

The Implementation of ASEAN Month Activities in a Philippine Higher Education Institution

Ralph Arjay C. Dela Cruz ^{1*}, Hazel M. Montezon, Wilma T. Casas, Justin D. Capati, Romela Q. Daza, Margarette S. Manimtim, Joanna Grace A. Inis, Catherine M. Arado, Anna Rose O. Bayani, Narciso A. Ogaya Jr.

¹ Graduate School, Greenville College, Pasig City, Philippines

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Email of Corresponding Author: ralpharjay0924@gmail.com

Abstract

In July 2025, the Commission on Higher Education (CHED) National Capital Region sent out Memorandum No. 59, Series of 2025 to colleges and universities in NCR. It was about the 2025 ASEAN Month Celebration it specifies that the higher education institution must take part in and celebrate ASEAN month by doing the activities that are suggested. The aim of this study was to evaluate the efficacy of the implementation of the 2025 ASEAN Month activities at a higher education institution in Las Piñas City, Philippines. A descriptive-quantitative methodology was employed, involving 277 students selected utilizing simple random sampling and 20 full-time instructors. The data was examined using an independent sample t-test and a weighted mean. The results indicates that both parties "Strongly Agree" with the events of ASEAN Month. Respondents were pleased with the event's outcome, including the topics covered, the way it was organized, and how well everything worked together to achieve its objectives. The difference between instructors' and students' scores is statistically significant ($t = 2.540$, $p = 0.01586$). Using the data, an action plan was created to support the future implementation of ASEAN Month activities. It emphasizes the need for these programs to be continuously evaluated in order to foster a sense of community and support the globalization objectives of the Commission on Higher Education. Promotes regional awareness, intercultural learning, and ASEAN collaboration, supporting United Nations SDG 4 and SDG 17.

Keywords: ASEAN Month; Higher Education; Program Evaluation, Student Engagement

Introduction

The Association of Southeast Asian Nations (ASEAN) is a major factor in the transformation of higher education across the region. The organization ASEAN supports a great number of activities like collaboration among people, easing transportation in the region, and developing a stronger shared culture. As the majority of the member countries are heading for closer integration, higher education institutions (HEIs) have to produce graduates who will not only be competent in their own countries but also aware of their region and adaptable to different cultures. The ASEAN Cooperation Framework (ACF) has shown potential in helping to realize these goals through the development of 21st-century competencies, strengthening ASEAN identity, as well as streamlining curricula across ASEAN (Balqis, 2025). However, despite these advancements, different challenges persist and are continuously going along with them. These include uneven quality among HEIs, limited resources and facilities, and variations in instructional and assessment practices. These issues highlight the importance of evaluating and assessing how ASEAN integration efforts are implemented at the institutional level.

In July 2025, Commission on Higher Education (CHED) National Capital Region send memorandum from the regional director No. 59 series of 2025 for the Higher Education Institution with the subject of 2025 ASEAN Month Celebration. The memorandum mandates the different institutions to join to conduct activities in celebration of the 2025 ASEAN month. In addition, suggested activities were provided such as Flag parade, cultural booths, quiz bee, ASEAN Mural, Trivia Bingo and many more. The Commission on Higher Education leverages this yearly event to showcase its dedication to regional cooperation within ASEAN, promoting inclusive education and promoting internationalization that is sustainable and focused on the needs of communities and students. The selected higher education institution in Las Piñas participated and conducted the abovementioned activities.

As there is already an extensive on-going research for ASEAN integration focusing on curriculum (alignment), student mobility, partnership etc., there is still few literatures on how activities in relation to ASEAN month were evaluated particularly at on-campus. Research on faculty and student perspectives on whether we should or how to integrate them is scarce. There is a need to know these views because students participate and learn through activities, while instructors

interact with them as facilitators and education partners. Their findings can identify program strengths, weaknesses and gaps, and point the way toward improved programming.

This research analyzes the implementation of the 2025 ASEAN Month events in a higher education institution in Las Piñas City through the evaluations of student and instructor respondents. It examines the effectiveness, organization, and significance of the event activities, while also determining whether a significant difference exists between the assessments of the two groups. The findings are expected to help higher education institutions improve event planning, enrich ASEAN-related learning activities, and support the Commission on Higher Education's broader goals for regional integration. In doing so, the study also contributes to the limited body of research on co-curricular ASEAN integration initiatives in Philippine higher education.

