

Entrepreneurial Intentions in Higher Education: The Role of Digital Technology, Entrepreneurship Training, and Student Adaptability

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ABSTRACT

This study aims to analyze and identify a model of the relationship between entrepreneurship training and digital technology on students' entrepreneurial intentions, with adaptability as an intervening variable. The research was conducted on students of the Faculty of Economics and Business at Makassar State University. The approach used in this study is a quantitative approach with a survey method. The research population consisted of students of the Faculty of Economics and Business at Makassar State University who have taken courses and programs related to entrepreneurship, with a total population of 2,550 students. The sample was determined using the Solving formula and proportional random sampling technique, resulting in a sample size of 346 respondents. Data were collected using questionnaires distributed through Google Forms. The collected data were then analyzed using Partial Least Squares–Structural Equation Modeling. (PLS-SEM technique) with the assistance of Smart PLS version 4 software. The results of the study indicate that (1) entrepreneurship and digital technology training have a significant effect on students' adaptive capacity, (2) entrepreneurship and digital technology training have a significant effect on students' entrepreneurial intentions, (3) adaptive capacity has a significant effect on students' entrepreneurial intentions, and (4) entrepreneurship and digital technology training have a significant effect on entrepreneurial intentions through adaptive capacity as an intervening variable.

Keywords - Entrepreneurship Training, Digital Technology, Adaptability, Entrepreneurial Intention

INTRODUCTION

Economic growth, job creation, and national competitiveness are strongly influenced by entrepreneurial activity, which is widely recognized as a strategic driver of sustainable development. Recent studies emphasize that higher levels of entrepreneurship contribute to economic resilience, innovation capacity, and long-term competitiveness, particularly in emerging economies (Aparicio et al., 2021; Urbano et al., 2026). Micro, Small, and Medium Enterprises (MSMEs) continue to play a dominant role in national economies by generating employment and contributing significantly to GDP. This condition highlights the importance of strengthening entrepreneurial ecosystems through the development of new entrepreneurs.

Despite the substantial contribution of MSMEs, entrepreneurial intention among young people remains a critical concern in many developing countries. University students, as members of the educated and productive population, represent a strategic group for increasing the national entrepreneurial ratio (Nowiński et al., 2019 ; Liñán & Jaén, 2022). Strengthening students' entrepreneurial intention is therefore considered a key policy priority in higher education systems.

Higher education institutions play a vital role in fostering entrepreneurial intention through structured entrepreneurship education and training programs. Recent empirical studies confirm that experiential-based entrepreneurship education significantly enhances entrepreneurial intention, self-efficacy, and opportunity recognition skills (Nabi et al., 2019). In addition, rapid digital transformation has created new pathways for student entrepreneurship. Digital platforms, e-commerce, and financial technology reduce entry barriers and

expand market access, thereby positively influencing entrepreneurial intention (Kraus et al., 2026)

However, emerging research indicates that entrepreneurship training and digital technology adoption do not always directly translate into higher entrepreneurial intention. This suggests the presence of internal psychological mechanisms that mediate these relationships. One of the most critical competencies in the digital entrepreneurial era is adaptability—defined as an individual’s capacity to adjust to changing environments, learn continuously, and respond proactively to uncertainty (Pulakos et al., 2021; Rudolph et al., 2017).

Adaptability is increasingly recognized as a key success factor in technology-driven entrepreneurship. Students with high adaptability are more capable of internalizing entrepreneurial knowledge, leveraging digital tools effectively, and managing business uncertainty (Kumasey et al., 2024). Therefore, adaptability can be conceptualized as an intervening variable that strengthens the relationship between entrepreneurship training, digital technology utilization, and entrepreneurial intention.

Based on this rationale, this study aims to examine the influence of entrepreneurship training and digital technology on students’ entrepreneurial intention, with adaptability serving as an intervening variable. This research is expected to provide an updated empirical contribution to entrepreneurship literature by integrating training, digital transformation, and adaptive capability within a unified higher education framework.

LITERATURE REVIEW

Entrepreneurship Training

Entrepreneurship training consists of a series of structured activities designed to enhance individuals’ knowledge, skills, and attitudes in managing businesses independently (Rakib et al., 2018). This training aims to develop creative thinking abilities, the courage to take risks, and managerial skills required in the business world (Mubaraq et al., 2025).

