

## DESIGNING A BUSINESS ETIQUETTE ANIMATED VIDEO OF SOME ASEAN COUNTRIES

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**Abstract:** *The Development of creating a business etiquette animated video of some ASEAN Countries was motivated by the lack of contextual and interesting visual media in learning Intercultural Business Communication, especially regarding cross-country business etiquette. This study aimed to create a business etiquette animated video as an interactive learning medium, and to find out the users' responses toward the developed media. The study employed a Research and Development (R&D) method with a quantitative descriptive approach, using the ADDIE development model, which includes the phases of Analysis, Design, Development, Implementation, and Evaluation. The video content covered five main topics: country background, dress code, greetings, introductions, punctuality, and meeting customs, focusing on three ASEAN countries—Singapore, Brunei Darussalam, and Myanmar. The product was validated by a content expert and a media expert, resulting in scores of 85% and 83.33%, both categorized as "Very Good." In the implementation stage, 26 fourth-semester students of the English for Business and Professional Communication Study Program participated in assessing the video by completing a response questionnaire using a 4-point Likert scale. The average response scores ranged from 3.15 to 3.73, with an overall percentage of 84.46%, indicating that the video was effective, engaging, and easy to understand. In conclusion, the animated video is pedagogically and technically feasible and successfully supports students' understanding of ASEAN business etiquette through contextual and visually engaging learning media.*

**Keywords:** *animated, video, cross, cultural, communication.*

### INTRODUCTION

The globalization of business has removed geographic boundaries, enabling rapid and significant expansion of international cooperation. Success in today's competitive environment requires more than creating and marketing products; it also demands the cultivation

of positive relationships and trust with business partners through a strong first impression in all professional activities. Business etiquette plays a vital role in shaping these relationships, influencing credibility, professionalism, and long term business sustainability (Patcher & Chowie, 2013; Zator-Peljan, 2013).

Etiquette encompasses the ability to connect with others, maintain a professional image, and adapt to cultural expectations, all of which directly affect negotiations, collaboration, and overall business success.

In the global business context, etiquette is closely tied to culturally influenced norms and behaviors that facilitate respectful interactions (Deale & Lee, 2019). Among various types of etiquette, communication etiquette is often considered the most crucial, as it ensures clarity in both verbal and non-verbal messages. In-person etiquette—such as introductions, dress code, greetings, punctuality, and meeting habits—significantly shapes professional impressions and is strongly affected by cultural differences across countries. As businesses increasingly operate across borders, understanding local cultural norms becomes essential to avoid miscommunication and to foster effective collaboration (Thomas, 2017).

The Association of Southeast Asian Nations (ASEAN) has emerged as a key hub of economic growth, attracting substantial foreign investment. According to the Asian Development Bank (2023), Southeast

Asia's economy is projected to grow by 4.6% in 2023 and 5.0% in 2024, making it a prime target for international business activities. However, cultural diversity across ASEAN countries presents unique challenges. Misunderstandings in cross-cultural communication often stem from interpreting behaviors through one's own cultural lens, leading to culture shock or conflict (Sahadevan, 2021). Research by Faliza & Fahrizal (2022) highlights that expatriates often struggle with adaptation, resulting in premature job resignations. This issue affects not only professionals but also students studying abroad, underscoring the importance of early exposure to cross-cultural etiquette.

The decline in business etiquette skills, particularly among younger generations, has also been noted. Kirby's (2014) study reveals that many recent graduates adopt a casual workplace approach and lack essential etiquette competencies compared to previous decades. This decline impacts professionalism, workplace relationships, and overall career readiness. Therefore, integrating etiquette training into

educational curricula, especially in business-related programs, has become increasingly important. Proper etiquette fosters mutual respect, enhances communication, and supports organizational goals.

In vocational higher education, particularly in the English for Business and Professional Communication program, intercultural business communication—including business etiquette—is a core competency. However, classroom observations indicate that many students have yet to fully master these skills despite exposure to relevant materials through lectures, presentations, and case studies. The main issue lies in the use of monotonous teaching methods and non-interactive media, which hinder engagement and comprehension. Given the learning styles of today's students, there is a need for more dynamic, technology-based instructional tools.

To address this gap, the present study develops an animated video on ASEAN business etiquette as a learning medium. Animated videos combine visual, auditory, and interactive elements to present information concisely and engagingly,

accessible anytime both in and outside the classroom. This approach aims to enhance student understanding, promote cultural adaptability, and prepare them to apply business etiquette effectively in various professional settings. Ultimately, this innovation supports the goal of producing competent young professionals capable of thriving in multicultural business environments.

