

Design and evaluation of educational animation to enhance professional ethics and employee performance in the workplace

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ABSTRACT

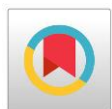
Purpose: to develop and evaluate an educational motion graphic animation as a learning medium for professional ethics in the workplace, as well as to analyze its potential in improving audience understanding of professional ethics and supporting work readiness and employee performance.

Method: this study employs a qualitative approach using the Multimedia Development Life Cycle (MDLC), which consists of six stages: concept, design, material collection, assembly, testing, and distribution. Data were collected through observation to identify learning needs. The media was designed and produced using simple digital tools, including IbisPaint for illustration, Microsoft PowerPoint for animation, and Clipchamp for audio-visual integration.

Findings: the developed motion graphic animation effectively presents professional ethics through simple workplace scenarios, making the material easier to understand and more engaging. Observations indicate improved audience comprehension and engagement, suggesting its potential as an effective learning medium to support work readiness and employee performance.

Implications: motion graphic animation is an effective and accessible medium for improving understanding of professional ethics and supporting work readiness and employee performance.

Originality: integrating motion graphic animation design with an evaluation of its impact on professional ethics understanding and its potential contribution to work readiness and employee performance.



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Introduction

Professional ethics is one of the main foundations for developing the quality of human resources in the workplace (Alizadeh et al., 2023). This ethic encompasses values such as integrity, responsibility, discipline, and the ability to communicate professionally within an organizational environment (Srimulyani & Hermanto, 2022). In

the context of increasingly complex global competition, companies demand not only technical competence but also work behavior that reflects high ethical standards (D'Cruz et al., 2022). This is because professional ethics is closely linked to employee performance: individuals with a strong understanding of ethics tend to perform more optimally, be more productive, and work effectively in teams (Tziner & Persoff, 2024). Therefore, an understanding of professional ethics is a fundamental requirement, especially for students and recent graduates preparing to enter the workforce (Mbalinda et al., 2024).

However, the reality is that the understanding of professional ethics among prospective workers remains relatively low (Formica & Sfodera, 2022). This is indicated by frequent unprofessional behaviour, including a lack of responsibility, poor communication ethics, and a low awareness of work norms (Pienaar et al., 2025). This condition not only affects the quality of work interactions but also has the potential to reduce overall employee performance, including productivity, work quality, and collaboration effectiveness (Anakpo et al., 2023). One contributing factor is the ethics learning method, which is still dominated by a conventional, text-based approach, which tends to be boring and incapable of explaining abstract ethical concepts (Kuhail et al., 2025). As a result, the audience has difficulty understanding and internalizing these ethical values in a real-world work context.

Several studies in the field of learning media have shown that the use of visual media, particularly educational animation, can increase engagement, motivation to learn, and understanding of complex concepts (Praveen & Srinivasan, 2022; Singh & Ozarkar, 2024; Tugtekin & Dursun, 2022). Animation delivers information through a combination of visuals, audio, and narrative, simulating work situations more concretely (Wibowo et al., 2024). In relation to employee performance, improving understanding of professional ethics through effective media is believed to contribute to the development of better work behaviours, which ultimately impact individual performance (Khan et al., 2022). However, most previous studies have focused primarily on the use of animation in general academic learning and have not specifically developed and evaluated educational animations designed to improve professional ethics, nor have they measured their implications for employee performance. Furthermore, research that integrates aspects of ethical understanding and performance within a single learning media approach remains limited.

Therefore, there is a research gap in the development of animation-based learning media specifically designed to convey professional ethics values in a contextual, applicable, and relevant manner to the workplace and to evaluate its impact on employee performance. The novelty of this research lies in the integration of educational animation design with the evaluation of its effectiveness in improving the understanding of professional ethics and employee performance. Thus, this research not only focuses on the media development aspect but also on the relationship between ethical understanding and work performance. This study aims to design and evaluate educational animations that discuss workplace professional ethics to convey the material clearly, interestingly, and easily understood by the audience. This study also aims to analyze the extent to which the developed animation can improve the understanding of professional ethics and influence the improvement of employee performance or the audience's work readiness.

