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RESEARCH ARTICLE

REVISED Inclusive Education Implementation in Oman and Indonesia: A Comparative Analysis Study

[version 2; peer review: 2 approved]

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Abstract

Background

Research comparing inclusive education implementation in non-Western contexts, such as Indonesia and Oman, remains limited. Both countries share cultural similarities yet differ significantly in their education governance. Understanding these differences is crucial for improving inclusive education policies and practices.

Methods

This study employed qualitative document analysis, reviewing 33 policy and implementation documents from Indonesia and Oman. The analysis focused on five dimensions: service models, teacher training, curriculum adaptation, community involvement, and cultural attitudes.

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Any reports and responses or comments on the article can be found at the end of the article.

Results and Conclusions

Findings reveal that Oman's centralized system provides consistent policy coordination but limits community participation and school flexibility. Indonesia's decentralized system allows greater local innovation and community involvement but leads to disparities in implementation quality. Both countries struggle with teacher training, curriculum adaptation, and cultural stigma against disabilities. Effective inclusive education requires a balanced approach combining adaptive centralization and equitable decentralization, ongoing teacher development, flexible curricula, active community engagement, and cultural transformation. These insights offer practical recommendations to strengthen inclusive education in diverse socio-political contexts.

Keywords
inclusive education, implementation, comparative study, Oman, Indonesia, UDL, IEP.

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REVISED **Amendments from Version 1**

This revised article has strengthened the conceptual and methodological aspects of the study in response to feedback from reviewers. A paragraph has been added to the end of the introduction to provide a clearer and more explicit critical engagement with the existing literature, specifically highlighting the gap in cross-regional comparative research between Southeast Asia and the Middle East and the limited linkages between global inclusive education frameworks and everyday implementation practices in non-Western contexts. Furthermore, the Methods section has been substantially revised to increase transparency and rigor, including a clearer explanation of the document selection criteria, source credibility, analytical procedures, and academic rationale for the five analytical dimensions suggested by reviewers. These revisions thus enhance the study's clarity, robustness, and replicability without altering its core findings or conclusions.

Any further responses from the reviewers can be found at the end of the article

Introduction

Inclusive education is a global agenda that has gained increasing attention since the proclamation of The Salamanca Statement and Framework for Action[1,2] and the United Nations Convention on the Rights of Persons with Disabilities.[3] Both documents emphasize the importance of an education system that can accommodate all learners without discrimination, regardless of their abilities, socio-cultural background, or disability status. Thus, inclusive education is not merely an additional service, but a fundamental right of every child that must be fulfilled by the state.[4]

Among the countries committed to inclusive education are Indonesia and Oman. Indonesia, as a major country in Southeast Asia, has a progressive regulatory framework for inclusive education. This is reflected in the Minister of National Education Regulation No. 70 of 2009 concerning Inclusive Education, as well as its strengthening thru Law No. 8 of 2016[5] concerning Persons with Disabilities. However, its implementation still faces challenges such as limited teacher competence, school unpreparedness, and social stigma toward children with special needs.[6–9]

Meanwhile, Oman, a small country in the Middle East region with peaceful and simple social characteristics, presents a different dynamic. This country adopted formal inclusive policies and international initiatives relatively early, including Child-Friendly Education (CFE) in collaboration with UNICEF.[10] Additionally, Oman has a long-term development direction thru Oman Vision 2040, which emphasizes fair, innovative, and inclusive education.[11] From a cultural perspective, Oman and Indonesia both share Eastern values and moderate Islam, which serve as the foundation for building social and educational harmony.[12] This context makes Oman and Indonesia interesting to compare, especially since both manage cultural diversity while also striving to respond to global demands for inclusive education.

Furthermore, fundamental differences in educational governance add another important reason for conducting this comparative study. Indonesia implements a decentralized system, where local governments have significant authority in education administration, including inclusive education. Conversely, Oman adopts a more centralized system, with education policies directly controlled by the central government. Although this was not the focus of the research, these differences in governance patterns have implications for variations in implementation in the field, both in terms of planning, community support, and teacher readiness.

Previous research on inclusive education has generally focused on the experiences of a single country or even a single school.[13,14] Moreover, Cross-country studies, particularly those comparing Southeast Asia and the Middle East, are still limited. Additionally, while many studies highlight regulatory or policy aspects, few have connected global frameworks like Universal Design for Learning (UDL) and Individualized Education Programs (IEPs) with real-world classroom practices. Therefore, according to the researchers, this condition is important to examine, as there are often significant differences between ambitious regulations and everyday learning practices.