Entrepreneurship training serves as a bridge between theoretical and practical entrepreneurship. Business simulations and hands-on business practices are examples of experiential-based training that effectively improve students’ understanding and readiness to engage in entrepreneurial activities (Indriyani et al., 2022). This is consistent with Kolb (2014), Experiential Learning Theory, which emphasizes that learning gained through direct experience and reflection leads to more meaningful outcomes.

Empirically, entrepreneurship training has been shown to significantly strengthen students’ entrepreneurial intentions. Nirwana et al. (2023), found that structured entrepreneurship training accompanied by business mentoring significantly enhances the readiness and business engagement of students and MSME actors. In addition, Rakib et al (2025) emphasize that entrepreneurship education improves entrepreneurial skills and self-efficacy, which ultimately encourages students’ intentions to start a business. Therefore, entrepreneurship training plays a crucial role in fostering entrepreneurial readiness and intention through the enhancement of knowledge, skills, and individual self-confidence.

Digital Technology

Digital technology refers to a set of devices, systems, and information technology–based platforms that enable business processes to be carried out more efficiently, flexibly, and innovatively. In the digital era, technology has become a crucial factor in the development of entrepreneurship, particularly for students who often face limitations in capital and resources. The presence of digital technology provides more affordable business strategies and opens wider access to markets.

The utilization of digital technologies such as social media, e-commerce, and digital financial applications creates broader and more affordable business opportunities. Students with higher levels of digital literacy tend to be more active in exploiting internet-based business opportunities and are able to reach wider markets. This indicates that digital technology enhances students’ capacity to engage productively in entrepreneurial activities.

The technology Acceptance Model (TAM) developed by Davis (1985), explains that individuals’ perceptions

of usefulness and ease of use influence their acceptance of technology. These perceptions foster positive attitudes toward technology utilization, which ultimately encourage individuals to adopt technology for entrepreneurial purposes. Therefore, mastery of digital technology is an essential component in increasing students' entrepreneurial intentions (Aryuniasari et al., 2023). In line with this, Rakib et al (2023), found that the adoption of financial technology and e-commerce positively affects online business performance, which in turn reinforces students' entrepreneurial motivation and enthusiasm.

Adaptability

Adaptability refers to an individual's ability to adjust to changes in situations, demands, and dynamic environments. In the context of entrepreneurship, adaptability is a key competence because entrepreneurs are confronted with market uncertainty, technological changes, and increasingly intense competition (Pulakos et al., 2021). According to Career Construction Theory proposed by Savickas (2013), career adaptability consists of four main dimensions: concern, control, curiosity, and confidence. Individuals with high levels of adaptability tend to be better prepared to face change, possess strong self-regulation, and demonstrate the courage to make decisions in uncertain situations. Adaptability plays an important role in helping individuals internalize entrepreneurial learning and effectively apply it in practice (Nirwana et al., 2023).

Entrepreneurial Intention

Entrepreneurial intention refers to an individual's desire and commitment to start and manage their own business. Since individuals with strong intentions are more likely to engage in entrepreneurial activities, entrepreneurial intention serves as an important predictor of future entrepreneurial behavior (Ajzen, 1991). The Theory of Planned Behavior (TPB) explains that entrepreneurial intention is influenced by attitude toward the behavior, subjective norms, and perceived behavioral control.

According to Sari et al. (2023), stated that entrepreneurial knowledge has an important contribution in shaping students' entrepreneurial interest, indicating that formal education in entrepreneurship can enhance students' readiness and orientation towards entrepreneurship. Similarly, Rakib et al (2020), explain that entrepreneurial intention reflects an individual's commitment and preparedness to start a business, which is influenced by various psychological and educational factors. Their study further emphasizes that entrepreneurial intention is a strong predictor of future entrepreneurial behavior among students.

METHODOLOGY

This study employed a quantitative approach using a survey method. The research subjects consisted of 2,550 students from the Faculty of Economics and Business, Makassar State University, who had participated in entrepreneurship courses and programs. Proportional random sampling was applied to determine the sample, and Slovin's formula was used to obtain 346 respondents. Data were collected through a four-point Likert scale questionnaire distributed via Google Forms. The variables examined in this study were entrepreneurship training, digital technology, adaptability, and entrepreneurial intention. Data analysis was conducted using the Partial Least Squares-Structural Equation Modeling (PLS-SEM) method with the assistance of Smart-PLS version 4 software. Validity testing, reliability testing, and structural model evaluation were performed.

