

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2025, Vol. 6, No. 1, 243 – 256

<http://dx.doi.org/10.11594/ijmaber.06.01.17>

Research Article

Cross-Cultural Perspectives of Southeast Asian Countries on Physical Education Curriculum: A Scoping Review

Gideon L. Catahan, Leslie P. Mangulabnan, Vincent Brian L. Visda, Decerie C. Perez, Julius Ceazar G. Tolentino

College of Education, Don Honorio Ventura State University, Bacolor, Pampanga, Philippines 2001

Article history:

Submission 31 December 2024

Revised 07 January 2025

Accepted 23 January 2025

*Corresponding author:

E-mail:

icgtolentino@dhvsu.edu.ph

ABSTRACT

The physical education curriculum varies across cultures worldwide, with this scoping review focusing specifically on Southeast Asia. The study aims to analyze published research that highlights how Southeast Asian nations perceive the physical education curriculum, as well as the challenges they face in this field. The findings are evaluated to identify practices and strategies that neighboring countries might adopt to address local challenges. Additionally, the review serves as a basis for assessing the current state of relations among the countries in the region. The scoping review follows the framework proposed by Arksey and O'Malley, encompassing stages from formulating research questions to summarizing findings obtained through data charting. The results indicate that Southeast Asian countries are committed to improving their physical education curricula, consistently investing in planning and implementation. However, the challenges vary across nations, ranging from limited technological advancements to issues in curriculum design and execution. Analyzing existing literature reveals strategies that could help countries overcome local obstacles. Sharing these insights has the potential to strengthen regional collaboration and contribute to the overall development of the physical education curriculum in Southeast Asia.

Keywords: ASEAN, Cross-culturalism, PE curriculum, Scoping review

Introduction

Background of the Study

Physical Education (PE) plays a significant role in school systems worldwide, highlighting the importance of physical activity and its benefits for both individuals and communities (Makhmudovich et al., 2022). As a core subject

often linked to health and sciences, PE also reflects the culture and values of a particular locale. The subject's flexibility showcases the diversity and unique characteristics of each society and nation (Cervantes & Clark, 2020).

The PE curriculum, with its ever-evolving and continually developing identity, reflects

How to cite:

Catahan, G. L., Mangulabnan, L. P., Visda, V. B. L., Perez, D. C., & Tolentino, J. C. G. (2025). Cross-Cultural Perspectives of Southeast Asian Countries on Physical Education Curriculum: A Scoping Review. *International Journal of Multidisciplinary: Applied Business and Education Research*. 6(1), 243 – 256. doi: 10.11594/ijmaber.06.01.17

how nations perceive the importance and value of the subject (Fernandez et al., 2022; Lynch & Soukup, 2017). As a vital component of educational systems worldwide, it is recognized for its significant role in enhancing the quality of life and contributing to environmental well-being (Culajara, 2023; Sinio & Tolentino, 2024). The design and implementation of PE curricula across different nations and cultures highlight its diverse impact on individual countries. In the Association of Southeast Asian Nations (ASEAN) — comprising Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam — historical, geographical, and cultural ties exist among member states. However, noticeable cultural differences persist, which are evident in the way each country designs and implements its physical education curriculum (Gomez, 2017).

In the ASEAN region, physical education (PE) faces significant challenges in general curriculum design, particularly with emerging 21st-century trends that directly influence how the subject is taught and promoted (Culajara, 2023). PE is increasingly losing attention as a core subject, with a declining perception of its importance, often being regarded merely as a minor subject (Gomez, 2017). Enhancing students' attitudes toward PE is critical to maintaining their motivation and encouraging consistent participation in physical activities through PE classes (Calunsag & San Diego, 2023). One factor contributing to decreased engagement in PE is the excessive focus on other subjects. As Ulaboievich (2022) pointed out, “physical education is not a high-stakes tested content area, the implementation of supportive policies is often hindered by other educational priorities.” Compounding the issue are shortages of PE facilities and underutilized grounds, as well as the perception of being a PE instructor as “non-profitable.” Furthermore, many Asian countries neglect or fail to appreciate their traditional games, a cultural loss that calls for intervention.

These challenges highlight the need for action from organizations like the United Nations Educational, Scientific, and Cultural Organization (UNESCO), as noted by Dimarucot and Rosales (2020), Dizon and Tolentino (2022), and Sinio and Tolentino (2024) to support the

revitalization and promotion of PE across the region.

Understanding how ASEAN countries design, implement, and perceive their PE curricula provides valuable insights into the current state of these programs. Whether positive or negative, the curriculum remains adaptable and growth-oriented, allowing for continuous enhancement. Identifying best practices among these nations' PE curricula can help each country progress collectively toward advancement. Moreover, aligning with the broader vision of unifying ASEAN countries and promoting sustainable development through the Sustainable Development Goals, physical education serves as a vital platform for fostering regional cohesion. This pursuit of unification through PE contributes meaningfully to the shared goal of building a sustainable and interconnected world (Kheokao, 2017).

A scoping review is a widely used method for cross-examining various studies to address specific research questions (Peters et al., 2020). When combined with an effective search strategy, thorough screening, and precise data extraction, a scoping review provides a systematic analysis and yields promising results (Peters et al., 2020). In particular, this scoping review aims to explore the cross-cultural perspectives of ASEAN countries on the PE curriculum by analyzing available literature from the region. Through this approach, gaps in the design and implementation of PE programs can be identified. The findings will contribute to enhancing the PE landscape in Southeast Asia and fostering unified development among these culturally diverse states. Specifically, this study seeks to attain the following: (1) different ASEAN perspectives towards the PE curriculum, (2) Addressed challenges faced by the PE curriculum in the region, (3) approaches of countries that can be also applied in other countries, and (4) current status of ASEAN unification based on their PE curriculum.

