

Academic Procrastination and Its Impact on Students' Occupational Activity

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ABSTRACT

Background: Academic procrastination refers to the intentional delay of academic tasks. This behaviour is common among college students and may affect not only academic performance but also participation in various occupational activities, including studying, involvement in student organizations, social interactions, and self-management. This study aimed to explore students' experiences in dealing with academic procrastination and its impact on their participation in occupational activities.

Methods: A qualitative research method using phenomenological approach was conducted. Data were collected through in-depth interviews and observations. Trustworthiness was established through data triangulation, theory triangulation, and member checking. The data were analysed using thematic analysis. Participants were recruited through purposive sampling and consisted of six college students who scored >18 on the Academic Procrastination Scale–Short Form and were actively involved in campus activities.

Results: The findings revealed that academic procrastination was influenced by internal and external factors, manifesting in both passive and active forms. Its consequences included anxiety, physical and mental fatigue, disrupted sleep and eating patterns, delayed assignment submission, decreased academic quality, and reduced social participation. Participants employed various strategies to manage procrastination including enhancing intrinsic motivation, setting task priorities, seeking peer support, and applying coping strategies to manage stress.

Conclusion: Academic procrastination is a phenomenon arises from the dynamic interaction between personal and environmental factors and negatively affects students' engagement and performance across various occupational activities.

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1. INTRODUCTION

College students are individuals in the transition period from late adolescence to early adulthood who are expected to fulfil various academic, social, and personal developmental roles [1]. Active participation in occupational activities, including academic tasks, organizational involvement, social interactions, and daily life activities, is essential for developing competence, well-being, and quality of life [2]. However, academic procrastination remains a common challenge among students worldwide. Approximately 70% of college students report engaging in academic procrastination [3]. In Indonesia, the prevalence is also high, reaching 61.45% [4], while another study found that 55.1% of students delayed completing academic assignments [5].

Academic procrastination refers to the intentional delay of academic tasks despite anticipating negative consequences, has been associated with poor academic performance, increased stress,

anxiety, and reduced psychological well-being [6,7]. Previous studies have identified various factors contributing to academic procrastination. Internal factors include low self-regulation, poor time management, low motivation, anxiety, and self-efficacy, whereas external factors involve academic workload, learning environments, social influences, and digital distractions [8,9]. Research has further demonstrated that academic procrastination negatively affects academic achievement, mental health, and study completion [10,11]. Various interventions, such as strengthening self-regulation, improving time-management skills, increasing self-awareness, and enhancing social support, have been reported as effective in reducing procrastination behaviour [12,13].

Despite the growing body of literature on the causes, consequences, and management of academic procrastination, most studies have primarily focused on psychological and academic outcomes. As a result, limited attention has been given to how academic procrastination influences students' participation in meaningful occupations in everyday life. From an occupational therapy perspective, participation in occupation is considered a central outcome of health and well-being, reflecting an individual's ability to engage in meaningful activities and fulfil desired life roles [10]. Difficulties in managing academic demands may extend beyond academic performance and negatively affect engagement in other occupational domains, including social participation, leisure, self-care, rest and sleep, and personal development.

Therefore, the novelty of this study lies in exploring academic procrastination through an occupational therapy perspective by examining how procrastination affects students' participation in meaningful occupations across multiple areas of daily life. Unlike previous studies that mainly emphasize academic performance and psychological consequences, this study seeks to understand the impact of academic procrastination on occupational participation, occupational roles, and occupational balance. By adopting a qualitative approach, this study seeks to provide a deeper understanding of students' experiences that may inform occupation-based interventions to promote healthier participation patterns and overall well-being among university students.

2. MATERIALS AND METHODS

2.1 Research Design

This study employed a descriptive phenomenological approach to explore the lived experiences of students experiencing academic procrastination and its influence on participation in occupational activities. The approach focuses on exploring and interpreting participants' lived experiences and perspectives related to a particular phenomenon. In this study, phenomenology was used to understand academic procrastination as a subjective experience influenced by various internal and external factors and to explore how it affects students' participation in meaningful occupational activities.

2.2 Researcher Reflexivity

The primary researcher was an undergraduate occupational therapy student who was familiar with the academic environment of the participants. To minimize potential researcher bias, reflexive notes were maintained throughout data collection and analysis. Regular discussions with research supervisors were conducted to review emerging interpretations, and member checking was used to ensure that findings accurately reflected participants' experiences.

2.3 Research Setting and Participants

The study was conducted at the Bachelor of Applied Occupational Therapy Program, Poltekkes Kemenkes Surakarta, Indonesia. Data collection was carried out from July to August 2025. Participants were selected using purposive sampling based on the following inclusion criteria: 1). third- and fourth-year occupational therapy students, 2). obtaining a score greater than 18 on the Academic Procrastination Scale–Short Form (APS-SF), 3). actively participating in academic or

non-academic activities, 4). willing to participate in the study. A total of six participants were recruited.

