Designing Inclusive Learning Ecosystems in Higher Ed ucation: Incorporating DEI-Centered Approach in the Contexts of the UK and Indonesia

This Research Proposal is submitted the requirements for preparing the Final Project of the Applied Bachelor of International Business Management Study Programme, Department of Business Administration, Politeknik Negeri Bali.

POLITEKNIK NEGERI BALI

Submitted by

Ferlyn Clarensia

NIM. 2115744183

PROGRAM STUDI MANAJEMEN BISNIS INTERNASIONAL

JURUSAN ADMINISTRASI BISNIS

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ABSTRACT

Although the world is shifting towards inclusive education, significant equity gaps in higher learning still persist. In low and middle-income countries, the United Nations estimates that more than 50% of children remain excluded from education. While higher education has been gradually involved in the implementation of Diversity, Equity, and Inclusion (DEI) models, empirical data regarding its implementation and effects of these models on engagement across different national systems remains limited. This paper examine the effects of DEI commitment on inclusive infrastructure, organisational management, curriculum design, and student engagement using the United Kingdom (Developed) and Indonesia (Developing). Structural Equation Modelling with Partial Least Squares (SEM-PLS) conducted using SmartPLS and Multi-Group Analysis (MGA) were applied to the data of 578 Indonesian students with academic experience in both countries. Findings suggest that the level of DEI commitment greatly increases inclusive infrastructure and student engagement, especially in the UK. Conversely, without specific policies and faculty engagement, it has minimal effect on institutional management and curriculum design in both scenarios. The infrastructure facilitates the inclusive management, but doesn't necessarily spur the engagement and curriculum change. Curriculum inclusivity is revealed to be the most reliable and general stimulus of student engagement in both nations, which implies that students feel included primarily by content and pedagogy. This proposes a comparative framework for operationalizing DEI in higher education, demonstrating that curriculum is the most reliable pathway to meaningful inclusion. This results guide institutional policies and international education reformation, especially in eliminating equity gaps among developed and developing nations.

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***Keywords**:* Diversity, Equity, and Inclusion (DEI); Inclusive Higher Education; Inclusive Curriculum; Student Engagement; Inclusive Institutional Management; Accessibility in Education; Educational Infrastructure; Comparative Education; United Kingdom; Indonesia

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CHAPTER I

INRODUCTION

1.1 Background of the Problem

Over the last few years, the desire to achieve the Education For All has been pointed out as a focal goal in the United Nations (UN) (Reimers, 2024), especially when it comes to the Sustainable Development Goal 4 (SDG 4), which emphasises the importance of inclusive and equitable quality education and life-long learning opportunities ” to all” (UNESCO, 2015). An important aspect of the given purpose is Diversity, Equity and Inclusion (DEI), (Macias Gonzalez et al., 2023) which is a process of unravelling all systemic barriers and establishing optimal learning conditions under which representatives of different races, ethnicities, socio-economic and gender groups as well as students with various abilities could thrive (Ramachandran & Sujathamalini, 2024).

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Nevertheless, despite such obligations on the international levels, the disparities still persist, especially on the issues of access to education among students with disabilities. The World Health Organization (WHO) (2011), estimate that about 15% of the world’s population lives with some form of disability; however, in developing nations, children with disabilities remain disproportionately

excluded from education systems. For this reason, there is a notable mismatch between global commitments and nations implementations, particularly in the provision of facilities and policies in higher education to accommodate their specific needs (Linh et al., 2021). These barriers further compounded due to inadequate support systems and resources (Villouta & Villarreal, 2022).

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) is one of the global systems that necessitate inclusive education systems and requires signatory states (Including the United Kingdom and Indonesia) to dismantle discrimination and provide accessible and equitable facilities (Fernández-Batanero et al., 2022). However, although 87% of universities in Organisation for Economic Co-operation and Development (OECD) countries report having DEI initiatives, only 34% of them provide measurable plans concentrating on students with disabilities accessibility (Mpu & Adu, 2021) The implementation of these rights tends to be fragmented in developing countries, with the disparity being greater in low- and middle-income states; this persistent setback is also worsened by sociocultural stigma or scarcity of resources and finance (de La Roche et al., 2025).

