investigated Eastern European minority students' limited access to digital tools, advocating for culturally responsive resources. The findings underscore the need for inclusive epistemological frameworks that bridge digital divides while respecting diverse learner backgrounds. Lamola reinforced this view through the African context, highlighting how the development of culturally adaptive digital pedagogies can promote epistemic justice and support progressive transformation in educational systems (Lamola, 2021). In the U.S., (Yingling, 2016) identified the digital divide within social work education as a barrier to inclusive pedagogy. The use of digital archival tools was found to promote wider access to knowledge, though tensions persisted between traditional hierarchies and progressive aims. Working in Latin America, emphasized the rediscovery of indigenous and local epistemologies via digital platforms (Ferretti, 2019). This not only challenged dominant Western-centric paradigms but also provided alternative knowledge systems aligned with progressive educational values. These studies demonstrate that digital technologies, when equitably and contextually applied, can foster epistemological pluralism and reinforce progressive education's commitment to inclusion, agency, and critical inquiry. However, systemic disparities in digital access and the persistence of traditional epistemologies continue to constrain this potential. Aligning with the theoretical foundations outlined in Section theoretical framework, these findings affirm the necessity for transformative, context-sensitive digital strategies to fully realize the epistemic goals of progressive pedagogy.

## Conclusion

This systematic literature review has explored how progressive pedagogical frameworks are being reshaped by the integration of digital technologies in various educational contexts. The findings reveal that while digital tools enhance student ability, critical thinking, and experiential learning, their implementation is deeply influenced by contextual, cultural, and institutional factors. Reflective and experiential practices have been effectively adapted to digital platforms, supporting deeper learner engagement and self-regulation. Moreover, currently educational philosophies such as constructivism and critical pedagogy have evolved in tandem with technological advancements, contributing to a more participatory and student-centered learning environment. However, tensions persist between traditional educational paradigms and progressive digital methodologies, as seen in cases where resistance to innovation or epistemological conservatism limits adoption. The review also highlights ongoing debates concerning digital equity and the

redefinition of knowledge in a globalized learning landscape. The implications of these findings affirm the need for culturally adaptive, inclusive, and context-aware digital pedagogical strategies, especially in Southeast Asia. This study contributes to a deeper understanding of how progressive pedagogies intersect with technological innovation, offering critical insights into their opportunities and limitations. Future research should focus on empirical investigations across diverse regions, especially in underrepresented contexts, and explore how emerging technologies such as AI and virtual reality may further transform progressive education.

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