Physical Education Landscape in the ASEAN Region

Physical education (PE) curricula in Southeast Asia are evolving to meet 21st-century challenges. School-based interventions across the region have shown positive impacts on

students' physical fitness and health behaviors (Rizal et al., 2019). The curriculum content now extends beyond physical skills to include critical thinking, creativity, and collaboration (Mustafa & Dwiyo, 2020). In Indonesia, Thailand, and Singapore, various programs have successfully improved students' physical capacity and attitudes towards physical activity (Rizal et al., 2019).

Curriculum development should align with modern challenges, fostering critical thinking and problem-solving skills (Putri et al., 2023). Physical education curriculum development in Southeast Asia focuses on adapting to local needs while promoting character development and holistic learning, emphasizing a balanced content, incorporating motor skills alongside other values (Putro et al., 2024). The adaptation perspective is crucial for implementing physical education curricula effectively, considering factors such as teacher attitudes and resource constraints (Kadir, 2024). With factors turned into opportunities for specialized programs, specifically in sports (Lee, 2020). Teachers play a vital role in curriculum implementation, with effective execution possible even by non-specialists who are interested and responsible (Kadir, 2024). Professional PE teachers are crucial for effectively implementing these evolving curricula (Mustafa & Dwiyo, 2020). Overall, physical education curricula in Southeast Asia aim to develop students' fitness, skills, and character while adapting to local contexts and contemporary educational needs.

Scoping Review for Curriculum Development

Scoping reviews are useful in synthesizing diverse research areas, providing comprehensive overviews, and guiding future research directions. Common themes include the importance of stakeholder engagement, addressing power dynamics, and considering diverse perspectives in both healthcare and educational contexts. Policy research in physical education has been mapped, identifying gaps and recommending extensions to conceptual boundaries (Scanlon et al., 2023).

Scoping reviews are increasingly used in curriculum development, including information literacy, project-based learning, public

finance, and healthy aging education. These reviews help identify learning needs, outcomes, and curriculum content (Butler & Calcagno, 2020; Jaleniauskiene & Lisaitė, 2023; Sinurat, 2024; Wiggin et al., 2021). The methodology typically involves systematic database searches, screening of titles and abstracts, and full-text review (Butler & Calcagno, 2020; Wiggin et al., 2021). Scoping reviews can inform curriculum development by revealing opportunities for instructor collaboration, identifying discipline-specific concepts, and mapping existing research (Butler & Calcagno, 2020; Jaleniauskiene & Lisaitė, 2023). They are instrumental in emerging or rapidly evolving fields, such as online project-based learning during the COVID-19 pandemic (Jaleniauskiene & Lisaitė, 2023). The results of scoping reviews can guide policymakers and stakeholders in developing comprehensive, integrated curricula that address current educational needs (Sinurat, 2024).

Building on the literature that highlights the importance of the PE curriculum and its potential role in unifying Southeast Asian nations, this study employs a scoping review to examine the cross-cultural perspectives of ASEAN countries, Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam, on the PE curriculum. By analyzing locally produced and published literature, this review aims to identify gaps in the design and implementation of PE programs. The findings will contribute to advancing the PE landscape in Southeast Asia and fostering unified development among these culturally diverse and vibrant nations.

Therefore, this scoping review aims to cross-examine literature on PE curricula published from different Southeast Asian countries.

Specifically, the following research questions will be addressed:

1. What are the diverse perspectives of ASEAN member states regarding the physical education curriculum, and how do these reflect regional cultural and educational priorities?
2. What are the key challenges faced by physical education curricula across ASEAN

- countries, and how do these challenges vary by national context?
3. Which strategies employed by specific ASEAN countries in addressing physical education curriculum challenges could be effectively adapted and applied in other member states?
 4. In what ways can the physical education curriculum serve as a platform for fostering regional unity, collaboration, and the shared identity of ASEAN member states?

Methodology

The method is anchored on Arksey and O'Malley's (2005) scoping review framework. This consists of five stages: identifying the first research question, setting parameters, and identifying trends and gaps to deem the scoping appropriate and development-oriented. Followed by identifying relevant studies or collecting studies via Google Scholar. In connection to the next step, study selection is to

control the number of literature and make sure that only relevant, useable, timely, and fully available studies are to be used to ensure the quality of the scoping review. After this is the charting of the data, in which a matrix is to be followed by the researchers to organize the highlights of each study and guarantee that the data to be collected won't be misleading. Collating, summarizing, and reporting the results would be the last step of the scoping, in this step, the researchers will answer the questions and aim to be targeted to be attained with the use of data gathered from the final literature selected and analyzed (Arksey & O'Malley, 2005).

Following this structure helps the study to be goal-oriented, comprehensive, specific, well-extracted, and efficiently analyzed and narrated (Arksey & O'Malley, 2005). A similar design was utilized in the scoping reviews of Campo et al. (2024) and Bariao et al. (2024) relating how PE curricula can be examined via a review of existing journal articles.

