Proceeding of International Conference Technology, Economics, and Social Science
Vol 1, No 1, January 2026, Page 165-172
ISSN 3124-6087 (Media Online)
https://journals.adaresearch.or.id/ictess

The Influence of Organizational Culture and Digital Competence on the Adaptability of Management Students

Siti Zahra Ar-Ramadhani*, Prycilia Chyntia Dewi Buntuang, Syahir Natsir

Faculty of Economics and Business, Management Study Program, Universitas Tadulako, Palu, Indonesia
Soekarno Hatta Street, No. KM 9, Tondo, Mantikulore District, Palu City, 94148, Indonesia
Email: [1,*]sitizahra21005@gmail.com, [2]prycyliabuntuang@gmail.com, [3]syahir.natsir@yahoo.com
Correspondence Author Email: sitizahra21005@gmail.com
Submitted: **09/01/2026**; Accepted: **19/01/2026**; Published: **19/01/2026**

Abstract−This study seeks to examine the impact of Organizational Culture and Digital Competence on student adaptability within the Management Study Program at the Faculty of Economics and Business, Tadulako University. The study challenge emphasizes the significance of student flexibility in response to curricular modifications, advancements in educational technology, and the evolving landscape of a progressively digital academic setting. This research was conducted at Tadulako University, with 39 students chosen by purposive selection. Data were gathered via a Likert-scale questionnaire and analyzed using descriptive statistics and multiple linear regression through simultaneous and partial tests. The findings demonstrate that Organizational Culture and Digital Competence substantially affect student adaptation, both concurrently and individually. X1 and X2 explain 57.3% of Y's fluctuation, while 42.7% is impacted by additional factors not in the model. An encouraging, transparent, and flexible Organizational Culture has demonstrated an enhancement in student preparedness for change. Digital Competence is essential for assisting students in navigating the digital learning environment, while certain facets of information understanding require enhancement. These findings affirm that student adaptability arises from the interplay between a supportive academic environment and sufficient digital proficiency.

Keywords: Organizational Culture; Digital Competence; Student Adaptability; Higher Education; Digital Learning

1. INTRODUCTION

Students need fundamental skills like digital literacy and soft skills like critical thinking and communication because of the rapid progress of technology (Iskhakbayeva, 2024). This involves management students preparing for a changing business environment. Students must be adaptable to handle changing situations. This is because work patterns change, teachers employ more technology, and flexibility is in demand (Lutfi et al., 2020). Digital skills help students adjust in higher education. Digital technology proficiency improves students' ability to interact with digital learning platforms and resources, which are becoming increasingly vital in this digital age. According to several research studies, pupils with more digital abilities are better prepared for modern educational models and the future workplace (Zhao et al., 2021). This document emphasizes the importance of digital skills for modern schooling. Students with strong digital abilities can better adapt to technology, improving their learning and performance. Modern education requires technology to make learning more personalized, collaborative, and innovative (Ali & Sumi, 2025).

Studies have shown that company culture affects how well employees adapt to change. Wicaksono et al. (2025) say organizational culture is a social glue and a control mechanism that aligns members' behavior with organizational goals. Their studies indicate that a strong culture boosts productivity, employee loyalty, and business sustainability. Additionally, corporate culture influences identity and direction, enabling effective adaptability to external environmental changes. As a shared reference, it boosts staff morale and promotes teamwork. Heryanto (2023) states that organizational culture must adapt to guide human resources in achieving the organization's vision, mission, and goals for long-term sustainability. Haeruddin (2024) claims that organizational culture fosters individual adaptation and flexibility, which are essential for institutional improvement and response to changing conditions. These studies indicate that organizational culture strongly influences individual adaptability. Most of this research has been done in corporate settings, not higher education institutions, and has not focused on students. There is a dearth of research on campus organizational culture and student adaptation.