To address the limited empirical evaluation of ASEAN Month activities and to gain a clearer understanding of the perspectives of both students and instructors, this study raises specific research questions centered on their assessments of the program. It seeks to evaluate how student respondents assess the implementation of the ASEAN Month activities in terms of timeliness, organization, achievement of objectives, program format, content relevance, sound and lighting, venue ambiance, facilitator competence, student participation, and speaker effectiveness. It likewise examines how instructor respondents evaluate the implementation of the same activities using these criteria. Furthermore, the study investigates whether a significant difference exists between the assessments of student and instructor respondents regarding the implementation of the ASEAN Month activities. Finally, based on the results, the study aims to propose an action plan to improve the implementation of future ASEAN Month activities.

Materials and methods

2.1. Research Design

The researchers utilized descriptive-quantitative research design, it focuses on determining the effectiveness and relevance of the activities of the ASEAN month. Descriptive research, according to McCombes (2022), may use a broad range of research techniques to examine one or more variables with the goal of accurately and systematically describing a population, circumstance, or phenomenon.

2.2. Research Locale and Participants

The study was conducted in a selected higher education institution in Las Piñas City, Metro Manila. The institution is known for providing a variety of academic programs and promoting a student-centered learning environment. The research locale of this study is suitable, as it enables close interaction with college students in a setting that promotes social and intellectual growth. In addition, the institution had participated in the CHED NCR ASEAN month activities implementation. The research locale is confidential since no permission to use the name of the institution was secured by the researchers. There are 898 officially enrolled college students for the first semester of the academic year 2025–2026. A sample size of 277 student respondents from the population (898) and 20 instructor respondents, for a total of 297 respondents, was obtained using the Slovin formula in order to provide a statistically significant result with a 0.05 margin of error. The simple random sampling technique was used to select the actual sample. All full-time instructors and officially enrolled college students are eligible to participate in the research based on the inclusion criteria.

2.3. Instrumentation

The researchers utilized the standardized evaluation form for activities of the institution as the research instrument to measure the respondents' perception on the effectiveness and relevance of ASEAN month activities. The evaluation form was validated by experts and has a Cronbach alpha test result of 0.85 that is interpreted as good, which strengthens its reliability. The instrument is a three-part questionnaire part one asks about the information of the respondents and the activity, part two with 10 statements and the statistical scale of measurement used was the 4-likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), covering key dimensions such as timeliness, organization, achievement of objectives, program format, content relevance, venue and logistics, facilitator competence, student participation, and speaker effectiveness and part three asks for the comments and suggestions, and a Yes or No if the respondents want to repeat the activity in the future.

For the data analysis, to determine the respondents' perception on the effectiveness and relevance of the ASEAN month activity, the statistical treatment that was utilized is mean and frequency and to answer the significant difference the statistical treatment that was used was independent T-test. Its standardized format, reliability, and alignment with institutional evaluation practices ensured that the data gathered were consistent, relevant, and appropriate for statistical analysis.

2.4. Data Gathering Procedure

The research study undergoes the proper procedures in conducting the study wherein the research objectivity will imply and can formulate an approach that could explain the data gathering procedure. The study used an evaluation form that was already validated by the professionals, in order for the researchers to gather feedback from the respondents based on the data needed, about the ASEAN Month Activities. Researchers applied the right procedures in collecting the research data through the evaluation form. In distributing the forms to the respondents, researchers asked the respondents if they were willing to participate in the study through informed consent to ensure that their participation was voluntary and ethical. Once all the evaluation forms were collected the data were under confidentiality, researchers organized, coded, and prepared for analysis using the descriptive and comparative statistics to measure the perceptions of the respondents. In accordance with the Data Privacy Act of 2012, anonymity and confidentiality of the respondents were strictly maintained, with data used only for academic purposes. To ensure the protection of the respondents' privacy, the name of the institution was kept confidential, and the respondents' responses in evaluation forms were treated anonymously. Researchers assure that no physical or social harm affected the process of the data gathering, and throughout the procedures it practices that accurate and honest report in all aspects of the data, including the methods, data gathering procedure, data analysis, and results, surely ensured the avoidance of fabrication, falsification, or misrepresentation of the research data.