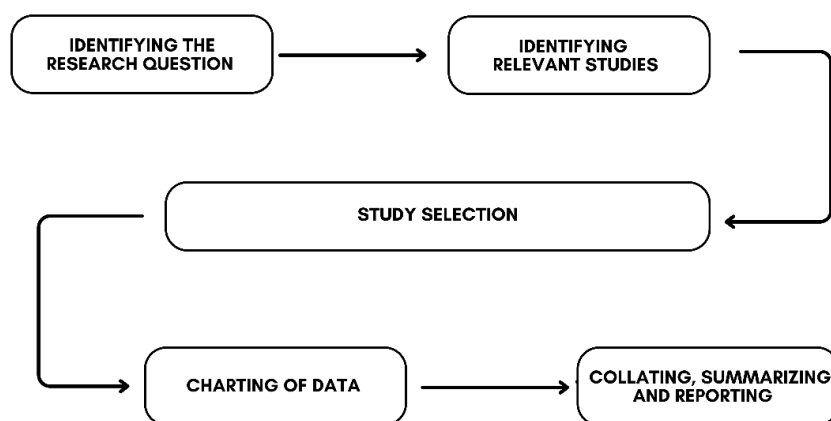


Figure 1. Scoping review framework based on Arksey and O'Malley (2005)

The perspective of the SEA countries was chosen as the main topic and theme of the scoping review. Following the generating of questions based on the background of the study, Google Scholar was the database the researchers used to collect studies using "Physical Education Curriculum" "Perspective" "ASEAN" "Brunei" "Cambodia" "Indonesia" "Laos" "Malaysia" "Myanmar" "Philippines" "Singapore" "Thailand" and "Vietnam."

A total of 41 studies were collected using the keywords. However, to ensure that the

studies found were relevant for the scoping review. As shown in Table 1, three standards were set. Works of literature to be part of the data charting should be written or at least be available in the English language, studies should also be at least published only in the last 15 years, hence, the oldest literature should be published in the year 2010. For the final screening, only literature available to the public is included in the final charting.

Table 1. Criteria for selecting related literature

| Category | Criteria |
|------------------|--|
| Language | Pieces of literature should be written in the English language. |
| Publication Year | Studies to be charted should have been published in the last 10 years. |
| Accessibility | Free-to-access publications only are to be part of the final charting |

With the criterion set, five studies are not available in English, and ten of the remaining are too old and irrelevant. Eight of the 26 pieces of literature left require a fee to access; therefore, only 18 of the initial 41 studies are

included in the final data charting. The final 18 literatures were charted, and questions were answered based on the findings found in the studies.

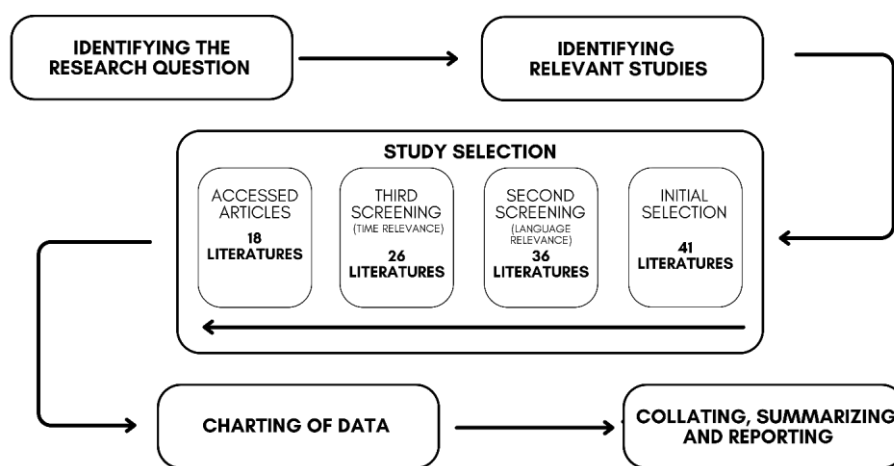


Figure 2. Scoping review framework contextualized on the study

Table 2. The list and corresponding summary of the chosen and charted 18 literature

| Study Title | Year | Country/ Origin | Findings |
|---|------|-----------------|---|
| [1] The Effectiveness of Flipped Learning in Physical Education for a Secondary School in Brunei Darussalam | 2019 | Brunei | Blended learning is considered effective; however, limited internet access poses a significant challenge, prompting the use of alternative materials to bridge the gap (Bakar, 2019). |
| [2] A Comparative Study of Students' Perceptions Toward Physical Education Course and Their Actual Behaviors Toward Physical Activities in Grades 10 and 11 in a Public High School at Phnom Penh, Cambodia | 2020 | Cambodia | Students in Cambodia initially have a positive outlook on physical education; however, this perception tends to decline during the later stages of their basic education (Chhang & Forhad, 2021). |
| [3] A Systematic Review of Physical Activity Intervention Programs in ASEAN Countries: Efficacy and future directions | 2022 | Southeast Asia | ASEAN countries have varied approaches to implementing PE learning modalities but agree on |

