



Adapting To Change: A PEST Analysis Of Private Universities In Palembang In The Era Of Digital Transformation

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ABSTRACT

The rapid progress of digital technologies has significantly altered higher education, forcing institutions to adjust to emerging political, economic, social, and technological (PEST) realities. Private universities in Palembang, Indonesia, encounter distinct challenges and opportunities during this digital transformation, yet there is a lack of comprehensive research that systematically explores the external factors affecting their adaptation strategies. This research utilizes a PEST analysis framework to examine the influence of political regulations, economic limitations, societal changes, and technological progress on private universities in Palembang as they strive to manage digital transformation. Using a qualitative methodology, this study integrates secondary data from government initiatives, institutional reports, and scholarly literature, along with firsthand insights from university stakeholders. This study aims to provide insights into how these institutions can adapt to changes in their external environment. The results indicate that political variables, such as national education strategies and accreditation requirements, play a crucial role in influencing the adoption of digital technologies, while financial obstacles like funding constraints and student affordability impede technological investments. Societal factors, including evolving student expectations and gaps in digital literacy, also affect institutional approaches, whereas differences in technological infrastructure create both challenges and avenues for innovation. Through a comprehensive PEST analysis, this study adds to the conversation on the resilience of higher education and provides practical recommendations for policymakers, university administrators, and educators within Indonesia's changing digital environment.

INTRODUCTION

Nearly every sector of society, including education, has been changed by the rapid advancement of digital technologies. In the era of digital transformation, higher education institutions are facing unprecedented challenges and opportunities as a result of the integration of digital tools such as e-learning platforms, artificial intelligence (AI), and data analytics and data analytics has reshaped the way education is delivered and consumed. In the era of digital transformation, higher education institutions are experiencing a paradigm shift. Technologies such as e-learning platforms, artificial intelligence (AI), and data analytics are now integral to the academic ecosystem. These tools have enabled new modes of teaching and learning that transcend traditional boundaries of time and space (Brougham & Haar, 2018).

Private universities are at the forefront of this shift, because they are more flexible to innovate compared to public universities, but this shift also requires them to adapt to new political, economic, social, and technological realities (Lestari & Djastuti, 2020). The rapid advancement of digital technologies has revolutionized nearly every sector of modern society, including the field of education. From communication to commerce, the digital wave has brought transformative changes that demand adaptation and innovation. In education, this digital revolution is reshaping not only the content and delivery of learning but also the organizational strategies and operations of educational institutions (Daniels et al., 2017).

The adoption of digital technologies has created both opportunities and challenges for universities. On one hand, digital tools enhance student engagement, personalize learning experiences, and optimize administrative processes. On the other hand, they require significant investment, digital literacy, and institutional readiness to be effectively integrated into existing systems. A number of private universities that are important to the region's educational system are located in Palembang, one of Indonesia's largest cities (Mhlanga & Moloi, 2020). These universities are in charge of fostering the local economy and society in addition to turning out competent graduates. For private colleges in Palembang, the digital revolution period offers both possibilities and difficulties (Irayani, et al., 2024).

Dhawan, (2020) said the necessity for higher education to undergo a digital transition has been further hastened by the COVID-19 epidemic. Private institutions in Palembang were compelled to embrace digital tools and platforms at a never-before-seen rate due to the abrupt transition to online learning. This shift has shown the promise of digital technologies, but it has also revealed weaknesses in institutional preparedness, digital literacy, and infrastructure. Private universities in Palembang must keep up with the changing digital landscape as the world transitions to a post-pandemic future in order to stay relevant and competitive (Mittelmeier & Yang, 2022). Digital technologies allow these institutions to reach a wider audience, provide higher-quality instruction, and increase operational efficiency. However, they also have to deal with outside forces including quick changes in technology, societal expectations, fiscal limitations, and environmental rules (Irayani et al., 2023).

