

# Evaluation of the Effects of 2D Animation on Business Law: Elements of a Valid Contract

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**Abstract**—This article presents an evaluation of Business Law 2D Animation: Elements of a Valid Contract. The developed application was produced to assist business law students to understand the contents of the topic Elements of a Valid Contract. An experiment was carried out to assess the usability of the application as a learning and review material for business law students. This study comprised five major evaluation components, including learnability, usability, accessibility, functionality, and effectiveness, to investigate user involvement and satisfaction with the proposed educational learning system. To acquire user testing results, online questionnaires were issued. There was a total of 63 respondents, including multimedia experts, students, and subject matter experts. The findings of the current study revealed that the majority of respondents were pleased with the outcomes of the animation. The results may assist in improving the teaching of the topic Elements of a Valid Contract for business law students as it provides visually appealing method of learning.

**Keywords**—2D Animation; business law; elements of a valid contract; evaluation

## I. INTRODUCTION

‘Elements of a Valid Contract’ is a fundamental topic in corporate law that is essential for business law students to remember. The topic necessitates a correlation between a multitude of components and case studies, thereby making the process of understanding and retaining each element and its relevant cases difficult for students. As the topic progresses, lecturers also may encounter challenges in simplifying appropriate teaching materials.

The objective of this paper was to present a thorough evaluation of the usability of a visual animation project named ‘Business Law 2D Animation: Elements of a Valid Contract’. This animation provided simplified descriptions of the Elements of a Valid Contract to facilitate the retention of important case studies among business law students and to assist lecturers in delivering interactive and comprehensive lessons. To evaluate user involvement and satisfaction with animation as a learning platform, five evaluation components were employed. The research question of this proposed research work is how can the best intervention and teaching material for effective business law course delivery in educational setting be constructed.

It is envisaged the proposed work would assist in providing an effective teaching delivery to the students and lecturers in the form of 2D animated video. The contribution of this study is obvious as the resulting outcomes can be

capitalised as guidelines to increase an understanding and learning motivation to the business law students.

## II. LITERATURE REVIEW

Animation is a technique that involves the manipulation of figures to create the illusion of movement. Most contemporary animations are predominantly produced through computer-generated imagery, which has allowed multiple storytellers to deliver their narratives in a more creative and enjoyable manner and visual designers can expand their creativity far beyond what the world allows them to do through liveliness. In addition to presenting a novel means of expression and innovation, animation possesses a practical advantage in that the movement attracts more attention than static images [1]. Several studies in the literature have reported on the use of animation, particularly for teaching and learning purposes [2-5]. Though there are educational materials for law subjects [6-8], these products are delivered in non-interactive videos and instructional manuals, wherein multimedia elements have not been fully utilised.

The topic Elements of a Valid Contract consists of six elements, namely: (i) offer, (ii) acceptance, (iii) consideration, (iv) intention of making legal relation, (v) certainty of the contract, and (vi) capacity and legality [9]. Accordingly, the Two-dimensional (2D) Animation for Business Law: Elements of a Valid Contract [10] was developed. This application explains the elements of the topic in more accessible terms in order to help students remember relevant case studies and allow lecturers to teach students in an easier and more interactive way. Fig. 1, Fig. 2, and Fig. 3 present the screenshots of the developed Business Law 2D Animation: Elements of a Valid Contract. A comprehensive explanation of the design and development phases of the application and the comparison of the existing products with the proposed application are presented in [10]. The current study further elaborated on prior studies presented in [10] by focusing on the evaluation of the Business Law 2D Animation: Elements of a Valid Contract. This study elaborated on five evaluation components for system testing, namely: learnability, usability, accessibility, functionality, and effectiveness. Numerous researchers have explored and employed usability testing, as evidenced by the works of [11] to [19]. Usability is described as the capacity of a product or service to provide maximum satisfaction, efficiency, and effectiveness across various users [20].



Fig. 1. Screenshot of the main page.



Fig. 2. Screenshot of the offer module page.



Fig. 3. Screenshot of the memorisation module.

