

Coffee Shop as a Space for Business Leisure Optimization Among Students

Preza Aprilia Pratiwi Putri^{1*}, Elya Kurniawati²

¹Universitas Negeri Malang, 5th Semarang, Malang, Indonesia

²Universitas Negeri Malang, 5th Semarang, Malang, Indonesia

Paper received: 30-01-2026; revised: 25-03-2026; accepted: 25-04-2026; published: 26-05-2026

ARTICLE INFO

ABSTRACT

Keywords:
Tourism, Bleisure, Coffee Shop,
Student

Business leisure (bleisure) The trend of modern tourism is a combination of business activities and leisure activities in one trip. This phenomenon is evolving to increase individual productivity flexibly while supporting the concept of work-life balance. Bleisure reflects a shift in individuals' lifestyles in managing their time, blurring the boundaries between professional obligations and personal enjoyment. In the context of students, bleisure is reflected through the use of coffee shop as a hybrid space that integrates learning and social activities. This behavior shows that students naturally adopt the principles of bleisure.

Coffee shop play a role is not just a relaxation space, but a setting that supports discussion, creativity, and social networking with coffee as a binding element of student lifestyle. The atmosphere, accessibility, and facilities available at the coffee shop provide an ideal environment for students to engage in academic and recreational activities. Coffee, synonymous with the lifestyle of college students, by consuming coffee can increase energy, cause wakefulness, alertness, reaction accuracy, the ability to concentrate and to concentrate and reduce fatigue (Rozi et al., 2025). These benefits further reinforce the coffee shop as a strategic space for productive bleisure activities among the student population. However, studies on bleisure So far, it has focused more on business tourism and MICE, so that studies in the context of students are still limited. This article offers a new perspective by looking at coffee shop as an optimization space bleisure Students are also part of the dynamics of urban tourism and the broader leisure economy.

How to cite:

Preza, A. A. (2026). Coffee Shop as a Space for Business Leisure Optimization Among Students. *Journal of Sustainable Tourism Insight*, 1 (1), 62-71.

© 2026 Sustainable Tourism Insight, Author(s). All rights reserved

*Corresponding author. preza.aprilia.2407716@students.um.ac.id.

INTRODUCTION

Bleisure is understood to be a new travel concept where individuals incorporate leisure activities into their work trips. In practice, bleisure shows significant development along with the boundaries between work travel and leisure activities. In his research, the bleisure experience is able to improve the quality of an individual's experience beyond the main activities undertaken. (Chung et al., 2020)

This phenomenon is increasingly popular among Gen Z, who value the importance of work-life balance. Similar research in *the eJournal Sociology-Sociology* (2021) shows that hanging out in coffee shops has become a representation of the lifestyle transformation of the younger generation. Students show their interest in finding a flexible environment that can support academic activities without feeling bored.

The phenomenon of coffee culture in coffee shops is to accompany the academic demands some students. These changes are shaping new lifestyle, not just drink. Students use *the Coffee shop* as a place for academic discussions and work on assignments. The increase in coffee consumption has increased globally, as evidenced by the *International Coffee Organization* (ICO) that global coffee consumption reached around 168 million bags (2019) to around 177 million bags (2024), thus reflecting the strong coffee culture as part of students' daily activities (ICO, 2024).

Table 1. Number of Coffee Shops in Multiple Countries (November 2025)

No	Country	Number of Coffee Shops
1	Indonesia	461,991
2	China	±190,000
3	United State	145,629
4	Vietnam	132,294
5	South Korea	±100,000

Source: Global Point Interest (POI), November 2025.

Indonesia occupies the first position as the country with the highest number of coffee shops in the world with a total of 461,991 coffee shops. This shows that the coffee consumption culture and the growth of the coffee shop industry are growing rapidly, driven by the high interest of the younger generation in activities *bleisure* of Coffee Shop. This reflects that the demand for coffee shops is getting higher.