Additionally, cross-national research on inclusive education has largely been conducted involving Western countries, such as the United States, Canada, or European nations.[15–17] These studies do enrich the literature, but the cultural, social, and religious contexts of Western countries are vastly different from those of Indonesia or Oman. Therefore, a comparative study between countries that share both Eastern culture and moderate Islam is important to enrich a more diverse global perspective.[18]

Thus, the above discussion demonstrates that although inclusive education research has progressed substantially, critical gaps remain in comparative understanding across non-Western contexts. In particular, limited attention has been paid to how global inclusive education frameworks, such as Universal Learning Design (UDL) and Individualized Education Programs (IEPs), are implemented in practice across different governance and cultural settings. To address this gap, this study uses a qualitative comparative approach to examine the implementation of inclusive education in Oman and

Indonesia, focusing on similarities and differences in practice. This research aims to contribute to a more contextualized global discourse on inclusive education while offering practical insights for policymakers, educational leaders, and practitioners.

Literature review

The implementation of inclusive education, which emphasizes that regular schools with an inclusive orientation are the most effective way to combat discrimination, build a friendly society, and improve the quality of education for all children, has become a global consensus. This agreement is outlined in the document The Salamanca Statement.[1] This document became the foundation for the inclusion movement worldwide and shifted the educational paradigm from segregation toward diversity as a strength. Furthermore, the United Nations Convention on the Rights of Persons with Disabilities[3] affirms that inclusive education is a human right for all children in the world. All countries that have ratified this convention, including Oman and Indonesia, have a legal and moral obligation to ensure equal education for children with special needs and eliminate the barriers they face. Thus, inclusion is not only understood as a policy choice, but as a global mandate that must be translated into national educational practices.

In line with this mandate, the theory and implementation framework for inclusion emphasize that every child has the potential to learn. Florian and Black-Hawkins,[15] thru their theory of inclusive pedagogy, emphasize the importance of teacher flexibility in adapting learning strategies, rather than forcing students to conform to a rigid system. The Universal Design for Learning (UDL) framework reinforces this principle by promoting curriculum flexibility thru diverse ways of representing, motivating, and expressing learning outcomes.[19] On a practical level, implementing inclusion requires an Individualized Education Program (IEP) or Individualized Learning Program (PPI: *Program pembelajaran individual*), which provides a measurable learning plan tailored to each child's needs. Moreover, Gibson and Blandford,[20] emphasized the important role of the Special Educational Needs Coordinator (SENCO) in the UK to ensure the IEP is implemented, while in Indonesia this role is carried out by the Special Guidance Teacher.[21] Thus, personalized learning becomes the core of inclusion implementation so that every student can develop their maximum potential.

In addition, the implementation of inclusive education also requires clear and integrated service models. The service model emphasizes the importance of collaboration between school elements, experts (such as therapists or psychologists), and the community thru multidisciplinary support teams. On the other hand, Gibson and Blandford[20] emphasize that cross-sectoral coordination is key to assessing student needs, designing accommodations, and providing ongoing support. Additionally, participatory school management is essential for building an inclusive culture. Kozikoglu and Uca[22] emphasize the role of the principal in fostering collaboration among teachers, students, and parents to create a school climate that is welcoming to diversity. Without strong team support and a solid service model, inclusion efforts are vulnerable to being partial and unsustainable.

Furthemore, teacher readiness thru training is also a determining factor for the success of inclusion. Pre-service and in-service training programs must emphasize differentiated pedagogical strategies, inclusive classroom management, the use of the UDL framework, and the development and implementation of IEPs. Research shows that teaching and training experience influences the effectiveness of inclusion practices. Emam and Al-Mahdy[14] found that in Oman, gender and teacher experience significantly influenced inclusive practices, while Phytanza et al.[23] in Indonesia confirmed that limited teacher training and the absence of standardized IEPs were the main obstacles. This means that without continuous training programs, inclusion policies will only remain at the formal level without real transformation in the classroom.

Another crucial aspect is curriculum adaptation and instructional accommodations. The principle of curriculum diversification allows for the presentation of varied material according to student needs, including language simplification, the provision of alternative materials, and the use of assistive technology. The Indonesian Ministry of Education and Culture[24] emphasizes that curriculum adaptation and multi-level support from the government, schools, community, and parents are necessary for inclusive learning to be effective. If this is ignored, students with different needs are at risk of falling behind academically and widening the education gap.