### III. METHODOLOGY

The testing plan, comprising the test user, test schedule, test strategy, test implementation is elaborated in this section.

The current study was conducted on students enrolling in business law at Politeknik Melaka, Malaysia. The details of the respondents are presented in Table I. The respondents were given a link to begin the system testing by their lecturers, who were also the targeted end users of this animation. The lecturers observed the testing and assessed the content of the Business Law 2D Animation: Elements of a Valid Contract to ascertain the level of animation accuracy.

1) *Multimedia experts*: In the current study, multimedia experts evaluated the Business Law 2D Animation: Elements of a Valid Contract. Multimedia experts are those possessing expertise and competence in the field of multimedia and

information technology. In this study, multimedia experts consisted of the Chief of Technology Officer and the lecturers of multimedia courses. They conducted a system testing with an emphasis on the interface, interactivity, design, multimedia elements, and content layouts.

TABLE I. TESTING RESPONDENTS

	Multimedia Expert	Subject Matter Expert	Students
<b>General Information</b>	Lecturers in UTeM who has working experience from less than 3 years to more than 5 years	Lecturers in Politeknik Melaka who has working experience from less than 3 years to more than 5 years	Students in Politeknik Melaka age 18 to 20 years
<b>Description</b>	This testing is being done to test the technicalities of this animation in terms of multimedia principles	This testing is being done to verify the accuracies of the animation's content and provides coverage of the proposed topic.	This testing is being done to see the effectiveness of this animation.

2) *Subject matter experts*: Subject matter experts are individuals who have knowledge and expertise in a subject matter. In the current study, the subject matter experts had specialised knowledge of the Elements of a Valid Contract topic. They were lecturers of Business Law courses at Politeknik Melaka. They were given the link to the Business Law 2D Animation: Elements of a Valid Contract. They conducted a system testing to determine the content accuracy of animation and provide feedback and recommendations through a questionnaire.

3) *Business law students*: The current study focused on business law students at Politeknik Melaka. The test was administered to them through an online platform and overseen by their lecturers, who were the subject matter experts. After the system testing, student respondents were given a link to the questionnaire to facilitate the analysis.

#### A. Test Description

The test description clarifies the testing aim and projected test outcome. During the system testing, a questionnaire on user acceptance was administered to the respondents.

The respondents were required to watch the Business Law 2D Animation: Elements of a Valid Contract. They took the test using the animation link provided to them and filled out the form provided by the researchers.

#### B. Test Data

The test data of the user testing are explained in Table II, while Table III, Table IV, and Table V represent the data gathered from subject matter experts, multimedia experts, and students, respectively.

TABLE II. TEST DATA FOR USER TESTING

General Information	Number of Respondents
Lecturers in Politeknik Melaka who has working experience from less than 3 years to more than 5 years	3
Lecturers in UTeM and multimedia expert who has working experience from less than 3 years to more than 5 years	4
Students in Politeknik Melaka age 18 to 20 years	56

TABLE III. DETAILS OF SUBJECT MATTER EXPERT

No	Respondent	Position
1	Respondent 1	Principal Lecturer, Politeknik Melaka
2	Respondent 2	Law Lecturer, Politeknik Melaka
3	Respondent 3	Lecturer, Politeknik Melaka

TABLE IV. DETAILS OF MULTIMEDIA EXPERT

No	Respondent	Position
1	Respondent 1	Lecturer, FTMK UTeM
2	Respondent 2	Lecturer, FTMK UTeM
3	Respondent 3	Lecturer, FTMK UTeM
4	Respondent 4	Chief Technology Officer, SiagaX Industries (M)

TABLE V. DETAILS OF STUDENTS

Institution	Total	Age	Gender
Politeknik Melaka	56	18 – 20 years old	Male Female

#### IV. DATA ANALYSIS AND RESULTS

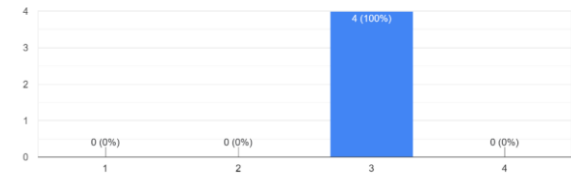
The current study includes diagrams and charts based on the findings of the overview and testing measures to summarise the outcomes of the system testing.