RESULTS AND DISCUSSION

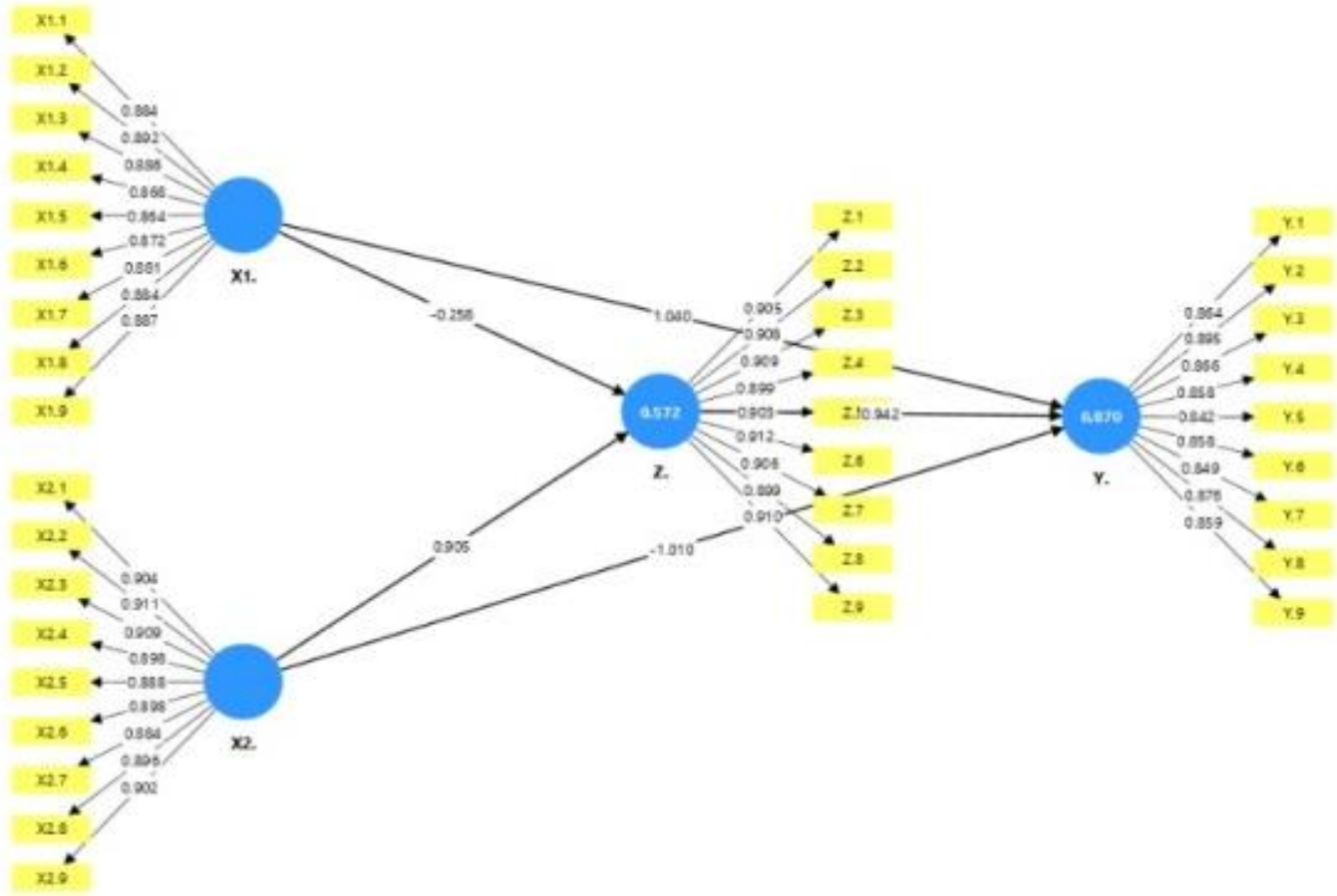
Research result

This study involved 346 respondents, the majority of whom were female. In terms of cohort distribution (2022–2023), most respondents were from the 2022 cohort. This finding indicates that, on average, women tend to participate more actively in entrepreneurial activities than men. The study also identified six countries, including Indonesia, where women demonstrate levels of entrepreneurial engagement that are equal to or even higher than those of men.