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In United kingdom, legal and policy measures have been used to attract progress in advancing inclusive education. The Equality Act (2010) mandates Higher Education Institutions (HEIs) to provide accessible facilities and flexible assessment format (Adefila et al., 2020). This movement is further supported by the Disabled Students Allowance (DSA) to provide specialized equipment and personal assistants through funding. As result, approximately 80% of HEIs in the

UK offer dedicated disability support services. Many universities have implemented these mandates with tangible inclusive practices. Some of the accessibility features, available in most colleges, are described in Table 1: they include assistive technology, accessible accommodation, hearing loops, and campus navigation apps.

Table 1.1 Disability and Inclusive Facilities in United Kingdom Universities

Facility Type	Description	UK HEIs
Accessible Toilets	Equipped with grab rails, emergency alarms, automatic doors, and space for wheelchair.	University of Bath
Ramps and Lifts	Ramps at building entrances, lifts with braille buttons and voice guidance for accessibility.	University of Oxford, Cardiff and Vale College
Assistive Technology	Screen readers, speech-to-text software, captioning services, and lecture recording tools.	University College London, University of Edinburgh.
Hearing Loops	Induction loop systems in lecture halls and libraries for students with hearing impairments.	University of Cambridge, University of Birmingham
Accessible Student Accommodation	Adapted student halls with step-free access, widened doorways, and en-suite accessible bathrooms.	University of Warwick, University of Nottingham, Cardiff and Vale College
Disability Support Services	Disability offices providing academic adjustments, mental health support, and assistive learning strategies.	University of Glasgow, University of Bristol, Cardiff and Vale College
Accessible Parking	Reserved disability parking spaces near campus buildings, ramps for easy access.	University of Leeds, University of Southampton
Campus Navigation Apps	Digital maps showing accessible routes, quiet spaces, and step-free entrances.	University of Sheffield, University of Bath

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Facility Type	Description	UK HEIs
Library and Study Area Accessibility	Height-adjustable desks, assistive technology PC, and power assisted door.	University of Manchester, University of Sussex

Source: United Kingdom HEIs Official Framework and Website

Furthermore In England, out of the 110,000 children reported as being out of education and termed as children missing education (CME) as of the academic year 2022/23 (UK Government, Department for Education, 2023) While some had not yet joined school, the majority were able to attend, reflecting a relatively high level of access to education for children with disabilities within a mature inclusive education system.

However, a stark contrast emerges comparing this progress with Indonesia. Despite the Law No. 8/2016 on Persons with Disabilities, which stipulates that education institutions have to provide the accessibility of facilities, only 18.7% of persons with disabilities study in inclusive schools and only 7.2% study in special schools, leaving over 75% of children with disabilities out of formal education altogether. (Faragher et al., 2021). Key challenges include the are the funding gaps, the decentralized structure of Indonesia, and geographic inequalities (Judijanto, 2025). Which result in the absence of inclusive policies, the limited facilities, and low public awareness about the importance of education for children with disabilities (Bani Odeh & Lach, 2023). Whereas Jakarta gives the reportedly 28,9% availability in disability service (Hata et al., 2021). The national average is only 9,5%. Cultural stigma further marginalizes students with disabilities, particularly in

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regions like Papua, where only 12% of schools are accessible (Human Rights Watch, 2020). Infrastructure gaps, especially in rural universities lacks even basic infrastructure including internet access (Mustafa et al., 2024), which makes the implementation of *Merdeka Belajar* lag behind among those with disabilities (Fakhrou, 2023).