Previous research has shown that coffee shops are chosen as alternative learning spaces because of the comfort factor, flexibility of time, atmosphere that supports concentration, and the availability of digital facilities such as wireless internet (Phan & Le, 2025). *Coffee shop* It can be seen as an ambivalent space that plays a dual role, both as a medium for productivity optimization and as a symbol of lifestyle in the context of urban tourism. However, this phenomenon has also received criticism because it is considered to foster consumptive behavior among students that has the potential to reduce academic productivity.

Studies found the atmosphere to be comfortable and the internet facilities made *coffee shop* becoming a popular place to study off-campus, even contributing to the increase of students' academic motivation (Trott et al., 2020a). Recent studies have shown that non-formal learning spaces, including coffee shops, contribute to student learning patterns in the modern era of education (Damanik, 2025). However, the reality on the ground is not always ideal. Cost factors, noise, and environmental distractions are often obstacles in optimizing space *bleisure* that support academic activities.

The limited availability of learning spaces in the surrounding environment has also encouraged the emergence of the phenomenon *bleisure*. *Coffee shop* not only serves as a place to relax, but also as a support forum for academic activities (Ishomuddin et al., 2024). In this context, it is interesting to review coffee shops through the framework of business leisure, namely how this space can function as a means of optimizing integration between academic and recreational productivity.

The dynamics show that the application of the concept of *bleisure* in students shows a different pattern from the practice that occurs in professionals. A critical study is needed that is able to see both the productive and potentially contradictory sides of coffee culture in coffee shops. Thus, this study is relevant to examine in depth how coffee shops play a role as a space for optimizing *bleisure* for students, and the extent to which these spaces really support academic and recreational balance, or are more likely to be trapped in lifestyle consumption.

METHODS

This study uses a quantitative approach with a descriptive design. This approach aims to identify and describe students' perceptions and experiences in utilizing *coffee shops* as a *business leisure space*, which is a place of learning as well as simple recreation. The survey was conducted through a closed-ended questionnaire on a Likert scale of 1–5, where a score of 1 indicated "strongly disagree" and a score of 5 indicated "strongly agreed".

The population in this study is students in the city of Malang, with a total of 30 respondents. The sampling technique used is *purposive sampling*, as a sample determination technique based on certain considerations that are tailored to the purpose of the research. The selection of relevant subjects is able to represent the phenomenon studied in a more meaningful way (Miles et al., 2014). Therefore, *purposive sampling* was chosen because not all students have experience using *coffee shops* as a *business leisure space*, so respondents who have direct involvement with the phenomenon are needed.

This research was carried out by paying attention to the ethical principles of research. The respondents' participation in this study was voluntary. Researchers guarantee the confidentiality of identity and ensure that all data is only used for academic research purposes, without being disseminated for other purposes outside of scientific interests.

RESULTS AND DISCUSSION

Business Leisure or *Bleisure* sulking at the expansion of professional activities towards recreational activities with the aim of achieving a balance between productivity and relaxation (Pinho & Marques, 2021a). In the context of this research, students can be seen as *bleisure*, i.e. individuals who combine academic activities with a relaxed atmosphere in one flexible and inspiring space like a coffee shop. Just as business travelers extend their visit time for vacation, students also expand their study activities (academic business) to non-formal spaces to find learning comfort as well as relaxation. This phenomenon confirms that *bleisure* Not only does it belong to the professional world of work, but it also appears in the academic realm of the younger generation. Coffee shops were chosen because they provide a more relaxed yet productive atmosphere. This illustrates the shift in the learning style of modern students, which prioritizes flexibility, balance, and freedom of expression in undergoing academic activities (Qi et al., 2021a)

By adapting this concept, this study examines how coffee shops function as spaces business leisure which supports student productivity, balance, and social interaction. Other literature also confirms that the balance between work and leisure (work-life balance) plays an important role in improving efficiency and individual satisfaction (Pinho & Marques, 2021a). This reinforces the relevance of the concept bleisure to the behavior of students who make coffee shops as an alternative space to combine learning and relaxation activities. In line with the views of Pinho and Marques (2021), bleisure depicts a blend of work and leisure activities aimed at creating a more balanced and enjoyable experience. Just like business travelers who extend their visits for vacation. This is in line with the results of research that shows that the existence of coffee shops helps students achieve life balance, maintain focus on learning, reduce academic stress, and increase motivation and productivity (Qi et al., 2021b). Thus, the following discussion will describe in detail how a coffee shop functions as a space business leisure which supports students' academic balance, productivity, and social interaction in a sustainable manner.

