

The GRANDLINE Learning Model as an Adventure-Based Innovation to Enhance Students' Engagement and Learning Autonomy

Akram Caesar Maulana ✉ Universitas Negeri Makassar

Sri Riska Ramadani, Universitas Negeri Makassar

Muhiddin Palennari, Universitas Negeri Makassar

✉ akramcaesar13@gmail.com

Abstract: This study aimed to formulate the GRANDLINE learning model as an adventure-based pedagogical innovation designed to enhance student engagement and learner autonomy in the context of 21st-century learning demands. Employing a library research design, this study synthesized theories of constructivism, experiential learning, adventure education, collaborative learning, student engagement, and self-regulated learning. The analysis revealed that the GRANDLINE model consisting of Goal Setting, Route Planning, Adventure, Navigation, Discovery, Logbook Reflection, Integration, Narration, and Evaluation was theoretically effective in fostering active participation, strategic learning behavior, reflective thinking, and independent regulation of learning. The early stages (Goal Setting and Route Planning) strengthened student agency, while the Adventure and Navigation stages promoted experiential learning and adaptive scaffolding. Discovery and Logbook Reflection encouraged metacognition, whereas Integration and Narration facilitated deeper conceptual understanding and authentic knowledge application. The findings indicated that GRANDLINE addressed existing gaps in the literature, including the lack of classroom-based adventure learning models, the limited integration of engagement and autonomy within a single pedagogical framework, and the need for structured reflection elements. The study concluded that the GRANDLINE model has strong potential to enrich instructional practices and may be further validated through empirical classroom implementation.

Keywords: GRANDLINE, adventure learning, student engagement, learner autonomy, experiential learning

Abstrak: Penelitian ini bertujuan merumuskan model pembelajaran GRANDLINE sebagai inovasi berbasis petualangan yang dirancang untuk meningkatkan keterlibatan dan kemandirian belajar peserta didik sesuai tuntutan pembelajaran abad ke-21. Penelitian ini menggunakan desain studi pustaka melalui sintesis teori konstruktivisme, experiential learning, adventure education, pembelajaran kolaboratif, engagement peserta didik, dan self-regulated learning. Hasil kajian menunjukkan bahwa model GRANDLINE yang terdiri atas *Goal Setting, Route Planning, Adventure, Navigation, Discovery, Logbook Reflection, Integration, Narration, dan Evaluation* memiliki landasan teoritis yang kuat untuk menumbuhkan keaktifan, perilaku belajar strategis, keterampilan reflektif, serta kemampuan regulasi diri peserta didik. Tahapan awal (*Goal Setting dan Route Planning*) memperkuat *student agency*, sedangkan tahap *Adventure dan Navigation* menekankan pengalaman belajar langsung dan scaffolding adaptif. *Discovery dan Logbook Reflection* mendukung perkembangan metakognitif, sementara *Integration dan Narration* membantu memperdalam pemahaman konsep dan penerapannya dalam konteks nyata. Kajian ini juga menemukan bahwa GRANDLINE mampu menjawab kesenjangan penelitian, terutama terkait kurangnya model pembelajaran petualangan dalam konteks kelas, minimnya integrasi *engagement* dan kemandirian belajar dalam satu model, serta belum optimalnya peran refleksi dalam pembelajaran. Model ini berpotensi diterapkan dalam praktik pembelajaran dan direkomendasikan untuk diuji lebih lanjut melalui penelitian empiris.

Kata kunci: grandline, pembelajaran berbasis petualangan, keterlibatan belajar peserta didik, kemandirian belajar, pembelajaran berbasis pengalaman

Received: 27-11-2025

Approved: 04-05-2026

Published: 30-06-2026

Citation: Maulana, Akram Caesar, et al. "The GRANDLINE Learning Model as an Adventure-Based Innovation to Enhance Students' Engagement and Learning Autonomy." *Kaisa: Jurnal Pendidikan dan Pembelajaran* 6, no. 1 (June 30, 2026): 01–11.