However, studies indicate that students' digital competencies vary depending on their educational background, access to technology resources, and institutional support. Some experts call younger generations "digital natives," although evidence indicates that students often lack advanced digital skills. Social variables and educational inequalities greatly affect these competencies, illustrating the need for specific help to increase pupils' digital preparedness in the 21st century (Sánchez-Caballé et al., 2020). Recent research highlights the importance of digital competence across various educational dimensions, such as teaching, learning, curriculum development, instructional design, and educational policy, while acknowledging its broader societal and labor market ramifications (Sotelo-Núñez et al., 2024). Tan et al. (2024) emphasize the imperative of developing and validating a digital learning competency scale (V-DLC) for vocational high school students, pointing out the importance of assessing their digital skills. These findings collectively indicate that digital competency is essential in influencing students' learning experiences and adaptability. The relationship among campus organizational culture, student digital competence, and student adaptability has not been thoroughly investigated, which highlights the necessity for research that unifies these three factors under a singular conceptual framework. This study delineates three principal issues: the effect of campus organizational culture on the adaptability of management students, the impact of digital competence on student adaptability, and the function of digital competence as a mediator in the relationship between organizational culture and student adaptability. This formulation of the problem elucidates

the mechanisms that require investigation to comprehend the impact of the educational environment and students' digital skills on their adaptive capabilities.

The past five years' relevant studies underpin this research. In (2022), Tzafilkou et al. developed and assessed a comprehensive digital competency scale (SDICO) for higher education students. This scale evaluates distance education students' digital skills using contemporary technology. Widodo et al. (2024) substantiate this research by demonstrating that organizational culture and digital elements can enhance individuals' adaptability to change. Shamali et al. (2022) specifically analyze organizational culture and academic eLearning utilization. This illuminates how different cultures might help or hinder digital transformation in higher education. Haffar et al. (2023) provide a comprehensive framework for understanding how organizational culture and digital competency support e-learning uptake. Their work immediately impacts creating an environment where educators and students can better adapt to digital learning. The study by Thalib et al. (2024) establishes a robust basis by illustrating the interconnection of organizational culture, digital competency, and institutional transformation within the educational sphere. This study, unlike previous research, focuses on management students and examines the effects of organizational culture and digital competence on adaptability, as well as digital competence's mediating effect, providing a more complete conceptual contribution.

This study aims to assess the impact of organizational culture and digital competence on student adaptability, while also investigating the mediating role of digital competence in this relationship. This study is crucial because colleges must train management students to be not only better thinkers but also flexible enough to deal with shifting learning styles, technological advancements, and workplace dynamics. Educational institutions can create more focused interventions to raise the caliber of graduates by figuring out what elements influence adaptation.

This study proposes an integrated model that merges organizational culture and digital competency as factors influencing student adaptation. In terms of practice, this study suggests that educational institutions enhance their academic culture to foster innovation, upgrade their technology infrastructure, create digital curricula, and offer organized training in digital competency. Theoretically, this study advances the body of knowledge on adaptability in higher education by testing the mediation model of digital competence in the context of student adaptability. This study aims to offer novel insights into the influence of the institutional environment and students' digital competencies on their preparedness to confront the challenges of the digital economy.

2. RESEARCH METHODS

2.1 Basic Research Framework

This research employs a quantitative methodology underpinned by descriptive statistics and multiple linear regression analysis utilizing primary data. To analyze the impact of independent variables on dependent variables in the context of student behavior, a quantitative technique was selected because it may yield objective and quantifiable empirical data. Descriptive statistics were employed to methodically delineate the principal properties of the research data, encompassing frequency distribution, mean values, standard deviations, and overarching trends for each variable (Subhaktiyasa et al., 2025). This investigation included a preliminary examination of the organizational culture, digital proficiency, and adaptability of students prior to assessing the correlation between factors.

Additionally, multiple linear regression analysis was employed to examine the simultaneous and partial impacts of numerous independent variables on the variable that is dependent (Sudariana & Yoedani, 2021). This strategy is pertinent to this study, as it enables researchers to ascertain the degree to which organizational culture (X1) and digital competence (X2) can forecast students' adaptability (Y). Multiple linear regression aids in identifying the variables that exert the most significant influence on students' capacity to adapt to learning dynamics, especially within the framework of contemporary technology-driven education.