| Study Title | Year | Country/ Origin | Findings |
|---|------|--------------------|---|
| | | | the importance and benefits of integrating technology into the PE curriculum, provided that cultural and related factors are taken into account (Lee et al., 2022). |
| [4] Physical Education Teachers Challenges in Implementing School Based Assessment | 2016 | Malaysia | The study highlights that the limited time allocated for physical education subjects is one of the challenges faced by PE teachers and learners (Veloo & Md-Ali, 2016). |
| [5] Teachers Planning and Preparation of Teaching Resources and Materials in the Implementation of Form 4 Physical Education Curriculum for Physical Fitness Strand | 2014 | Malaysia | Effective implementation of a PE curriculum requires meticulous planning and the integration of both traditional and modern resources (Syed Ali & Zahidi, 2014). |
| [6] Multiple Intelligences and Physical Education Curriculum: Application and Reflection of Every Education Level in Indonesia. Proceedings of the 2nd International Conference on Education Innovation | 2018 | Indonesia | The PE curriculum should be inclusive and adaptable to promote effective learning and ensure credible assessments for all learners (Al Ardha et al., 2018). |
| [7] Implementation of Teacher Learning in Physical Education Curriculum Implementation of Junior School in Makassar, Indonesia | 2016 | Indonesia | Incorporating feedback from teachers and students into curriculum revisions enhances the effectiveness of the PE program (Haris & Ghazali, 2016). |
| [8] Implementation of the Physical Education Curriculum at Secondary School Level in the Dili District of Timor-Leste | 2024 | East Timor | Inadequate facilities, equipment, and planning pose significant challenges to PE implementation, necessitating action from the Ministry of Education to address these issues (Bria et al., 2024). |
| [9] Constructing Agents of Change through the Model of Personal and Social Responsibility (TPSR): A Study of Physical Education in East Timor | 2019 | East Timor | PE class time is insufficient, and although the TPSR model shows promise, it requires further theoretical development to enhance its application (Baptista et al., 2019). |
| [10] Assessment in Action: Investigating the Practices of Malaysian | 2024 | Malaysia | PHE teachers in Malaysia require proper assessment skills aligned with curriculum goals to enhance |

| Study Title | Year | Country/ Origin | Findings |
|---|------|--------------------|---|
| Physical and Health Education Teachers | | | student development (Zakaria et al., 2024). |
| [11] School-based Assessment in the Context of Secondary School Physical Education Teachers in Malaysia | 2017 | Malaysia | Shared teaching periods between physical education and health foster better instructional strategies and contribute to overall student well-being (Veloo & Krishnasamy, 2017). |
| [12] Factors Affecting Students' Performance in Physical Education Class in Lyceum of The Philippines University-Laguna | 2016 | Philippines | A university in Laguna supports environmental strategies to enhance teaching practices and improve student performance (Junio & Liwag, 2016). |
| [13] Activity Preferences of Generation Z Students for Tertiary Physical Education: Implications for Curriculum Enhancement | 2021 | Philippines | The Philippines employs a grassroots approach in designing the PE curriculum, prioritizing student feedback while ensuring alignment with existing standards (Tagare & Villaluz, 2021). |
| [14] Elementary Physical Educators' Perspectives of Curriculum and Instruction in the United States and Thailand | 2015 | Thailand | Thailand has a vision for quality physical education; however, it lacks sufficient research to enhance PE instruction (Nampai, 2015). |
| [15] The Relationship Between Intrinsic and External Motivation towards Lesson Implementation and Application of Physical Education Content among Pre-Service Physical Education Teachers in Thailand | 2020 | Thailand | Thailand emphasizes classroom management and lesson planning as key components of PE education (Pimjan, 2020). |
| [16] Physical Education Development in Vietnam's Education System from Policy to Practice | 2022 | Vietnam | Vietnam focuses on traditional face-to-face assessments to ensure authentic grading in PE (Yen et al., 2022). |
| (17) Implementation of Physical Education Learning in Pascal Secondary School, Hanoi, Vietnam | 2018 | Vietnam | Despite lacking equipment and facilities, schools in Vietnam strive to implement PE programs that include sports such as volleyball and gymnastics (Tarigan et al., 2018). |

| Study Title | Year | Country/ Origin | Findings |
|--|------|--------------------|--|
| [18] Evaluation of the Current Situation of Physical Education Work at Chu Van An High School, Thai Nguyen Province, Vietnam | 2023 | Vietnam | PE in Vietnam aims to enhance students' knowledge, personal development, and skills through effectively implemented school programs (Tu & Manh, 2023). |

Results and Discussion

Southeast Asia's Perception toward the Physical Education Curriculum

Results indicate that Southeast Asian nations hold a positive perception of physical education (PE) and are committed to developing and enhancing their PE curricula. Specifically, literature from the Philippines and Cambodia highlights these countries' recognition of PE's significance in fostering personal growth and academic development (Chhang & Forhad, 2021; Junio & Liwag, 2016). Nations such as Indonesia, Malaysia, Thailand, and the Philippines have invested substantial effort into designing, preparing, and planning their PE curricula, emphasizing the importance of a well-mapped development strategy (Haris & Ghazali, 2016; Pimjan, 2020; Syed Ali & Zahidi; Tagare & Villaluz, 2021). Across ASEAN, there is a widespread acknowledgment of technology's critical role in enhancing the PE curriculum, with all member states expressing a positive outlook on integrating ICT into the subject (Lee et al., 2022). However, Vietnam and Brunei continue to face challenges related to technological access, which has led to the continued reliance on traditional assessment methods for their dependability (Bakar, 2019; Yen et al., 2022).

The importance of proper training for educators is also recognized, with most ASEAN nations emphasizing the need for ongoing professional development and monitoring to ensure effective curriculum delivery (Tarigan et al., 2018). Despite these commonalities, the approaches of individual nations vary: Indonesia and Cambodia prioritize inclusivity to sustain student engagement and interest (Al Ardha et al., 2018; Chhang & Forhad, 2021), while the Philippines focuses on a grassroots development approach (Tagare & Villaluz, 2021).