Additionally, community involvement, parental support, and support networks are crucial factors for the sustainability of inclusive education. Gibson and Blandford[20] showed that parental and community participation is not merely an additional support, but rather an integral part of the inclusive service system. Community support strengthens school resources and helps create a cohesive learning environment. However, cultural factors often pose an obstacle. Mukhlis[6] notes that despite Indonesia having a clear legal framework, social stigma against disability remains strong. Meanwhile, in Oman, the centralized system facilitates policy coordination, but community participation is often minimal.[25] This shows that both centralistic and decentralistic models face their own challenges in implementing inclusion.

Moreover, the literature also confirms that failure to implement inclusion theories has serious consequences. Children with special needs may face academic and social marginalization, while teachers are locked in uniform approaches that disregard difference, and formal policies lose their practical usefulness. On the structural level, highly centralized administration encourages low community participation, whereas a decentralized system has the potential to produce inter-regional inequities due to differences in teacher capacity and resources.[26] Thus, the realization of inclusion necessitates a balance between adaptive and participative centralization and uniform and equal decentralization.

Overall, this literature review confirms that effective implementation of inclusive education requires a synergistic interaction between global normative foundations, inclusive pedagogy theories, teacher training, personalization of learning through IEPs/PPIs according to children's needs, curriculum adaptation, community involvement, and cultural attitude transformation. Considering all these elements, an inclusive education system can move from mere policy formality to real practice that empowers all children to learn fairly, appropriately, and with dignity.

Method

This study employed document analysis as described by Bowen,[27] which involved scanning, reading, and interpreting policy documents and implementation reports on inclusive education, conducted from May 2025 to August 2025. The documents were selected based on explicit inclusion criteria: (1) official national or ministerial regulations related to inclusive education; (2) technical guidelines and implementation reports issued by authorized institutions; and (3) peer-reviewed academic publications relevant to inclusive education in Indonesia and Oman. Documents that were outdated, duplicated, or not directly related to inclusive education policy or implementation were excluded from the analysis.

The document sources included twenty-seven national regulations, technical guidelines, and field implementation reports. The Indonesian documents were obtained through the Ministry of Education and Culture,[24] while the Oman documents[28–30] were obtained directly through the study's co-author, a Professor and Director of the Faculty of Sharia at the Omani Ministry of Education, who is also a co-author of this article. This direct institutional access strengthened source credibility by ensuring the authenticity and currency of official policy and implementation data from Oman.

The 33 documents included policy documents, guidelines, and implementation documents, as well as peer-reviewed research manuscripts, which were reviewed for context and depth. The credibility of the sources was ensured by prioritizing documents published by government ministries, international organizations, and peer-reviewed journals. These documents were first read repeatedly to gain an understanding of their content and contextual background.

Data analysis was conducted through several sequential stages. First, selected documents were examined through in-depth reading to identify relevant information related to inclusive education policies and practices. The researchers collected and reviewed various policy documents and reports on the implementation of inclusive education from Indonesia and Oman through online searches using the keywords "inclusive education policies and implementation in Indonesia and Oman" and documents provided by co-authors in Oman. Second, the extracted data were further coded and categorized according to five main dimensions: (1) service models, support teams, and school management; (2) teacher training; (3) curriculum adaptations and instructional accommodations; (4) community, parents, and support networks; and (5) cultural attitudes. These dimensions are derived from inclusive education theories and global frameworks, including Universal Design for Learning (UDL), Inclusive Pedagogy, and IEP-based practices. Third, thematic comparisons were conducted across documents to identify patterns, similarities, and differences between Indonesia and Oman across each analytical dimension. Finally, triangulation was applied by comparing information from policy documents, implementation reports, international frameworks, and academic literature to enhance analytical validity and reduce interpretive bias.