This study's population comprised all students enrolled in the Management Study Program at the Faculty of Economics and Business, Tadulako University, who engaged in online learning. A sample of 39 respondents was acquired from this population using purposive sampling. Purposive sampling, according to Asrulla et al. (2023), is a method for choosing samples based on certain criteria so that only those who fit the pertinent requirements are chosen as responders. Furthermore, because the selection process concentrates on traits that align with the study aims, Kiareni et al. (2024) stress that this strategy does not offer equal opportunity for every member of the community to be chosen. In this context, respondents are students with experience in online learning, either due to situational shifts to online lectures or through planned participation in specific academic programs, such as student exchanges. Consequently, the online experiences of respondents are essential for evaluating company culture, digital proficiency, and student adaptation.

A Likert scale questionnaire with three sections was used to collect research data. The initial portion assessed the organizational culture variable (X1), comprising several dimensions, including bureaucratic culture, innovative culture, and supportive culture, as conceptualized by Octaryna & Sucipto (2024). The three dimensions were utilized to analyze how job patterns, institutional values, and support levels in the academic environment could influence students' experiences and perspectives. The second phase evaluated Digital Competence (X2) using Mejías-Acosta et al. (2024) approach, which was validated for Venezuelan university students. Through literary analysis and psychometric evaluation, they discerned four fundamental dimensions that thoroughly encapsulate students' digital competencies: communication and digital security, access to digital content management, creation of digital content and the use of digital media, and digital empathy. Students' proficiency in digital communication, personal data protection, digital content

management, digital material creation, media use, and empathy in technology-mediated interactions are all assessed by these components. Based on the self-regulated learning framework proposed by Hongmei Zhu (2023), the final component assesses the variable of Student Adaptability (Y), characterized by four dimensions, which are learning motivation, information acquisition, metacognitive strategy, and knowledge acquisition. This part intends to elucidate students' capacity for self-motivation during the learning process, effective knowledge acquisition, utilization of higher-order thinking processes, and development of academic comprehension in rapidly changing learning environments. Online and offline data collecting were used to improve participation and accommodate students' access and preferences. Data were analyzed using descriptive and inferential statistics. Using means and standard deviations, descriptive analysis summarized response patterns and identified trends. Multiple linear regression was used to investigate the partial and simultaneous effects of organizational culture (X1) and digital competency (X2) on student adaptability (Y). To validate the regression model, assumption tests normality, heteroscedasticity, and multicollinearity were performed. All data analysis used SPSS 25.