However, this flexibility also comes with increased pressure to remain competitive and relevant in an increasingly digital education market. Private universities must not only embrace new technologies but also align them with evolving political, economic, social, and technological realities. The ability to innovate is no longer optional—it is essential for survival and growth. Political factors such as government policies on digital infrastructure and educational standards influence how private universities adopt digital transformation. Economic considerations, including budget allocations and return on investment in educational technologies, are equally critical in shaping institutional decisions (Ferdousi et al., 2022.).

Social dynamics, including changing student expectations and the rise of remote learning cultures, demand a more student-centric approach to digital innovation. Meanwhile, technological changes continue to accelerate, requiring universities to constantly upgrade their systems and staff capabilities. The intersection of these factors highlights the complexity of

digital transformation in higher education. It is not merely a technological issue, but a multidimensional challenge that requires strategic vision, leadership, and stakeholder engagement.

Digital transformation in higher education represents a significant shift in the operational dynamics of institutions, the delivery of education, and student engagement. This evolution entails the utilization of digital technologies to improve teaching practices, optimize administrative functions, and foster a more interactive and adaptable learning atmosphere (de Wit & Altbach, 2021). As incoming students grow more technologically proficient and seek tailored educational experiences, universities are compelled to adjust to these new demands. The COVID-19 pandemic has intensified this transition, compelling numerous institutions to swiftly adopt online learning platforms and reevaluate their educational structures to maintain continuity and enhance accessibility (Muhammad Juliansyah Putra et al., 2023)

Although the significance of digital transformation in higher education is increasingly recognized, there remains a scarcity of thorough investigations into how private universities in Palembang are responding to these developments. While certain studies have addressed the integration of digital technologies within educational settings, limited research has concentrated on the external influences that affect this transition. Gaining insight into these factors is essential for formulating effective strategies to address the challenges and capitalize on the opportunities that digital transformation offers. In today's highly competitive and technologically advanced world, innovation plays a critical role firms need to be able to constantly innovate and enhance their work methods, goods, and services (irayani et al., 2025)

In Indonesia, private universities play a significant role in the higher education landscape. Palembang, as a key city in South Sumatra, is home to several private universities that contribute to the region's educational and economic development. These institutions often serve diverse student populations and are pivotal in addressing local educational needs. The significance of private universities in Palembang lies not only in their ability to provide accessible education but also in their potential to foster innovation and entrepreneurship among students. As these universities navigate the challenges posed by digital transformation, understanding their unique contexts becomes essential for identifying effective strategies that can enhance their educational offerings and operational efficiencies (Dwivedi et al., 2021).

Private universities in Palembang function within a constantly evolving landscape influenced by various political, economic, social, and technological factors. Government regulations regarding higher education and the state of digital infrastructure can facilitate or obstruct the integration of new technologies. Economic considerations, such as limited funding and competition for student enrollment, can affect these institutions' capacity to invest in digital resources. Additionally, social dynamics, including shifting student expectations and labor market requirements, significantly influence the trajectory of digital transformation. Lastly, technological elements, such as the accessibility of digital infrastructure and the speed of innovation, can ultimately dictate the effectiveness of these initiatives.

This research utilizes a PEST analysis (Political, Economic, Social, and Technological) to investigate the external influences impacting private universities in Palembang. The PEST framework offers a systematic method for comprehending the wider environment in which these institutions function, allowing them to formulate strategic responses to the challenges posed by digital transformation (Houlden & Veletsianos, 2019). Through the examination of political regulations, economic circumstances, social dynamics, and technological progress, this study seeks to uncover significant challenges and opportunities for private universities in Palembang, ultimately providing practical recommendations to improve their competitive edge.

For private universities, this transformation presents a unique opportunity to differentiate themselves by developing innovative learning models, enhancing digital literacy among faculty and students, and leveraging data for strategic decision-making. These steps can help build a competitive advantage in the global education landscape. Therefore, it is crucial to explore how

private universities are navigating digital transformation. By understanding the strategies, challenges, and outcomes of digital integration in private higher education, this study contributes to the broader discourse on educational innovation and institutional change in the digital age (Zawacki-Richter et al., 2019).