1) *Multimedia experts*: The current study involved four multimedia experts: three were lecturers in Fakulti Teknologi Maklumat dan Komunikasi (FTMK) at UTeM and one from SiagaX Industries (M). The questionnaire was administered on Google Forms and was given to multimedia experts together with as well as the Business Law 2D Animation: Elements of a Valid Contract. After they experienced the animation, they evaluated the animation in terms of functionality, learnability, and the user-interface of the animation. The data collected were then analysed and compiled into graphs.

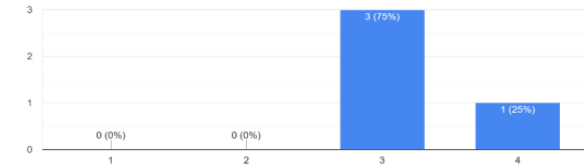
a) *Chart of Functionality for Multimedia Experts*: Fig. 4 presents the data gathered from the functionality section. The functionality section evaluated the effectiveness of content delivery through multimedia functions. According to the test results, all experts agreed on the effectiveness of animation in terms of its functionality as it followed the principles of

multimedia. Fig. 5 shows the overall mean value for the functionality section and the number of experts who participated in this section. The data indicated that all experts agreed on the animation’s functionality and its practicality for student use.

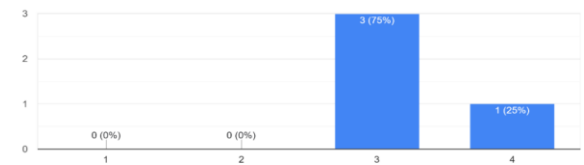
This animation follows the principles of multimedia.  
4 responses



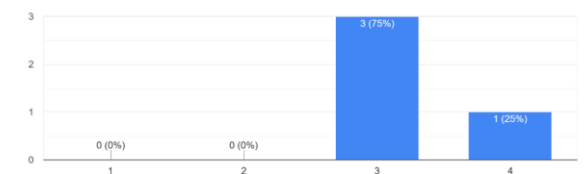
The graphic materials used in this animation is obtainable.  
4 responses



The transitions used in this this animation is smooth and clear.  
4 responses



The audio and narrations in this animation is clear and appropriate.  
4 responses



The content arrangements make the delivery of information more effective.  
4 responses

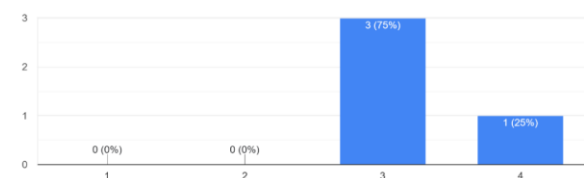
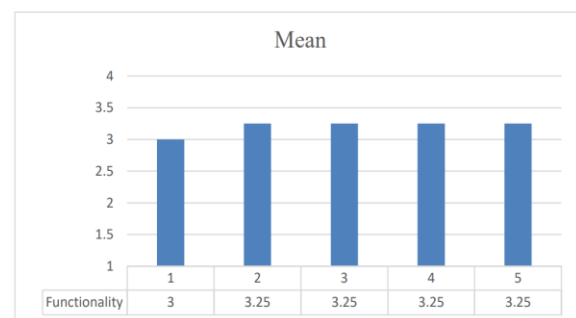


Fig. 4. Results of functionality by multimedia experts.