Data Analysis

Outer Model

Referring to the number of indicators applied in measuring each variable in this study, the following is the design or representation of the outer model developed using Smart-PLS software:



Picture 1. Research Model Results in Smart PLS

Source: Primary data processed by Smart PLS, 2025

Convergent Validity

In convergent validity, there is a principle that the indicators of a construct must have a high correlation. According to Ghazali (2021), to assess the validity test, the loading factor value should be greater than 0.7 to be considered sufficient in meeting convergent validity, and the Average Variance Extracted (AVE) value should be greater than 0.50. The following are the loading factor results, which can be seen in the table 1.

Table 1. Loading Factor Value

Indicator	Construct	Loading Factor
X1.1	Entrepreneurship Training (X1)	0,884
X1.2		0,892
X1.3		0,886
X1.4		0,868

X1.5		0,864
X1.6		0,872
X1.7		0,881
X1.8		0,884
X1.9		0,887
X2.1	Digital Technology (X2)	0,904
X2.2		0,911
X2.3		0,090
X2.4		0,899
X2.5		0,888
X2.6		0,898
X2.7		0,884
X2.8		0,896
X2.9		0,902
Y.1	Entrepreneurial intention (Y)	0,864
Y.2		0,895
Y.3		0,866
Y.4		0,858
Y.5		0,842
Y.6		0,858
Y.7		0,849
Y.8		0,876
Y.9		0,859
Z.1	Adaptability (Z)	0,905
Z.2		0,908
Z.3		0,909
Z.4		0,899
Z.5		0,903
Z.6		0,912

Z.7	0,906
Z.8	0,899
Z.9	0,910

Source: Primary data processed by Smart PLS, 2025

Based on Table 1, it shows that each loading factor value is above 0.7. Therefore, it can be concluded that all loading factor values for each variable have met the requirements of convergent validity, and all constructs are considered valid.

In addition to the loading factor values, the Average Variance Extracted (AVE) can also be used to measure convergent validity. Convergent validity is considered adequate if the AVE value is greater than 0.5. The AVE results can be seen in Table 2.

Table 2. Ave Results

Variable	Average Variance Extracted (AVE)	Information
Entrepreneurship Training (X1)	0,774	Valid
Digital Technology (X2)	0,808	valid
Entrepreneurial intention (Y)	0,745	Valid
Adaptability (Z)	0,820	Valid
Average	0,787	Valid

Source: Primary data processed by Smart PLS, 2025

Based on the data in Table 3, the AVE value for entrepreneurship training is 0.817, digital technology is 0.752, entrepreneurial intention is 0.763, and adaptability is 0.783. Therefore, it can be concluded that the AVE value of each variable is above 0.5, which means it meets the minimum required threshold for AVE and satisfies convergent validity. From the results of the outer loadings and AVE tests, it can be seen that this study is considered valid and can proceed to the discriminant validity testing stage.

Discriminant Validity

Discriminant validity is related to the principle that measures of different constructs should not be highly correlated. In determining discriminant validity, cross-loading assessment between constructs is used. According to Ghozali (2021), for each variable, the cross-loading value must be greater than 0.70. The results of the cross-loading test can be seen in Table 4.

Table 4. Loading Factor Value

	Entrepreneurship Training (X1)	Digital Technology (X2)	Entrepreneurial intention (Y)	Adaptability (Z)
X1.1	0.884	0.586	0.602	0.280
X1.2	0.892	0.613	0.614	0.327
X1.3	0.886	0.607	0.609	0.334

X1.4	0.868	0.577	0.612	0.303
X1.5	0.864	0.587	0.625	0.327
X1.6	0.872	0.580	0.567	0.275
X1.7	0.881	0.608	0.626	0.335
X1.8	0.884	0.604	0.592	0.308
X1.9	0.887	0.556	0.616	0.277
X2.1	0.618	0.904	0.349	0.645
X2.2	0.624	0.911	0.362	0.666
X2.3	0.588	0.909	0.320	0.682
X2.4	0.607	0.898	0.356	0.670
X2.5	0.597	0.888	0.357	0.676
X2.6	0.588	0.898	0.299	0.630
X2.7	0.603	0.884	0.349	0.656
X2.8	0.627	0.896	0.339	0.622
X2.9	0.585	0.902	0.318	0.667
Y.1	0.596	0.307	0.864	0.473
Y.2	0.613	0.309	0.895	0.487
Y.3	0.598	0.350	0.866	0.527
Y.4	0.592	0.346	0.858	0.503
Y.5	0.583	0.297	0.842	0.442
Y.6	0.569	0.319	0.858	0.518
Y.7	0.588	0.321	0.849	0.471
Y.8	0.615	0.330	0.876	0.478
Y.9	0.612	0.354	0.859	0.502
Z.1	0.320	0.687	0.486	0.905
Z.2	0.347	0.686	0.532	0.908
Z.3	0.351	0.672	0.541	0.909
Z.4	0.343	0.670	0.540	0.899
Z.5	0.311	0.658	0.502	0.903
Z.6	0.292	0.641	0.510	0.912
Z.7	0.306	0.656	0.510	0.906