Coffee shop has become part of students' daily lives, not just a gathering space for beverage consumption. The pattern shows that modern students are beginning to form a new identity. Not only as an academic community, but also part of an urban community that prioritizes flexibility, comfort, and self-expression in new spaces. (Trott et al., 2020b). According to the theoretical perspective bleisure, this phenomenon can be connected as a form of expanding the academic community in a more creative realm. According to Pinho and Marques (2021), Bleisure describes the efforts of students who utilize non-formal learning spaces as part of their academic strategies, especially for independent study, group discussions, and assignment collaboration (Pinho & Marques, 2021a). Meanwhile, from the perspective of students, the learning process that generally takes place in formal spaces has now been expanded to public spaces such as coffee shop. Thus, students can be seen as perpetrators bleisure that combines learning activities (academic business) with leisure activities (leisure atmosphere) in the same space.

1. Coffee Shop as a Productive Hybrid Space

Most respondents gave high ratings, with a score range between 4 to 5, on indicators related to productivity and learning atmosphere in coffee shop. These results indicate that the majority of students consider coffee shop helping them maintain a balance between recreation and learning. This condition can increase motivation and enthusiasm for learning, because it brings a sense of comfort, focus, and generates creative ideas when doing activities in spaces that offer leisure atmosphere such as coffee shop. The comfort of a non-formal learning environment affects students' cognitive and affective involvement in the learning process (Trott et al., 2020b).

The appearance of new functions coffee shop as a hybrid space that combines productivity with relaxation, students have the flexibility to move from formal to recreational mode without losing focus on academic goals. In line with the findings affirmed by), the bleisure provide an opportunity for individuals to make temporary recovery (temporary recovery) from work or academic pressure without the need to completely stop learning activities. Thus, it directly becomes a space that can maintain time efficiency (Pinho & Marques, 2021a).

The results of the students' responses provide reinforcement to this theory. Most respondents felt more focused and excited when studying at coffee shop compared to formal learning environments. This is supported by factors such as a relaxed atmosphere, the aroma of coffee, and soft music backgrounds that also encourage a psychological state that is more

receptive to ideas and creativity. A calming sphere can reduce excessive academic pressure. The right learning environment can reduce the level of stress in academics so that students' creative and reflective thinking capacity can increase (Angka et al., 2020). Thus, in the concept Bleisure, coffee shop It is the background of students in the practice of responsibility towards academics with micro-recreation that is able to optimize student productivity. This phenomenon reflects the transformation of the learning patterns of the younger generation that are not fixated on results, but balanced with experience and comfort in the meaningful learning process. This pattern is relevant to urban characteristics that are more adaptive to flexible learning spaces (Trott et al., 2020c).

2. Social Aspect: Hanging out, Lifestyle, and Identity

The findings of this study also highlight the lifestyle of hanging out in coffee shop inherent in modern student activities. Data shows that more than 70% of respondents rate hanging out in coffee shop not only as a form of recreation or a place of learning, but also as a representation of social identity and a means of self-expression. A number of respondents admitted that they chose a certain coffee shop because it is considered more "contemporary", popular on social media, and has an aesthetic and attractive interior design to capture through photos. This shows that coffee shops not only function as functional spaces, but also as symbols of urban cultural trends that reflect the image, style, and aesthetic preferences of today's young generation (Coyne et al., 2020).