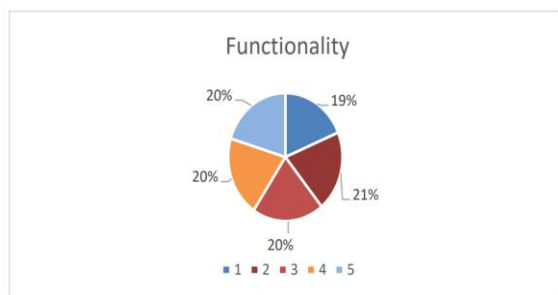


Fig. 5. Overall mean for functionality by multimedia experts.

b) *Chart of Learnability for Multimedia Experts:* As illustrated in Fig. 6, all experts agreed that the content of the animation was easy to follow despite the lack of student knowledge on the topic. More than half of the experts agreed that the audio component of the content was clear and comprehensible. However, one expert disagreed due to the presence of a narrator and accompanying background music, which intercepted the delivery of the content.

Nonetheless, all the experts agreed that the utilisation of animation positively impacted business law students and that the content was presented in a straightforward approach, thereby improving student learnability. Also, half of the experts expressed a favourable impression towards the animation's learnability. They agreed that this animation had the potential to enhance the learning efficacy of business law students.

Fig. 7 provides the overall results of the learnability section and the number of experts who participated in this test. The figure proves that the mean percentage of experts agreed that this animation helped with students' learnability as they believed that the animation could be utilised with ease by business law students.

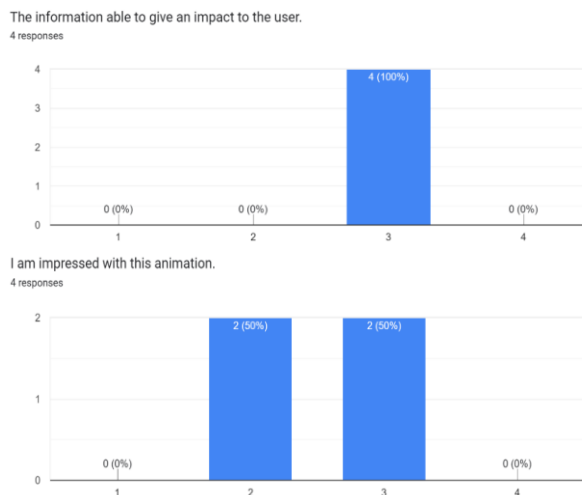


Fig. 6. Results of learnability by multimedia experts.

c) *Chart of User-Interface for Multimedia Expert:* As depicted in Fig. 8, the results of Question 1 revealed all experts agreed that the graphics and textual components used in this animation were appropriate and attractive for business law students. It was determined by over 70 per cent of experts that the colours utilised in this animation were aesthetically attractive and appropriate. The colours employed in this animation made the user interface livelier and more attractive, thereby increasing the learnability of business law students.

It is evident in Fig. 8 that all experts agreed that the multimedia forms of the animation had successfully aided learning. The use of multimedia was important to elevate the functionality of the user interface. Even though the data revealed that 50 per cent of the experts agreed that the texts were clear and comprehensible, the remaining 50 per cent perceived the animation as having poor readability. Considering that the textual components used in this animation complemented the audio narration of the content, poor text readability may result in an unclear and unintelligible user interface.