Thailand and Malaysia concentrate on improving classroom and assessment management (Pimjan, 2020; Veloo & Krishnasamy, 2017). East Timor places a stronger reliance on government intervention than its neighbors for enhancing the PE curriculum (Baptista et al., 2019). These findings underscore that ASEAN nations not only emphasize administrative and learning management aspects of PE but also prioritize the quality of educators and facilitators, further highlighting the importance of well-rounded teacher training and curriculum support (Wongphat, 2024).

Challenges that the PE Curriculum Faces in the ASEAN Region

Notably, the integration of modern technology presents a significant challenge across ASEAN nations. Literature from Brunei and Vietnam highlights that limited internet access is a major barrier to the advancement of the PE curriculum in terms of technological integration. This lack of access contributes to Vietnam's continued reliance on traditional assessments (Bakar, 2019; Yen et al., 2022). Furthermore, inadequate equipment and suboptimal PE settings are pervasive issues, with instructional materials and teaching resources being insufficient and only marginally accessible across the region (Lee et al., 2022).

In East Timor, a lack of government support is considered a key hindrance to the development of the PE curriculum (Bria et al., 2024). Declining student engagement is another challenge, particularly in Cambodia, where students' appreciation for PE subjects wanes over time (Chhang & Forhad, 2021). Classroom management and the slow pace of curriculum development are also prevalent issues in Thailand, East Timor, and Indonesia, where insufficient time allocated for PE subjects, coupled

with ineffective curriculum planning and assessment, hampers student learning (Al Ardha et al., 2018; Baptista et al., 2019; Nampai, 2015).

The lack of adequate teacher training and resources for instructional delivery and activity assessment further restricts development, as noted in studies from Thailand and East Timor (Bria et al., 2024; Nampai, 2015). East Timor faces more challenges compared to its neighbors, according to the data collected (Baptista et al., 2019; Bria et al., 2024). However, it is also noteworthy that Myanmar and Laos did not contribute to the available literature on their PE curriculum, suggesting that these countries may have limited efforts in research-driven curriculum development.

These challenges are further compounded by the impact of COVID-19, which has made the transition to online platforms particularly difficult for PE, a subject that is inherently practical rather than theoretical (Osada et al., 2022). This shift highlights the need for more tailored and effective approaches to delivering physical education, particularly in the face of technological limitations and other systemic challenges.

Strategies Employed by ASEAN Nations as Insights to Resolve Issues in PE Curriculum Implementation

Brunei's emphasis on limiting blended learning, particularly in assessments, can be applied to address the technological advancement challenges in East Timor and Vietnam. By reverting to traditional and alternative assessments, these nations can mitigate issues related to limited internet access and government support, ensuring that the integrity of PE assessments is maintained.

Cambodia's declining positive perception of PE in higher year levels, combined with Thailand's focus on improving classroom management and lesson planning, can be addressed by adopting the Philippines' grassroots approach to curriculum design. By involving teachers and students in the development process, a more engaging and relevant PE curriculum can be created, fostering sustained interest and participation in PE programs. Collecting feedback from both teachers and learners could greatly enhance engagement and ensure the

curriculum remains responsive to their needs and expectations. Meanwhile, Myanmar's approach to teacher training could serve as a model to resolve concerns in Brunei, Indonesia, and Vietnam regarding the assessment of online and on-site PE activities. A well-rounded teacher training program would ensure that educators are equipped with the necessary skills and resources to assess student performance effectively in both virtual and physical settings. On the other hand, Indonesia's commitment to building an inclusive and flexible PE curriculum can also help tackle the problem of decreasing student interest in PE. By creating an environment where students feel valued and included, they are more likely to engage and enjoy PE activities. Incorporating this inclusive philosophy into the grassroots approach of the Philippines would further enhance the flexibility and adaptability of the curriculum, making it more inclusive to both learners and teachers.

The process of adapting, interacting, and involving key stakeholders in the development of the PE curriculum is crucial to overcoming the various obstacles identified across the ASEAN region. Flexibility in the curriculum design, as well as the willingness to adapt to changes and compromises, encourages continuous growth and improvement, ensuring that PE programs remain relevant and impactful (Culajara, 2023; Gomez, 2017).

Fostering ASEAN Relationships through Physical Education

The findings of this scoping review suggest that physical education (PE) can serve as a bridge to strengthen the unity of ASEAN countries. By identifying shared challenges and problems, and subsequently sharing potential solutions, ASEAN nations can adapt effective strategies from one context to another, yielding positive outcomes. The collaborative approach, in which successful practices are applied across different environments, can promote the simultaneous improvement of educational quality. This can be achieved through collaborative teacher training programs and resource-sharing initiatives, leading to balanced and holistic growth in various sectors, including the economy and public relations.

Additionally, ASEAN countries share cultural similarities, with traditional sports and games being an important aspect of this shared heritage. These cultural ties are often showcased during international sporting events, such as the SEA Games. By leveraging the cultural connection through PE, ASEAN countries can foster greater unity and collaboration. The findings highlight the potential of PE to facilitate regional cooperation, not only in terms of education but also in broader areas such as cultural exchange and international relations.

In this way, PE can be a stepping stone toward innovation and partnership within Southeast Asian nations, as it provides a platform for shared learning, cultural appreciation, and mutual support (Fröberg et al., 2023). Through PE, ASEAN countries can commemorate their similarities, while also working together toward common goals that benefit both education and regional development.