The number of participants was determined based on the principle of data saturation, whereby no new themes or meaningful information emerged from subsequent interviews. This sample size is consistent with recommendations for phenomenological research, which emphasize obtaining rich and in-depth accounts of participants' lived experiences rather than achieving statistical representation.

2.4 Research Instruments

The researcher served as the primary instrument in this qualitative study. Supporting instruments included an interview guide, observation guide, voice recorder, informed consent form, and the Academic Procrastination Scale–Short Form (APS-SF). The APS-SF [14] was used to screen participants. The scale consists of five items rated on a five-point Likert scale (5–25 total score) and has demonstrated good reliability (Cronbach's $\alpha = 0.84$). Students scoring >18 were eligible for inclusion in the study.

The APS-SF was used to identify students who demonstrated academic procrastination prior to participation in the study. The interview guidelines consisted of open-ended questions designed to explore students' experiences, triggers, impacts, and coping strategies related to academic procrastination and occupational activity participation. The observation guide was used to document behaviours and activity patterns associated with procrastination and occupational engagement.

2.5 Data Collection

Data were collected through semi-structured in-depth interviews and non-participant observations. Participants were recruited based on predetermined inclusion criteria. The interview process followed a structured interview protocol consisting of open-ended questions designed to explore participants' experiences of academic procrastination, perceived contributing factors, impacts on occupational participation, and coping strategies. Observations were conducted using an observation protocol developed by the researchers to examine participants' behaviors, routines, and engagement in meaningful occupational activities.

Interviews were conducted either face-to-face or through Zoom Meeting, depending on participants' availability and preferences. With participants' consent, all interviews were audio-recorded to ensure data accuracy. The recordings were subsequently transcribed verbatim, and observation notes were documented systematically to facilitate data analysis.

2.6 Data Analysis

Data were analysed using Braun and Clarke's six-phase thematic analysis approach. First, the researcher familiarized themselves with the data by repeatedly reading interview transcripts and observation notes while listening to the audio recordings to ensure accuracy. Second, initial codes were generated by identifying meaningful segments of data related to experiences of academic procrastination and occupational participation.

Third, the codes were examined and organized into potential themes by identifying patterns and relationships across participants' accounts. Fourth, the preliminary themes were reviewed and refined by comparing them with the original transcripts to ensure coherence, consistency, and relevance to the research objectives. Fifth, the themes were defined and named to clearly represent the essence of the participants' experiences. Finally, a comprehensive report was produced by integrating themes, subthemes, participant quotations, and observational findings to provide a rich description of the phenomenon.

To enhance analytical rigor, coding and theme development were discussed among the research team. Differences in interpretation were resolved through discussion until consensus was achieved.

2.7 Trustworthiness of Data

The trustworthiness of the data was established using the criteria proposed by Lincoln and Guba, including credibility, dependability, conformability, and transferability. Credibility was

enhanced through data triangulation, theory triangulation, and member checking. Data triangulation involved comparing information obtained from interviews and observations, while theory triangulation was used to interpret findings from multiple theoretical perspectives. Member checking was conducted by confirming findings and interpretations with participants to ensure that the results accurately reflected their experiences.

2.8 Ethical Considerations

Ethical principles were maintained throughout the study. Participants received information regarding the objectives, procedures, benefits, and voluntary nature of participation before providing written informed consent. Confidentiality and anonymity were protected by using participant codes during data analysis and reporting. Ethical approval for this study was obtained from the appropriate ethics committee, as documented in the research ethical clearance. This study was approved by the Research Ethics Committee of Universitas ‘Aisyiyah Surakarta on August 19, 2025, with ethical clearance number 578/VIII/AUEC/2025. Written informed consent was obtained from all participants prior to data collection.

3. RESULTS

This study involved six Occupational Therapy students from the Bachelor of Applied Occupational Therapy Program, Poltekkes Kemenkes Surakarta. Participants were selected using purposive sampling based on the following criteria: being third- or fourth-year students, obtaining a score above 18 on the Academic Procrastination Scale–Short Form, and actively participating in academic or non-academic activities.

Table 1. Characteristics of Participants

Participant	Age (years old)	Gender	Student Status	APS-SF Score
P1	20	Female	Active	19
P2	20	Female	Active	24
P3	21	Male	Active	19
P4	22	Male	Active	20
P5	21	Female	Active	19
P6	21	Male	Active	19

Thematic analysis of interview transcripts and observation records generated four major themes related to academic procrastination and occupational participation: factors contributing to academic procrastination, forms of academic procrastination, impacts on occupational participation, and strategies used to overcome procrastination.