Results and discussion

1. Service model, support teams, and school management

Document analysis shows that both Oman and Indonesia emphasize a service model oriented toward the diverse needs of students. In Oman, this approach is more centrally coordinated thru the ministry. Official documents such as Special Education Services in the Sultanate of Oman[28] ensuring that every school has a formal framework for identifying student needs and providing professional support. However, community participation and school flexibility are still limited due to the centralized system.[31,32] Conversely, in Indonesia, the service model is more varied due to the influence of educational decentralization. Schools have the flexibility to form support teams consisting of regular teachers, special guidance teachers (GPK: *Guru Pembimbing Khusus*), school principals, and in some cases involving psychologists or experts.[33–35] However, there is still a wide variation in quality between schools due to limited resources and differences in school management commitment.[36,37]

2. Teacher training

The findings indicate that teacher training is a critical factor for successful inclusion. In Oman, teacher training is systematically implemented thru a national program designed by the ministry, although research by Emam & Al-Mahdy[14] shows there are still gaps in teachers' experience and perceptions of inclusion, for example: Teachers with moderate experience seem to be "lagging behind" in some dimensions of efficacy compared to new and very experienced teachers, particularly in the aspect of collaboration. Meanwhile, in Indonesia, the presence of GPK is an important instrument, but training is still uneven and depends on local government and partner support.[38,39] This leads to inconsistency in teachers' competence in implementing inclusive instructional strategies.[23]

3. Curriculum adaptation and instructional accommodation

Both Oman and Indonesia recognize the importance of curriculum adaptation as an integral part of inclusion. Oman's policy documents explicitly emphasize the alignment between the national curriculum and students' individual needs, but limitations in implementation at the classroom level persist due to the dominance of standardized approaches.[40] Indonesia, thru the Ministry of Education and Culture[24] guidelines, encourages curriculum diversification and the implementation of Individualized Learning Programs (PPI/IEP). However, in practice, there are still obstacles due to the lack of standard IEP guidelines and limited teacher training in developing and implementing PPIs. For example, there are no uniform technical guidelines for IEPs/PPIs, and teachers, including classroom teachers and GPKs (Special Needs Assistants), have not received sufficient training to develop PPIs that meet children's needs.[26,41,42] As a result, learning accommodations in the classroom are often inconsistent.[43]

4. Community, parent, and support network

Involvement Community and parental participation are distinguishing aspects of both countries. In Oman, the centralized education system makes coordination between government levels easier, but the space for public participation is relatively limited.[25,31] The government relies on official data, such as the Statistical Report on Persons with Disabilities in the Sultanate of Oman,[29] for strategic planning. Furthermore, the commitment to improving services is outlined in policy documents like Inclusive Education Services for Persons with Disabilities in Oman,[30] which serves as a guide for multi-sectoral support. Conversely, in Indonesia, the existence of a culture of mutual cooperation and the role of local communities provides greater opportunities for community participation.[33,34] However, the level of engagement still varies greatly between regions, depending on school initiatives and local government support. Parental involvement in Indonesia is also still hindered by low levels of inclusive education literacy, often remaining purely administrative.[39]

5. Cultural attitudes and stigma

Cultural attitudes and stigma remain a serious challenge to the implementation of inclusive education. In Indonesia, research by Mukhlis[6] shows that although the legal framework for inclusion is clear, social stigma against people with disabilities is still strong, both among students and parents. This puts children with special needs at risk of discrimination and marginalization in regular schools. In Oman, although society is known to be moderate,[12,31] public participation in supporting inclusion remains low because the system's orientation places more emphasis on top-down policies. As a result, public awareness of the importance of inclusive education has not yet fully taken root at the community level.[14]

Table 1 below shows a comparative overview of inclusive education implementation in Indonesia and Oman.

Table 1. Comparative overview of inclusive education in Oman and Indonesia.

Dimensions	Indonesia	Oman
Service Model, Support Teams, & School Management	Decentralization provides flexibility for schools to form support teams (special education teachers, regular teachers, principals, psychologists). However, the quality varies due to limited resources and the commitment of school management.	A centralized system provides a uniform formal framework for identifying student needs. However, community participation and school flexibility are limited.
Teacher Training	GPK is the main instrument, but training is uneven, heavily reliant on local government and partner support. Inclusion teacher competency is inconsistent.	Training is conducted thru a national program, making it more systematic. However, a study[14] shows there are still gaps in teachers' experiences and perceptions.

Table 1. *Continued*

Dimensions	Indonesia	Oman
Curriculum Adaptation & Instructional Accommodation	Adaptive curricula are recommended,[24] including PPI/IEPs, but implementation is weak due to a lack of standards and teacher training. Class adaptation is inconsistent.	The policy document emphasizes adapting the curriculum to students' needs, but practice is still hampered by the dominance of the national standard approach.
Community, Parent, & Support Network	Gotong royong provides a broader opportunity for community participation. However, parental involvement is still low and tends to be administrative.	Coordination is easier because of the centralized system, but the space for public participation is relatively limited.[25]
Cultural Attitudes & Stigma	Disability stigma is still strong in society,[6] leading to discrimination and marginalization.	The society is moderate,[12] but public awareness is low due to the top-down approach.