Z.8	0.293	0.657	0.494	0.899
Z.9	0.287	0.634	0.502	0.910

Source: Primary data processed by Smart PLS, 2025

Based on Table 4. the results show that the cross-loading value of each indicator is greater than 0.70. Therefore, it can be concluded that the cross-loading value of each indicator is higher than that of other constructs, indicating that the correlation between each latent construct and its respective indicators is valid

Rehabilitation Analysis

Reliability testing is conducted to evaluate the extent to which the questionnaire instrument consistently reflects the constructs being measured. A measurement instrument is considered reliable if respondents' answers to each statement demonstrate stability and consistency over time. In the PLS model, reliability can be assessed using two indicators: Cronbach's alpha and composite reliability. As a general guideline, the values of Cronbach's alpha or composite reliability should exceed 0.70 (Ghozali, 2021).

Table 5. Reliability Test

	Cronbach's Alpha	Rho-a	Composite Reliability	Information
Entrepreneurship Training (X1)	0.964	0.964	0.969	Reliable
Digital Technology (X2)	0.970	0.971	0.974	Reliable
Entrepreneurial intention (Y)	0.957	0.958	0.963	Reliable
Adaptability (Z)	0.973	0.973	0.976	Reliable

Source: Primary data processed by Smart PLS, 2025

Based on Table 5, the Cronbach's alpha values are 0.964 for entrepreneurship training, 0.970 for digital technology, 0.957 for entrepreneurial intention, and 0.973 for adaptability. Furthermore, the composite reliability values are 0.964 for entrepreneurship training, 0.971 for digital technology, 0.958 for entrepreneurial intention, and 0.973 for adaptability. These results indicate that all constructs are considered reliable, as both Cronbach's alpha and composite reliability values exceed the recommended threshold of 0.70.

Inner Model

Path Coefficient Test

The path coefficient test can be assessed through the t-test value (critical ratio) > 1.96 or p-values < 0.05, as shown in the PLS bootstrapping results. The t-test or p-values can be seen in Table 6.

Table 6. Path Coefficient Test

Influence	T statistics (O/STDEV)	(P values)	Information
Entrepreneurship Training (X1) → Entrepreneurial intention (Y)	35.368	0.000	Positive Influence
Entrepreneurship Training (X1) → Adaptability (Z)	5.611	0.000	Positive Influence

Digital Technology (X2) → Entrepreneurial intention (Y)	20.164	0.000	Positive Influence
Digital Technology (X2) → Adaptability (Z)	40.333	0.000	Positive Influence
Adaptability (Z) → Entrepreneurial intention (Y)	23.965	0.000	Positive Influence

Source: Primary data processed by Smart PLS, 2025

Based on Table 6, entrepreneurship training on entrepreneurial intention has a t-statistic value of 35.368 and a p-value of 0.000; entrepreneurship training on adaptability has a t-statistic of 5.611 and a p-value of 0.000; digital technology on entrepreneurial intention has a t-statistic of 20.164 and a p-value of 0.000; digital technology on adaptability has a t-statistic of 40.333 and a p-value of 0.000; and adaptability on entrepreneurial intention has a t-statistic of 23.965 and a p-value of 0.000. This indicates that all relationships between variables have t-statistic values greater than 1.96 and p-values less than 0.05, meaning they have a significant effect. Furthermore, this study uses an intervening variable; therefore, it is necessary to measure the indirect relationships between variables. To measure indirect effects, the bootstrapping results on the indirect effect can be used, with criteria of t-statistic > 1.96 and p-values < 0.05. The t-statistic and p-values can be seen in Table 7.