Table 2. Themes and Subthemes

Theme	Subthemes
1. Factors contributing to academic procrastination	1. Internal factors; External factors
2. Forms of academic procrastination	2. Delay based on intention; Delay based on source
3. Impact of academic procrastination on occupational participation	3. Internal impacts; External impacts
4. Strategies to overcome academic procrastination	4. Self-management and coping strategies

Participants identified both internal and external factors contributing to academic procrastination. Internal factors included low motivation, fatigue, boredom, and difficulties understanding assignment instructions. As Participant 2 stated, *“I feel lazy, so I’d rather spend my time scrolling through TikTok than working on assignments,”* while Participant 3 reported, *“After doing other activities, I feel exhausted, so I tend to postpone my assignments.”* Participant 6 further explained that uncertainty about how to begin an assignment often led to delays. External factors included heavy academic workloads, multiple deadlines, peer influence, and environmental

distractions. Participant 6 noted, *“In the final semesters, there are so many assignments that it makes my procrastination even worse”*.

Participants described both passive and active forms of procrastination. Some delayed assignments despite being aware of approaching deadlines, whereas others intentionally postponed tasks because they believed they worked better under pressure. Leisure activities such as social media use and socializing often replaced academic tasks. As Participant 2 stated, *“I end up scrolling through social media instead of doing my assignments.”* Procrastination was also associated with anxiety, confusion, avoidance behaviours, and dependence on group members when completing collaborative assignments.

Academic procrastination affected participants' occupational participation both personally and socially. Participants commonly reported anxiety, panic, mental exhaustion, reduced concentration, and decreased motivation. As Participant 1 explained, *“When the deadline gets close, I start to panic.”* Procrastination also disrupted self-care routines, particularly eating and sleeping habits. One participant reported, *“I postponed eating because I was focused on finishing assignments”* (P1), while another stated, *“Sometimes I don't sleep at all when assignments pile up”* (P4).

The impact was also evident in social and academic participation. Some participants limited social interactions to avoid distractions, while others reported rushing assignments, studying only shortly before examinations, submitting coursework late, and experiencing sleepiness during classes. Participant 2 stated, *“I isolate myself so that friends won't invite me to go out when I have many assignments.”*

Participants used several strategies to manage procrastination, including increasing self-motivation, prioritizing tasks, seeking peer support, and engaging in leisure activities to reduce stress. Participant 3 stated, *“I remind myself that if I do not finish the assignment now, it will become a bigger burden later.”* Similarly, Participant 4 explained, *“I make a list of assignments and complete the ones with the nearest deadlines first.”* Peer reminders and encouragement also helped participants remain accountable.

Observational findings supported the interview data, showing that many participants frequently shifted their attention from academic tasks to more immediately rewarding activities, such as using social media, engaging in casual conversations, or participating in leisure activities. Several participants appeared to delay task initiation despite being aware of approaching deadlines, while others demonstrated difficulties maintaining focus during study-related activities. These behaviours were often accompanied by reduced engagement in other meaningful occupations, including social participation, organizational involvement, and rest routines, suggesting that academic procrastination influenced not only academic performance but also broader patterns of occupational participation and balance in daily life.

4. DISCUSSION

4.1 Factors Contributing to Academic Procrastination

The findings of this study indicate that academic procrastination among college students is influenced by both internal and external factors. Internal factors included low motivation, boredom, physical fatigue, uncertainty regarding task requirements, and difficulties initiating academic tasks. Consistent with previous studies, low motivation and emotional difficulties reduce students' willingness to engage in goal-directed academic activities, thereby increasing procrastination behaviours [15]. Social media and entertainment activities may also provide immediate gratification that competes with academic responsibilities and encourages task avoidance [5].

According to the Model of Human Occupation (MOHO), these findings reflect disruptions in volition, habituation, performance capacity, and environmental influences [16]. Low motivation and

difficulties initiating tasks may indicate challenges in volition, whereas repeated delays suggest disruptions in habituation and productive routines. Physical fatigue may further limit performance capacity, while excessive workload and non-conducive learning environments act as environmental barriers to occupational engagement [17]. These findings support the MOHO assumption that occupational participation results from the dynamic interaction among personal motivation, habits, abilities, and environmental conditions.

4.2 Forms of Academic Procrastination

Participants reported delaying difficult tasks, avoiding assignments due to anxiety and uncertainty, relying on group members, and intentionally postponing work until deadlines approached. These findings support the concept of task aversiveness, whereby individuals are more likely to avoid occupations perceived as unpleasant or overwhelming (18).