2.5. Data Analysis

To address the data analysis of Evaluating the Implementation of ASEAN Month Activities in a Philippine Higher Education Institution, was gathered data from the evaluation forms that were distributed by the researchers, in order to have accurate results based on the study. The data collected from the institutional evaluation forms were tallied, organized, and analyzed using statistical tools, based on the studies objective. To label the Research 1 and 2 descriptive statistics, frequency counts and weighted averages were calculated to assess the agreement levels of students and instructors concerning the implementation of the ASEAN Month Activities based on the specified criteria. These descriptive statistics help to understand the coverage of the data distribution of the respondents based on the evaluation form. Researchers used the descriptive statistics to present the views of the respondents and point out the strong points and areas where the respondents needed to improve more. For the Research Question 3 where analyze whether there was a significant difference between the evaluations, from the two groups of respondents an independent samples t-test was applied. Since the research involved two groups, the students and instructors, with variable sample sizes and sought to compare their average ratings of the activities, the Inferential approach was appropriate that used by the researchers. To determine if the observed difference was justified in rejecting the null hypothesis, a significance threshold of 0.05 was established. The research study assures that all statistical analyses were performed systematically to ensure accuracy, consistency, and alignment with the research design. In interpreting the survey responses of the respondents, the study utilized the verbal interpretation scale adopted by the institution. The following ranges were applied to describe the mean scores, 3.26 - 4.00 = Strongly Agree, 2.51 - 3.25 = Agree, 1.76 - 2.50 = Disagree, and 1.00 - 1.75 = Strongly Disagree. These categories were consistently used to classify the respondents' levels of agreement across all indicators in the results.

Results and Discussion

3.1. Students' Assessment of the ASEAN Month Activities

Students' assessment feedback for the ASEAN Month Activities got a Strongly agree remarks, with a total weighted average of 3.50. The result indicated that the respondents' assessment on the activities of the ASEAN Month was valuable, well-organized and planned, and managed well. Table 1 shows the ratings for each criteria, along with the corresponding interpretations based on the respondents' responses.

Table 1 Students' Evaluation of ASEAN Month Activities

Statements	Mean	Remarks
The activity started on time.	3.22	Agree
The activity was well organized.	3.44	Strongly Agree
The objectives of the activity were achieved.	3.51	Strongly Agree
The format of the program was enjoyable.	3.44	Strongly Agree
The content of the program was helpful.	3.57	Strongly Agree
The sounds and lighting were good.	3.35	Strongly Agree
The ambiance of the venue was inviting.	3.40	Strongly Agree
The facilitators were knowledgeable.	3.52	Strongly Agree
Students were given opportunities to participate.	3.53	Strongly Agree

The speaker was fluent and effective.	3.98	Strongly Agree
Weighted Mean	3.50	Strongly Agree

Presented in Table 1, a "strongly agree" was the rating for nine out of ten criteria in all categories. The mean score of 3.98 indicated that the respondents perceived the speaker as highly satisfactory in terms of fluency and effectivity. The content's value followed with a score of 3.57. Timeliness is the lowest ranked with a mean of 3.22 interpreted as "agree", which implies the need to check and plan the schedule properly to minimize the delay of the activities. Overall, it seems that student-respondents considered the ASEAN Month activities to be well-planned and implemented effectively. The high ratings also indicate that the respondents are very satisfied with the assistance and the organization. The respondents still considered the event successful, but the slightly lower score in punctuality indicates that there is a minor issue which could be resolved.

3.2. Instructors' Assessment of the ASEAN Month Activities

The instructors' feedback on the ASEAN Month activities turned out to be even more impressive, with a weighted average of 3.63, which translates to Strongly Agree. Every single indicator got a Strongly Agree. Every single indicator got a Strongly Agree rating, showing they were really pleased with how the event was organized, delivered, and connected to the themes. Table 2 breaks down the average scores and their interpretations for each area.