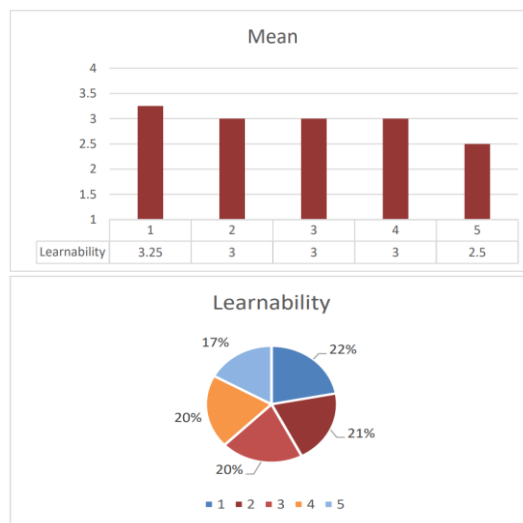
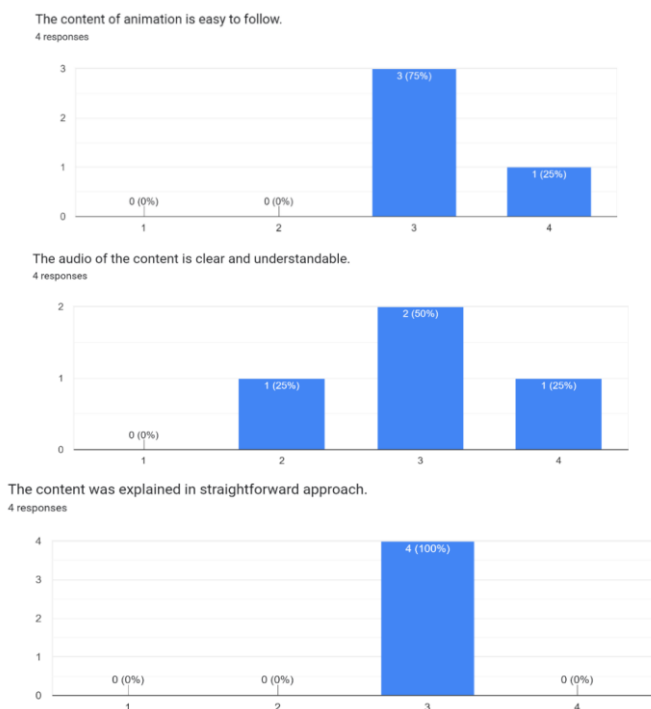
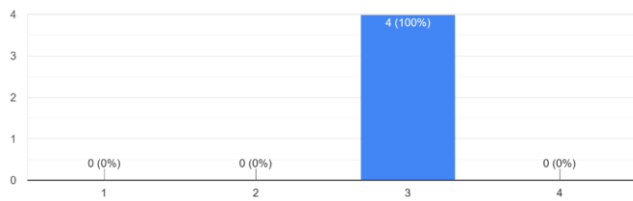


Fig. 7. Overall Mean for learnability by multimedia experts.

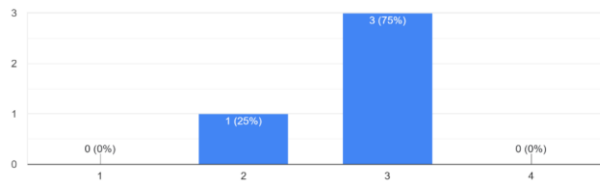
Nevertheless, all experts agreed that the Business Law 2D Animation: Elements of a Valid Contract was user-friendly as its user interface was appropriate and attractive. This helped business law students to better understand the Elements of a Valid Contract.

The data presented in Fig. 9 indicate significant variability in the overall mean of the user interface section. Specifically, Question 2 and Question 4 exhibited the lowest average scores among the five questions analysed. However, it was evident that a majority of the experts agreed that the user interface employed in this animation was attractive with the aid of multiple multimedia components. The interactive design and user-friendly interface of this animation facilitated the learning process of business law students.

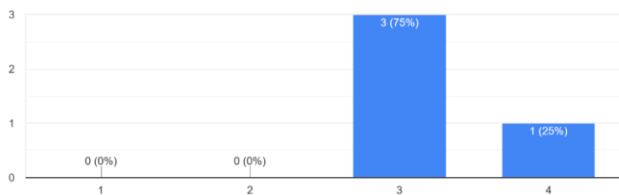
The graphics and text used are appropriate and attractive.  
4 responses



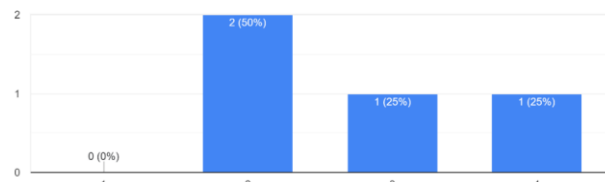
The colors used in this animation are attractive and appropriate.  
4 responses



This animation is successfully aided with multiple multimedia forms (i.e., audio, text, images, and video).  
4 responses



Readability of text in this animation is clear and easy to understand.  
4 responses



This animation is user-friendly.  
4 responses

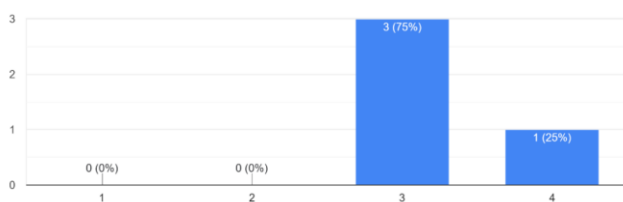


Fig. 8. Results of user interface by multimedia experts.