This research offers an innovative solution to the problem of ineffective ethics learning while also addressing the need for competent, ethical, and high-performing human resources in the workplace. The learning process will be more interactive and

contextual and will have a real impact on work behavior when using animation media. The expected contributions of this research include: developing animation-based educational media as an alternative method for learning professional ethics, the provision of empirical evidence regarding the relationship between understanding professional ethics and employee performance, and the provision of references for researchers and education practitioners in developing innovative learning media relevant to industry needs.

Literature review

Cognitive theory of multimedia learning

The cognitive theory of multimedia learning is a theory developed by Mayer (2024) that explains how individuals process and understand information presented through a combination of text, images, audio, and animation. This theory emphasizes that learning will be more effective if information is delivered through more than one sensory channel, especially the visual and verbal channels. This theory is based on three main assumptions: (1) Dual channel, humans have two main channels in processing information: the visual (for images, animations, and videos) and verbal (for text and audio) channels. The learning process becomes more effective when these two channels are used simultaneously because information can be processed in parallel. (2) Limited capacity, each channel has a limited capacity in processing information. This means that if too much information is given at one time, individuals can experience cognitive overload, which actually hinders understanding. Therefore, learning materials must be concise, clear, and not excessively structured. (3) Active processing occurs when individuals actively select, organize, and integrate relevant information with previously acquired knowledge. This process involves attention, understanding, and reflection.

Professional ethics

Professional ethics is defined as a set of values, norms, and moral principles that guide individuals in performing their workplace duties and responsibilities (Udin, 2024). These ethics encompass aspects of honesty, integrity, responsibility, discipline, and professionalism in interactions with colleagues and other parties (Stylianidis, 2025). According to various studies, professional ethics serves not only as a code of conduct but also as a foundation for building trust and reputation within individuals and organizations (Böhm et al., 2022). In the workplace, professional ethics is a crucial factor influencing decision-making quality and work behavior (Ellestad & Winton, 2026). Individuals with a sound understanding of ethics tend to be able to navigate work dilemmas wisely and maintain professional standards (Ghosh, 2025). Therefore, effective learning of professional ethics is essential for understanding and practical application.

Employee performance

Employee performance is defined as the work results achieved by individuals in performing their assigned responsibilities (Vuong & Nguyen, 2022). Performance is usually measured on the basis of several indicators, such as work quality, quantity, timeliness, effectiveness, and the ability to work together. Good performance reflects the level of productivity and individual contribution to achieving organizational goals (Abdelwahed & Doghan, 2023). A close relationship exists between professional ethics and employee performance. Individuals who uphold work ethics tend to have high levels

of discipline, responsibility, and commitment to their work, thereby positively impacting performance. Conversely, low professional ethics can lead to decreased work quality, team conflict, and decreased productivity. Therefore, one strategic effort to improve employee performance is to improve understanding of professional ethics.

Learning media

Learning media is any tool or means used to convey information or learning materials to an audience (Lubis et al., 2023). This media facilitate the delivery of messages, increases learning interest, and helps the audience understand the material more effectively. Learning media can be in the form of text, audio, or visuals. The use of appropriate media significantly influences the learning process's success. Media that can present concrete examples and real-life situations will be more effective than conventional methods in the context of abstract ethics learning (Sari et al., 2023). Therefore, to improve audience understanding, innovations in more interactive and engaging learning media are needed.

Educational animation

Educational animation is a visual-based learning medium that combines moving images, audio, and narration to convey information (Sa'adah et al., 2025). Animation has the advantage of simplifying complex and abstract concepts. Furthermore, animation can increase audience engagement and the learning process. In professional ethics learning, animation can be used to simulate real-life work situations, such as employee interactions, ethical decision-making, and conflict resolution (Kohn, 2024). In this way, audiences not only understand concepts theoretically but also see their application in everyday work life. This makes animation a potential medium for enhancing understanding and shaping better work behaviors.