Conclusion

Focus of Southeast Asia on improving PE curriculum reflects a commitment to better health education and community development. Despite the challenges of limited resources, lack of teacher training and technology integration, the region shows reflexivity, adaptability, and dedication in finding practical solutions. By anchoring on the good practices of others and sharing of ideas to neighbouring nations, the SEA region can create a more inclusive PE curriculum and program. These efforts not only benefit students today but also the future where lifelong health, fitness, and educational growth are central to the region's identity and progress alongside its diverse culture.

Limitations and Recommendations

This study examined the physical education (PE) curriculum of Southeast Asian nations in a general manner, recognizing that the curriculum encompasses various aspects such as design, implementation, assessment, and more. For future scoping reviews, it is recommended to narrow the focus to a specific aspect of the PE curriculum. This focused approach may help address more precise problems and research questions, offering a deeper understanding of issues.

The study's exclusive reliance on Google Scholar as the primary database for sourcing literature constitutes a significant limitation that warrants consideration. This restriction may have constrained the breadth and depth of the reviewed studies, as it inherently excludes scholarly works and articles that are accessible only through other academic databases, such as PubMed, Scopus, or Web of Science. Consequently, critical and potentially seminal studies that could offer diverse perspectives or corroborative findings may have been inadvertently omitted. This limitation is particularly pertinent given the variability in database indexing practices, which affect the discoverability of research across disciplines. The accessibility constraints imposed by relying solely on Google Scholar could have inadvertently introduced selection bias, narrowing the range of methodologies, theoretical frameworks, and cultural contexts represented in the study. Expanding access to multiple databases and specialized academic journals would likely have enhanced the comprehensiveness of the literature review, allowing for the inclusion of a wider array of peer-reviewed research. Such an approach could yield a more robust analysis, potentially altering the study's conclusions and enriching the discussion with insights drawn from underrepresented or niche fields. Future studies should prioritize a multi-database approach to mitigate this limitation and ensure a more exhaustive and inclusive synthesis of existing literature.

References

- Al Ardha, M. A., Yang, C. B., Adhe, K. R., Khory, F. D., Hartoto, S., & Putra, K. P. (2018). Multiple intelligences and physical education curriculum: Application and reflection of every education level in Indonesia. *Proceedings of the 2nd International Conference on Education Innovation (ICEI 2018)* (pp. 587-592). Advances in Social Science, Education and Humanities Research. <https://doi.org/10.2991/icei-18.2018.129>
- Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32.

- <https://doi.org/10.1080/1364557032000119616>
- Bakar, A. H. (2019). *The effectiveness of flipped learning in physical education for a secondary school in Brunei Darussalam*. Unpublished Doctoral Dissertation. Universiti Brunei Darussalam, Brunei Darussalam
- Baptista, C., Dias, T., Corte-Real, N., Dias, C., Regueiras, L., Pereira, A., Martinek, T., & Fonseca, A. (2019). Constructing agents of change through the model of personal and social responsibility (TPSR): A study of physical education in East Timor. *International Journal of Sports Science*, 2019(1), 8–16. <https://doi.org/10.5923/j.sports.20190901.02>
- Bariao, H. C., Puno, P. A. T., Llave, D. L. C., Guevarra, C. D., & Tolentino, J. C. G. (2024). Psychological well-being in physical education curriculum: A scoping review. *Journal of Physical Education Research*, 11(3), 01-10. <https://www.joper.org/IOPER/IOP-ERVolume 11 Issue 3 7 9 2024 294.pdf>
- Bria, F. A., Rahayu, T., & Sumartiningsih, S. (2024). Implementation of the physical education curriculum at secondary school level in the Dili District of Timor-Leste. *Jurnal Review Pendidikan Dan Pengajaran*, 7(1), 3871–3874. <http://journal.universitaspahlawan.ac.id/index.php/jrpp>
- Butler, K., & Calcagno, T. (2020). Syllabus mining for Information Literacy instruction: A scoping review. *Evidence Based Library and Information Practice*, 15(4), 83–104. <https://doi.org/10.18438/eblip29800>
- Calunsag, B. D., & San Diego, C. J. G. (2023). Students' attitudes and academic performance in physical education. *Proceedings of the 8th ACPEs (ASEAN Council of Physical Education and Sport) International Conference, ACPEs 2022*, October 28th – 30th, 2022, Medan, North Sumatera, Indonesia. <https://doi.org/10.4108/eai.28-10-2022.2327388>
- Campo, J. C., Licup, T. O., Lumba, E. G., Lingat, E. G., & Tolentino, J. C. G. (2024). Technology integration in physical education curriculum implementation in the Philippines: A scoping review. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(7). 2906-2918. <https://doi.org/10.11594/ijma-ber.05.07.37>
- Cervantes, C. M., & Clark, L. (2020). Cultural humility in physical education teacher education: A missing piece in developing a new generation of socially just physical education teachers. *Quest*, 72(1), 57–71. <https://doi.org/10.1080/00336297.2019.1608267>
- Chhang, M. T., & Forhad, M. Z. A. (2021). A Comparative Study of Students' Perceptions Toward Physical Education Course and Their Actual Behaviors Toward Physical Activities in Grades 10 and 11 in a Public High School at Phnom Penh, Cambodia. *Scholar: Human Sciences*, 12(2), 111-126. <http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/3984/2870>
- Culajara, C. J. (2023). The voices of physical education teachers: Its pressure, measure, and treasure in delivering instruction in physical education. *Indonesian Journal of Research in Physical Education*, 1(2), 98-109. <https://doi.org/10.17977/um086v1i22023p98-109>
- Dimarucot, H. C., & Rosales, M. J. D. (2020). Educational equity through engagement in the Bachelor of physical education major in Sports and wellness management program in the National Capital Region. *Asia Pacific Journal of Multidisciplinary Research*, 8(2), 131-140. <https://www.apjmr.com/wp-content/uploads/2020/04/APJMR-2020.8.2.16.pdf>
- Dizon, S. G., & Tolentino, J. C. G. (2022). Internal assessment of a physical education teacher education program in the Philippines using the engagement theory of program quality (ETPQ). *Multidisciplinary Journal for Education, Social and Technological Sciences*, 9(2), 46-80. <https://doi.org/10.4995/muse.2022.16959>
- Fernandez, P. M. Q., Tolentino, J. C. G., Miranda, J. P. P., Guanlao, J. G. B., & Sac, J. G. (2022).