In the context of Indonesia, private universities play a significant role in the higher education landscape. Palembang, as a key city in South Sumatra, is home to several private universities that contribute to the region's educational and economic development. These institutions often serve diverse student populations and are pivotal in addressing local educational needs. The significance of private universities in Palembang lies not only in their ability to provide accessible education but also in their potential to foster innovation and entrepreneurship among students. As these universities navigate the challenges posed by digital transformation, understanding their unique contexts becomes essential for identifying effective strategies that can enhance their educational offerings and operational efficiencies.

LITERATURE REVIEW

Digital Transformation In Higher Education

The term "digital transformation" describes how digital technology is incorporated into every facet of institutional operations, radically altering how colleges administer internal operations and provide instruction (Schwab, 2016). This incorporates cloud-based administration, digital examinations, online learning platforms, and big data analytics to improve student outcomes in the context of higher education (Selwyn, 2020). Universities need to adopt digital transformation in order to stay competitive and satisfy changing student demands (Ferri et al., 2020).

The digital transformation of higher education has become a global imperative, driven by rapid technological advancements and changing societal demands (Bates, 2019). Universities worldwide are integrating digital tools—such as learning management systems (LMS), artificial intelligence (AI), and big data analytics—to enhance teaching, research, and administrative efficiency (Zawacki-Richter & Latchem, 2018). The COVID-19 pandemic further accelerated this shift, forcing institutions to adopt online learning models almost overnight (Dhawan, 2020).

Digital transformation is fundamentally reshaping higher education, particularly through the integration of digital tools such as artificial intelligence (AI), data analytics, and e-learning platforms. These technologies are not just add-ons; they have become integral to academic strategy, operational efficiency, and learning outcomes (Brougham & Haar, 2018). In Indonesia, this shift is evident in both public and private institutions, with private universities often demonstrating more agility due to their less rigid governance structures (Lestari & Djastuti, 2020). Due to the quick advancements in digital technology that have impacted every industry, businesses and agencies throughout the world are very interested in the idea of digital transformation. In order to contend with different types of competition, many organizations have realized that they must change. The process of digital transformation is regarded as a strategic shift that entails the automatic integration of digital technologies with all facets of a business, including its operating procedures, infrastructure, goods, services, and other operations. Organizations with advanced technology exhibit innovative, quick, and efficient information gathering, analysis, and use for value creation, as well as a focus on the customer experience (Laorach & Tuamsuk, 2022).

In Indonesia, digital transformation in higher education is influenced by national policies such as "Kampus Merdeka" (Freedom to Learn) and the push for e-learning adoption (Ministry of Education and Culture, 2021). However, private universities face unique challenges, including limited funding, infrastructure gaps, and faculty readiness (Yudhistira & Suryadarma, 2021). Palembang, as an emerging educational hub in South Sumatra, must navigate these changes while competing with larger institutions in Java and Bali.

Theoretical Framework: Pest Analysis

A PEST analysis evaluates the macro-environmental factors—Political, Economic, Social, and Technological—that influence an organization's strategic decisions. In the context of private universities in Palembang, this analysis helps identify how these institutions can adapt to external forces brought on by the digital transformation of higher education.

The PEST (Political, Economic, Social, Technological) framework is widely used to analyze external factors affecting organizations (Johnson et al., 2016). Applying this model to private universities in Palembang helps identify key influences on their digital transformation journey:

- a. **Political Factors** Political factors encompass government policies, education regulations, and public funding initiatives that influence university operations. Government regulations play a critical role in shaping and influencing the digital transformation of higher education institutions. These regulations provide frameworks, incentives, and standards that guide universities in adopting and integrating digital technologies into their operations. Below are the key ways in which government regulations impact this transformation. Government policies play a crucial role in shaping digital education. In Indonesia, regulations such as:
 - Permendikbud No. 7/2020 (online learning accreditation)
 - Digital Indonesia Roadmap 2021-2024 (infrastructure development)
 impact how private universities implement digital strategies (Ministry of Communication and Informatics, 2021). Additionally, accreditation requirements and funding schemes (e.g., LPDP scholarships) influence institutional adaptability.