The findings show that students often share their activities at coffee shops through social media platforms such as Instagram and TikTok. This shows that coffee shops not only serve as a space to gather or study, but also as a digital space where students build their identities and strengthen personal branding. By sharing coffee moments, they indirectly display their self-image as productive, creative, and in harmony with the trending urban lifestyle. This activity is part of a personal narrative that affirms the values of modernity, freedom of expression, and self-image in cyberspace.

However, this social aspect also has the potential to create its own consequences. The urge to appear productive, aesthetic, and relevant on social media has the potential to create psychological pressure for students (Rozgonjuk et al., 2019). On the other hand, this culture is not only done to improve focus or comfort in learning, but as part of an effort to display an ideal image according to social expectations. Thus, the coffee shop can be seen not only as a place to relax, but also as a symbolic location where students represent the relationship between self-image and the need to perform according to social expectations (Arisanti, 2021).

3. Coffee Shop and Academic Balance

Based on the survey results, most students stated that the existence of a coffee shop plays an important role in helping them maintain a balance between learning productivity and relaxation needs. The average score of this indicator is at a score of 4, which means that most respondents agree that the atmosphere of a coffee shop facilitates academic-life balance. Therefore, coffee shops can be considered as a place that has contributes to maintaining students' academic-life balance.

In the bleisure literature, research shows that an individual's ability to balance work activities and leisure time is an important factor for achieving efficiency and psychological well-

being. When associated with student life, coffee shops can be understood as a light recovery space from academic stress. This place provides an opportunity for them to rest for a while without having to sacrifice their learning productivity.

Many respondents described a coffee shop as a "neutral place" that is not as formal as a classroom, but not as comfortable as a private room that often makes it difficult to focus (Trott et al., 2020a). This balance makes coffee shops ideal as an alternative learning space. Students can move from one mode to another naturally: reading, discussing, writing, all while still enjoying their favorite drinks. However, the survey results also show another side of this phenomenon. About a third of the total respondents admitted that the time they spent at the coffee shop was not always effective because they were distracted by various distractions, such as cell phone use, chatting between friends, or the atmosphere around them that was too crowded. This phenomenon is in line with the findings (Batala & Slevitch, 2024) that the transition from work mode to recreation mode is often hampered by environmental disturbances that are difficult to control (Galeone & Sebastiani, 2021).

4. Economic and Consumptive Dimensions

Interestingly, students as leisure actors tend to be sensitive to price as an influence of the pocket money they receive every month. Indicators related to financial aspects get an average score of 2-3, showing that cost is one of the main obstacles in the use of coffee shops as leisure spaces. Most college students feel the price of drinks is relatively high for their standard of spending and regular visits to coffee shops increase their monthly expenses.

However, despite being aware of the consequences of such expenses, the majority of respondents still choose to allocate extra funds in order to get a comfortable atmosphere and a pleasant social experience. This pattern is in line with the results of Sider's (2022) research that perpetrators of leisure are generally willing to pay more for experiences that value comfort and sociality. This shows that coffee shops have developed into a microeconomic space that has sustainability. Students are not only consumers, but also act as economic drivers (Sara Dolnicar | ScienceDirect). This phenomenon shows how the coffee lifestyle has helped strengthen the local creative economy ecosystem, especially in tourist cities like Malang which are famous for the rapid growth of the industry coffee culture.

5. Ambivalent of Space: Between Productive and Dystrophic

Although coffee shops are considered positive by the majority of respondents, survey data also reveals the ambivalent side of this phenomenon. A number of respondents rated several indicators low, such as "the crowded atmosphere interfered with concentration" and "activities at the coffee shop made me postpone academic work," with average scores ranging from 2 to 3. These findings suggest that the student experience in a coffee shop is not necessarily synonymous with productivity; For some individuals, an atmosphere that is too lively has the potential to be a source of distraction.

This means that a coffee shop can be a productive space as well as a distractive space, depending on how individuals manage it. In the framework of leisure, it is referred to as a transition barrier or as a trigger for obstacles that arise when a person moves from work activity to activity (Galeone & Sebastiani, 2021). These barriers often blur the boundaries between learning and relaxation, so the ultimate goal of balance is not fully achieved.