While the UK's progress relatively centralized backed with enforceable legal mandates and consistent funding, Indonesia's challenges stem from the lack of coherence in the implementation of policies, insufficient funding, and sociocultural stigma (Human Rights Watch, 2020: Wertans & Burch, 2022). For instance UK higher education institutions are embracing the principles of Universal Design of Learning (UDL) to actively implement them to resolve accessibility issues (Qu & Cross, 2024), whereas Indonesian universities tend to use short-term solutions because of the lack of resources (Azizah & Rahmi, 2023). This demonstrates that the accessibility of students with disabilities in UK universities is relatively higher than in Indonesia.

These disparity underscores the critical interplay between DEI commitment (e.g., anti-discrimination policies, faculty training) and inclusive infrastructure (e.g., accessible facilities, universal design curricula) in shaping equitable learning environments (Jayadi et al., 2022). However, previous studies tend to concentrate merely on particular factors like DEI marketing approaches (Riedel et al., 2023), teacher preparedness (Shutaleva et al., 2023; Soeharto et al., 2024) or departmental-level efforts (Hilton et al., 2021) without considering the institutional wide infrastructure to support DEI.

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Despite a variety of publications proposing model approaches to inclusive behaviour (Dhir et al., 2024) or identifying challenges as lack of teacher training, infrastructure and policy enforcement (Jardinez & Natividad, 2024; Korthals Altes et al., 2024) Empirical research, especially the student perspective and comparative systems across different countries is limited. Furthermore, although literature recognizes the influence of teacher support (Prananto et al., 2025) and describes the major inclusion policies (Filippou et al., 2025) empirical data of how these policies translate into fair engagement results-, particularly in the infrastructure as well as assistive technology (Bergdahl et al., 2024; Kincey et al., 2021).

Another major gap is the unavailability of comparative analysis across countries with different socio-economic, cultural, and legal environments; for instance, (Amnesti et al., 2023) and (Soeharto et al., 2024) focus on the subject of inclusion in Indonesia, yet do not compare it with other systems, such as the UK. In light of these gaps, this research will be timely and necessary especially considering the fact that over 75% of students with disabilities remain excluded from formal education systems. The comparative research conducted on the UK and Indonesia, helps in understanding the impact of legal requirements, DEI promises, and infrastructure in inclusive learning contexts in more detail. It tries to identify best practices, situational obstacles and provides evidence-based policy advice that is unique to various institutional ecosystems. This research was anticipated to offer concrete action research to policy makers, university administrators and advocates in the short run in coming up with evidence based practices that can ensure inclusion goes beyond symbolic commitments. In the long

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term, this research contributes to advancing SDGS 4 by fostering global education system that is inclusive, equitable and accessible promoting lifelong learning opportunities for all learners.

By bridging theoretical discourse and practical application, this research titled, “Designing Inclusive Learning Ecosystems in Higher Education: Incorporating DEI-Centered Approach in the Contexts of the UK and Indonesia” aims to provide a comparison of how DEI Commitment affect a developed and developing country in order to best understand what can work and what cannot work in advancing systems. Through application of DEI Commitment as a prism, the research intends to offer the practical implications that policymakers and HEIs can apply to fill the inclusion gap.

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1.2 Problem Formulations

Based on the above background, this study seeks to address the following research questions:

a. How does Diversity, Equity, and Inclusion (DEI) commitment impact Inclusive Educational Infrastructure (IEI) in higher education institutions in the UK and Indonesia?

b. How does Diversity, Equity, and Inclusion (DEI) commitment influence Organizational Inclusive Management (OIM) in higher education institutions in the UK and Indonesia?

c. How does Diversity, Equity, and Inclusion (DEI) commitment affect the development of an Inclusive Learning Curriculum (ILC) in higher education institutions in the UK and Indonesia?

d. How does Diversity, Equity, and Inclusion (DEI) commitment influence Student Engagement (SE) in higher education institutions in the UK and Indonesia?

e. How does Inclusive Educational Infrastructure (IEI) affect Organizational Inclusive Management (OIM) in higher education institutions in the UK and Indonesia?