The summary responses of Multimedia Expert are presented in Table VI.

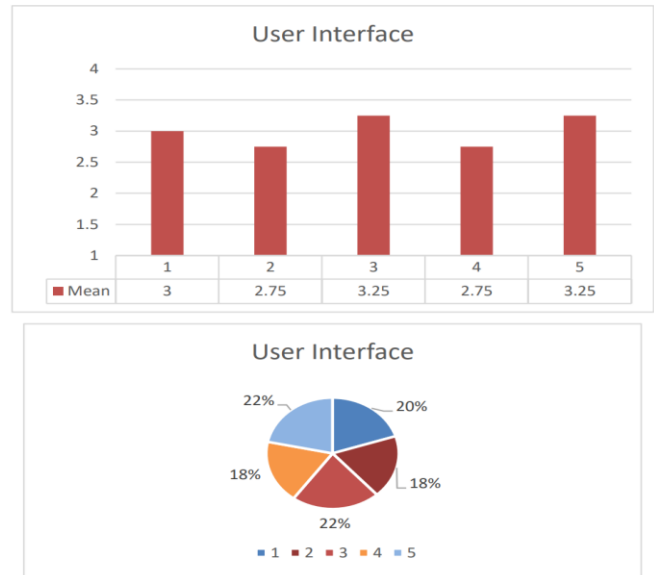


Fig. 9. Overall mean for user interface by multimedia experts.

TABLE VI. RESULT SUMMARY FOR MULTIMEDIA EXPERT

Question Type	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Functionality			80%	20%	100%
Learnability		15%	75%	10%	100%
User-Interface		15%	70%	15%	100%
<b>Total</b>		<b>10%</b>	<b>75%</b>	<b>15%</b>	<b>100%</b>

d) Suggestion for Improvement from Multimedia Expert:

Based on the responses from the questionnaire obtained from multimedia experts, four (4) suggestions for improvement were proposed.

- i. The character design should vary according to the different character names.
- ii. The video explanation was good and comprehensible, the graphics use was extensive, and the placements of each animation component were satisfactory. However, the multimedia components were too crowded and the colour theme used in the animation was not good enough. The selection of typeface was also unpopular.
- iii. Voice-over can be improved to engage and interact with users.
- iv. The instructional video should be accompanied by an audio or a textual introduction to explain the purpose of the video before explaining the cases.

2) Subject matter expert: Three respondents consisting of subject matter experts who were lecturers at Politeknik Melaka, Malaysia were involved in this testing through

interviews. The animated video and a questionnaire were given to them. After they experienced the animation, they were asked to evaluate the animated video in terms of its content, effectiveness, and flexibility. The data collected were then analysed and compiled into graphs.

a) *Chart of Content for Subject Matter Expert:* The subject matter experts evaluated the accuracy of the animation content of the 2D Animation for Business Law: Elements of a Valid Contract and whether it was in accordance with the syllabus of Elements of a Valid Contract. Based on the test results, all the experts strongly agreed on the accuracy of the content in this animation aligned with the syllabus in Elements of a Valid Contract. Also, they agreed with the narrator's explanation in this animation and that the explanation was straightforward and easy to understand. The cases used as examples for each element in the topic were also relevant and appropriate. Overall, subject matter experts agreed that the content used in this animation was accurate and precise. They believed that this animation facilitated the understanding of the content of the Elements of a Valid Contract among business law students.

b) *Chart of Effectiveness for Subject Matter Expert:* The subject matter experts evaluated the effectiveness of the animation in helping the learning of business law students and its use as teaching material. Based on the test results, all experts found this animation effective in conveying the content and serving as teaching material. For example, all subject matter experts agreed that the content layout of the animation improved the delivery, thereby being useful as teaching material.