Students who are not able to manage their time well tend to lose the essence of bleisure itself. The initial intention to "learn while relaxing" can turn into a purely recreational activity, where the academic aspect is neglected. This phenomenon shows that coffee shops as a bleisure space require self-awareness in order to function optimally as a means of achieving a balance between productivity and relaxation (Wang, 2020).

6. Coffee Shop in the Perspective of Urban Tourism

Furthermore, the existence of coffee shops can be understood as one of the important elements in the micro-scale urban tourism landscape. The activities of students who often move from one coffee shop to another illustrate a mobility pattern that resembles the behavior of tourists. They seek out new atmospheres, try new menus, and explore different experiences in different locations. This kind of practice shows that coffee shops have become part of a typical exploratory lifestyle in the student environment.

This activity is in line with the characteristics of the perpetrators bleisure mentioned by (Pinho & Marques, 2021a) The perpetrators bleisure generally not tied to a specific time and not only pursue productivity, but also hunt for experiential value, social interaction, and personal comfort. Coffee shops thus play a dual role, as an economic space that drives consumption activities, as a social space where interaction occurs, and at the same time as a tourist space that is inherent in the dynamics of student urban life.

Especially in Malang City, the existence of coffee shops also strengthens tourist mobility. Students become actors who maintain dynamics through daily activities that are integrated with the sector hospitality, lifestyle, and creative economy (Pinho & Marques, 2021b). Thus, coffee shop It cannot be seen as just a coffee place, but rather as part of a dynamic, vibrant, and ever-evolving urban tourism landscape.

CONCLUSION

The Bleisure is not only limited to the realm of professional work, but has developed in the academic realm through student activities that have combined learning and leisure activities with the background of coffee shops. Relaxed atmosphere, supportive facilities are factors that shape students' preference for coffee shops as alternative learning spaces. This concept is in line with the principle of work-life balance which has been shown to increase productivity and psychological well-being (Bassiyouny & Wilkesmann, 2023)

Coffee shops also play a role as a background for students in building personal branding. This shows that coffee shops are not just functional spaces, but part of the dynamic urban lifestyle landscape of students. On the other hand, this study also highlights the ambivalence of space, where coffee shops can be a source of distraction when students are unable to manage their time and focus properly.

From the point of view of urban tourism, the existence of coffee shop is an important subject in shaping student mobility. This phenomenon indicates a transformation of students' lifestyles that are more flexible, exploratory, and oriented towards the coffee lifestyle, especially in tourist cities such as Malang which are famous for the rapid development of the industry coffee.(Arisanti, 2021)

ACKNOWLEDGEMENT

Based on the findings of the research, it is necessary to consider the aspects of developing facilities and the atmosphere of the space that better supports student learning productivity. Preparation co-working space which can create a calmer and conducive atmosphere for students to study and do assignments. In addition, the selection of background music that is soft and in accordance with the interior concept is also important to support concentration and create a comfortable learning atmosphere (Pinho & Marques, 2021a; Wulung et al., 2020) This will not only focus on students, but can support the comfort of visitors from various segments and can also increase the attractiveness of coffee shops as an inclusive bleisure space.

The phenomenon of bleisure among students as a strategic opportunity to develop a more innovative concept of place branding, for example by creating an educational or collaborative themed coffee shop Further research is suggested to expand the segmentation of students' regions and backgrounds to gain a deeper understanding of the relationship between alternative learning environments and increased productivity and psychological well-being. With this development strategy, coffee shops have the potential to transform into supporters of a productive, creative, and adaptive lifestyle for the younger generation.

AUTHOR CONTRIBUTIONS

The author was responsible for conceptualization, methodology, data collection, data analysis, writing the original draft, and reviewing and editing the final manuscript. All authors have read and approved the final version of the manuscript to submission. This manuscript is written authors.