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f. How does Inclusive Educational Infrastructure (IEI) contribute to the development of an Inclusive Learning Curriculum (ILC) in higher education institutions in the UK and Indonesia?

g. How does Inclusive Educational Infrastructure (IEI) influence Student Engagement (SE) in higher education institutions in the UK and Indonesia?

h. How does Organizational Inclusive Management (OIM) impact Inclusive Learning Curriculum (ILC) in higher education institutions in the UK and Indonesia?

i. How does Organizational Inclusive Management (OIM) influence Student Engagement (SE) in higher education institutions in the UK and Indonesia?

j. How does an Inclusive Learning Curriculum (ILC) affect Student Engagement (SE)?

1.3 Research Objectives

The primary objective of this study is to examines the influences of institutional motivation on diversity, equity, and inclusion (DEI) on inclusive educational systems and learning facilities in all United Kingdom (UK) and Indonesia higher education establishments. The specific objectives are:

a. To examine the effect of examine the effect that commitment to DEI has on the Inclusive Educational Infrastructure (IEI) of the institutions of higher learning in the UK and Indonesia.

b. Identify the connection between the DEI commitment and the Organizational Inclusive Management (OIM) among the higher education institutes of UK and Indonesia.

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c. Identifying the effect of DEI commitment gives to the growth of Inclusive Learning Curriculum (ILC) in the UK and Indonesia higher education.

d. Determine the effect that DEI-commitment has on the UK and Indonesia universities Student Engagement (SE).

e. Determine the effect of Inclusive Educational Infrastructure (IEI) has on the Organizational Inclusive Management (OIM) within an institution of higher learning in the UK and Indonesia.

f. Investigate the contribution of Inclusive Educational Infrastructure (IEI) contribute to the development or construct of an Inclusive Learning Curriculum (ILC) in environments at universities in the UK and Indonesia.

g. Assess the effect of Inclusive Educational Infrastructure (IEI) on Student Engagement (SE) in higher education institutions in the UK and Indonesia.

h. To investigate how Organizational Inclusive Management (OIM) affects Inclusive Learning Curriculum (ILC) in higher education institutions in the UK and Indonesia.

i. Examine the influence of Organizational Inclusive Management (OIM) on Student Engagement (SE) in higher education institutions in the UK and Indonesia.

j. Evaluate how an Inclusive Learning Curriculum (ILC) has on Student Engagement (SE) of the higher learning establishments in Indonesia and the UK.

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1.4 Research Benefits

This research aims to contribute to both theoretical advancements and practical implementations in the field of education and organizational management.

1.4.1 Theoretical Benefits

a. Complementing the existing base of studies on DEI and its indirect and direct positive and negative effect on student engagement in different HEIs systems
b. Providing empirical evidence on the relationship between the DEI commitment and accommodation of the learning environment factors to an inclusive educational infrastructure, such as organizational inclusive management and inclusive learning curriculum.
c. Filling the research gap on the influence of institutional inclusivity influences student engagement in both developed and developing countries.

1.4.2 Practical Benefits

a. This study will provide a comparative perspective, contributing valuable knowledge to the discourse on sustainable and inclusive education systems.
b. Offering insights for policymakers and educational leaders on the best practice of each countries and its effectiveness of DEI initiatives in shaping inclusive learning environments.

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c. Assisting higher education institutions in the UK and Indonesia in formulating policies and strategies to increase the level of student engagement through improved DEI commitments.

d. Providing actionable recommendations for educational institutions to strengthen their commitment to diversity and inclusion through evidence-based practices.

e. Providing best practices in the UK and Indonesia and the learning experience exchanged by both sides and how to account the localized issues affecting the appropriateness of inclusive educational policies between the two countries.

