**PROPOSED CURRICULAR ENHANCEMENT OF THE BPED PROGRAM: A DEVELOPMENT STUDY**

**ABSTRACT**

Bachelor of Physical Education curriculum as instructed by the Commission on Higher Education (CHED): necessary subjects should include sports, dance, and movement education. However, it is often limited to the rich cultural heritage integrated in ASEAN traditional games, which offer significant cultural and educational value. Thus, the purpose of this study is to enhance the Bachelor of Physical Education (BPEd) program through Southeast Asian traditional games integration into the curriculum. ASEAN traditional games integration in the curriculum can promote cultural preservation and achieve the ASEAN Socio-Cultural Community (ASCC) Blueprint 2025. In addition, future BPEd educators can be equipped with necessary knowledge and skills regarding multicultural awareness that are substantial when teaching a wider range of physical activities to students with multifaceted profiles. The proposed curriculum enhancement of the Bachelor of Physical Education program presents a subject with a well-structured syllabus that is designed to engage students in the historical, social, and, most important, cultural significance of ASEAN traditional games, responding to the need to appreciate and preserve this diverse cultural heritage.

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**INTRODUCTION**

The Bachelor of Physical Education (BPEd) program has significant contribution in guiding future educators that advocates health literacy, physical activity, and character development by movement and sports. The Bachelor of Physical Education (BPEd) curriculum which was mandated by the Commission on Higher Education in the Philippines and in other countries across ASEAN region by their respective national commission on education currently includes the significant subject matter like sports, dance, movement education, and research. (CHED, 2017). The program merely focuses more on western competitive sports while ASEAN region traditional games are given very little attention which have significant educational and cultural value.

In the Philippines, the BPEd program emphasizes cultivating lifelong physical activity and establishing physical literacy. Moreover, it highlights the crucial responsibility of movement when it comes to social interaction, health, and especially cultural development. The BPEd program trains future physical education teachers to foster developmentally learning environments that are engaging and inclusive. Lastly, the BPEd program assists and cultivates professional teachers to be ethical, socially responsible, and effective key stakeholders not only in school but also in the community’s health and wellness (CMO No. 80, s. 2017).

Southeast Asian traditional games are crucial part of its heritage, they emphasize our way of life, values, and traditions. Traditional games are not only for fun and excitement but also developing creativity, teamwork, and cultural appreciation (Samudra & Nugroho, 2020). However, this cultural heritage could slowly fade away if these games weren’t given much attention specially in the physical education program (Rahim et al., 2021).

Incorporating the different ASEAN countries traditional games in the Bachelor of Physical Education program assist in promoting the aim of ASEAN integration, specifically the ASEAN Socio-Cultural Community (ASCC) Blueprint 2025. This blueprint focuses of strengthening the sense of ASEAN identity and cultural heritage that cultivates understanding among ASEAN country members (ASEAN Secretariat, 2020). Adding ASEAN traditional games into the BPEd program is a minimal yet powerful way to reunite and celebrate cultural diversity among ASEAN countries. According to Rahmawati, Susanto, and Lestari (2022) that this kind of integration supports learners to learn about respecting diversity, appreciate distinct cultures, and recognize neighbouring county’s heritage

 Despite all the benefits, ASEAN countries traditional games are still not formally incorporated in the BPEd program. This study propose a new subject matter in the BPEd program that specifically focuses on ASEAN traditional games from member countries.

 Given these factors, this study seeks to enhance the Bachelor of Physical Education program by including Southeast Asian Culture while also aligning with the aims and gols of the ASEAN integration. Therefore, it aims to significantly support to the readiness of BPEd educators who will not only advocates physical fitness but also preserving and appreciating diverse cultural traditions among ASEAN countries.

The study aims to explore the current status, relevance, and potential integration of traditional ASEAN games into the BPEd curriculum thereby seeks to answer the following:

1. What is the current status of the Bachelor of Physical Education (BPEd) Curriculum?
2. How can the Bachelor of Physical Education (BPEd) Program align itself to the ASEAN integration?
3. What curricular enhancements can be made for the Bachelor of Physical Education (BPEd) program to be aligned to the ASEAN integration in terms of instruction?