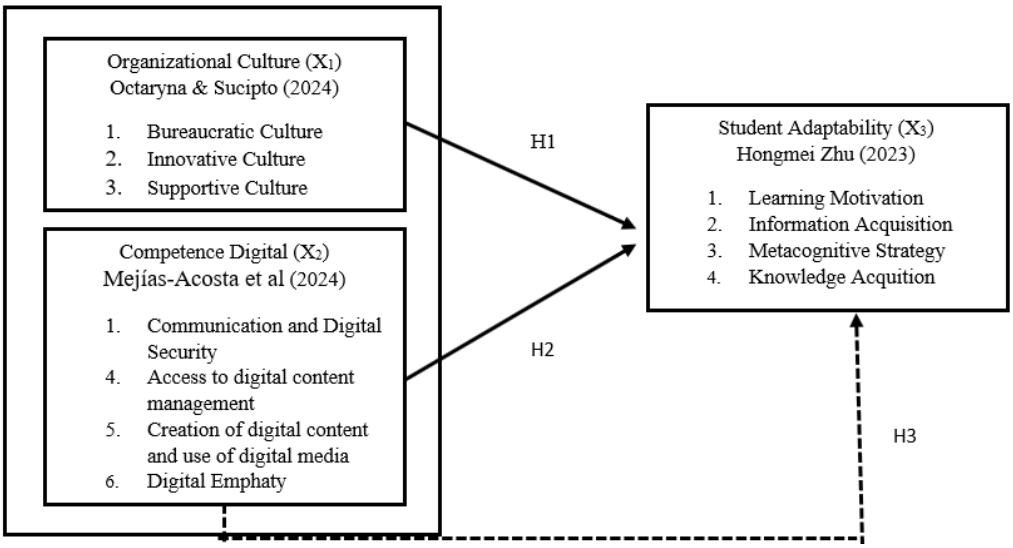

Figure 1. Basic Research Framework

3. RESULTS AND DISCUSSION

3.1 Descriptive Statistics of Variables

The objective of descriptive analysis is to elucidate the empirical trends of each indicator constituting the variables of organizational culture (X1), digital competence (X2), and student adaptability (Y).

Table 1. Descriptive Statistic of Organizational Culture (X_1)

Indicator	N	Mean	Std. Deviation
Coordination (X1.1)	39	4.3077	.69410
Obedience to orders (X1.2)	39	4.0256	.81069
Adherence to rules (X1.3)	39	4.1026	.50236
Freedom of thought (X1.4)	39	4.3590	.48597
Freedom of expression (X1.5)	39	4.2308	.70567
Freedom of feeling (X1.6)	39	4.3590	.53740
Freedom of innovation in work (X1.7)	39	4.0513	.60475
Openness (X1.8)	39	4.4103	.54858
Oriented towards mutual respect (X1.9)	39	4.1795	60139
Oriented towards mutual support (X1.10)	39	3.7436	.88013
Sharing knowledge and experiences (X1.11)	39	3.7692	.70567
Valid N (listwise)	39		

Table 1 indicates that indicator X1.8 “Openness” possesses the highest mean value of 4.41, signifying that students are amenable to new ideas and inclined to participate in academic discussions. In contrast, indicator X1.10 “Oriented towards mutual support” exhibits the lowest mean value of 3.74, indicating that peer support and collaborative assistance remain constrained and necessitate enhancement. Indicators X1.4 “Freedom of thought” and X1.1 “Coordination”, with mean values of 4.36 and 4.31 respectively, demonstrate that students perceive themselves as capable of articulating viewpoints and coordinating efficiently throughout academic endeavors. The results indicate a predominantly positive organizational culture, however the mutual support among students need enhancement.

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Vol 1, No 1, January 2026, Page 165-172
ISSN 3124-6087 (Media Online)
https://journals.adaresearch.or.id/ictess

Table 2. Descriptive Statistic of Digital Competence (X_2)

Indicator	N	Mean	Std. Deviation
Ability to communicate with others in a digital environment (X2.1)	39	4.2821	.60475
Ability to demonstrate appropriate behavior on social media (X2.2)	39	4.5385	.60027
Ability to communicate through various digital media (X2.3)	39	4.5897	.54858
Ability to identify harmful behavior in a digital environment (X2.4)	39	4.3077	.56911
Ability to maintain digital security in communication (X2.5)	39	4.3590	.58432
Ability to apply safe and ethical behavior in a digital environment (X2.6)	39	4.3846	.67338
Ability to manage cross-platform interactions with digital responsibility (X2.7)	39	4.3846	.59007
Ability to search for information on the internet and other digital environments (X2.8)	39	4.2564	.67738
Ability to access digital information (X2.9)	39	4.2051	.61471
Ability to use various media to store information (X2.10)	39	4.3077	.69410
Ability to manage digital information (X2.11)	39	4.0256	.81069
Ability to understand information obtained from the internet (X2.12)	39	4.1026	.50236
Ability to use applications to stay updated with current information or news (X2.13)	39	4.3590	.48597
Knowledge of various ways to create and edit digital content (X2.14)	39	4.2308	.70567
Ability to use digital software to complete learning tasks (X2.15)	39	4.3590	.53740
Ability to convey messages or ideas in a digital environment (X2.16)	39	4.0513	.60475
Ability to transform and organize information into various digital formats (X2.17)	39	4.4103	.54858
Ability to create and edit digital content needed for learning or work activities (X2.18)	39	4.1795	.60139
Ability to use digital media to detect content plagiarism (X2.19)	39	3.7436	.88013
The ability to put oneself in others' positions in a digital environment (X2.20)	39	3.7692	.70567
The ability to consider others' opinions in a digital environment (X2.21)	39	4.2564	.59462
Willingness to help others in a digital environment (X2.22)	39	4.3846	.54364
The ability to use digital media to complete tasks and exercises collaboratively (X2.23)	39	4.3077	.56911
Integration of empathy with digital media use skills (soft skills) (X2.24)	39	4.3590	.48597
Valid N (listwise)	39		