FUNDING

This research was conducted independently by the authors without any specific financial support from public, commercial, or non-profit funding agencies. All costs related from the research process, including data collection, manuscript preparation, and publication needed were personally by the authors. No financial assistance was provided by any government body, private organization, or academic institution in relation to this study. The both author was responsible for any conceptualization, methodology, data collection, data analysis, writing the original draft, and reviewing and editing the final manuscript. All authors have read and approved the final version of the manuscript to submission.

CONFLICT OF INTEREST

The authors declare that this study was conducted for academic purposes, with no commercial entities, industry sponsors, or organizations that may have a vested interest in the outcomes of the research. The topic of bleisure behavior among students and the role of coffee shops as hybrid learning spaces does not present any known conflicts for the authors. The authors are committed to maintaining transparency and integrity throughout the publication process

DECLARATION ON AI USE

Artificial intelligence (AI)-based tools specifically for writing was limited to improving the clarity, coherence, and grammatical accuracy of the text and did not involve the generation of research data, analysis, or conclusions. The authors affirm that all intellectual contributions, including conceptualization, methodology, data collection, analysis, and interpretation of findings, were conducted solely by the human authors. In accordance with authorship guidelines, AI tools are not listed as authors, as they do not fulfill the requirements of authorship, accountability, and intellectual responsibility as defined by academic publishing standards.

DATA AVAILABILITY STATEMENT

The authors are committed to transparency and reproducibility in research. The research involved student respondents whose personal information and responses are protected under applicable privacy regulations. Access will be considered on a case-by-case basis, subject to the approval of the research team and compliance with relevant ethical and institutional guidelines governing data sharing and participant confidentiality.

REFERENCES

- Angka, S., Hémar-Nicolas, V., Hapsari, H. P., & Olsen, A. (2020). How packaging colours and claims influence children's vegetable attitude and intake – An exploratory cross-cultural comparison between Indonesia and Denmark. *Food Quality and Preference*, 79, 103795. <https://doi.org/10.1016/j.foodqual.2019.103795>
- Arisanti, P. (2021). Tren Gaya Hidup Milenial, Identitas Sosial dan Desain Coffe Shop. *Jurnal Manajemen Bisnis*, 18(4), 579–590. <https://doi.org/10.38043/jmb.v18i4.3318>
- Batala, B., & Slevitch, L. (2024). Keeping two balls in the air: The bleisure travel experience. *Annals of Tourism Research Empirical Insights*, 5(1), 100115. <https://doi.org/10.1016/j.annale.2023.100115>
- Chung, J. Y., Choi, Y.-K., Yoo, B.-K., & Kim, S.-H. (2020). Bleisure tourism experience chain: Implications for destination marketing. *Asia Pacific Journal of Tourism Research*, 25(3), 300–310. <https://doi.org/10.1080/10941665.2019.1708760>
- Coyne, S. M., Rogers, A. A., Zurcher, J. D., Stockdale, L., & Booth, M. (2020). Does time spent using social media impact mental health?: An eight year longitudinal study. *Computers in Human Behavior*, 104, 106160. <https://doi.org/10.1016/j.chb.2019.106160>
- Damanik, N. (2025). Kafe sebagai Ruang Belajar Alternatif: Studi Deskriptif tentang Budaya Nongkrong Mahasiswa di Surabaya Cafés as Informal Learning Environments: A Descriptive Study of Student Socializing Culture in Surabaya. *MARSAHALA: Journal of Religious and Cultural Studies*, 1, 66–76. <https://doi.org/10.64099/dz1veb32>
- Galeone, A., & Sebastiani, R. (2021). Transformative Service Research in Hospitality. *Tourism Management*, 87, 104366. <https://doi.org/10.1016/j.tourman.2021.104366>
- Ishomuddin, F. N., Idris, I., & Adi, K. R. (2024). INTERAKSI SOSIAL MAHASISWA DI WARUNG KOPI (STUDI KASUS DI WARUNG KOPI ALAMMALAM). *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 4(10), 3–3. <https://doi.org/10.17977/um063v4i10p3>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (Third edition). SAGE Publications, Inc.
- Phan, A. N. Q., & Le, C. (2025). From coffee shops to online platforms: Students' construction of and experiences in multiple higher education learning spaces. *Higher Education Research & Development*, 44(1), 222–236. <https://doi.org/10.1080/07294360.2024.2429466>