1.5 Systematics of Writing

This research is prepared in the form of a thesis which will be divided into several chapters with the following writing systematics:

a. CHAPTER I Introduction, contains:

Background of the problem, problem formulation, research objectives, research benefits and systematics of writing.

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b. CHAPTER II Literature Review, contains:

Theoretical foundation, empirical studies and conceptual framework

c. CHAPTER III Research Methods, contains:

Research places, populations and samples, research variables, data sources, types of research, data collection methods, and data analysis techniques.

d. CHAPTER IV Results and Discussion, contains:

General description of the institutions, the results of the analysis and discussion and the implications of the research results.

e. CHAPTER V Conclusions and Suggestions

Conclusions from research reports that have been conducted based on the results of analysis and discussion, as well as suggestions for the company.

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CHAPTER V

CONCLUSIONS

5.1 Conclusion

This paper confirms that the realization of inclusive and equitable higher education demands shifting away from symbolic commitments toward systemic, evidence-based implementation of Diversity, Equity, and Inclusion (DEI). By examining the comparative experiences of the United Kingdom and Indonesia, the research demonstrates that while curriculum inclusivity consistently drives student engagement across contexts, the effectiveness of infrastructure, organizational management, and DEI policies remains context-dependent.

5.1.1 DEI Commitment as a Catalyst (H1–H4)

The results confirm that DEI commitment plays a pivotal role in shaping inclusive learning ecosystems.

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a. DEI Commitment Strengthens Infrastructure and Engagement (H1 & H4)

   Showing that DEI significantly enhances inclusive infrastructure and student engagement in the overall model. In the UK, this influence is highly visible, with DEI initiatives translating into accessible facilities and stronger engagement. In Indonesia, the impacts are moderate but not drastic. MGA

indicates that these effects are not universal, as Indonesia shows greater sensitivity to visible DEI efforts

b. DEI Commitment Has Limited Impact on Management and Curriculum (H2 & H3)

Indicating that neither organisational management nor curriculum design is reliably changed by DEI commitment in either scenario. These weak effects are universal and both countries exhibit similar patterns.

DEI commitment is necessary but not sufficient. It reliably strengthens infrastructure and direct engagement but its effects on the management and curriculum are minimal unless special policies and faculty interaction have been incorporated.

5.1.2 Inclusive Educational Infrastructure as an Enabler (H5–H7)

Inclusive educational infrastructure emerged as a critical enabler but not a standalone driver of student engagement.

a. Infrastructure Strengthens Inclusive Management (H5)

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Showing that infrastructure consistently strengthens inclusive management. Indonesian and UK universities both show that the facilities are accessible and therefore promote participatory governance. This pathway is universal, with similar effects across contexts.

b. Infrastructure Alone Does Not Drive Curriculum or Engagement (H6 & H7)

Meaning infrastructure alone does not lead to curriculum reform or direct engagement. The UK is slightly more sensitive to infrastructure to engage (H7),

whereas (H6) weak effect on curriculum. The impact of H6 in both situations on curriculum is weak, which is indicative of the fact that facilities need pedagogical support in both cases. H7, however, is context-dependent, and the UK is slightly more sensitive to infrastructure to engage with compared to Indonesia.

Infrastructure provides the foundation for inclusion and organizational change, but it cannot independently create engagement or curricular transformation. Its effect is indirect and context-dependent, requiring alignment with policies and teaching strategies.

5.1.3 Key Mediator: Organizational Management and Curriculum (H8–H10)

b. Inclusive Management Supports Curriculum, and Curriculum Universally Engages Students (H8 & H10)

   Confirming that inclusive management drives curriculum adaptation, and curriculum inclusivity universally drives engagement. The effect is greater in Indonesia (H8), which indicates the pivotal role of visible management commitment in influencing curriculum reforms. Conversely, (H10), being universal, is consistent in enhancing engagement in the UK and Indonesia, and (H8), being location-specific, is more effective in Indonesia.

c. Management Alone Does Not Directly Engage Students (H9)

   Indicating that management alone provides little direct engagement. in both UK and Indonesia: the engagement is primarily supported when management

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is coupled with curriculum initiatives. This is universal, as it ensures that the engagement of students is not directly fuelled by management.