Method

This study employed a qualitative approach using the Multimedia Development Life Cycle (MDLC) method as the primary framework for designing and developing educational animation media. The qualitative approach was chosen to gain an in-depth understanding of audience needs and to evaluate the effectiveness of the media based on user responses and experiences. Data were collected through observation, which aimed to identify problems in professional ethics learning and to descriptively assess the outcomes of the animation development.

The MDLC model used in this study consisted of six main stages: concept, design, material collecting, assembly, testing, and distribution (Figure 1). In the concept stage, the researchers determined the objective of the media development, namely to produce educational animation capable of improving understanding of professional ethics and supporting the development of positive work behavior. In addition, the target audience was identified as final-year university students and fresh graduates, while the scope of the material covered professional ethics values such as responsibility, communication, discipline, and integrity in the workplace.

The design stage was carried out by systematically developing the visual design and storyline of the animation. Activities at this stage included creating storyboards, designing characters, determining the visual style, and developing scenarios that depicted real workplace situations. The storyboard functioned as a guideline during the production process to ensure that the delivery of messages remained structured and easy for the audience to understand. Furthermore, the material collecting stage involved

gathering various assets required for the animation production, such as character illustrations, supporting visual elements, and audio components including narration and sound effects. The visual assets were created using the IbisPaint application, while the audio elements were prepared to support more communicative and engaging message delivery.

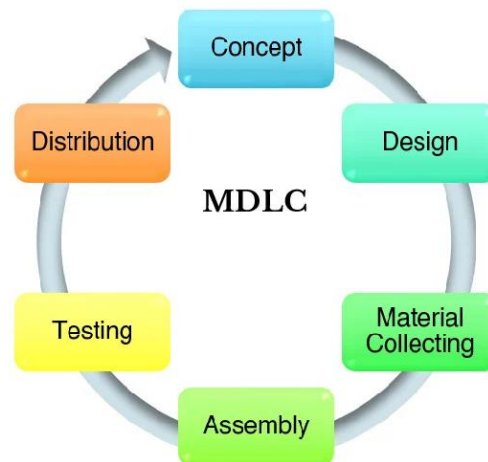


Figure 1 multimedia development life cycle (MDLC)

Source: (Samala & Amanda, 2023)

The assembly stage represented the core process of media development, namely the creation of the animation based on the previously designed concepts. At this stage, the researchers used Microsoft PowerPoint to develop slide-based animations by utilizing transition and simple animation features. Furthermore, audio and video editing processes were carried out using Clipchamp to integrate visual and audio elements into a complete animation product. The animation was designed using a simple visual approach, limited color usage, and minimal motion to reduce distractions and enhance the audience's focus on the conveyed messages.

The next stage was testing, which aimed to evaluate the quality and effectiveness of the developed animation. The testing process was conducted descriptively through observations of audience responses after watching the animation. The evaluated aspects included the level of understanding of professional ethics materials, the clarity of the conveyed messages, and the attractiveness of the media. The evaluation results were used as the basis for assessing the success of the animation development and for providing recommendations for improvement.

The distribution stage was the final phase of the MDLC method, focusing on disseminating and utilizing the educational animation product for the target audience. At this stage, the animation that had passed the testing process and was considered feasible was published through easily accessible media, such as digital platforms (e.g., social media, learning management systems, or video-sharing platforms). The purpose of this stage was to ensure that the product could be widely used by the target audience as a learning medium for professional ethics. In addition, the distribution stage enabled researchers to obtain further feedback from users regarding the effectiveness, attractiveness, and usefulness of the animation in improving understanding of professional ethics and supporting the development of work behavior that may influence employee performance.