Subject matter experts also believed that the use of this animation could help business law students improve their learning efficiency on the topic. The respondents also agreed that the use of this animation could improve student learning and may serve as revision material due to the accuracy of the content.

In short, the 2D Animation for Business Law: Elements of a Valid Contract was effective for students as well as lecturers. This was evidenced by experts agreeing that this animation may serve as revision material to facilitate the learning process of business law students, as revision material and facilitate the teaching process of lecturers, as teaching material.

c) *Chart of Flexibility for Subject Matter Expert:* In the last section, the subject matter experts evaluated the flexibility of the 2D Animation for Business Law: Elements of a Valid Contract as a new learning method. Table VII summarises the findings of the study on subject matter experts.

The experts strongly agreed that the materials used in the animation were appropriate for the topic of Elements of a Valid Contract, specifically because the materials could aid the understanding of the topic among business law students. The experts believed the animation was presented in a comprehensive and effective manner, featuring good visualisation and narration. In addition, the content arrangement of relevant cases in Elements of a Valid Contract

exhibited a satisfactory flow. The results also show that all the experts agreed on the use of this animation as their teaching material for the convenience of students in the future. This is due to the flexibility of the system being appropriate and suitable for their students.

In conclusion, all experts agree on the flexibility of the 2D Animation for Business Law: Elements of a Valid Contract, to be implemented effectively as teaching material to aid the process of delivering the content of Elements of a Valid Contract to business law students.

TABLE VII. RESULT SUMMARY FOR SUBJECT MATTER EXPERT

Question Type	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Content				100%	100%
Effectiveness			19.98%	80.02%	100%
Flexibility			13.32%	86.68%	100%
<b>Total</b>			<b>11.1%</b>	<b>88.9%</b>	<b>100%</b>

d) *Suggestion for Improvement from Subject Matter: Expert* Based on the responses from the questionnaire obtained from subject matter experts, three (3) suggestions for improvement were proposed.

- i. Each element is accompanied by separate animation, therefore enabling profound content explanation.
- ii. Add more content to the animation.
- iii. A very good effort and approach of using an interactive method to attract students to memorise cases. The video is very clear and helpful for students.

3) *Students:* The present study involved a sample of 56 respondents from Politeknik Melaka, Malaysia. The data collection method employed in this research was a questionnaire. An online questionnaire, through the Google Forms platform, was administered to the respondents along with the 2D Animation for Business Law: Elements of a Valid Contract. Upon completion of the animation testing phase, respondents evaluated the animation with regard to their preferred method, as determined by the questions posed in each of the three sections: efficiency, effectiveness, and user interface. The data collected were then analysed and compiled into graphical representations.

a) *Chart of Efficiency for Students:* This section presents the findings of the evaluation of the efficacy of the animation in terms of attractiveness, simplicity, and comprehension of the narrator's explanation. Student respondents were required to choose between two methods in this section.

According to the data presented in Fig. 10, 46 respondents (82.1 %) expressed a preference for the animation as it was a more appealing mode of learning compared to slide presentations and textbooks. This indicates that students were more interested in learning through interactive pedagogical



approaches as opposed to textbooks. A total of 75 per cent of the student respondents decided that the animation provided a simpler explanation, whereas the remaining 25 per cent disagreed. The present evidence indicates that the narrator provided a comprehensive explanation that facilitated student understanding of the Elements of a Valid Contract and the corresponding pertinent cases. A total of 43 students agreed that the content of the animation was easier to comprehend than slide presentations and textbooks. This accounted for up to 76.8 per cent of the chart. This indicated that students agreed that the animation, though more compact, provided a straightforward comprehension.