- Research productivity in the human movement sciences in the Philippines: A descriptive bibliometric and social network analysis. *International Journal of Human Movement and Sports Sciences*, 10(1), 66-78.
<https://doi.org/10.13189/saj.2022.100110>
- Fröberg, A., Wiklander, P., Baena-Morales, S., & Lundvall, S. (2023). How to teach about sustainable development in physical education? Examples from the perspectives of certified teachers in Sweden. *Frontiers in Education*, 8: 1294763, 1-13.
<https://doi.org/10.3389/feduc.2023.1294763>
- Gomez, O. N. (2017). *Physical EducASEAN: Concepts, methods, and practices of the 21st century physical education educator's manual*. 22 Karats Publishing.
- Haris, A., & Ghazali, M. I. (2016). Implementation of teacher learning in physical education curriculum at the junior school in Makassar, Indonesia. *Journal of Physical Education and Sport*, 16(1), 683-687.
<https://doi.org/10.7752/jpes.2016.s1110>
- Jaleniauskiene, E., & Lisaite, D. (2023). Scoping review methodology and its use to review online project-based learning in higher education, 2020-2023. *Interdisciplinary Journal of Problem-based Learning*, 17(2).
<https://doi.org/10.14434/ijpbl.v17i2.36659>
- Junio, J. J. B., & Liwag, J. A. (2016). Factors affecting students' performance in physical education class in Lyceum of the Philippines University-Laguna. *LPU-Laguna Journal of Multidisciplinary Research*, 4(4), 52-67.
- Kadir, K. B. (2024). Adaptation perspective approach in the implementation of the curriculum of physical education subjects among teachers in schools. *Proceeding of International Conference on Special Education in South East Asia Region*, 1(1), 173-194.
<https://doi.org/10.57142/picsar.v1i1.44>
- Kheokao, R. (2017). *Sports diplomacy: Case study "Role of sports in ASEAN socio-cultural community (ASCC)"*. Unpublished Master's Thesis. Assumption University of Thailand.
<https://repository.au.edu/server/api/core/bitstreams/c48116a9-7e09-44ac-b23a-b1790144acb7/content>
- Lee, J. (2020). Strategies for developing curriculum for dispatching taekwondo masters in Southeast Asia. *The World Society of Taekwondo Culture*, 26, 13-26.
<https://doi.org/10.18789/jwstc.2020.26.13>
- Lee, Y. S., Chia, M., & Komar, J. (2022). A systematic review of physical activity intervention programs in ASEAN countries: Efficacy and future directions. *International Journal of Environmental Research and Public Health*, 19(9), 5357.
<https://doi.org/10.3390/ijerph19095357>
- Lynch, T., & Soukup, G. J. (2017). Primary physical education (PE): School leader perceptions about classroom teacher quality implementation. *Cogent Education*, 4(1), 1348925.
<https://doi.org/10.1080/2331186x.2017.1348925>
- Makhmudovich, G. A., Anvarovich, I. S., & O'rmonovich, I. F. (2022). Development of physical activity of students based on physical education and sports classes. *International Journal of Social Sciences & Interdisciplinary Research*, 11(11), 135-141.
<https://www.gejournal.net/index.php/IJSSIR/article/view/1084/985>
- Mustafa, P. S., & Dwiyogo, W. D. (2020). Kurikulum pendidikan jasmani, olahraga, dan kesehatan di indonesia abad 21. *JARTIKA Jurnal Riset Teknologi Dan Inovasi Pendidikan*, 3(2), 422-438.
<https://doi.org/10.36765/jartika.v3i2.268>
- Nampai, U. (2015). *Elementary physical educators' perspectives of curriculum and instruction in the United States and Thailand*. Published Dissertation, University of Northern Colorado.
<https://digscholarship.unco.edu/dissertations/307>
- Osada, T., Utami, N. A. B., & Budiana, D. (2022). Implementation of the STEM learning approach in physical education in the process of student cognition development.