As shown in Table 1, there are significant differences in the implementation of inclusive education between Indonesia and Oman, especially regarding governance, community participation, and teacher training.

Based on Table 1, the research findings indicate that both Indonesia and Oman face challenges in implementing inclusive education, although within different governance contexts. The difference between centralized and decentralized models affects service patterns, community involvement, and implementation consistency.

In Indonesia, decentralization enables innovation at the school level and opens up space for community participation. However, this condition creates disparities between regions. Some schools excel at building multidisciplinary support teams, while others still lack resources. This finding aligns with Phytanza et al.,[23] who confirmed that the absence of IEP standards leads to highly variable quality of implementation.

Meanwhile, Oman benefits from strong coordination thru a centralized system. Every school has a clear framework for inclusion services. However, the top-down approach limits the space for public participation. ADB[25] and Emam[44] studies confirm that formal policies are not always rooted in everyday practices, especially when it comes to involving families and communities.

From the perspective of teacher training, both countries face capacity constraints. Oman has a more established national system, but gaps in teacher experience are still evident.[14] Indonesia has GPK as an important element, but the distribution and quality of training are uneven. This strengthens the argument that successful inclusion requires ongoing, practice-based training, not just formal policies.[45]

Curriculum adaptation is also a weak point. Indonesia has already regulated this in the Ministry of Education and Culture[24] guidelines, but in practice, it is often hampered by limitations in teacher competence. Oman also faces similar obstacles due to the dominance of the standard curriculum. This confirms the urgency of implementing the UDL framework[19] and IEP to bridge regulations and classroom practices.

Cultural factors present fundamental challenges. Indonesia still faces stereotypes and social discrimination against individuals with disabilities.[6] Meanwhile, in Oman, public awareness remains low due to a policy approach that is too government-centric. Both conditions indicate that cultural transformation is a prerequisite for the sustainability of inclusion. Without a change in public attitude, formal policies will continue to face resistance in practice.

Overall, the findings of this study demonstrate that the implementation of inclusive education in Oman and Indonesia is shaped by contrasting governance models, each with its advantages and constraints. Oman's centralized system enables strong coordination and consistency, yet it restricts opportunities for broad public participation. Indonesia's decentralized model, on the other hand, provides more space for community involvement but struggles with uneven quality and disparities across regions. This comparative perspective underscores that inclusive education cannot be secured through governance design alone; it requires an integrated effort that combines robust national policies, sustained teacher training, flexible curriculum adaptation, multidisciplinary team support, and a cultural transformation that normalizes inclusivity within society. Building on this insight, the study advances a novel proposition: a hybrid model that blends adaptive centralization with equitable decentralization, offering a balanced strategy to ensure inclusive education operates effectively and sustainably across diverse contexts.

Based on the discussion above, the strength of this study lies in weaving global frameworks such as UDL and IEP into a rarely studied cross-country comparative analysis, revealing how contrasting governance logics—centralization in Oman and decentralization in Indonesia—shape the way international commitments are translated into everyday learning practices. Beyond advancing scholarly debate, this research offers practical value by offering concrete recommendations to policymakers, educational leaders, and practitioners seeking to embed inclusive principles more deeply into their systems. The recommendations presented here aim to guide both countries in strengthening inclusive practices while also contributing to the broader global effort to ensure that education is recognized and realized as a right for every child in every context.

Conclusion

The results of this study indicate that the implementation of inclusive education in Indonesia and Oman operates with different dynamics depending on the adopted education governance system. Indonesia, with its decentralization model, provides room for flexibility and innovation at the school level, as well as significant opportunities for community participation. However, this condition also creates disparities between regions due to differences in teacher capacity, resources, and school management commitment. Conversely, Oman, which implements a centralized system, is able to ensure policy consistency and stronger national coordination, but community involvement and school flexibility are limited. Both countries still face similar challenges, including limited teacher training, weak curriculum adaptation, and strong cultural stigma against disabilities. Overall, this study confirms that effective inclusive education can only be achieved thru a combination of clear national policies, ongoing teacher training, a flexible UDL and IEP-based curriculum, active community involvement, and a more inclusive cultural transformation.