Government regulations, educational governance, and policies are examples of political factors. The Ministry of Education in Indonesia launched the Kampus Merdeka program, which stimulates the use of digital platforms and fosters curriculum creation autonomy (Kemendikbud, 2022). However, commercial institutions frequently find it difficult to adapt their operations to quickly evolving policies, particularly when it comes to norms for digital infrastructure and accreditation (Suharyadi & Nurhadi, 2021).

b. Economic Factors

Economic concerns such as national economic stability, financial availability, and inflation have a direct effect on private universities. Compared to public universities, private colleges depend more on tuition fees and are more vulnerable to economic downturns. After the COVID-19 pandemic exposed financial flaws, several private universities were compelled to accelerate their digital transformation without enough funds (Rahman et al., 2021). Additionally, because digital investment is costly, a shortage of funds may hinder implementation (Santoso & Wijaya, 2023). Private universities rely heavily on tuition fees, making them vulnerable to economic fluctuations (Altbach & De Wit, 2020). Key issues include:

- Funding limitations for digital infrastructure
- Student affordability of online learning tools
- Competition with public universities offering lower tuition fees. A study by Yudhistira & Suryadarma (2021) found that many Indonesian private universities struggle to invest in digital resources due to financial constraints.

Financial capacity influences digital adoption. Many private universities in Palembang rely heavily on tuition fees and struggle to finance large-scale digital infrastructure upgrades (Batmetan, 2022). Economic uncertainty post-COVID-19 has intensified competition, demanding more cost-effective yet innovative solutions.

c. Social Factors

Social factors refer to demographic shifts, cultural expectations, and societal attitudes toward education. Today's students demand flexible, personalized, and technology-enhanced

learning experiences (Czerniewicz, 2020). Faculty readiness is also a major concern; digital transformation requires significant training to ensure instructors can effectively use new tools (Merriam & Tisdell, 2016). In Indonesia, uneven access to technology and the digital divide among students from different socio-economic backgrounds remain key challenges (Creswell & Poth, 2018). Changing student expectations and workforce demands require universities to adapt:

- Digital-native students prefer interactive, flexible learning (Selwyn, 2016).
- Employers seek digitally skilled graduates, pushing universities to revise curricula.
- Digital divide issues persist in Palembang, where internet access remains unequal (BPS Sumsel, 2023).

A growing number of digital-native students prefer online or hybrid models, personalized learning paths, and mobile-friendly interfaces. According to Prastiwi and Nazief (2023), aligning curriculum and campus culture with digital expectations is critical for student retention and institutional reputation.

d. Technological Factors

Technological readiness varies widely across Indonesian private universities. While some institutions in Palembang have successfully implemented AI-driven platforms, many still struggle with basic ICT infrastructure and faculty digital literacy (Sensuse & Agustri, 2020). Technological readiness determines successful digital transformation:

- Infrastructure gaps (e.g., unstable internet, lack of devices) hinder online learning.
- Adoption of AI, LMS, and cloud-based systems varies across institutions.
- Cybersecurity and data privacy concerns emerge with increased digitalization (Porter & Heppelmann, 2015).

However, many private universities lack the IT infrastructure and cybersecurity measures necessary to fully embrace these changes. Cooperation with industry partners and technology providers has proven effective in supporting digital transformation efforts (Schmidt & Cohen, 2020). Technology is both a driver and a challenge in higher education. Artificial intelligence, learning management systems, and digital collaboration tools are changing how universities operate (Agustri & Sensuse, 2020).

METHODS

This study employs a qualitative research methodology with a descriptive framework aimed at elucidating the phenomena observed and the factors that impact these occurrences. The findings will equip researchers with a foundation to propose alternative strategies for addressing the challenges encountered by the research subject. And this study explores the external factors affecting private universities in Palembang. The research relies on secondary data collection and expert interviews to gain comprehensive insights.