Copyright ©2026 Akram Caesar Maulana, Sri Riska Ramadani, and Muhiddin Palennari.
Published by Faculty of Education and Teacher Training, IAIN Datuk Laksemana Bengkulu
This work is licensed under the [CC BY NC SA](https://creativecommons.org/licenses/by-nc-sa/4.0/)

INTRODUCTION

Twenty-first century education demands learner-centered approaches that promote active engagement and learning autonomy. Instruction is no longer limited to the mastery of content but also emphasizes the development of twenty-first century competencies. Learner engagement, encompassing behavioral, affective, and cognitive dimensions, has been shown to be strongly correlated with academic achievement and learning well-being. Recent meta-analyses and studies have further confirmed that each dimension of engagement serves a distinct function in supporting academic performance and learning motivation.¹

In addition to engagement, learning autonomy, or self-regulated learning (SRL), constitutes a crucial aspect of modern education. SRL enables learners to independently manage their learning goals, strategies, and evaluations. This is particularly relevant in contemporary learning contexts that increasingly require learners to demonstrate autonomy and initiative in regulating their own learning processes. Recent studies and meta-analyses on SRL also highlight the importance of scaffolding and contextual support to ensure the effective transfer of self-regulation skills.²

Experiential and adventure-based learning approaches propose that authentic experiences, structured challenges, and narrative elements can enhance learners' motivation, resilience (grit), and non-cognitive skills. Contemporary studies report that well-designed adventure programs, supported by guided reflection and clear learning objectives, can improve learners' affective outcomes and socio-emotional skills. The integration of adventure learning into formal educational settings continues to be explored in recent research.³

¹Okinuki Akiko and Kashimura Yushi, "Student Engagement and Academic Achievement in Second Language Learning: A Meta-Analysis," *JACET Journal* 69 (2024): 71–90.

²Mochamad Guntur and Yoppy Wahyu Purnomo, "A Meta-Analysis of Self-Regulated Learning Interventions Studies on Learning Outcomes in Online and Blended Environments," *Online Learning* 28, no. 3 (September 2024), <https://doi.org/10.24059/olj.v28i3.4025>.

³Maftukin Hudah, "Adventure Education as a Learning Strategy to Improve Kinesthetic and Interpersonal Intelligence in Elementary School Students," *Pakistan Journal of Life and Social Sciences (PJLSS)* 22, no. 2 (2024), <https://doi.org/10.57239/PJLSS-2024-22.2.001594>.

Research on game-based learning indicates that gameful learning environments can enhance learners' motivation and engagement when they are designed with clear objectives and feedback mechanisms. Recent studies also demonstrate positive effects on learners' perceptions, engagement, and certain learning outcomes; however, their effectiveness is influenced by pedagogical design, particularly in terms of feedback mechanisms, goal setting, and adaptation to learners' proficiency levels.⁴

One potential innovation is the GRANDLINE learning model, which is developed as an adventure-based instructional model aimed at enhancing learners' engagement and learning autonomy through structured learning stages. This model draws upon Vygotsky's constructivist theory, Priest's adventure-based learning, Johnson's collaborative learning, and the principles of character education, emphasizing the cultivation of values such as courage, responsibility, and integrity.

The GRANDLINE model is grounded in social constructivist theory, which emphasizes learning through interaction and experience. This principle is further reinforced by adventure-based and collaborative learning approaches that promote exploration and cooperation. The model is founded on the philosophical premise that learning is a journey characterized by challenges, collaboration, and discovery—analogous to the Straw Hat crew's voyage through the Grand Line. The anime *One Piece* embodies core values such as friendship, responsibility, courage, and aspirational goals, which align with the objectives of character education. Accordingly, the GRANDLINE learning model positions learners as knowledge adventurers, educators as navigators, and the learning process as a journey toward discovering the "treasure" of knowledge.