Table 7. Indirect Effect

Influence	T statistics (O/STDEV)	(P values)	Information
Entrepreneurship Training (X1) → Adaptability (Z) → Entrepreneurial intention (Y)	4.951	0.000	Positive Influence
Digital Technology (X2) → Adaptability (Z) → Entrepreneurial intention (Y)	18.682	0.000	Positive Influence

Source: Primary data processed by Smart PLS, 2025

R-Square

According to Sahir (2021), the criteria for the R² value are classified into three categories: an accuracy value of 0.75 is considered a strong model, 0.50 is considered a moderate model, and 0.25 is considered a weak model. The R² results can be seen in Table 8.

Table 8. R-Square

Variable	R-square	Adjusted R-square
Entrepreneurial intention (Y)	0.870	0.869
Adaptability (Z)	0.572	0.569
Average	0,721	0,719

Source: Primary data processed by Smart PLS, 2025

Based on Table 8, the R-square value for the entrepreneurial intention variable is 0.870. This means that

entrepreneurship training and digital technology are able to explain entrepreneurial intention by 0.870 or 87.0%, while the remaining 13% is explained by other constructs. This indicates a very good or substantial model. Meanwhile, the R-square value for adaptability is 0.572. This means that entrepreneurship training and digital technology are able to explain adaptability by 0.572 or 57.2%, while the remaining 42.8% is explained by other constructs. Thus, this also indicates a very good or substantial model.

Q² Value

According to Ghozali (2021), the Q² value is used to validate the predictive capability of the model. The Q² predictive relevance result is considered adequate if the exogenous latent variables have a value greater than 0, meaning they can be used to explain and predict the endogenous variables. Conversely, if the Q² value is less than 0, it indicates that the model lacks predictive relevance. The Q² results can be seen in the table 9.

Table 9. Q² Value

Indicator	Q ² prediksi	RMSE	MAE
Adaptability (Z)	0.566	0.662	0.475
Entrepreneurial intention (Y)	0.483	0.723	0.505

Source: Primary data processed by Smart PLS, 2025

Based on Table 9, the Q² predict value for the Entrepreneurial Intention (Y) variable is 0.483, and for the Adaptability (Z) variable it is 0.566. These results indicate that the Q² predict values are greater than 0, meaning that this research model has predictive relevance or good predictive capability for the observed values. A positive Q² value indicates that the structural model used is capable of adequately explaining and predicting the endogenous variables. Therefore, this research model can be considered appropriate for hypothesis testing.

Hypothesis Testing

Hypothesis analysis was conducted to examine the significance between constructs. To test the significance of the direct effects between independent constructs and dependent constructs, the researcher used the path coefficient table. Meanwhile, to test the significance of the indirect effects between independent constructs and dependent constructs through a mediating construct, the researcher used the specific indirect effect values with the t-statistic value. The parameter for calculating the t-statistic is > 1.96 for a two-tailed hypothesis and > 1.64 for a one-tailed hypothesis, or by using p-values < 0.05. The results of the path coefficient hypothesis testing can be seen in Table 10.

Table 10. Path Coefficients Test Results

Influence	T statistics (O/STDEV)	(P values)	Information
Direct Effect	35.368	0.000	Accept
Entrepreneurial intention (X1) → Entrepreneurial intention (Y)			
Entrepreneurial intention (X1) → Adaptability (Z)	5.611	0.000	Accept
Digital Technology (X2) → Entrepreneurial intention (Y)	20.164	0.000	Accept
Digital Technology (X2) → Adaptability (Z)	40.333	0.000	Accept
Adaptability (Z) → Entrepreneurial intention (Y)	23.965	0.000	Accept

Indirect Effect	4.951	0.000	
Entrepreneurship Training (X1) → Adaptability (Z) → Entrepreneurial intention (Y)			Accept
Digital Technology (X2) → Adaptability (Z) → Entrepreneurial intention (Y)	18.682	0.000	Accept

Source: Primary data processed by Smart PLS, 2025

DISCUSSION

The Effect of Entrepreneurship Training on Entrepreneurial Intention

The results indicate that students of the Faculty of Economics and Business at Makassar State University demonstrate a positive and significant increase in entrepreneurial intention after participating in entrepreneurship training. Hypothesis (H1) is accepted, as indicated by a t-statistic value of 35.368, which exceeds 1.96, and a p-value of 0.000, which is lower than 0.05. This implies that the more entrepreneurship training students receive, the stronger their intention to engage in entrepreneurial activities.