- a. **Research Design** A qualitative case study method is used to analyze the impact of political, economic, social, and technological factors on private universities. This method allows for an in-depth understanding of real-world challenges and strategies in the digital transformation era. A case study approach is particularly useful in exploring complex issues within a specific context, as it enables researchers to gather detailed information from multiple sources and perspectives (Yin, 2018). According to Merriam & Tisdell (2016), qualitative case studies help researchers understand phenomena within real-life settings, making them suitable for analyzing institutional changes in response to external pressures. The focus on private universities in Palembang provides a bounded system for investigation, allowing a thorough exploration of digital transformation impacts.

b. Data Collection

Secondary Data: This study utilizes policy documents, government reports, academic journals, and industry publications related to higher education digital transformation and PEST analysis.

Primary Data: Expert interviews are conducted with university administrators, policymakers, and technology specialists to gather insights on the practical implications of digital transformation.

c. Data Analysis

A thematic analysis approach is used to categorize findings based on the PEST framework:

- Political Factors: Analysis of regulatory policies and governmental initiatives.
- Economic Factors: Evaluation of financial sustainability and funding challenges.
- Social Factors: Examination of shifting student expectations and faculty readiness.
- Technological Factors: Assessment of digital adoption, infrastructure, and cybersecurity concerns.

d. PEST Analysis

PEST analysis can help take advantage of opportunities and minimize threats. PESTLE can help avoid strategies that may fail for reasons beyond our control or external. This PEST analysis itself is consist of Political, Economy, Socio-cultural, Technology (Gery Azhari Putera & Jerry Heikal, 2021). Here is a PEST Analysis Table tailored for private universities in Palembang in the context of digital transformation:

Table 1 Category

Category	Key Factors
Political	MBKM policy reforms, accreditation standards, education regulations
Economic	Dependency on tuition fees, post-pandemic income effects, funding limitations
Socio-cultural	Digital-native students, public vs private perception, demand for flexible learning
Technological	Digital infrastructure, LMS adoption, faculty digital literacy, AI integration

The table above outlines the core external factors influencing private universities in Palembang through a PEST analysis framework. Each category—Political, Economic, Socio-cultural, and Technological—presents unique challenges and opportunities that require strategic attention. By systematically evaluating these dimensions, institutional leaders can better anticipate changes in the external environment and develop more responsive, future-oriented strategies. This approach ensures that decisions are not only internally sound but also aligned with the broader dynamics shaping the higher education sector in the digital era. This study employs the PEST analysis framework, which examines four key dimensions: Political, Economic, Socio-cultural, and Technological aspects.

1. Government policies and regulations significantly influence private universities. The Indonesian Ministry of Education has introduced policies promoting digital learning, such as Kampus Merdeka, which encourages online and hybrid learning models (Kemendikbud, 2022). However, compliance with accreditation standards remains a challenge for many institutions.
2. Economic Factors The economic landscape affects private universities in terms of student enrollment and financial sustainability. Economic downturns reduce household incomes, impacting students' ability to afford tuition fees. Conversely, investment in digital infrastructure requires substantial financial resources, which many private universities struggle to secure (Reimon Batmetan, 2022).
3. Social Factors Changing student expectations and demographic shifts influence private universities. The increasing demand for flexible, technology-driven learning experiences

necessitates curriculum redesign and faculty training (Mangruwa & Syahputra, 2023). Additionally, digital literacy among students and faculty remains a key concern.

4. **Technological Factors** Technological advancements, including artificial intelligence, big data, and cloud computing, are transforming higher education. Universities must integrate digital tools for teaching, research, and administration while addressing cybersecurity and data privacy concerns (Reintje Tulungen & Reimon Batmetan, 2022).

RESULTS

This section presents the findings of the PEST analysis conducted to explore how external macro-environmental factors influence the strategic orientation of private universities in Palembang. The analysis reveals significant insights into each of the four dimensions—Political, Economic, Socio-cultural, and Technological—and their implications for institutional adaptation and innovation. The results of this study highlight the significant influence of external factors on private universities in Palembang.