METHOD

This study employed a literature review method by examining relevant scholarly sources to develop the conceptual framework of the GRANDLINE learning model. A literature review is particularly appropriate when the aim of the research is to construct or formulate a new instructional model based on theoretical synthesis.⁵

1. Data Sources and Data Collection Techniques

Data were collected through a systematic review of various literature sources, including:

- a. International and nationally reputable journal articles related to adventure learning, experiential learning, student engagement, learner autonomy and self-regulated learning, as well as constructivism and project- or adventure-based learning.
- b. Textbooks and educational theory books addressing concepts such as constructivism, collaborative learning, and experiential learning.
- c. Previous studies relevant to the context of enhancing learner engagement and learning autonomy.

⁴Fang Zhang, "Effects of Game-Based Learning on Academic Outcomes: A Study of Technology Acceptance and Self-Regulation in College Students," *Heliyon* 10, no. 16 (August 2024): e36249, <https://doi.org/10.1016/j.heliyon.2024.e36249>.

⁵Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104 (November 2019): 333–39, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

The literature search was conducted through databases such as Google Scholar, ERIC, Scopus, ScienceDirect, and SpringerLink.

1. Research procedures

The procedure of this literature review study consisted of several stages:

- a. Identification of the Research Focus: At this stage, the researcher determined the areas of inquiry related to adventure-based learning, constructivism, learner engagement, and learning autonomy. This stage served as the foundation for structuring the GRANDLINE model.
- b. Literature Search: At this stage, the researcher identified and collected references from journals, books, and prior studies that support the development of the GRANDLINE components (Goal Setting, Route Planning, Adventure, Navigation, Discovery, Logbook Reflection, Integration, Narration, and Evaluation).
- c. Literature Selection: The literature was screened based on criteria such as relevance to the topic, publication period (2020–2025), scientific quality (indexed and peer-reviewed), and contribution to the development of an adventure-based model.
- d. Organization of Literature: At this stage, the literature was categorized into thematic areas, including experiential learning theory, adventure in education, learner engagement (behavioral, emotional, and cognitive), autonomy and self-regulation, and constructivist approaches to learning.
- e. Synthesis and Integration of Concepts: At this stage, the researcher integrated findings from various sources to construct the conceptual framework of the GRANDLINE model as an adventure-based learning model.
- f. Conclusion Drawing: Conclusions were derived from the literature findings to formulate the conceptual model, as well as its theoretical recommendations and practical implications.

2. Data Analysis Technique

Data analysis was conducted using two approaches:

- a. Content Analysis: This approach involved examining the meanings, concepts, and core arguments emerging from each source. It facilitated the identification of recurring concepts such as adventure, experiential learning, reflection, scaffolding, and self-regulation.
- b. Thematic Analysis: This approach involved categorizing the literature into major themes and identifying patterns of relationships among concepts, such as the relationship between adventure and engagement, reflection and learning autonomy, as well as narration and motivation.

3. Validity and Reliability

The validity of the study was ensured by utilizing credible scholarly sources (peer-reviewed), applying theoretical triangulation (experiential learning, constructivist learning, and self-regulated learning), comparing multiple adventure-

based learning models to ensure conceptual consistency, and consistently referring back to the GRANDLINE model as the foundation of the conceptual framework.

4. Output of the Literature Review Method

Through the stages of this literature review, the study produced the conceptual framework of the GRANDLINE model, a synthesis of theories on learner engagement and learning autonomy, an integration of constructivist approaches with adventure-based learning, and a model design that is ready for empirical testing.