## **REVIEW OF RELATED LITERATURE**

### **Related Theory**

#### **Relationship Between Communication and Culture**

Culture plays a crucial role in communication. According to Rusu et al. (2022), culture encompasses artistic, religious, and intellectual traditions, behaviors, and expressions that distinguish a community. Communication is fundamental in shaping, maintaining, and transmitting culture (Nurhadi & Kurniawan, 2017). Therefore, culture and communication are mutually dependent, especially within organizations where diverse cultural backgrounds interact.

### **Business Communication**

Business communication refers to the exchange of information and ideas relevant to business activities both internally and externally (Zagade et al., 2022). It includes various types such as upward, downward, horizontal, and diagonal communication, each essential for organizational effectiveness and decision-making (Ricks & Gow; Newman; Haste in Zagade et al., 2022).

### **Cross-Cultural Communication**

Cross-cultural communication, also known as Intercultural Communicative Competence (ICC), is the ability to communicate effectively across different cultural contexts (Sahadevan & Sumangala, 2021). This competence is vital in international business to overcome cultural barriers, foster mutual understanding, and enhance collaboration (Boonkit, 2010; López-Rocha, 2016).

### **Business Etiquette**

Business etiquette consists of customary rules and behaviors expected in professional settings to create respectful and comfortable interactions (Yusuf, 2017; Fam et al., 2022). It functions to boost self-confidence, build interpersonal

relationships, and maintain positive personal and corporate images (Świerkocki, 2016; Min, 2016). Understanding business etiquette also reduces culture shock experienced by international employees (Warburton, 2021).

### **Animated Video as a Learning Media**

Animated videos combine visual and auditory elements to engage learners and clarify complex concepts (Apriansyah et al., 2020; Harefa et al., 2022). Multimedia learning principles such as integrating text and images, avoiding distractions, and using conversational narration effectively enhance comprehension and motivation (Clark & Mayer, 2016). Moreover, short videos (under six minutes) with high visual quality are recommended to optimize learner engagement (Guo, Kim & Rubin, 2014; Universitas Indonesia, 2020).

### **Need Analysis**

Need analysis is a systematic process to identify learners' requirements to ensure learning media meet educational objectives effectively (Sansini, 2020). Selecting animated video as the media for teaching business etiquette is based on findings

that this format matches students' preferences and improves learning outcomes (Irawan & Ermawaty, 2020).

## **METHODOLOGY OF STUDY**

This study employed a Research and Development (R&D) approach combined with a quantitative descriptive method to create and evaluate an animated video on business etiquette in selected ASEAN countries. The ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation phases, was used as the development framework.

### **Subject of the study**

The study involved 22 fourth-semester students from the English for Business and Professional Communication Study Program who participated in the implementation phase by assessing the developed video.

### **Data Collection Technique**

Data were collected using multiple instruments including:

- a. Indirect observation
- b. Need analysis questionnaire
- c. Expert assessment questionnaire (content and media experts)

- d. User response questionnaire with a 4-point Likert scale
- e. Interviews with lecturers
- f. Supporting documentation

### **Procedure**

The data collection and development process followed the ADDIE model phases:

1. **Analysis:** Identifying the needs and requirements of the target learners through questionnaires and interviews.
2. **Design:** Planning the content and structure of the animated video based on the analysis results.
3. **Development:** Creating the animated video to be a beta version.
4. **Implementation:** Distributing the video to expert assessment and student to collect user response data.
5. **Evaluation:** Analyzing feedback to assess the effectiveness and feasibility of the video as a learning medium.

## **RESULT AND DISCUSSION**

This section outlines the development process of the animated business-etiquette learning video for selected ASEAN countries, according to Branch (2009), the ADDIE

instructional design model was used in this study. The process consisted of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. The final product was refined through expert validation and user feedback to ensure pedagogical relevance, cultural accuracy, and technical quality.

### **Analysis**

The analysis stage aimed to identify students' needs and preferences in learning intercultural business communication, particularly business etiquette in ASEAN countries. Data were collected through questionnaires, and interviews with the course instructor, and a review of the syllabus. The findings revealed that most students were interested in learning business etiquette from Singapore, followed by Brunei Darussalam, Malaysia, and Thailand, due to their professionalism and unique workplace culture.