- **Political Factors:** The Kampus Merdeka policy has provided greater flexibility in digital learning, but private universities face administrative burdens in meeting accreditation and compliance requirements. Interviews with university administrators indicate a need for more government support in funding and digital infrastructure development. The study found that political reforms in higher education, particularly the implementation of the *Merdeka Belajar-Kampus Merdeka* (MBKM) policy, have pushed universities to embrace more flexible and competency-based curricula. Private universities in Palembang have shown varying degrees of responsiveness to these regulations. Institutions with strong leadership and governance structures are more likely to align their academic models with national education standards. However, inconsistent policy interpretation and limited access to regulatory support remain challenges for some smaller institutions.
- **Economic Factors:** Economically, the dependency of private universities on tuition fees makes them vulnerable to financial fluctuations, especially in the aftermath of the COVID-19 pandemic. The research shows that enrollment numbers have slightly declined due to reduced household income among prospective students. As a result, universities are adopting cost-efficient digital solutions, such as open-source learning management systems (LMS), while also exploring alternative funding sources, including government grants and private-sector partnerships. However, financial constraints still limit large-scale infrastructure upgrades in many campuses. The financial stability of private universities varies, with institutions relying heavily on tuition fees facing greater challenges. The transition to digital learning requires substantial investment, yet many universities lack the necessary financial resources to implement technological upgrades. Findings from expert interviews suggest that financial aid programs or government subsidies would significantly alleviate this burden.
- **Social Factors:** Students are increasingly favoring hybrid and online learning, creating a demand for improved digital literacy among both students and faculty. Universities that have invested in faculty training programs for digital teaching methodologies report better student engagement and satisfaction. However, disparities in technological access among students remain a concern. Socio-cultural factors highlight the shifting expectations of a younger, digitally native student population. Students now demand flexible, technology-enhanced learning environments that support hybrid or remote modalities. Institutions that have adapted to this shift by offering mobile-friendly content, interactive platforms, and student-centered services reported improved engagement and retention rates. On the other hand, universities that have failed to modernize their learning approaches face challenges in attracting and retaining students in an increasingly competitive academic landscape.
- **Technological Factors:** While digital transformation has been widely embraced, challenges such as cybersecurity threats, inadequate IT infrastructure, and resistance to change among

faculty persist. Universities that have partnered with technology firms for cloud computing and digital tools integration have shown higher adaptability and success in transitioning to online education. Technology is both a driver of opportunity and a source of disruption. The research indicates that while most private universities in Palembang have adopted basic digital tools, such as LMS and virtual classrooms, only a few have explored advanced technologies like artificial intelligence (AI), learning analytics, or blockchain-based credentialing. Technological readiness is strongly influenced by leadership vision, faculty training, and IT infrastructure availability. Universities that have invested in digital transformation strategies tend to show stronger adaptability and innovation performance.

DISCUSSION

Implications Of Digital Transformation For Private Universities In Palembang

Digital transformation is reshaping the higher education landscape globally, and private universities in Palembang are no exception. The findings from this study highlight the interplay of political, economic, social, and technological factors that influence these institutions' ability to adapt to change. This discussion delves into the implications of these factors, the challenges faced by private universities, and potential strategies for navigating the era of digital transformation effectively.

Political Factors

Government regulations such as Indonesia's Merdeka Belajar initiative and accreditation requirements have been instrumental in driving digital adoption among private universities. These policies emphasize the integration of digital tools into curricula and administrative processes, ensuring alignment with national standards. However, compliance with these mandates presents challenges for private universities due to limited funding and infrastructural constraints. Unlike public institutions that benefit from state subsidies, private universities often rely on tuition fees, making it difficult to invest in advanced technologies.

To address these challenges, policymakers could consider providing targeted financial support or tax incentives to private universities that demonstrate progress in digital transformation. Additionally, clearer guidelines on implementing hybrid learning models could help standardize educational quality across institutions.

Economic Factors

Economic disparities in South Sumatra significantly impact the ability of private universities to invest in digital infrastructure. While urban students in Palembang may have access to high-speed internet and digital devices, rural students face barriers such as connectivity issues and affordability concerns (Hamdani & Maulani, 2018). This disparity affects enrollment rates and student satisfaction, which are critical for the financial sustainability of private institutions.