**METHODOLOGY**

This study will utilize a qualitative research design, especially document analysis, to look at curriculum guides, course syllabus, institutional policies, and other documents linked to the Bachelor of Physical Education (BPEd) program. The goal is to evaluate the present incorporation of traditional games from ASEAN nations in the curriculum and to investigate how these cultural aspects might be formally included as a separate subject matter. Purposive sampling will be used in this study, which will concentrate on a few chosen higher education institutions in Laoag City that offer the BPEd program and can give access to thorough curriculum documents. This integration is meant to support cultural preservation, regional identity, and alignment with the educational goals of ASEAN integration. Through a thorough and systematic analysis, the study will pinpoint any gaps that currently exist, assess the potential benefits of traditional games in physical education, and suggest content and design that complements the ASEAN Socio-Cultural Community's vision for inclusive, culturally grounded education as well as national standards established by the Commission on Higher Education (CHED).

**RESULTS AND DISCUSSION**

**Policies, Standards, and Guidelines for Bachelor of Physical Education (BPEd)**

CHED Memorandum Order, specifically CMO No. 80, Series of 2017, gives the “Policies, Standards, and Guidelines” for the Bachelor of Physical Education (BPEd) program and mandated by Republic Act No. 7722 (Higher Education Act of 1994), outlines how the BPEd program should be implemented and structured in the Philippines. In order to address the 21st Century Philippine Teacher Education framework and harmonize it with the Philippine Qualification Framework, Philippine Professional Standard for Teachers, and, most especially, the K to 12 Enhanced Curriculum, it is firmly established on an outcome-based quality assurance system.

The fundamental principle of the policies, standards, and guidelines for the BPEd program is the realignment to learning competency-based and outcomes-based education. The PSG highlights that PE is both a teaching profession and a discipline that thrives to cultivate physical literacy and healthy habits and promote health and well-being among learners through recreational physical activities and competitive sports.

In line with legal stuff, the PSG states that PHEIs, or Private Higher Education Institutions, must obtain permission from the Commission on Higher Education (CHED) to offer the BPEd program, while those SUCs, or State Universities and Colleges, with an existing BPEd program are required to realign the program to an outcome-based approach. Furthermore, this PSG gives samples for curriculum, delivery methods, and resource requirements; nonetheless, HEIs have academic freedom to design their own curriculum as long as they adhere to minimum requirements and outcomes.

The Bachelor of Physical Education four-year degree program primarily focuses on movement competency, disciplinary knowledge, building strong relationships with stakeholders, and pedagogy so they can pursue careers as dance and sports club moderators, school-based sports coordinators, and, most especially, become physical education teachers. By becoming one of these careers, BPEd graduates must be equipped with the necessary skills and knowledge to address the psychomotor, cognitive, and affective needs of learners.

The PSG for the BPEd program also emphasizes the different program outcomes; this includes disciplinary knowledge, movement competency, curriculum and program planning, professional accountability, and communication. Lastly, it includes a sample curriculum that consists of general education courses, professional education courses, specialization courses, elective courses, and mandated courses.

**ASEAN Integration into BPED Program**

The Bachelor of Physical Education (BPEd) program can align with the ASEAN by promoting cultures and traditions of Southeast Asian countries, and adding a subject that is about traditional games from the ASEAN countries will be a great avenue for the BPEd students to learn more about the diverse and rich cultures among the ASEAN countries. According to the study of Panganiban et al. (2025), integrating traditional games in education conserves cultural heritage, and at the same time, it builds strong social values among students.

BPEd graduates that will work not just in the Philippines but also in other ASEAN countries will have multicultural awareness skills that they gain during their ASEAN traditional games subject that are highly regarded in the ASEAN region. Furthermore, learning traditional games can also increase students’ abilities to teach a range of physical activities to different groups of students and assist them in meeting diverse needs. (Oktarina, Sari, & Asroh, 2023).  By adding this subject, it can also contribute to ASEAN’s objective of bringing nations closer together by exchanging knowledge and experiences in a fun and active manner.

**Subject and Syllabus Content**

This subject **Traditional Games of Southeast Asia** provides comprehensive discovery of culturally rich and diverse games from tne different ASEAN countries that nurture an understanding of each countries social, historical, and cultural significance. The syllabus has five well-structured units with the goal of imersing the students in different aspects of traditional games.