Students also expressed challenges in learning business etiquette, primarily due to cultural and value differences between countries, as well as the lack of engaging and practical learning media. Commonly used resources included digital

documents such as articles, journals, and presentation materials, along with online instructional videos. However, these media were seen as less effective due to their theoretical nature, lack of practical examples, and limited interactivity. Students preferred visually engaging, practice-focused formats like animated videos or demonstrations, which better support real-world understanding.

### **Design**

In the design stage, the structure and content of the animated learning media were developed based on a comprehensive review of academic and professional literature related to cross-cultural business etiquette. One of the primary references used was *The Essential Guide to Business Etiquette* by Lilian Hunt Chaney, which ensured that the material was accurate and culturally appropriate. The content focused on five key aspects: country background, dress code, greetings, introductions, punctuality, and customs in business meetings. The video narration was crafted in a formal yet accessible style, supported by simple but engaging animations to optimize learner comprehension. The planned video

duration was between 15 to 18 minutes to effectively convey all essential content without overwhelming viewers.

The animation style, color palette, and video length were carefully chosen to provide a visually appealing and clear learning experience. Furthermore, multimedia learning principles proposed by Clark and Mayer were applied to enhance cognitive processing and improve students' understanding.

### **Development**

In the Development stage of the ADDIE model, the process began with drafting a structured script that integrated voice-over narration and visual direction for each segment, ensuring clarity and consistency across the selected ASEAN countries. This was facilitated using WriterDuet to align narrative flow with corresponding visual cues. Culturally appropriate character illustrations, backgrounds, and supporting elements were created using Ibis Paint for detailed artwork and *Canva* for complementary graphics such as icons and props.

Narration was recorded with controlled pacing and professional

intonation, supported by additional character voices generated through *ElevenLabs* to reflect authentic regional accents. Background music and synchronized sound effects—sourced from the same platform—were incorporated to enhance engagement and realism.

The animation process involved synchronizing visuals with narration through frame-by-frame techniques in Alight Motion, complemented by CapCut and Canva for refined scene arrangement, animated text, and smooth transitions. Supplementary elements such as speech bubbles, visual labels, and on-screen text were added to reinforce key concepts. All components were then integrated into cohesive animated sequences, exported in high resolution, and tested across multiple devices to ensure both visual clarity and audio consistency before classroom implementation.

### **Implementation**

The implementation stage was divided into two phases: expert assessment and student response.

In the expert assessment phase, the developed animation video was evaluated by two experts: a media

expert and a material/content expert. The media expert assessed elements such as visual design, color harmony, typography, animation smoothness, and overall production quality. Meanwhile, the content expert reviewed the accuracy and clarity of the information, the appropriateness of the language style, and the alignment of the material with the intended learning objectives. Both experts provided structured feedback using an evaluation rubric. Overall, the video was rated “Very Good” in both content and media aspects, with only minor revisions suggested such as fine-tuning narration pacing, refining certain visual transitions, and improving cultural detail accuracy before moving to the next phase.

The student response phase aimed to determine the practicality and appeal of the final product from the learners’ perspective. The video was shown to a group of target students, and their responses were collected through a questionnaire. The evaluation focused on engagement level, ease of understanding, visual appeal, and the relevance of the content to their learning needs. Most students reported high levels of

interest and comprehension, noting that the combination of visuals and narration helped them better retain the information. Some also suggested adding more real-life examples to strengthen cultural context, which was considered for future development.

### **Evaluation**


The evaluation stage involves assessing the effectiveness and quality of the developed instructional media following its implementation. At this phase, feedback from users—in this case, students—is collected and analyzed to identify strengths as well as areas requiring improvement. Relevant suggestions, such as adjusting audio levels, shortening lengthy scenes, and enhancing synchronization between visuals and sound, are prioritized and implemented within practical constraints. This iterative process ensures that the media not only fulfills educational objectives but also continuously evolves to better support learner engagement and comprehension in subsequent versions.

To illustrate the final product’s narrative and visual flow, Table 2 shows the complete summary key



points of voice-over script and visual actions for the Myanmar segment. Brunei Darussalam and Singapore follow the same structure, with content adapted to each country’s business etiquette.