Recommendations

Based on these findings, this study recommends that governments in both countries strengthen regulations by developing national IEP or PPI standards that can be adapted to the local context, while also ensuring adequate allocation of resources and infrastructure for inclusive schools. At the school level, teachers need to receive continuous capacity development with a focus on differentiated learning strategies, IEP development, and the implementation of the UDL framework. Collaboration in the form of multidisciplinary support teams involving regular teachers, special education teachers, professionals, and parents must be continuously improved. Additionally, the community and parents also need to be provided with inclusive education literacy so that their role doesn't stop at the administrative aspect, but extends to active participation in the learning and decision-making process. With this strategy, both countries are expected to strengthen the integration of the principle of inclusion so that education truly becomes a right accessible to all children.

Limitations & Further direction

This study has a number of limitations. First, the analysis is based solely on policy documents, implementation reports, and academic literature, so it does not fully capture the reality of practices on the ground. Second, data from Oman is largely sourced from official government documents, so the potential for top-down bias remains. Third, this research focuses on five main dimensions: service model, teacher training, curriculum adaptation, community involvement, and cultural attitudes, so other factors such as the role of digital technology in supporting inclusion or the direct perspectives of students have not been revealed. Fourth, the generalization of research findings is also limited because the social and cultural contexts of Indonesia and Oman have unique characteristics that may not be fully comparable to other countries. Therefore, further research needs to involve more in-depth field data, obtained thru interviews, observations, and case studies, in order to provide a more comprehensive picture of inclusion implementation.

Data availability

Underlying data

No data are associated with this article. (No data was uploaded due to secondary data as explained in the methodology section).

Extended data

Figshare: Comparative Dataset of Inclusive Education Policy and Implementation in Indonesia and Oman. **https://doi.org/10.6084/m9.figshare.30314296.v1**.[46]

The project contains the following underlying data:

- Inclusive_Education_Data_Indonesia_Oman_fix.docx

Data are available under the terms of the Creative Commons Attribution 4.0 International license (CC-BY 4.0).

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Open Peer Review

Current Peer Review Status: ✔ ✔

Version 2

Reviewer Report 15 January 2026

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✔ **Reza Rachmadtullah**
PGRI Adi Buana Surabaya University, Surabaya, Indonesia

This article makes a significant contribution to the study of inclusive education through a comparative approach between Indonesia and Oman, two non-Western countries rarely studied side-by-side. The article's primary strength lies in its successful linking of socio-cultural contexts with educational governance structures to explain variations in the implementation of inclusive education. The author's use of qualitative policy document analysis of 33 official documents allows the authors to present a robust systemic picture of the practices, challenges, and direction of inclusion policies in both countries.

The results demonstrate a sharp and balanced analysis. Oman's centralized education system ensures policy consistency but lacks adaptation to local needs and community participation. Conversely, decentralization in Indonesia encourages local innovation and community involvement but creates disparities in the quality of implementation across regions. These findings enrich the global discourse by emphasizing that no single governance model is entirely ideal for inclusive education; rather, a contextually tailored, hybrid approach is needed.

The article also consistently identifies cross-contextual issues, such as limited teacher preparedness, weak curriculum adaptation, and strong cultural stigma against disabilities. This discussion is relevant and aligned with recent literature, particularly in relation to Universal Design for Learning (UDL) and the Individualized Education Program (IEP). However, the article could be strengthened by incorporating an implementation perspective at the school level or the voices of practitioners (teachers and principals) to complement the document-based analysis.

Overall, this article is academically sound, policy-relevant, and offers applicable recommendations for developing countries with similar social and cultural characteristics. This study is a worthy reference in developing inclusive education policies, particularly for policymakers, comparative education researchers, and practitioners seeking to bridge the gap between regulations and inclusive practices on the ground.

Is the work clearly and accurately presented and does it cite the current literature?

Yes

Is the study design appropriate and is the work technically sound?
Yes

Are sufficient details of methods and analysis provided to allow replication by others?
Yes

If applicable, is the statistical analysis and its interpretation appropriate?
Yes

Are all the source data underlying the results available to ensure full reproducibility?
Yes

Are the conclusions drawn adequately supported by the results?
Yes

Competing Interests: No competing interests were disclosed.