Table 2 shows that the indicator X2.3 (Ability to communicate via varied digital media) has the highest mean score of 4.5897, indicating that students communicate effectively through platforms such as WhatsApp, Zoom, and Google Meet. Meanwhile, X2.19 (Use of digital media to detect content plagiarism) has the lowest mean score of 3.7436, showing that students' skills in using tools like Turnitin and Grammarly are still limited, despite the importance of digital academic literacy in online learning. Several indicators show strong performance. Students demonstrate ethical and secure digital behavior, as reflected in X2.2 (mean 4.5385) and X2.5 (mean 4.3590). Responsible online conduct is also evident in X2.6 and X2.7. In terms of information processing, students perform well in searching (X2.8 = 4.2564), accessing (X2.9 = 4.2051), and managing digital information (X2.11 = 4.0256). They also show good skills in digital content creation through X2.17 (4.4103) and X2.18 (4.1795). Additionally, digital social competence is strong, indicated by X2.22 (4.3846) and X2.23 (4.3077). Overall, the results illustrate that students possess solid digital competencies across communication, information processing, content creation, and collaboration, although skills in plagiarism detection still require improvement.

Table 3. Descriptive Statistic of Student Adaptability (Y)

Indicator	N	Mean	Std. Deviation
The presence of internal motivation to learn (Y1)	39	4.1282	.76707
The ability to use information technology to find learning resources (Y2)	39	4.4615	.55470
The ability to control information processes (Y3)	39	4.2051	.52212
The ability to monitor and guide cognitive processes (Y4)	39	4.1795	.79046
The student's ability to understand knowledge (Y5)	39	3.7949	.73196
The ability of students to apply knowledge at various stages in the learning process(Y6)	39	4.0513	.64680
Valid N (listwise)	39		

Table 3 shows that indicator Y2 (Using information technology to identify learning resources) has the highest mean score of 4.4615, indicating that students are highly capable of using technology to obtain learning materials. Conversely, Y5 (The student's capacity to understand knowledge) has the lowest mean score of 3.7949, suggesting that comprehension skills are weaker compared to other adaptability indicators. Other indicators, namely Y1, Y3, Y4, and Y6, have mean scores ranging from 4.05 to 4.21, showing that students adapt well in terms of intrinsic motivation, managing

information processes, cognitive monitoring, and applying knowledge in learning tasks. Most indicators also show low standard deviations, reflecting consistent student responses, while Y4 and Y5 display higher variability. The results reveal that students exhibit robust flexibility, especially in technology utilization, yet their comprehension of academic knowledge need enhancement.

Table 4. Simultaneous Test Results (F)

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	142.012	2	71.006	24.176	<,001[b]
Residual	105.732	36	2.937		
Total	247.744	38			

a. Dependent Variable: Student Adaptability (Y)
b. Predictors: (Constant), Organizational Culture (X1), Digital Competence (X2)

This regression model predicts Student Adaptability (Y) using Organizational Culture (X1) and Digital Competence (X2). Table 4 shows the ANOVA results. An F value of 24.176 was found with a significance level of < 0.001. As the significance value is below 0.050, the regression model is significant. Thus, both predictor variables significantly affect Student Adaptability Y. The regression sum of squares is 142.012 and residuals are 105.732, totaling 247.744. This criterion shows that the calculated model explains most Student Adaptability variable (Y) variation. Thus, the model adequately describes how Organizational Culture (X1) and Digital Competence (X2) affect Student Adaptability (Y).