Results and discussion

The results of this study were in the form of a motion graphic-based educational animation media that addressed professional ethics values in the workplace. The materials presented in the animation covered several key aspects of professional ethics, including time discipline, responsibility, teamwork, mutual respect, and empathy. These values were selected due to their close relationship with work behavior and employee performance within organizational environments. The animation was designed using a simple visual approach with minimalist blob-style characters to maintain the audience's focus on the conveyed messages and to reduce excessive visual distractions. This approach is consistent with the principles of the Cognitive Theory of Multimedia Learning, which emphasize the importance of presenting information in a concise and structured manner to avoid cognitive overload.

The development stage began with the planning process (concept and design) by creating initial sketches as the visual foundation of the animation (Figure 2). At this stage, the researchers designed the storyline, scenes, and characters representing everyday workplace situations. The sketches were intentionally created in a simple manner to facilitate the visualization of the professional ethics messages to be conveyed. Several sketches illustrated employee interactions, teamwork situations, and examples of both professional and unprofessional behavior in the workplace. The use of simple character designs aimed to help the audience understand the context of the story more easily without being distracted by excessive visual details.

After the design stage was completed, the process proceeded to the material collecting and assembly stages. At this stage, digital illustrations were created using the IbisPaint X application based on the previously designed sketches (Figure 3). All visual elements, including characters, backgrounds, and supporting objects, were arranged using simple and consistent colors to ensure that the main message remained the primary focus of the learning process. Furthermore, the animation process was carried out using Microsoft PowerPoint by utilizing transition and simple animation features to create communicative visual movements (Figure 4). Audio processing, including narrative voice-overs and the integration of video elements, was conducted using Microsoft Clipchamp, resulting in a complete educational animation that was easy for the audience to understand (Figure 5).