RESULTS AND DISCUSSION

The findings of the literature review indicate that the GRANDLINE model consists of nine systematically organized stages of learning. The model—comprising Goal Setting, Route Planning, Adventure, Navigation, Discovery, Logbook Reflection, Integration, Narration, and Evaluation—is designed based on a constructivist approach, in which learners' knowledge is developed through experience and interaction, as well as through challenges and adventure, responsibility, courage, and integrity. Learning grounded in Piaget's constructivist theory emphasizes active learner participation, whereby knowledge develops through experience and understanding becomes deeper and more robust when it is tested through a variety of new experiences.⁶

From a constructivist perspective, the learning environment plays a crucial role in enabling learners to develop diverse perspectives and interpretations of reality, construct knowledge, and engage in a variety of experience-based activities. Therefore, there is a growing recognition of the need to implement assessment practices that are aligned with constructivist principles.⁷

Adventure education aims to promote individual growth and development through the deliberate planning and implementation of educational processes that incorporate elements of risk in certain contexts. The GRANDLINE model adopts constructivist principles, as described above, positioning learners as “knowledge adventurers” whose understanding is constructed through experience and interaction. Learning is facilitated through challenges and adventure, which in turn enhance motivation and support character development.

Tabel 1. *Learning Stages of GRANDLINE*

⁶Tri Yuni Hendrowati, “PEMBENTUKAN PENGETAHUAN LINGKARAN MELALUI PEMBELAJARAN ASIMILASI DAN AKOMODASI TEORI KONSTRUKTIVISME PIAGET,” *JURNAL E-DuMath* 1, no. 1 (January 2015), <https://doi.org/10.52657/je.v1i1.78>.

⁷Aditya Rini Kusumaningpuri and Endang Fauziati, “Model Pembelajaran RADEC Dalam Perspektif Filsafat Konstruktivisme Vygotsky,” *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 3, no. 2 (July 2021): 103–11.

Stages	Teacher's Activities	Learners' activities
G-Goal Setting	Explains the learning objectives using the metaphor of a treasure of knowledge	Determine the learning targets to be achieved
R-Route Planning	Guides groups in organizing strategies and assigning member roles	Determine learning routes, task distribution, and study schedules
A-Adventure	Provides exploratory activities such as experiments, field studies, or projects.	Carry out exploratory activities collaboratively
N-Navigation	Gives feedback and assistance when needed	Ask questions, discuss, and improve learning strategies
D-Discovery	Facilitates the analysis of activity results	Discover and conclude new concepts
L-Logbook Reflection	Provides reflection guidance	Write journals/logbooks of learning experiences
I-Integration	Relates learning outcomes to real-life contexts	Explain the relationship between concepts and daily life
N-Narration	Facilitates group presentations of work results	Share learning adventure stories in front of the class
E-Evaluation	Provides assessment and appreciation	Receive feedback and improve learning outcomes

1. Goal Setting Stage

The first stage is determining learning objectives, in which the teacher explains the learning goals using the metaphor of a “treasure of knowledge” to create an engaging learning context. The teacher connects the objectives with the relevant Learning Outcomes (CP) and Learning Objectives (TP) according to the class phase. Meanwhile, students are asked to determine their learning targets based on the objectives explained by the teacher, such as understanding concepts, solving problems, or producing a product. They also set personal targets according to their abilities as part of differentiated learning.

2. Route Planning Stage

The second stage is planning learning strategies. In this stage, the teacher guides groups in organizing learning strategies, assigning member roles, and selecting learning resources. The teacher also provides support based on students' needs as part of differentiated instruction. Meanwhile, students determine their learning routes, including

the learning steps, task distribution, work timeline, media, and learning tools to be used. They are also asked to develop a group learning plan map.

3. Adventure Stage

The third stage is exploration or the core learning activity, in which the teacher provides exploratory learning experiences such as experiments, field studies, demonstrations, problem-solving activities, or mini projects. The teacher ensures safety, the suitability of learning tools, and the clarity of instructions, while students collaboratively carry out the exploratory activities, collect data, make observations, and complete the assigned challenges.

4. Navigation Stage

This stage focuses on teacher guidance and scaffolding. The teacher provides feedback, concept clarification, and assistance when necessary without taking over the learning process. The teacher also facilitates discussions and guides groups that experience confusion. Meanwhile, students discuss, ask questions, adjust their strategies, and improve their learning steps based on the teacher's feedback.