Table 5. Partial Test Results (T)

Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
1(Constant)	3.335	3.245		1.028	.311
Organizational Culture (X1)	.209	.080	.409	2.614	.013
Digital Competence (X2)	.118	.045	.408	2.614	.013

a. Dependent Variable: Student Adaptability (Y)

Table 5 demonstrates each independent variable's effect on Student Adaptability (Y) partial test (t-test). Organizational Culture (X1) has a 2.614 t-value and 0.013 significance. The score is below 0.050, showing that Organizational Culture (X1) positively and significantly affects Student Adaptability (Y). Corporate culture improves student adaption (regression coefficient 0.209). Digital Competence (X2) also positively and significantly affected Student Adaptability (Y) with a t-value of 2.614 and a significance of 0.013. The regression coefficient of 0.118 shows that students' flexibility increases with their digital proficiency. Constant 3.335 with significance 0.311 is not significant. The conclusion that business culture and digital competencies partially affect students' adaptability remains.

Table 6. Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.757[a]	.573	.550	1.71376

a. Predictors: (Constant), Organizational Culture (X1), Digital Competence (X2)

The coefficient of determination test, shown in Table 6, determines how much Organizational Culture (X1) and Digital Competence (X2) may explain changes in Student Adaptability (Y). An R value of 0.757 suggests a strong association between the two independent variables and Y. With a R Square value of 0.573, X1 and X2 explain 57.3% of Y's fluctuation, while 42.7% is impacted by additional factors not in the model. After adjusting for predictors and samples, the model has 55.0% explanatory power, according to the Adjusted R Square value of 0.550. The model's projected value and the field value differ by 1.71376, as shown by the Std. Error of the Estimate. These findings suggest that the regression model can accurately reflect how company culture and digital competency affect student adaptability.

3.2 Discussion

The research findings indicate that organizational culture and digital competence among students of the Management Study Program, Faculty of Economics and Business, Tadulako University, both individually and simultaneously, influence student adaptability. This confirms that adaptability emerges from the interaction between the institutional environment and individual potential.

3.2.1 Organizational Culture and Student Adaptability

The findings demonstrate that improving student adaptability requires a supportive organizational culture. An academic environment characterized by openness, innovation, and mutual respect enables students to adapt more effectively to

academic changes and learning challenges. Such a culture fosters psychological safety and enhances creativity, thereby increasing engagement and encouraging coordination, which play an important role in shaping adaptive learning behaviors. The results further show that students have demonstrated a good level of openness and freedom of thought, as evidenced by the effective implementation of discussions conducted both face-to-face and online. However, there is still a need to strengthen reciprocal support among students. This indicates that while institutional principles have contributed to fostering adaptability, enhancing collaboration among students has the potential to further improve their adaptive capabilities. These findings are consistent with previous studies, as Muadzah and Suryanto (2024) emphasize that communicative and adaptive organizational cultures foster individual resilience and flexibility in responding to change. Similarly, Abitama et al. (2024) highlight that responsive organizational cultures enhance learning quality and stakeholder satisfaction. In addition, Styles and Dean (2024) argue that organizational cultures promoting continuous learning strengthen organizational learning processes, thereby enhancing individuals' capacity to adapt to new information and technology. From a theoretical perspective, this study supports organizational learning theory by demonstrating that organizational culture functions as a contextual facilitator of adaptability within the context of digital learning.

3.2.2 Digital Competence on Student Adaptability

Digital competence is a crucial element in influencing student adaptability, especially in learning contexts that increasingly rely on digital tools. Students with sufficient digital competencies are more adept at navigating online learning platforms, accessing academic resources efficiently, and engaging actively in both virtual and in-person collaborative endeavors. In this setting, digital competence facilitates adaptive learning by allowing students to respond more flexibly to academic and technological requirements.