- The ASEAN Journal of Sport for Development & Peace*, 2(1), 48-56. <https://vm36.upi.edu/index.php/ajsdp/article/view/49026/pdf>
- Peters, M. D. J., Marnie, C., Tricco, A. C., Pollock, D., Munn, Z., Alexander, L., McInerney, P., Godfrey, C. M., & Khalil, H. (2020). Updated methodological guidance for the conduct of scoping reviews. *JBIE Evidence Synthesis*, 18(10), 2119–2126. <https://doi.org/10.11124/jbies-20-00167>
- Pimjan, L. (2020). The relationship between intrinsic and external motivation towards lesson implementation and application of physical education content among pre-service physical education teachers in Thailand. *African Educational Research Journal*, 8(4), 714–720. <https://doi.org/10.30918/aerj.84.20.154>
- Putri, A. Y., Kasih, I., & Sinulingga, A. (2023). Curriculum development with independent learning in the perspective of physical education as a character development subject. *International Social Sciences and Humanities*, 2(2), 432–435. <https://doi.org/10.32528/iss.v2i2.260>
- Putro, B. C., Fatkhur, A. K., Gustavian, A. A., Santosa, M. I. A., & Alkatsiri, M. a. M. (2024). Designing a curriculum in physical education learning. *Jurnal Pembelajaran Bimbingan Dan Pengelolaan Pendidikan*, 4(3), 10. <https://doi.org/10.17977/um065.v4.i3.2024.10>
- Rizal, H., Hajar, M. S., & Kuan, G. (2019). School-based physical activity interventions in Southeast Asia: A systematic review. *International Journal of Public Health and Clinical Sciences*, 6(3). <https://doi.org/10.32827/ijphcs.6.3.32>
- Scanlon, D., Lorusso, J., & Viczko, M. (2023). Understanding (and extending) the conceptual boundaries of policy research in physical education: A scoping review. *European Physical Education Review*, 30(3), 414–434. <https://doi.org/10.1177/13563336x231210393>
- Sinio, C. D., & Tolentino, J. C. G. (2024). Implementation of the Revitalized Tertiary Physical Education Program in a Higher Education Institution in Pampanga Grounded on the Statutory Policy of the Commission on Higher Education and UNESCO's Quality Physical Education Model. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(2), 488-512. <https://doi.org/10.11594/ijma-ber.05.02.11>
- Sinurat, M. (2024). The development of public finance curriculum in the ministry of civil service: A scoping literature review. *Journal of Ecohumanism*, 3(7). <https://doi.org/10.62754/joe.v3i7.4566>
- Syed Ali, S. K. B., & Zahidi, M. A. B. (2014). Teachers planning and preparation of teaching resources and materials in the implementation of Form 4 Physical Education curriculum for physical fitness strand. *Turkish Journal of Sport and Exercise*, 16(1), 67–67. <https://doi.org/10.15314/tjse.201416165>
- Tagare, R. J. L., & Villaluz, G. D. C. (2021). Activity Preferences of Generation Z Students for Tertiary Physical Education: Implications for Curriculum Enhancement. *Multidisciplinary Journal for Education, Social and Technological Sciences*, 8(2), 92. <https://doi.org/10.4995/muse.2021.15492>
- Tarigan, E. S., Priyono, B., & Raharjo, A. (2018). Implementation of physical education learning in Pascal Secondary School, Hanoi, Vietnam. *Journal of Physical Education, Health and Sport*, 5(2), 73-76. <https://doi.org/10.15294/jpehs.v5i2.16889>
- Tu, T. T., & Manh, T. D. (2023). Evaluation of the current situation of physical education work at Chu Van An High School, Thai Nguyen Province, Vietnam. *European Journal of Physical Education and Sport Science*, 9(4), 17-27. <https://doi.org/10.46827/ejpe.v9i4.4617>
- Ulaboovich, B. G. (2022). Improving the effectiveness of the method of conducting physical education classes for students of grades 5–9 in hot climates. *ASEAN Journal*

- of Physical Education and Sport Science 1(1), 33-42. <https://ejournal.bumipublikasinusantara.id/index.php/ajopess/article/download/190/183>
- Veloo, A., & Krishnasamy, H. (2017). School-based assessment in the context of secondary school physical education teachers in Malaysia. *PEOPLE: International Journal of Social Sciences*, 3(2), 2122-2134. <https://doi.org/10.20319/pijss.2017.32.21222134>
- Veloo, A., & Md-Ali, R. (2016). Physical Education Teachers Challenges in Implementing School Based Assessment. *International Review of Management and Marketing*, 6(8S), 48-53. <https://econjournals.com/index.php/irmm/article/view/3909/pdf>
- Wiggin, D., Penič, B., Sulopuisto, O., Setti, A., Mali, J., Stitzel, A., Kuisma, R., Baptista, F., Kukkonen, T., Konstantakopoulou, O., Timonen, L., Carnide, F., Velanoki, V., Ströckl, D. E., Zymbal, V., Cardadeiro, G., Nevala, E., Kaitelidou, D., Sourtzi, P., . . . Timmons, S. (2022). Postgraduate education in healthy and active ageing: learning needs, curriculum and expected outcomes: A scoping review protocol. *HRB Open Research*, 4, 120. <https://doi.org/10.12688/hrbopen-res.13444.2>
- Wongphat, C. (2024). The development of an indicator model for administrative management of Faculty of Physical Education Thailand National Sport University the road to a sport learning organization in ASEAN. *Edelweiss Applied Science and Technology*, 8(4), 542-552. <https://doi.org/10.55214/25768484.v8i4.1129>
- Yen, N. P., Ninh, L. V., & Huy, H. N. (2022). Physical education development in Vietnam's education system from policy to practice. *Global Academic Journal of Humanities and Social Sciences*, 4(5), 193-198. <https://doi.org/10.36348/gajhss.2022.v04i05.005>
- Zakaria, Z., Ahmad Rizal, A. I. S., & Dewi Mohamed, A. M. (2024). Assessment in Action: Investigating the practices of Malaysian physical and health education teachers. *International Journal of Academic Research in Progressive Education and Development*, 13(1). <https://doi.org/10.6007/ijarped/v13-i1/21046>