Figure 2 concept and design

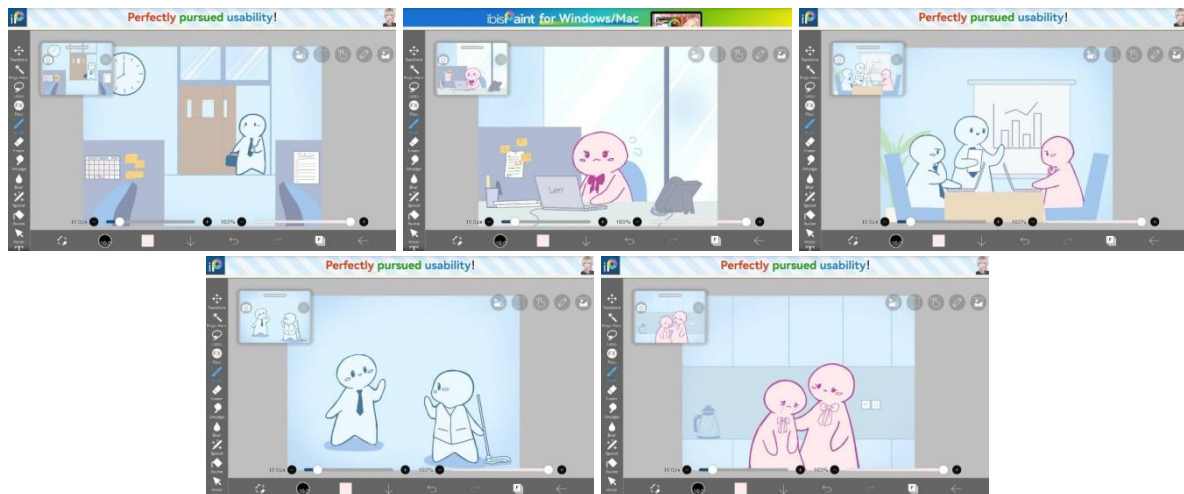


Figure 3 materials collecting and assembly

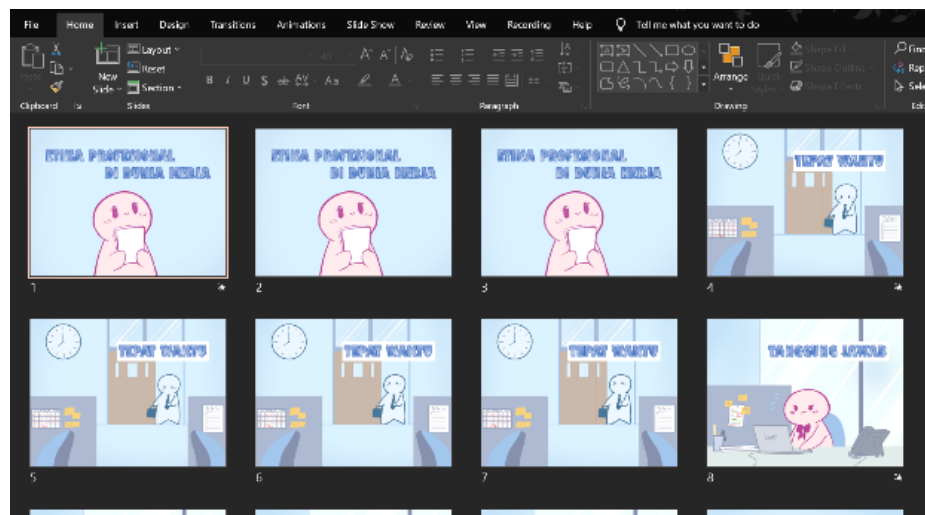


Figure 4 animation with Microsoft PowerPoint



Figure 5 unification of video elements with Microsoft Clipchamp

The final results of this study consisted of two educational animation products. The first animation discussed professional ethics in the workplace in general ([click here](#)), while the second animation specifically addressed the application of work ethics in the healthcare sector ([click here](#)). Both animations were designed with short

durations and concise message delivery to suit the characteristics of the target audience, particularly final-year university students and fresh graduates. The presentation of the material through a combination of moving visuals, brief text, and audio narration provided a more interactive learning experience compared to conventional text-based learning methods.

Based on the observations during the testing process, the use of educational animation showed potential in enhancing audience engagement and understanding of professional ethics materials. The audience appeared more focused and interested in following the learning process, as the content was presented through simulations of workplace situations closely related to real-life experiences. In addition, the use of visual examples of work behavior helped the audience understand the application of professional ethics more concretely. These findings indicate that animation media can serve as an effective alternative learning tool for explaining ethical concepts that are previously considered abstract and difficult to understand.

The distribution stage was conducted after the educational animation was deemed feasible based on the testing results and descriptive evaluation of audience responses. At this stage, the animation was published through an online digital platform using Google Drive to ensure flexible access for the target audience, particularly final-year students and fresh graduates. Digital distribution facilitated the dissemination of the learning media without limitations of time and space, allowing the audience to replay the material as needed so that understanding of professional ethics could be developed gradually. In addition, the video format enabled the animation to be utilized both for independent learning and as a supporting medium in educational and training processes.

The results of this study also indicate that the development of educational animation can be carried out using simple and easily accessible software, such as IbisPaint, Microsoft PowerPoint, and Microsoft Clipchamp. This demonstrates that the creation of interactive learning media does not always require complex technology or high production costs. With a simple yet communicative design approach, the animation is still able to effectively deliver learning messages. Therefore, educational animation media has the potential to be applied more widely in professional ethics education as well as job training across various fields.

The use of educational animation in this study demonstrates that the delivery of professional ethics material through visual-audio media can help the audience understand ethical concepts more concretely compared to text-based instruction alone. Workplace situations visualized in the form of short scenes provide a realistic depiction of how professional behavior is applied in everyday work environments. The audience not only receives theoretical definitions of ethics but also observes representations of both appropriate and inappropriate professional conduct. This condition strengthens the view that multimedia-based learning enhances the meaning-making process, as information is processed simultaneously through visual and verbal channels, as explained in Mayer's (2024) Cognitive Theory of Multimedia Learning. The combination of moving images, narration, and brief text helps the audience build connections between ethical concepts and their application in real workplace contexts.