Table 2 Instructors' Evaluation of ASEAN Month Activities

Statements	Mean	Remarks
The activity started on time.	3.35	Strongly Agree
The activity was well organized.	3.80	Strongly Agree
The objectives of the activity were achieved.	3.65	Strongly Agree
The format of the program was enjoyable.	3.75	Strongly Agree
The content of the program was helpful.	3.70	Strongly Agree
The sounds and lighting were good.	3.55	Strongly Agree
The ambiance of the venue was inviting.	3.50	Strongly Agree
The facilitators were knowledgeable.	3.65	Strongly Agree
Students were given opportunities to participate.	3.55	Strongly Agree
The speaker was fluent and effective.	3.75	Strongly Agree
Weighted Mean	3.63	Strongly Agree

In table 2, no item falling below the Strongly Agree category, presents similarly high scores for all indicators. The organization (3.80) is the highest rate that was given, while the lowest rating was the punctuality (3.35). These ratings given by the instructors are consistently and strongly satisfied, through this data it indicates how the ASEAN Month events rated by the instructors that very effective, well-structured, and educationally significant. The evaluations indicate their consistently solid match, in actual implementation between the programs.

3.3. Test of Significant Difference Between Students and Instructors

Researchers used an independent samples t-test to check if student and instructor ratings of the ASEAN Month events differed significantly. The t-value came out at 2.50, which was higher than the critical value of 1.883, and the p-value was 0.01586, below the usual 0.05 cutoff. This led to rejecting the null hypothesis, which assumed no real difference between the two groups' evaluations. In other words, it looks like students and instructors did nitrate the event the same way. Table 3 lays out the t-test details and the decision on the hypothesis for clarity.

Table 3 Difference Between Students' and Instructors' Evaluations

Comparison	t-Value	p-Value	t-Critical	Decision	Interpretation
Students vs. Instructors	2.540	0.01586	1.833	Reject H_0	Significant Difference

Table 3 shows that the t-value was greater than the critical value and the p-value was less than 0.05. The result implies a significant difference from the respondent's evaluation which leads to rejecting the null hypothesis. The results on table 3 show that respondents' ratings given by instructors were much higher than those given by students. Result shows that there was an apparent variance in how the activities were perceived. Students and instructors gave different assessment results to the ASEAN Month activities since they didn't agree with the null hypothesis. Both groups gave mostly positive comments, but the instructor's ratings were much higher.

Both students and instructors gave the ASEAN Month 2025 events an overall rating of 3.50 and 3.63, respectively, indicating that they were perceived as successful. Students participated in the program as it was an excellent way to gain knowledge about ASEAN and to have a cultural exchange with others. Nevertheless, the two groups of respondents disagree significantly on what actually took place. This indicates that their perspectives are influenced by their respective roles and responsibilities within the school system. By comparing these findings with the latest studies, you can discern what the events have accomplished, what they need to work on, and what colleges and universities can do to facilitate ASEAN integration.

Effectiveness of the ASEAN Month Activities

The ASEAN Month activities received applause from the group of respondents. Balqis (2025) also agrees that educational programs centered on ASEAN can help in the formation of regional identities and the acquisition of 21st-century skills by students. Students gave very positive ratings for the content of the subject, the competence of the facilitator, and the organization of the activity. They expressed their liking for different cultures and also acknowledged that their awareness of these has increased. Darling-Hammond et al. (2020) assert that well-organized, meaningful, and student-focused educational activities enhance learning. In conclusion, ensuring that everything proceeds as intended is insufficient; participants must also feel engaged and find the event meaningful. The current educational system is optimistic regarding upcoming modifications.

Strengths of the Program

The speaker's fluency and performance got highest marks from both groups. Rapanta et al. (2020) claim that good communication helps students to learn and keeps audience interested. Respondents gave good ratings to the program's structure and planning, which means that the activities were well-planned, fun, and easy to follow. Momo (2025) state that well-organized ASEAN higher education programs improve students' global skills by making it easier for them to get regional information.

The satisfactory rating for the usefulness of its content also implies that the activities were effective in contextualizing ASEAN values and knowledge, making it possible for students and instructors to see how important they are in school and at work, academically and professionally. Contextual and culturally grounded learning experiences increase motivation and retention (Astawa & Widian, 2025; Ma'rifah, 2024; Salili, Chiu, & Hong, 2001).