Table 1. Summary Business Etiquette Video Content and Visual Actions (Myanmar Segment)

<b>Aspect (Duration)</b> Opening & Intro (00:00–01:27)
<b>Summary Voice over</b> Animated guide (E.T.) introduces topic: business etiquette in Myanmar (dress code, greetings, punctuality, customs) + brief cultural background (ethnic groups, Burmese language).
 <p>Myanmar ethnic map</p> <p>Bamar</p> <p>Shan</p> <p>Karen</p> <p>Mon</p> <p>you'll also find Shan, Karen, Mon and others</p>
<b>Aspect (Duration)</b> Opening & Intro (00:00–01:27)
<b>Summary Voice over</b> Longyi in formal/business settings; Western formal/smart casual common; longyi by foreigners appreciated.



<b>Aspect (Duration)</b> Greeting & Introduction (03:01–04:37)
<b>Summary Voice over</b> ‘Mingalaba’ + slight bow; use titles (U, Ko, Daw, Ma); handshake for men; women may avoid contact; exchange cards with both hands + bow.

<b>Aspect (Duration)</b> Punctuality (04:53–05:10)
<b>Summary Voice over</b> Arrive early = professionalism; call ahead if late.

<b>Aspect (Duration)</b> Interactivity (05:11 – 05:40)
<b>Summary Voice over</b> Memory check: What’s the traditional clothing men and women often wear in Myanmar for formal or business settings?”


<b>Aspect (Duration)</b> Gift Giving (05:40–06:07)
<b>Summary Voice over</b> Gifts = respect; don’t open immediately; local snacks/crafts preferred.


### Student Questionnaire Analysis

The questionnaire results from 26 students evaluated the acceptance and effectiveness of the Business Etiquette Animation Video as a learning medium. The instrument used a 4-point Likert scale. Data were

processed into average scores per statement and converted into percentage feasibility to assess overall reception.

The total score obtained from all statements was **2,284** out of a maximum possible **2,704**, resulting in an **overall feasibility percentage of 84.46%**. Based on Arikunto’s (2010) criteria, this falls within the Very Good category, meaning the video is highly suitable for use as a learning medium without the need for major revisions.

**Content & Relevance** – All statements related to content alignment, cultural understanding, and practical examples scored between 3.35–3.65 (Very Good). Students agreed the material was relevant to their study program and enhanced their understanding of cross-cultural business etiquette.

**Interactivity** – The statements “Interactive elements helped me stay focused” (3.38) and “I was encouraged to think or respond” (3.31) received unanimous positive responses (100% Agree/Strongly Agree). This confirms the interactive design effectively engaged students cognitively.

### **Visuals & Animation** –

Students rated illustration clarity (3.35), visual appeal (3.42), and ease of understanding (3.31) highly. Notably, 100% agreed that visuals helped them imagine real-life business situations.

### **Technical Quality** –

Elements such as narration clarity, smooth transitions, and appropriate placement of text/images scored consistently Very Good.

Student feedback was overwhelmingly positive, praising the video for being clear, engaging, and effective in illustrating business etiquette scenarios. Suggestions for improvement included better audio clarity, improved text readability, shorter duration, more examples, and segmented online access. These qualitative insights, combined with high quantitative scores, indicate that the animated video not only meets but exceeds student expectations, successfully fulfilling its educational purpose.

The data indicates that animated media effectively addresses the abstract nature of cross-cultural learning by providing country-specific visual context, enhancing student

understanding of business etiquette as culture-dependent. This aligns with Clark and Mayer's (2016) multimedia learning principles, which highlight the benefits of combining sound, images, text, and interactivity for effective learning. Supporting research by Wahyuni (2020) and Amalia (2022) confirms that animated videos boost student motivation and comprehension in formal education. Paivio's Dual Coding Theory (1986) also supports the use of both verbal and visual encoding, crucial for intercultural education where non-verbal cues matter. Furthermore, Sweller's Cognitive Load Theory (1994) explains how segmenting complex cultural concepts reduces cognitive overload, aiding retention. Similarly, Putri et al. (2021) found that culturally adaptive animated content improves intercultural communication skills and cultural awareness more than traditional text-based materials, proving animation's dual role as an effective pedagogical and cross-cultural tool.

## CONCLUSION AND SUGGESTION

### Conclusions

The animated video on ASEAN business etiquette developed with the ADDIE model proved effective and well-received. It met student needs for visual, interactive learning and was validated by experts. Positive student feedback confirmed its clarity, relevance, and engagement. Although limited to three countries, the video is a valuable tool to enhance cross-cultural understanding in professional settings.

### Suggestion

1. Future research should employ more advanced animation tools to create dynamic, interactive videos with realistic character expressions, enhancing immersion and learning depth.
2. Development should be expanded to include other ASEAN countries.

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