Reviewer Expertise: Focus on research in the field of education, research and educational research methods

I confirm that I have read this submission and believe that I have an appropriate level of expertise to confirm that it is of an acceptable scientific standard.

Reviewer Report 07 January 2026

https://doi.org/10.5256/f1000research.194348.r446366

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Rasmitadila Rasmitadila
Universitas Djuanda, Bogor, Indonesia

Dear Authors,

Thank you for your revision to increase the quality of the manuscript. Your revisions are very detail and suitable for the publication.

Best regards,
Rasmitadila

Competing Interests: No competing interests were disclosed.

Reviewer Expertise: Inclusive education in Elementary School

I confirm that I have read this submission and believe that I have an appropriate level of expertise to confirm that it is of an acceptable scientific standard.

Version 1

Reviewer Report 16 December 2025

https://doi.org/10.5256/f1000research.189028.r439556

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Rasmitadila Rasmitadila
Universitas Djuanda, Bogor, Indonesia

Strengths:
The research gap is clearly and strongly identified from the abstract to the introduction. The author uses a global theoretical framework connecting Universal Design for Learning (UDL); IEP/PPI; and Inclusive Pedagogy. The comparison between Oman and Indonesia is consistent across five dimensions: service models, teacher training, curriculum adaptation, community involvement, and cultural attitudes.

Suggestions:
The author could add a critique of the existing literature to justify the need for this comparative study and identify specific gaps that have not been addressed by previous research.

The analysis process does not yet provide the procedural details required by qualitative research standards. The author could explain the inclusion and exclusion criteria for documents, how to determine source credibility, and the analysis steps used, such as coding, categorization, or triangulation techniques, to enhance methodological transparency. It would be beneficial to include a document analysis flowchart and academic rationale for selecting the five dimensions of analysis to enhance the robustness of the method.

Is the work clearly and accurately presented and does it cite the current literature?
Yes

Is the study design appropriate and is the work technically sound?
Yes

Are sufficient details of methods and analysis provided to allow replication by others?
Partly

If applicable, is the statistical analysis and its interpretation appropriate?
Partly

Are all the source data underlying the results available to ensure full reproducibility?
Yes

Are the conclusions drawn adequately supported by the results?
Yes

Competing Interests: No competing interests were disclosed.

Reviewer Expertise: Inclusive education in Elementary School

I confirm that I have read this submission and believe that I have an appropriate level of expertise to confirm that it is of an acceptable scientific standard, however I have significant reservations, as outlined above.

Author Response 20 Dec 2025

Siti Masyithoh

Dear Ms. Rasmitadila,

We sincerely thank the reviewers for their careful reading of our manuscript and for their insightful, constructive, and encouraging comments. We greatly appreciate the recognition of the strengths of this research, particularly regarding the clarity of the research gap, the coherence of the comparative framework, and the integration of global theoretical perspectives such as Universal Design for Learning (UDL), Individualized Education Programs (IEP/IPC), and Inclusive Pedagogy.

We have carefully addressed all suggestions made by the reviewers. Specifically, we have strengthened the manuscript in the following ways:

1. Critical Engagement with the Literature
We revised the final section of the introduction to provide a more explicit critique of existing studies. This includes clearer identification of unresolved gaps in previous research, particularly the limited number of cross-regional comparative studies between Southeast Asia and the Middle East and the lack of connections between global inclusive education frameworks and everyday implementation practices in non-Western contexts.

2. Methodological Transparency and Rigor
The Methods section has been substantially expanded to clarify the qualitative document analysis procedures. We now explicitly explain the inclusion and exclusion criteria for document selection, the strategies used to assess source credibility, and the analytical steps employed, including categorization, thematic comparison, and triangulation across policy documents, implementation reports, and academic literature. Furthermore, we have strengthened the academic basis for selecting the five analytical dimensions by directly

linking them to the reviewed theory and previous empirical findings.

3. Clarity and Replicability
Revisions were also made to improve clarity, coherence, and transparency throughout the manuscript to support interpretive validity and facilitate replication by other researchers.

We believe that these revisions have significantly improved the robustness, clarity, and scientific contribution of the manuscript. We are grateful for the valuable guidance from the reviewers, who have helped refine the conceptual and methodological quality of this study. Thank you for the opportunity to revise and resubmit our work. We hope this revised manuscript meets the journal's standards and look forward to your further consideration.

Sincerely,
Siti Masyithoh
(one of the authors)

Competing Interests: No competing interest

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