Collaborative frameworks like the Pentahelix model could play a crucial role in bridging these gaps. By fostering partnerships between government bodies, businesses, media, academia, and communities, private universities can secure funding for projects such as bandwidth expansion and faculty training programs. Furthermore, offering scholarships or subsidies for rural students could enhance access to digital education and increase enrollment rates.

Social Factors

The social dynamics surrounding student demographics and expectations are evolving rapidly due to technological advancements. Today's students demand personalized learning experiences, flexible course structures, and interactive content delivery methods. Private universities in Palembang must adapt to these changing preferences to remain competitive.

Investing in learning management systems (LMS) and AI-driven tools can enable personalized learning paths tailored to individual needs. Additionally, conducting regular surveys to understand student expectations can help institutions design programs that align with market demands. Faculty training programs focused on digital literacy are also essential for ensuring effective implementation of these technologies (Conole, 2010).

Technological Factors

Technological advancements such as artificial intelligence (AI), big data analytics, and virtual reality (VR) offer opportunities for innovation in higher education. However, adopting these technologies requires significant investment in infrastructure and human resources. Private universities often struggle with limited budgets and resistance to change among faculty members who may lack familiarity with digital tools.

To overcome these barriers, institutions could explore cost-effective solutions such as open-source software or cloud-based platforms that require minimal upfront investment. Partnering with technology providers for training programs can also help build faculty capacity for using advanced tools effectively. Moreover, creating a culture of innovation through workshops and seminars can foster acceptance of digital transformation among stakeholders.

CONCLUSION

Digital transformation presents both opportunities and challenges for private universities in Palembang. While political mandates provide a framework for change, economic disparities and resistance to technological adoption hinder progress. By leveraging collaborative partnerships, investing in faculty training programs, and adopting cost-effective solutions, these institutions can navigate the era of digital transformation effectively while enhancing their educational quality and relevance.

Private universities in Palembang must proactively address the external challenges posed by digital transformation. By leveraging political support, ensuring economic resilience, adapting to social changes, and embracing technological innovations, these institutions can remain competitive in the digital era. A strategic and adaptive approach will be essential for sustaining long-term success and improving the quality of education in the region.

Political factors: government policies, particularly the "kampus merdeka" initiative and digital education roadmaps, have created both opportunities and compliance challenges, accreditation requirements are driving standardization but may limit innovation in digital pedagogy. Government regulations serve as both enablers and moderators of digital transformation in higher education by providing strategic direction, funding mechanisms, quality assurance standards, and support for innovation. However, effective implementation requires collaboration between governments and higher education institutions to address challenges such as resource limitations and policy inconsistencies.

Economic Factors Tuition-dependent revenue models limit investment capacity in emerging technologies, Public-private partnership opportunities are underutilized for digital innovation funding. Social Factors Student digital literacy levels vary significantly, affecting adoption rates of new learning technologies, Faculty resistance to change persists due to inadequate training and support systems.

Technological Factors: Infrastructure gaps, particularly in rural catchment areas, hinder equitable access, Cybersecurity concerns are growing with increased digital dependency, Successful cases demonstrate the potential of phased, needs-based technology adoption. Private universities in Palembang must embrace an integrated approach using the PEST model to align policy, investment, community engagement, and tech adoption. As digitalization accelerates, a data-driven and PEST-informed strategy will be crucial for sustainable institutional development.

LIMITATION

This study has several limitations. First, the research primarily relies on qualitative data from expert interviews and secondary sources, which may limit generalizability. Second, the study focuses only on private universities in Palembang, making it difficult to apply the findings to other regions or public institutions. Third, while the PEST analysis provides a broad framework, it does not account for internal institutional factors such as leadership and organizational culture, which also play significant roles in digital transformation. Future research could incorporate a mixed-method approach with quantitative data and expand the scope to include comparative analyses between different regions or types of universities.

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