Adequate inclusion in management and curriculum reform are the surest remedies of attainment of meaningful student engagement. Although the conditions of transformation are created by the management, inclusion of students is most likely to occur with the help of the curriculum, and hence the latter is the most homogenous and universal contributor to engagement.

5.1.4 Macro Insight

This study shows that commitment to DEI is not sufficient to ensure meaningful inclusion in higher education. The infrastructure is the base, organisational management is the framework, and curriculum reform is the catalyst. Curriculum inclusivity is the most accurate and ubiquitous student engagement driver, addressing all three cognitive, emotional, and behavioural engagement dimensions. MGA results reveal a clear polarization between contextual and universal pathways:

a. Universal Pathways (Cross-Nationally Consistent):

   Include DEI → OIM (H2), DEI → ILC (H3), IEI → ILC (H6), OIM → SE (H9), and ILC → SE (H10). These effects are either consistently weak or strongly positive (H10) in both countries, in terms of DEI as a worldwide standard of higher education in line with UNESCO and SDG 4.

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b. Contextual Pathways (Country-Dependent):

Include DEI → IEI (H1) and DEI → SE (H4), which are stronger in Indonesia, IEI → SE (H7), slightly stronger in the UK, and OIM → ILC (H8), which is stronger in Indonesia. These pattern highlight that visible DEI and internal governance play a larger role in developing contexts, while in the UK, engagement is reinforced by macro-level policies such as QAA and OfS.

In summary, universal pathways reflect normative global convergence, while contextual pathways illustrate that DEI implementation is still shaped by local institutional structures and culture.

5.1.5 Macro Synthesis

This research addresses the global gap in understanding how DEI commitments translate into tangible student engagement outcomes, particularly across developed and developing higher education systems. By integrating Kahu's Engagement Model, Universal Design for Learning (UDL), and the Capability Approach, this study empirically demonstrates that curriculum inclusivity functions as a universal driver of engagement, while infrastructure and DEI policies require contextual alignment to be effective.

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The findings confirm that visible DEI commitment must be operationalized through governance and pedagogical transformation to achieve the psychological and social mechanisms of engagement predicted by Self-Determination Theory and Engaged Learning Theory. Engagement emerges not from symbolic statements but from systematic alignment of infrastructure, management, and curriculum that students can directly experience.

This study on the global level contributes to the evidence base of SDG 4 since it is impossible to have Education for All that is not based on symbolic inclusion. It gives a comparative example that demonstrates:

a. In developed systems like the UK, established infrastructure and policies enable DEI to indirectly enhance engagement via curriculum and governance.
b. In developing contexts like Indonesia, visible DEI and infrastructure must be deliberately connected to curricular and pedagogical practices to produce similar outcomes.

Collectively, these insights positions the study as a blueprint for policy and practice for global higher education reform, demonstrating how universities can transform DEI principles into systemic, measurable, and equitable student engagement outcomes.

5.1.6 Limitations

Despite the successful answer to all the research questions and the fulfilment of its goals, the study has a number of limitations that should be taken into account and addressed in future research.