The minimalist visual design of the animation also plays an important role in supporting learning effectiveness. The use of simple characters, restrained color schemes, and limited animation movements helps reduce visual distractions, allowing the audience to remain focused on the core message. This approach aligns with the limited capacity principle in Mayer's (2024) theory, which states that individuals have a

finite capacity for processing information. When learning media contains excessive visual elements or irrelevant information, learners are at risk of experiencing cognitive overload, which can reduce comprehension. Therefore, the decision to adopt a simple design in this study was not based solely on aesthetic considerations, but also on the need to ensure cognitive efficiency in the learning process.

The presentation of behavioral examples such as time discipline, teamwork, and responsibility through workplace situation simulations provides a more contextual learning experience. The audience is able to directly observe the consequences of both professional and unprofessional behavior in work settings. For instance, scenes depicting lateness or poor communication among team members illustrate the negative impacts on task completion and workplace relationships. Conversely, behaviors such as mutual respect and empathy are visualized as factors that contribute to a conducive work environment. This approach supports contextual learning theory, which emphasizes that understanding is more effectively developed when learning materials are connected to real-life situations (Maftuh et al., 2023). Thus, the animation functions not only as an information delivery medium but also as a form of social simulation that helps the audience understand behavioral dynamics in the workplace.

The findings of this study are consistent with previous research indicating that animation media can enhance learning motivation and engagement (Nurwahidah et al., 2025; Tambak et al., 2025; Tugtekin & Dursun, 2022). Prior studies in the field of multimedia learning have shown that animation is capable of increasing audience attention because it presents information in a more attractive and interactive way compared to conventional methods (Praveen & Srinivasan, 2022; Singh & Ozarkar, 2024). In this study, the use of voice narration combined with moving visuals helped maintain audience focus throughout the learning process. This condition is particularly important in professional ethics education, which is often perceived as monotonous when delivered solely through lectures or theoretical readings. With the integration of visualization and storytelling elements, the material becomes easier for the audience to understand and remember.

In addition to improving conceptual understanding, the animation media developed in this study also has the potential to foster more positive work behavior awareness. Professional ethics is not only related to knowledge but also encompasses individuals' attitudes and work habits. When the audience observes examples of ethical practices in realistic workplace situations, they are more likely to reflect on their own behavior. This indicates that educational animation can function as a medium for character development in the workplace, particularly for students and fresh graduates preparing to enter the professional world. With increased understanding of professional values, individuals are expected to demonstrate more disciplined, responsible, and cooperative work behavior, which in turn may positively influence employee performance. In professional ethics theory, professional behavior is not merely understood as compliance with workplace rules but also as a form of moral responsibility in carrying out tasks and interacting with others (Anglin et al., 2022). Individuals with strong professional ethics tend to exhibit discipline, maintain effective communication, respect colleagues, and make responsible decisions. Therefore, the delivery of ethical material through animation helps the audience understand that professional ethics is an essential component in developing personal quality in the workplace.

The visualization of professional behavior in the animation also illustrates the relationship between work ethics and the quality of interactions within an organization.

For example, behaviors such as mutual respect and empathy depicted in teamwork scenes highlight the importance of maintaining healthy interpersonal relationships in the workplace. In professional ethics theory, work relationships based on respect and social responsibility can create a harmonious work environment and support organizational effectiveness (Puspita et al., 2023). Conversely, unprofessional behaviors, such as lack of discipline or neglect of responsibilities, may lead to workplace conflicts and hinder task completion. Thus, the developed animation not only explains ethical concepts theoretically but also demonstrates the real impact of both ethical and unethical behavior on the work environment.

The findings of this study can also be linked to employee performance theory, which states that performance quality is influenced by individuals' attitudes, behavior, and responsibility in carrying out their work. Employee performance is generally measured through indicators such as work quality, work quantity, punctuality, effectiveness, and teamwork ability. The professional ethics values presented in the animation are directly related to these indicators. Time discipline, for instance, is associated with the timely completion of tasks, while responsibility relates to the quality of work outcomes and commitment to assigned duties. In addition, teamwork and empathy contribute to effective communication among employees, thereby improving work processes. Thus, understanding professional ethics can serve as a supporting factor in enhancing employee performance.