- Pinho, M., & Marques, J. (2021a). The bleisure tourism trend and the potential for this business-leisure symbiosis in Porto. *Journal of Convention & Event Tourism*, 22(4), 346–362. <https://doi.org/10.1080/15470148.2021.1905575>
- Pinho, M., & Marques, J. (2021b). The bleisure tourism trend and the potential for this business-leisure symbiosis in Porto. *Journal of Convention & Event Tourism*, 22(4), 346–362. <https://doi.org/10.1080/15470148.2021.1905575>
- Qi, H., Faisal, A., & Ka, X. (2021a). Negotiating the impacts of policy interventions among tourism organizations: Adaptation and sensemaking. *Journal of Hospitality and Tourism Management*, 47, 476–484. <https://doi.org/10.1016/j.jhtm.2021.05.001>
- Qi, H., Faisal, A., & Ka, X. (2021b). Negotiating the impacts of policy interventions among tourism organizations: Adaptation and sensemaking. *Journal of Hospitality and Tourism Management*, 47, 476–484. <https://doi.org/10.1016/j.jhtm.2021.05.001>
- Rozgonjuk, D., Elhai, J. D., Täht, K., Vassil, K., Levine, J. C., & Asmundson, G. J. G. (2019). Non-social smartphone use mediates the relationship between intolerance of uncertainty and problematic smartphone use: Evidence from a repeated-measures study. *Computers in Human Behavior*, 96, 56–62. <https://doi.org/10.1016/j.chb.2019.02.013>
- Rozi, A. A., Poerwanto, E., & Arsyad, M. (2025). *Pengaruh Konsumsi Kopi Hitam terhadap Daya Ingat pada Mahasiswa Fakultas Kedokteran Universitas YARSI Angkatan 2022 dan 2023*. 3(6). Sara Dolnicar | ScienceDirect. (n.d.). Retrieved March 13, 2026, from <https://www.sciencedirect.com/author/6505868314/sara-dolnicar>
- Trott, C. D., Sample McMeeking, L. B., & Weinberg, A. E. (2020a). Participatory action research experiences for undergraduates: Forging critical connections through community engagement. *Studies in Higher Education*, 45(11), 2260–2273. <https://doi.org/10.1080/03075079.2019.1602759>
- Trott, C. D., Sample McMeeking, L. B., & Weinberg, A. E. (2020b). Participatory action research experiences for undergraduates: Forging critical connections through community engagement. *Studies in Higher Education*, 45(11), 2260–2273. <https://doi.org/10.1080/03075079.2019.1602759>
- Trott, C. D., Sample McMeeking, L. B., & Weinberg, A. E. (2020c). Participatory action research experiences for undergraduates: Forging critical connections through community engagement. *Studies in Higher Education*, 45(11), 2260–2273. <https://doi.org/10.1080/03075079.2019.1602759>
- Wang, Y. (2020). Humor and camera view on mobile short-form video apps influence user experience and technology-adoption intent, an example of *TikTok (DouYin)*. *Computers in Human Behavior*, 110, 106373. <https://doi.org/10.1016/j.chb.2020.106373>
- Wulung, S. R. P., Putra, R. R., Permadi, R. W. A., & Maulana, M. I. (2020). Concentration-Dispersal Strategies to Assist Geotourism Destination Planning: A Case Study of Ciletuh-Palabuhanratu UNESCO Global Geopark. *Journal of Indonesian Tourism and Development Studies*, 8(3), 156–164. <https://doi.org/10.21776/ub.jitode.2020.008.03.05>