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a. Homogeneous Respondents

The research utilized purposive sampling that was restricted to the Indonesian students who had experience in the UK that might not be a complete reflection of other international dynamics. The sample size was comprised of all respondents who had attended schools in both Indonesia and the United Kingdom. This implies that their views are more likely to be influenced by the

lives of the Indonesian diaspora, but not the lives of the local British students or other international students. According to (Louw & Louw, 2025) any study into the internationalisation of higher education that utilises a single group of students is usually skewed in its results since perception of inclusivity is highly dependent on the culture of the respondent.

b. Institutional Context Limitations

The comparative scope, while informative, does not account for intra-country variations among universities within Indonesia or the UK. The distribution of respondents who participated was uneven across institutions. Most of the respondents belonged to some of the universities targeted by the PPI and IISMA programme and therefore the research findings do not represent the inclusion practise in higher education institutions in general and in particular popular institutions. (Edu, 2025) explained that differences across institutions in the higher education sector are highly immense, and therefore, extreme caution must be exercised when generalising study findings.

c. Survey Instrument

The paper is based on quantitative survey tools based on perception to measure research variables. Although the given approach makes it possible to effectively measure the latent constructs, there is still a probability that the obtained results will be subject to the influence of respondent subjectivity and the possibility of social desirability bias. According to (Akbulut, 2025) , self-reported surveys are susceptible to perception bias which consequently may impact internal validity of the study.

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d. Methodological Analysis Limitations

Limitations also exist in the Multi-Group Analysis (MGA) dimension. The analysis was not carried out considering the country context (Indonesia vs. the United Kingdom) but rather in relation to other identifiable variables like gender, socioeconomic background, or kind of institution (public vs. private). However, (Setiamurti et al., 2023) emphasises that student engagement is greatly influenced by a combination of individual and institutional factors, so that country-based analysis alone is insufficient to capture the complexity of the inclusivity experience as a whole.

5.2 Recommendations

The findings of this study provide several practical and strategic implications that can be given to institutions of higher learning, policymakers, and future research studies. These recommendations aim to translate DEI commitments into sustainable inclusive practices, bridge structural gaps between developed and developing contexts, and advance global progress toward SDG 4.

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5.2.1 For Higher Education Institutions

a. Integrate DEI into Institutional Strategy

Universities should embed Diversity, Equity, and Inclusion (DEI) within their vision, governance structures, and operational policies rather than limiting it to symbolic initiatives. Dedicated DEI offices, committees, and reporting systems are essential to monitor progress and ensure accountability.

b. Strengthen Inclusive Infrastructure and Services

Investment in accessible learning environments—including physical facilities, digital infrastructure, and assistive technologies—is critical. Universities particularly in Indonesia and other developing situations must consider the general standards of accessibility and create centralised disability support service to minimise spontaneously depending on the NGOs.

c. Implement Universal Design for Learning (UDL) in Inclusive Curriculum

Institutions should adopt UDL principles to ensure that curricula are inherently accessible, providing multiple means of engagement, representation, and assessment. Faculty training programs are vital to enable inclusive teaching practices and reduce reliance on individual accommodations.

d. Enhance Organizational Inclusive Management (OIM)

Establishing inclusive management and transparent decision-making will ensure that DEI policies are operationalized. Faculty and staff should be regularly trained in inclusive management practices, and student voices—especially from marginalized groups—should be actively incorporated in institutional planning.

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5.2.2 For Policy Makers

a. Strengthen Regulatory Frameworks and Accountability

Enforceable national standards on inclusive higher education such as infrastructure, curriculum, and organisational management requirements should be developed by policy makers. Firstly, in the UK, the further funding of the outcomes of the DEI within the frames of the Office for Students (OfS) is

supposed to be devoted to the measurement of the engagement outcomes, whereas Indonesia should harmonize decentralized policies under clear national guidelines.

b. Provide Sustainable Funding and Resource Allocation

Inclusive education requires long-term financial investment. Governments must allocate dedicated budgets for assistive technologies, faculty training, and inclusive infrastructure. Targeted subsidies or incentive programs can support universities in rural or resource-constrained regions, reducing inequity between urban and rural HEIs.

c. Promote Cross-Country and Institutional Collaboration

Establishing international partnerships can accelerate knowledge transfer and best-practice adoption. For instance, Indonesia can learn about the UDL and centralised model of disability support in the UK, and the UK can learn about the community-based model in developing situations.