5. Discovery Stage

The next stage is concept discovery, in which the teacher facilitates the analysis of exploration results so that students can identify key principles and core concepts. Students then draw conclusions and formulate new concepts based on their observations, experiments, or problem-solving activities.

6. Logbook Reflection Stage

The sixth stage is learning reflection through a learning journal, in which the teacher provides reflection guidance such as prompting questions to help students evaluate their learning process and outcomes. Students then write a journal or logbook documenting their experiences, strategies, challenges, and solutions encountered during the learning process.

7. Integration Stage

At this stage, the teacher connects the concepts that have been learned with real-world contexts, environmental issues, technology, or social phenomena. Students then explain the relationship between the concepts and daily life or identify real-life examples of their application.

8. Narration Stage

This stage is the presentation and storytelling of the learning process. At this stage, the teacher facilitates students in presenting the results of their learning journey in various forms, such as posters, videos, storytelling, reports, mini dramas, and others. Students then share their learning adventure stories in front of the class, explaining their processes, challenges, and discoveries.

9. Evaluation Stage

The final stage is evaluation in the form of final assessment and appreciation, where the teacher provides a comprehensive evaluation covering conceptual understanding (cognitive), collaboration and attitude (affective), process/project skills (psychomotor), and the quality of reflection. The teacher also gives feedback and appreciation for students'

efforts. Students receive feedback, improve their work, and conduct further reflection if necessary.

The results of the literature review and syntactic analysis of the GRANDLINE model indicate that this model has strong potential to enhance students' engagement and learning autonomy in the context of 21st-century learning. The learning syntax, which consists of the stages Goal Setting, Route Planning, Adventure, Navigation, Discovery, Logbook Reflection, Integration, Narration, and Evaluation, is designed to meet the demands of the Kurikulum Merdeka, which emphasizes student agency, meaningful learning, and the strengthening of the Pancasila Student Profile.

1. GRANDLINE Syntax as a Driver of Learning Engagement

The initial stages of the GRANDLINE model (Goal Setting and Route Planning) encourage students to actively engage from the very beginning of the learning process. Collaborative goal setting has been shown to enhance ownership and learning engagement. Student engagement is a crucial aspect that must be continuously strengthened, as it plays a significant role in achieving effective learning processes.

Literature findings reveal that the level of student engagement is strongly influenced by the quality of social interaction in the school environment, the support provided by teachers, and students' mental health conditions. Learning engagement is an important construct in educational psychology that encompasses cognitive, emotional, and behavioral dimensions, and has a major impact on the effectiveness of learning processes and students' learning outcomes. At the Route Planning stage, students are also encouraged to design strategies and assign roles, thereby activating behavioral engagement and increasing their sense of responsibility toward collaborative learning processes.

At the Adventure stage, student engagement increases significantly through exploration and hands-on learning experiences. The experiential learning model involves students in concrete experiences, reflective observation, abstract conceptualization, and active experimentation, enabling them to actively participate in the learning process. The Navigation stage strengthens the teacher's role as a facilitator who provides scaffolding according to students' needs. This approach aligns with the characteristics of the Kurikulum Merdeka, which emphasizes the teacher's role in providing differentiated support based on students' conditions. The feedback given at this stage functions as formative assessment that improves the quality of learning and guides students back to the correct learning path.

2. GRANDLINE in Strengthening Learner Autonomy (*Self-Regulated Learning*)

The Goal Setting stage facilitates goal orientation skills, while Route Planning fosters strategic planning abilities. This is consistent with studies emphasizing that self-regulated learning (SRL) improves when students are given opportunities to design their own learning strategies and regulate their learning pace.⁸ Furthermore, the Discovery and Logbook Reflection stages play a crucial role in developing metacognitive awareness. The Discovery stage enables students to construct concepts through data analysis, while

⁸Silke Vanslambrouck et al., "An In-Depth Analysis of Adult Students in Blended Environments: Do They Regulate Their Learning in an 'Old School' Way?," *Computers & Education* 128 (January 2019): 75–87, <https://doi.org/10.1016/j.compedu.2018.09.008>.