The educational animation in this study also demonstrates that the formation of work behavior cannot be achieved solely through theoretical instruction, but must be supported by contextual examples of application. When the audience observes workplace behavior through visual simulations, they can more easily understand the consequences of each action taken in a work environment. This is relevant to the view that employee performance is influenced by an individual's ability to apply professional values and attitudes in daily work activities (Rivaldo & Nabella, 2023). Individuals who understand the importance of professional ethics tend to have better work awareness, such as completing tasks on time, maintaining communication, and respecting shared responsibilities. Such attitudes ultimately contribute to improved productivity and work effectiveness.

In addition, the findings of this study indicate that animation media can serve as a tool for developing work readiness among students and fresh graduates. In the context of the modern workplace, organizations do not only assess employees' technical skills but also their professional attitudes and teamwork abilities. Therefore, understanding professional ethics is an important factor in developing high-quality human resources. Through educational animation, the audience is introduced to various workplace situations that require the application of ethics and professionalism. This process helps the audience understand that proper work behavior has a direct impact on both individual and organizational success. This study reinforces the theoretical relationship between professional ethics and employee performance. A good understanding of ethics can shape positive work behavior, while positive work behavior contributes to improved individual performance. Thus, the use of educational animation as a learning medium not only enhances conceptual understanding but also has the potential to foster professional attitudes that support performance quality in the workplace.

This study also shows that the development of innovative learning media can be carried out using simple and easily accessible software. The use of IbisPaint X, Microsoft PowerPoint, and Microsoft Clipchamp demonstrates that the production of educational animation does not always require highly complex professional software. These findings

have practical implications for educational institutions and job training programs, as interactive learning media can be developed with relatively affordable resources. Therefore, the potential for implementing animation media in professional ethics education becomes broader and more feasible across various educational and organizational settings.

Conclusions

This study successfully developed a motion graphic-based educational animation media that addresses professional ethics values in the workplace, including time discipline, responsibility, teamwork, mutual respect, and empathy, using the Multimedia Development Life Cycle (MDLC) method. The results indicate that the use of educational animation delivers professional ethics material in a more engaging, contextual, and easily understandable way compared to conventional text-based learning methods. The combination of visual elements, audio, and narration helps the audience understand the application of professional ethics in real workplace situations while also enhancing focus and engagement during the learning process. In addition, the visualization of work behavior through simple simulations assists the audience in understanding the relationship between professional ethics and employee performance quality, such as work discipline, effectiveness, responsibility, and teamwork ability.

This study provides both practical and academic contributions to the development of innovative animation-based learning media. From a practical perspective, the study demonstrates that educational animation media can be developed using simple and easily accessible software, such as IbisPaint X, Microsoft PowerPoint, and Microsoft Clipchamp, making it an economical and applicable alternative learning tool for educational institutions and job training programs. From an academic perspective, this study strengthens the theoretical relationship between professional ethics understanding and employee performance, where improved ethical understanding has the potential to shape more professional and productive work behavior. Educational animation not only functions as an information delivery medium but also serves as a tool for developing work readiness among students and fresh graduates before entering the professional world.

This study still has limitations, as the evaluation of media effectiveness was conducted descriptively through observations of audience responses, and therefore it has not been able to quantitatively measure improvements in understanding or its impact on employee performance. In addition, the scope of the study was limited to final-year students and fresh graduates. Therefore, future research is recommended to employ more comprehensive evaluation methods, such as pre-test and post-test designs, in order to measure the effectiveness of the media more objectively. Further studies may also develop more specific professional ethics materials tailored to particular occupational fields and utilize more interactive animation technologies to enhance the quality of professional ethics learning in the digital era.

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