Areas Requiring Improvement

Despite the overall findings of excellent and favorable evaluation, timeliness repeatedly reflects as the lowest-rated criteria for both students and instructors. A persistent logistical issue with the program's flow and timeliness was still shown even if the rating was still in the good range. According to Ruter & Martin (2021) claim that delays and poor scheduling hurt how involved people feel, how satisfied they are, and how they view the quality of the program.

It appears unprofessional when educational institutions or organizations don't plan, arrange or schedule well, which makes them start late, drag on, and lose their flow (Liu-Lastres & Cecil, 2023). Delays, uneven pacing, and long gaps between segments only make things worse. Nguyen, Nguyen, Duong, and Trinh (2025) point out that if you want academic or cultural activities with multiple teams to run smoothly and keep participants engaged, you need solid planning and tight time management to keeps everything in proper place.

These results show that planning is very important, especially when it comes to managing roles and responsibilities, making organizational systems or procedures more complex, or practicing parts of a program. Also, for big events like ASEAN Month, where a lot of people, like teams, artists, and organizers, need to work together, it's very important to make things happen on time. Fixing these problems would make learning better for everyone and help the school plan and run better artistic and educational activities.

Differences in Stakeholders Perceptions

The gaps between the student and instructor ratings, where instructors rate higher, convey a considerable amount of information. One of the scenarios is that instructors may be using educational standards as a benchmark to evaluate activities, thus enabling students to achieve their goals and ensuring that activities are consistent with the overall curriculum. As they are more knowledgeable and are also concerned about the organization's goals, they are very well aware of the primary objective of ASEAN Month activities. Contrarily, students usually concentrate on aspects like fun, organization, and interaction, which might be reasons why certain groups have been given considerably lower scores. Bond

et al. (2020) suggest that the engagement of people and their enjoyment are dependent on whether they have adopted an instructional or a personal, experiential learning perspective.

Implications for Higher Education Institutions and CHED

The findings indicate that ASEAN Month serves as a significant means to promote regional identity and foster cross-cultural understanding in higher education. These events are like other ASEAN cultural programs from the past, and research shows that they help students talk to people from other countries and feel like they belong to their group (Kusmayadi, Sirait, & Anwar, 2025). These findings indicate that institutions must meticulously monitor in preparing and planning the activities of the event. This is consistent with other research indicating that robust institutional support enhances instructor's effectiveness in educating about ASEAN (Riana & Alverina, 2018). CHED thinks that the program's success shows that funding ASEAN-related projects is important for reaching its goals for internationalization. Students and other stakeholders are still eager to learn and know about ASEAN in higher education (Azmawati & Quayle, 2016). The results show that ASEAN Month is a good way for college students to learn about other cultures and feel like they are part of something bigger. Students may be able to study in a way that fits with the goals and objectives of ASEAN integration during events like ASEAN Month.

3.4. Proposed Action Plan Based on the Results

Based on the study's results, numerous strengths and areas for development were found in the implementation of the 2025 ASEAN Month events. While both students and instructors provided the program with a good evaluation, the lowest score was for timeliness, and there was a considerable disparity in the two groups' findings. These results point to the need for improvement of logistical preparation, better student involvement strategies, and ongoing enrichment of program content and facilitation. Based on these findings, a results-based action plan was created to support the continual development of future ASEAN Month activities. The recommended strategy provides targeted interventions, responsible units, dates, and performance indicators to allow the institution improve activity implementation and further increase ASEAN awareness and regional integration within the campus community.

Table 4 Proposed Action Plan for the Improvement of ASEAN Month Activities

Key Findings	Objectives	Proposed Actions / Interventions	Persons Responsible	Timeline	Success Indicators
1. <i>Timeliness received the lowest rating from both students (3.22) and instructors (3.35).</i>	Improve punctuality and program flow in future ASEAN Month activities.	- Create a precise event schedule and time matrix. - Establish a specialized logistical and timekeeping staff. - Perform pre-event rehearsals with speakers and facilitators.	Activity Coordinator, Logistics Committee, Program Facilitators	Before and during ASEAN Month implementation	- The events start and conclude on time. - Higher satisfaction rating for being on time (>3.50).
2. <i>Students rated the program slightly lower than instructors, showing a significant difference ($p = .01586$).</i>	Enhance student engagement and increase alignment with student expectations.	- Introduce more participatory, student-centered activities (games, booths, and peer-led portions). - Gather pre-event student feedback on desired activities. - Include student representation on planning committees.	Activity Coordinator, Student Affairs Office, Student Government	During planning phase and ASEAN Month	- Satisfaction ratings were fair for both students and instructors. - More students taking part.