Logbook Reflection encourages them to examine their thinking processes, evaluate their strategies, and determine areas for improvement.

In addition, the Integration and Narration stages further strengthen SRL by providing opportunities for students to connect new knowledge with real-life contexts and independently present their learning outcomes. The narrative or storytelling element embedded in the GRANDLINE model also enhances conceptual ownership and deepens students' understanding. Storytelling serves as a powerful means of providing context, making the learning process more comprehensible and meaningful for students.⁹

3. Relevance of GRANDLINE to the *Merdeka Curriculum*

One of the key characteristics of the Kurikulum Merdeka is the provision of greater autonomy for both teachers and students. With this flexibility, schools are able to design learning strategies, instructional planning, and assessment methods that align with students' needs and interests. This condition enables students to explore subject areas according to their preferences, thereby increasing their engagement and motivation in the learning process. In other words, the Kurikulum Merdeka emphasizes student-centered, experience-based, and competency-oriented learning. Based on the GRANDLINE syntax, all stages are consistent with the principles of the Kurikulum Merdeka. Therefore, the GRANDLINE model is not only compatible with the curriculum but also has the potential to enrich classroom practices through varied and enjoyable learning approaches.

4. Contribution of GRANDLINE to the Research Gap

Several research gaps identified in the literature can be addressed through the implementation of the GRANDLINE model.

- a. There is a lack of adventure-based learning models that are fully integrated into formal classroom settings, as recent studies tend to focus primarily on outdoor learning activities. GRANDLINE offers a new framework that can be applied in classroom contexts without losing the essence of an adventure-based approach.
- b. There is a limited number of studies that combine student engagement and self-regulated learning (SRL) within a single pedagogical model, as most existing research focuses on only one of these variables. GRANDLINE provides simultaneous support for both through its structured syntactic design.
- c. There is a need for adaptive scaffolding in adventure-based and game-based learning environments. The Navigation stage in GRANDLINE explicitly defines the teacher's role as a navigator who provides contextual support based on students' needs.
- d. There is also a limitation in longitudinal evidence, as many studies do not examine long-term learning effects. Through its reflection and real-life integration stages, GRANDLINE has the potential to generate long-term impacts that can be explored in future research.

⁹Scott W. McQuiggan et al., "Story-Based Learning: The Impact of Narrative on Learning Experiences and Outcomes," in *Intelligent Tutoring Systems*, ed. Beverley P. Woolf et al. (Berlin, Heidelberg: Springer, 2008), 530–39, https://doi.org/10.1007/978-3-540-69132-7_56.

Thus, GRANDLINE is not only a novel instructional model but also responds to the literature's demand for pedagogical innovation that simultaneously strengthens both learner engagement and learner autonomy.

CONCLUSION

The conclusion of this study indicates that the GRANDLINE learning model has the potential to enhance students' engagement and learning autonomy. Each syntax of the model, from Goal Setting to Evaluation, demonstrates strong relevance to the principles of the Kurikulum Merdeka, particularly in facilitating student agency, meaningful learning experiences, and holistic competency development. GRANDLINE is able to bridge existing research gaps by integrating adventure-based learning experiences, student engagement, and self-regulated learning within a single systematic pedagogical framework. In addition, this model offers a novel approach that can be implemented in classroom learning without requiring extreme outdoor activities, making it more adaptable to the Indonesian school context. The contribution of this study lies in its theoretical output, namely the GRANDLINE conceptual framework, which can serve as a reference for future instructional innovation.