### ***Unit I: Introduction to Traditional Games***

The first unit of the syllabus introduces students to the culture and geography of Southeast Asian countries. It elucidates what makes traditional games special, illustrating how these traditional games are linked to the cultures and communities where they come from. In addition to this unit, the students will also learn about key advocates and the preservation movement to keep these games alive and ensure they will be passed down from generation to generation. Lastly, it compares traditional games with modern sports and emphasizes the exceptional cultural meaning behind traditional games.

***Unit II: Traditional Games of Mainland Southeast Asia***

The second unit of the syllabus is that the students will delve into the different traditional games from mainland Southeast Asia, which include Chol Chong of Cambodia, Petanque of Laos, Balon Jouk of Myanmar, Makruk of Thailand, and Keo Co of Vietnam. These traditional games from the mainland will be explored in terms of their rules and history. Lastly, the students will recognize the values and traditions that reflect the games in each country.

### ***Unit III: Traditional Games of Island Southeast Asia***

The third unit comprises of traditional games from Islands Southeast Asia, which includes Conkak of Indonesia, Piko of the Philippines, Konka Kondi of Malaysia, Pasang of Brunei, Kuti Kuti of Singapore, and Kalik of Timor Leste. Students will learn how traditional games from the island in terms of history, equipment used, mechanics, and the important values and traditions behind these games, this will assist the students to comprehend the cultural significance of each traditional games.

### ***Unit IV: Socio-Cultural Advantages of Traditional Games***

The fourth unit covers the benefits of traditional games transcending just fun. These traditional games help cultivate crucial social skills includes communication, cooperation, and teamwork. The students will also notice the important rules of these games in improving physical abilities that assist the children to become active. Lastly, it will expound how traditional games can teach problem-solving skills, strategic thinking, and creativity, as to connect cultural heritage.

### ***Unit V: Research and Exploration of Other Traditional Games***

The final unit will delve the students into making a research study on less-unknown traditional games from Southeast Asia. The research will be on individual or group scheme which they will discover the history, how does the game have change, and what’s the status of these games nowadays. Students are expected to write and present the research study and keeping these games alive. The final unit of this subjet will allow the students to showcase everything they have learned and be an agent who actively advocate and participates in preserving cultures and traditions.

The Traditional Games of Southeast Asia syllabus is deeply rooted in the findings of Cobangbang and Rabago’s (2025) study entitled “Integrating Traditional Games of Southeast Asian Countries into the Bachelor of Physical Education (BPEd) Program,” which highlighted the crucial need to preserve Southeast Asia’s cultural heritage through education. Adding traditional games of Southeast Asian countries into the curriculum addresses the observed gap in cultural practices brought by the supremacy of Western sports and assists the 11th Sustainable Development Goal (SDG) on cultural preservation.

The units of the syllabus are intentionally structured to cultivate students’ understanding of the socio-cultural significance of traditional games, improve global competence among aspiring physical education teachers, and promote ASEAN regional integration. Moreover, the syllabus directly addresses the recommendation of Cobangbang and Rabago’s (2025) research study on developing a well-structured subject such as BPEd-121 to respond to the determined low proficiency levels of BPEd instructors concerning Southeast Asian traditional games.

Above all, this proposed curriculum enhancement of the Bachelor of Physical Education program equips the students with the necessary knowledge and skills to promote cultural preservation and be globally competitive educators.

**Conclusions**

A valuable opportunity to enhance the Bachelor of Physical Education curriculum and align the goals of ASEAN integration is through adding ASEAN traditional games into the BPEd program with the aim to foster students’ understanding of Southeast Asian culture, develop globally competitive BPEd teachers, and, most especially, promote cultural preservation. The 11th Sustainable Development Goal (SDG) on cultural preservation and identified gap in instruction within the current curriculum can be addressed through this curriculum enhancement.

**Recommendation**

Higher Education Institutions (HEIs) offering a Bachelor of Physical Education program must take into consideration integrating and adding Southeast Asian traditional games as a subject into their curriculum, and instructors should be engaged in knowledge and pedagogy training for ASEAN traditional games to guarantee the effectiveness of the implementation of the curriculum enhancement for the Bachelor of Physical Education program.

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