3. <i>Organization, program enjoyability, and content were highly rated, especially by instructors.</i>	Sustain and strengthen program organization and content quality.	• Maintain disciplined planning practices. • Continue to collaborate with skilled facilitators. • Conduct yearly improvement evaluations to enhance content.	Program Implementation Team, Faculty Coordinators	Annual	• Consistently good scores (above 3.60) for substance and structure.
4. <i>Speaker effectiveness received the highest rating (3.98 students; 3.75 instructors).</i>	Ensure continued access to high-quality speakers and facilitators.	• Create a pool of skilled ASEAN-related resource speakers. • Offer faculty development on ASEAN themes.	Academic Affairs, HRD Office, External Relations Office	Pre-ASEAN Month	• Speaker ratings that are always high (>3.80).
5. <i>ASEAN Month effectively promoted awareness but needs continuity beyond the event.</i>	Strengthen long-term ASEAN awareness and cultural integration across the institution.	• Incorporate ASEAN subjects into specific courses. • Launch year-round micro-events (e.g., ASEAN quizzes and cultural presentations). • Use campus media to promote ASEAN topics.	Academic Departments, Institutional Development & Communication	Throughout the academic year	• Better indications of what students know and are aware of. • Clear use of ASEAN themes in all activities.

The recommended action plan is a methodical reaction to the study's empirical findings and provides a pragmatic framework for enhancing future ASEAN Month activities. The plan makes sure that adjustments are both targeted and based on evidence by focusing on the areas that had the lowest ratings, especially timeliness, and building on the strengths that were pointed out in the program structure, content, and facilitation. Integrating student-centered solutions also helps students and instructors see things from the same point of view. It makes sense to have students help plan and administer campus events. The action plan is like a blueprint for ongoing growth. It shows that the school is committed to developing ASEAN knowledge, cultural awareness, and alignment with CHED's goals for regional integration.

3.5. Limitation of the Study

The research offers significant insights; however, it is limited to a single higher education institution in Las Piñas City, thus not reflecting conditions in other areas. Also, the answers and ratings that the respondents gave on self-report questionnaires right after the event may not be correct or may be too positive. More colleges and universities may be included in future research, or qualitative interviews may be used to learn more about the experiences of participants.

Conclusion & Recommendations

The study evaluated the ASEAN 2025 Month event implementation at a higher education institution in Las Piñas City through the assessment of students and full-time instructors using a standard evaluation form. The findings indicated that all the stakeholder groups involved in the event considered the activities to be very successful as they have given them a "Strongly Agree" rating." Students shared that the speaker's fluency, the relevance of the topic, and the opportunity to participate were the most engaging aspects. Instructors confirmed that the program was timely, engaging, and instrumental in the learning process. All such positive comments are indicative of the ASEAN Month celebration as a vehicle for increasing people's awareness of different cultures, arousing more interest, and facilitating a better understanding of what ASEAN is all about. Although there were positive aspects, in both groups the least important was the timeliness. That indicates a troublesome matter in logistics that requires a solution. Students and instructors also viewed one another quite differently, with instructors providing higher evaluations. This implies that students and instructors may perceive and interpret the program's different aspects in various ways. It demonstrates how crucial it is to guarantee that the activities

correspond to the objectives and requirements of both groups. The study results clearly pointed to the possibility of future programs, which may consider improvement of the ASEAN Month event, planning strategies for logistical and student activities, and more specifically, changes in the organization that is focused on student needs. The ASEAN-focused initiatives within higher education are welcomed as a result; these would help bond regional identity among students, enhance the intercultural competence of both students and CHED faculty, and be aligned with the objectives of CHED for internationalization.

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