5.2.3 For Future Recommendations

a. Examine Longitudinal Impact of DEI Initiatives

Future studies should track how DEI policies and inclusive infrastructure impact student engagement over time, including long-term effects on retention, academic success, and graduate outcomes.

b. Expand Comparative Studies Across Diverse Contexts

Future research could incorporate both local UK students and other international groups, such as other ASEAN countries or African nations, to

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assess how cultural and structural contexts influence DEI implementation. This could help to provide a more comprehensive picture of cross-cultural inclusivity experiences.

c. Balanced Cross-Institutional Analysis

Further research might employ sample sizes that are more proportional to capture the different types of universities (public, private, metropolitan, and regional). This would enable greater representation of the variation in inclusivity practises.

d. Investigate Student-Centered and Intersectional Perspectives

Further research is needed to capture the voices of students with intersecting identities—such as disability with socio-economic disadvantage—to provide a holistic understanding of barriers and engagement strategies.

e. Combining Survey Methods with Qualitative Approaches

Further research may involve mixed methods using in-depth interviews or focus group discussions to minimise the subjectivity bias of the respondent. This would permit additional contextualizing of DEI practices in HEIs.

f. Using Alternative Analytical Approaches

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Besides SEM-PLS, the future researches can employ CB-SEM or multi-level modelling to provide more theoretical support. The results of the research will also be enriched with comparisons made between the methods of analysis.

g. Developing a Broader Dimension of Multi-Group Analysis (MGA)

Future studies are recommended to examine variations in inclusivity experiences based on additional factors, such as gender, socioeconomic

background, and type of study programme. This will provide a more granular picture of how individual and institutional factors interact to influence student engagement.

5.2.4 Research Output and Dissemination

a. Policy Briefs for Indonesia and the UK

These translate research findings into actionable strategies for decision-makers.

1) Indonesia:

A policy brief for the Ministry of Education and Culture and HEIs, emphasizing inclusive infrastructure development, UDL integration, and OIM practices to strengthen *Merdeka Belajar* and enforce Law No. 8/2016 on Persons with Disabilities.

2) United Kingdom:

A policy brief targeting OfS and UK HEIs, focusing on enhancing DEI governance, tracking engagement outcomes, and maintaining curriculum inclusivity.

b. Comparative Structural and Visual Framework

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This structural framework is under copyrighted research report registered under the Indonesian Intellectual Property Office with a number 000947549 titled "Comparative Structural & Visual Framework via PLS-SEM and MGA: DEI-Driven Higher Education (UK-Indonesia)". The framework shows a visual structural model representing the PLS SEM results of Multi Group Analysis (MGA) to identify the differences between the effect of DEI commitment on

inclusive infrastructure, management, curriculum, and student engagement in UK and Indonesian HEIs.

c. Scientific Publication Development

Preparation of an international article in Inclusive Education, Higher Education Policy, or Educational Management journals, presenting comparative insights on DEI, infrastructure, and engagement in developed vs. developing contexts, aligned with SDG 4.

5.2.5 Final Thought

The findings underscore a fundamental insight: inclusion is not achieved solely through access, but through the creation of real capabilities for participation. The three pillars of meaningful engagement, physical accessibility, organizational governance and the pedagogical design depend on each other and require the attention of HEIs.

Ultimately, this research contributes to the global discourse on SDG 4, reinforcing that "Education for All" cannot be realized through token measures or fragmented initiatives. Achieving authentic inclusion requires integrated strategies that combine policy, infrastructure, and pedagogy, informed by continuous evaluation and supported by cross-institutional collaboration. As higher education continues to navigate diverse cultural, economic, and political landscapes, the commitment to DEI must remain a dynamic and adaptive endeavour, shaping universities into spaces where every learner can thrive and contribute to a just, equitable, and globally responsive society.

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