These findings are consistent with the studies of Ndofirepi (2020) and Indriyani et al (2022), which state that experiential-based entrepreneurship training can foster positive attitudes, enhance self-efficacy, and encourage students to start a business. Practical and application-oriented training has proven effective in strengthening entrepreneurial intention. This study also aligns with Zhang (2024), who demonstrated that entrepreneurship education significantly contributes to the development of entrepreneurial intention. This argument is reinforced by Isma et al (2024), who demonstrate that entrepreneurship education significantly increases entrepreneurial intention, particularly when supported by self-efficacy as a mediating factor. Thus, it can be concluded that systematically organized and high-quality entrepreneurship training significantly enhances students' preparedness, independence, and entrepreneurial intention. The better the training received, the stronger the entrepreneurial intention possessed by students.

The Effect of Digital Technology on Entrepreneurial Intention

The results indicate that digital technology has a positive and significant effect on entrepreneurial intention among students of the Faculty of Economics and Business at Makassar State University. The t-statistic value of 20.164 exceeds 1.96, and the p-value of 0.000 is lower than 0.05, indicating that Hypothesis (H2) is accepted. This finding suggests that students' ability to utilize digital technology is closely associated with their intention to engage in entrepreneurship.

These findings are consistent with the Nurfaizal (2025), which confirms that digital technology plays a significant role in fostering students' entrepreneurial intention, particularly in the context of digital and e-business activities. Students who are capable of utilizing digital technology tend to perceive business opportunities as more accessible and feasible. Moreover, Rakib & Ahmad (2023), emphasize that mastery of digital technology, such as social media and e-commerce platforms, is essential in increasing students' readiness and intention to engage in entrepreneurship. Therefore, it can be concluded that the greater the utilization of digital technology, the stronger the students' entrepreneurial intention.

The Effect of Entrepreneurship Training on Adaptability

The results indicate that entrepreneurship training has a positive and significant effect on students' adaptability at the Faculty of Economics and Business, Makassar State University. The t-statistic value of 5.611 exceeds 1.96, and the p-value of 0.000 is lower than 0.05, indicating that Hypothesis (H4) is accepted. Students who participate in entrepreneurship training not only acquire technical knowledge but are also trained to become more innovative, flexible, and solution-oriented in addressing problems. Case studies and business simulations

help students learn how to adapt to various situations.

These findings are supported by, Nabi et al. (2019), argue that entrepreneurship education enhances a range of entrepreneurial competencies—including managerial skills, problem solving, and adaptive capacities—by exposing students to experiential learning and real-world business challenges, thus better preparing them to respond to dynamic and uncertain business environments. This finding is further supported by Al-Qadasi et al (2023), who emphasize that entrepreneurship training not only improves technical skills but also fosters cognitive flexibility and readiness to deal with business uncertainty. Therefore, it can be concluded that entrepreneurship training plays a crucial role in enhancing students' adaptability in facing the dynamic business environment.

The Effect of Digital Technology on Adaptability

The results of the study indicate that digital technology has a positive and significant effect on the adaptability of students at the Faculty of Economics and Business, Makassar State University. This is demonstrated by a t-statistic value of 40.333, which is greater than 1.96, and a p-value of 0.000, which is lower than 0.05, indicating that Hypothesis (H4) is accepted. The utilization of digital technology requires students to continuously learn and keep pace with ongoing developments. This process fosters an open attitude toward change and enhances students' adaptive capacity in responding to the dynamic and evolving business environment.

These findings are further supported by Richmond & Beatriz (2025), who found that digital literacy significantly enhances entrepreneurial adaptability in rapidly changing market environments. In line with this Rakib et al (2024), highlighted that digital literacy enhances the adaptive capacity of enterprises in responding to technological and market disruptions, as businesses with strong digital competencies demonstrate greater flexibility, stronger innovation capabilities, and improved long-term sustainability. Therefore, digital technology can be viewed as a strategic factor that plays a crucial role in strengthening individual and organizational adaptability in dynamic business environments.

The Effect of Adaptability on Entrepreneurial Intention

The results of the study indicate that adaptability has a positive and significant effect on entrepreneurial intention. The t-statistic value of 23.965 is greater than 1.96, and the p-value of 0.000 is less than 0.05, indicating that Hypothesis (H5) is accepted. This means that students who are more flexible and adaptive tend to have stronger entrepreneurial intentions.