REFERENCES

- Akiko, Okinuki, and Kashimura Yushi. "Student Engagement and Academic Achievement in Second Language Learning: A Meta-Analysis." *JACET Journal* 69 (2024): 71–90.
- Guntur, Mochamad, and Yoppy Wahyu Purnomo. "A Meta-Analysis of Self-Regulated Learning Interventions Studies on Learning Outcomes in Online and Blended Environments." *Online Learning* 28, no. 3 (September 2024). <https://doi.org/10.24059/olj.v28i3.4025>.
- Hariono, Elok Angga Dewi, and Nono H. Yoenanto. "Upaya Meningkatkan Student Engagement Pada Pembelajaran Daring." *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 4 (October 2024): 1459–74. <https://doi.org/10.53299/jppi.v4i4.783>.
- Hendrowati, author Tri Yuni. "PEMBENTUKAN PENGETAHUAN LINGKARAN MELALUI PEMBELAJARAN ASIMILASI DAN AKOMODASI TEORI KONSTRUKTIVISME PIAGET." *JURNAL E-DuMath* 1, no. 1 (January 2015). <https://doi.org/10.52657/je.v1i1.78>.
- Hudah, Maftukin. "Adventure Education as a Learning Strategy to Improve Kinesthetic and Interpersonal Intelligence in Elementary School Students." *Pakistan Journal of Life and Social Sciences (PJLSS)* 22, no. 2 (2024). <https://doi.org/10.57239/PJLSS-2024-22.2.001594>.
- Kusumaningpuri, Aditya Rini, and Endang Fauziati. "Model Pembelajaran RADEC Dalam Perspektif Filsafat Konstruktivisme Vygotsky." *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 3, no. 2 (July 2021): 103–11.
- McQuiggan, Scott W., Jonathan P. Rowe, Sunyoung Lee, and James C. Lester. "Story-Based Learning: The Impact of Narrative on Learning Experiences and Outcomes." In *Intelligent Tutoring Systems*, edited by Beverley P. Woolf, Esma Aïmeur, Roger Nkambou, and Susanne Lajoie, 530–39. Berlin, Heidelberg: Springer, 2008. https://doi.org/10.1007/978-3-540-69132-7_56.
- Miles, John C., and Simon Priest. *Adventure Education*. Venture Publishing, Inc, 1990.

- Nurhayati, Nurhayati, Khairunnisa, Suryani Tarigan, and Mariani Lubis. "Implementasi Dan Tantangan Kurikulum Merdeka Di SMA: Strategi Pengajaran Berpusat Pada Peserta didik Untuk Pembelajaran Yang Lebih Fleksibel Dan Kreatif." *Jurnal Pendidikan* 13, no. 1 (January 2025): 69–79.
- Snyder, Hannah. "Literature Review as a Research Methodology: An Overview and Guidelines." *Journal of Business Research* 104 (November 2019): 333–39. <https://doi.org/10.1016/j.jbusres.2019.07.039>.
- Susiloningsih, Esti, Mohamad Syarif Sumantri, and Arita Marini. "Experiential Learning Model in Science Learning: Systematic Literature Review." *Jurnal Penelitian Pendidikan IPA* 9, no. 9 (September 2023): 550–57. <https://doi.org/10.29303/jppipa.v9i9.4452>.
- Vanslambrouck, Silke, Chang Zhu, Bram Pynoo, Valérie Thomas, Koen Lombaerts, and Jo Tondeur. "An In-Depth Analysis of Adult Students in Blended Environments: Do They Regulate Their Learning in an 'Old School' Way?" *Computers & Education* 128 (January 2019): 75–87. <https://doi.org/10.1016/j.compedu.2018.09.008>.
- Zhang, Fang. "Effects of Game-Based Learning on Academic Outcomes: A Study of Technology Acceptance and Self-Regulation in College Students." *Heliyon* 10, no. 16 (August 2024): e36249. <https://doi.org/10.1016/j.heliyon.2024.e36249>.
- Zulaika, Aimi, Erlina Erlina, and Rachmat Sahputra. "Keterlibatan Belajar Peserta Didik (Learning Engagement) Dalam Pembelajaran Kimia Terhadap Prestasi Akademik: Kajian Literatur." *JURNAL PENDIDIKAN MIPA* 14, no. 4 (December 2024): 1078–90. <https://doi.org/10.37630/jpm.v14i4.1998>.