Nonetheless, the descriptive data indicate that the various facets of digital competence have not evolved uniformly. Competencies pertaining to plagiarism awareness and digital empathy are notably constrained, suggesting that students' digital competency predominantly emphasizes utilitarian application. This circumstance underscores the necessity of enhancing the ethical, critical, and social aspects of digital literacy, which are vital for responsible academic engagement and sustainable adaptability in digital learning contexts.

These findings align with prior empirical research. Yaacob et al. (2024) assert that elements including information literacy, data literacy, digital security, and problem-solving abilities are crucial in enhancing students' adaptability within technology-driven learning environments. Murtono et al. (2025) identified digital literacy as a crucial predictor of adaptability in international and global collaborative environments, indicating that digital competence transcends mere technical skills. Zakharevych et al. (2024) illustrate that digital literacy, critical thinking, and information literacy significantly enhance students' adaptive capacity in higher education. Collectively, these data support the notion that digital competence improves student flexibility by integrating technical skills with advanced cognitive processes.

3.2.3 The Simultaneous Influence of Organizational Culture and Digital Competence on Student Adaptability

The interplay between organizational culture and digital competence exhibits a synergistic impact on student adaptation. This research suggests that student adaptability is influenced not only by individual digital capabilities or institutional culture independently, but by the interplay between these two elements. Digital competency is enhanced within an academic environment that fosters innovation, engagement, and ongoing education.

An encouraging company culture establishes both structural and psychological circumstances that enable students to maximize their digital competencies. When institutions promote receptivity to technology innovation and collaborative learning methodologies, students are more inclined to engage with digital tools, acclimate to novel educational frameworks, and react favorably to academic challenges. This connection elucidates why adaptability markedly enhances when organizational culture and digital competency evolve concurrently.

The findings align with Burhan et al. (2024), who assert that organizational culture in higher education significantly influences students' identity, values, and flexibility, especially in digitally mediated learning contexts. Santos et al. (2024) contend that schools fostering continuous learning and openness to technology innovation build academic ecosystems that facilitate adaptive student behavior. Treseler et al. (2023) and Ifenthaler et al. (2021) affirm that the incorporation of digital competencies within a digitally focused business culture markedly improves students' adaptive skills.

This study enhances the literature on higher education and organizational learning by substantiating an integrated model that demonstrates the combined impact of environmental and individual factors on student adaptation. The findings indicate that universities must invest in digital infrastructure and student digital training, while also fostering organizational cultures that encourage collaboration, innovation, and adaptive learning to equip students for the swiftly changing academic and technological landscape.

4. CONCLUSION

Based on the findings of this study, it appears that corporate culture and digital competence have a significant impact on the adaptability of students. Both of these components simultaneously play a significant part in significantly boosting students' ability to adapt to changes in the academic environment as well as improvements in educational technology. All of the variables were found to be significant, which demonstrates that a supportive organizational climate and adequate

digital competence are two of the most important factors that influence the adaptive behavior of students. These findings affirm that student adaptation is influenced not solely by technological proficiency but also by an academic culture that is adaptable, communicative, and conducive to ongoing learning. This research reinforces the existing literature and provides practical implications for institutions to bolster organizational culture and improve students' digital competencies, thereby fostering a learning environment attuned to the requirements of the digital age. Increasing the comprehensiveness of the adaption model within higher education can be accomplished by incorporating other variables such as the quality of instruction, the learning environment, and the image of the institution. It is recommended that additional variables, such as the quality of instruction, the learning environment, and the image of the institution, be incorporated into the adaption model in higher education in order to make it more comprehensive.

ACKNOWLEDGMENT

I would like to express my sincere appreciation to all individuals who supported the completion of this research. My deepest gratitude goes to Ms. Pricylia Chintya Dewi Buntuang for her valuable guidance and feedback, and to Mr. Syahir Natsir for his assistance throughout the process. I also extend my thanks to Tadulako University for providing academic and institutional support. I am truly grateful for the time, help, and encouragement given.

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