From an occupational therapy perspective, these behaviours may reflect difficulties in occupational performance. Anxiety, uncertainty, and emotional distress can interfere with planning, decision-making, and task initiation, reducing students' ability to engage effectively in academic occupations [19]. Although procrastination may temporarily reduce discomfort, it often compromises performance quality and increases academic pressure over time.

4.3 Impact of Academic Procrastination on Occupational Participation

Academic procrastination affected participation across multiple occupational domains. Participants reported reduced engagement in educational activities, social participation, leisure, and self-care due to accumulated academic demands. According to OTPF-4, occupational participation involves engagement in meaningful occupations that support health and well-being [19]. These findings suggest that procrastination extends beyond academic performance and influences broader occupational participation.

Participants frequently described becoming less organized, more rushed, and less focused when completing academic tasks. From an occupational therapy perspective, these difficulties may reflect impaired occupational performance, particularly in planning, time management, problem-solving, and task completion. As assignments accumulated, students experienced greater difficulty fulfilling academic responsibilities and maintaining other daily roles effectively.

Procrastination also disrupted sleep routines, eating habits, leisure activities, and social interactions. Many participants reported sacrificing rest and leisure time to complete unfinished assignments, while others limited social participation due to concerns about pending academic tasks. These patterns indicate challenges in maintaining occupational balance, defined as a satisfactory distribution of self-care, productivity, leisure, and rest occupations [20]. Consequently, prolonged procrastination may contribute to stress, fatigue, reduced well-being, and decreased quality of life. Collectively, these findings highlight that academic procrastination is not solely an academic issue but an occupational challenge that affects occupational performance, participation, and balance across multiple areas of daily life.

4.4 Strategies for Managing Academic Procrastination

Participants managed procrastination through intrinsic motivation, task prioritization, peer support, and engagement in leisure activities. Previous studies have shown that intrinsic motivation and effective self-regulation are associated with lower levels of procrastination [21]. By reminding themselves of academic goals, future aspirations, and personal responsibilities, students attempted to maintain motivation and reduce avoidance behaviours.

Participants also reported using prioritization and time-management strategies, such as creating task lists and organizing assignments according to deadlines and difficulty levels. These strategies may support occupational performance by helping student structure daily routines, allocate time effectively, and reduce the accumulation of academic tasks. In addition, peer support emerged as an important resource, providing encouragement, reminders, accountability, and practical assistance

during periods of academic stress. Consistent with previous findings, social support can facilitate academic engagement and reduce procrastination behaviors [22].

From the perspective of Occupational Adaptation, these strategies represent adaptive responses to occupational challenges [23]. Students actively modified their behaviours and routines to cope with academic demands while maintaining participation in meaningful occupations. Several participants also engaged in leisure activities and relaxation before returning to academic work. These activities helped reduce stress, restore concentration, and support re-engagement in academic occupations. Therefore, the coping strategies identified in this study may promote occupational adaptation, support occupational balance, and facilitate sustained participation in both academic and non-academic occupations despite academic pressures.

4.5 Implications for Occupational Therapy Practice

The study has both theoretical and practical implications. Theoretically, the study expands the understanding of academic procrastination by linking it to occupational participation, occupational balance, and role performance. This perspective complements existing psychological and educational approaches by emphasizing the impact of procrastination on engagement in meaningful daily occupations.

Practically, the findings suggest that occupational therapists working with college students should consider procrastination as a factor that may affect participation and well-being. Intervention programs may incorporate time-management training, self-regulation strategies, occupational balance education, and environmental modifications to support students in managing academic demands while maintaining participation in meaningful occupations.

4.6 Limitations of the Study

This study was conducted among Occupational Therapy students from a single institution; therefore, the findings may not represent experiences of students from other academic disciplines or educational settings. In addition, the qualitative design focused on subjective experiences and did not examine the effectiveness of specific interventions. Future studies are recommended to include participants from diverse educational backgrounds and explore occupation-based interventions aimed at reducing academic procrastination and improving occupational participation.

5. CONCLUSIONS

This study found that academic procrastination among college students is influenced by both internal factors, including low motivation, fatigue, boredom, and difficulties initiating tasks, and external factors such as academic workload, peer influence, and environmental distractions. Academic procrastination manifested in various forms and affected occupational participation across academic, self-care, and social domains, resulting in anxiety, reduced concentration, disrupted eating and sleeping routines, decreased social engagement, and challenges in managing academic responsibilities. Participants reported using self-motivation, task prioritization, peer support, and leisure activities to cope with procrastination. These findings suggest that academic procrastination extends beyond academic performance and may influence students' occupational participation and occupational balance. Future research is needed to further examine strategies and occupation-based approaches that may support students in managing academic procrastination and maintaining participation in meaningful occupations.

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