These findings are Consistent with Kumasey et al (2024), career adaptability significantly predicts entrepreneurial intention by fostering proactive career behavior. This is further supported by Haris & Irma Suryani (2021), who found that individuals with high levels of concern and control are more prepared to face career uncertainty, including choosing entrepreneurship as a career path. Adaptability enables individuals to manage decisions independently, remain resilient in dynamic conditions, and develop strategies to cope with business risks. Therefore, career adaptability is proven to be a significant factor in enhancing entrepreneurial intention.

The Effect of Entrepreneurship Training on Entrepreneurial Intention through Adaptability

The results of the data analysis conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) indicate that adaptability mediates the positive effect of entrepreneurship training on entrepreneurial intention. The t-statistic value of 4.951 is greater than 1.96, and the p-value of 0.000 is less than 0.05, indicating that Hypothesis (H6) is accepted. This finding demonstrates that entrepreneurship training can indirectly enhance entrepreneurial intention through the improvement of adaptability. Students who participate in entrepreneurship training become more adaptive, which increases their readiness to face business challenges and strengthens their entrepreneurial intentions.

These findings indicate that entrepreneurship training not only improves students' knowledge and skills but also develops their attitudes, mental readiness, and flexible ways of thinking. Adaptability enables students to

internalize training materials, adjust them to real-world conditions, and apply them in entrepreneurial contexts. This perspective aligns with Kumasey et al (2024), who found that career adaptability significantly predicts entrepreneurial intention by fostering proactive and future-oriented career behavior. This is further supported by J. Zhang (2025), who found that individuals with high levels of career adaptability are better able to respond to change, navigate uncertainty, and translate learning experiences into entrepreneurial actions. Therefore, adaptability functions as a psychological mechanism that bridges entrepreneurship training and entrepreneurial intention. Effective training enhances students' ability to adjust to the dynamics and risks of the business environment, thereby strengthening their intention to engage in entrepreneurship.

The Effect of Digital Technology on Entrepreneurial Intention through Adaptability

The results of the data analysis conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) indicate that digital technology has a positive and significant effect on entrepreneurial intention through adaptability. The t-statistic value of 18.682 is greater than 1.96, and the p-value of 0.000 is lower than 0.05, indicating that Hypothesis (H7) is accepted. Digital technology assists students in enhancing their adaptive capabilities through continuous learning and the utilization of digital innovations. This adaptive capacity subsequently strengthens students' confidence in starting a business, thereby increasing their entrepreneurial intentions.

These findings are Consistent Bachmann et al. (2024), argue that digital competencies play a crucial role in shaping entrepreneurial intention, as individuals with higher levels of digital skills tend to possess greater confidence, stronger opportunity recognition abilities, and enhanced readiness to adapt to rapid technological changes. These competencies strengthen digital self-efficacy and encourage individuals to utilize technology as a means of venture creation. In line with this, Rudolph & Lavigne (2016), emphasize that career adaptability functions as a psychosocial resource that enables individuals to manage career transitions, demands, and dynamic changes effectively. Therefore, digital competencies and career adaptability complement each other in fostering entrepreneurial intention, where digital competencies provide the necessary technical capabilities, while adaptability serves as a psychological mechanism that helps individuals optimize those competencies in navigating uncertainty within the business environment.

CONCLUSION AND RECOMMENDATIONS

This study demonstrates that practical and experience-based entrepreneurship training enhances students' understanding, readiness, and self-confidence to start their own businesses. Digital technology has also been proven to have a positive and significant effect on entrepreneurial intention, as it facilitates access to information, marketing channels, and digital transactions. Simultaneously, entrepreneurship training and digital technology contribute to the improvement of students' adaptability. These two factors collectively develop students' ability to adjust to change, cope with uncertainty, and respond to the dynamic nature of the business environment. Adaptability plays a crucial role in strengthening entrepreneurial intention, as adaptive students tend to be more prepared to take risks and seize business opportunities. Moreover, adaptability has been shown to significantly mediate the effects of entrepreneurship training and digital technology on entrepreneurial intention, indicating that entrepreneurial intention becomes stronger when students possess high adaptive capacity.

It is recommended that the Faculty of Economics and Business at Makassar State University integrate entrepreneurship training that emphasizes practice-based learning, such as business simulations, real business projects, and digital entrepreneurship case studies, in order to enhance students' adaptability. Additionally, strengthening digital literacy and the utilization of digital technology should be directed toward entrepreneurial contexts so that students can use technology as a means of innovation and business development. Future research is recommended to explore external factors, such as family support, campus environment, or the digital business ecosystem, as moderating variables, as well as to test this research model among broader student populations.

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