In response to the question of whether animation, slide presentation, or textbooks helped students revise the topic of Elements of a Valid Contract more effectively, 71.4 per cent of the respondents agreed animation was the most effective method. They agreed that animation was more entertaining, thereby more effective at capturing their attention while studying. Lastly, based on Fig. 11, the majority of the respondents agreed that animation helped them learn the Elements of a Valid Contract and its relevant cases more efficiently because of the proficiency of the animation in terms of content delivery and attractive graphics.

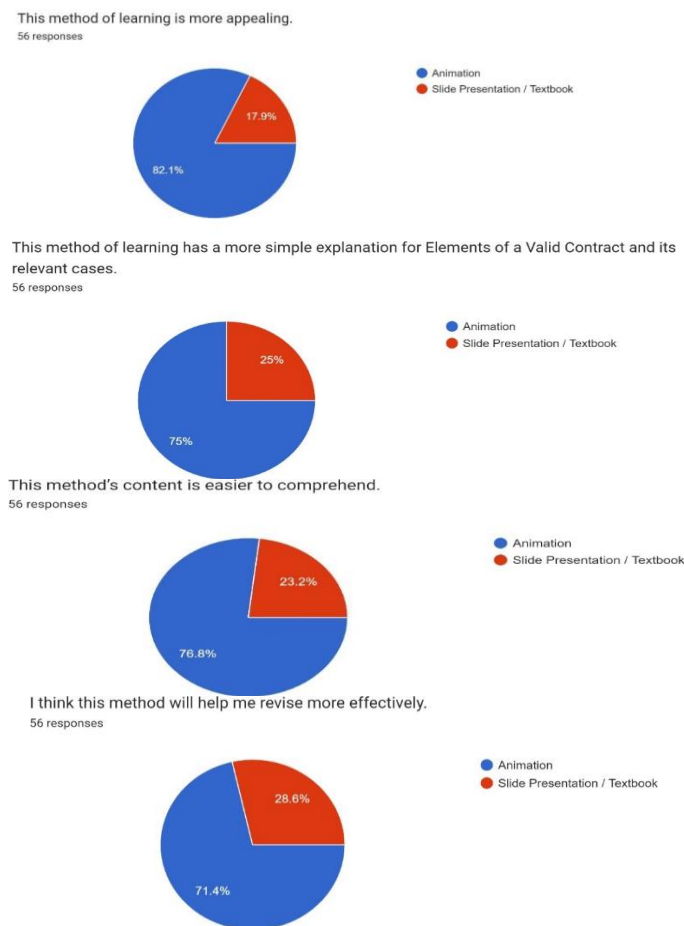


Fig. 10. Results of efficiency by students.

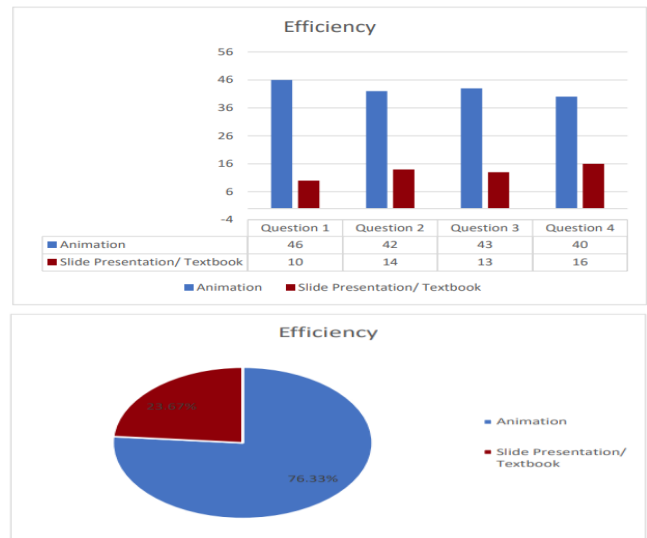


Fig. 11. Overall results of efficiency by students.

b) *Chart of Effectiveness for Students:* The respondents also evaluated the effectiveness of 2D Animation for Business Law: Elements of a Valid Contract for their learning process of Elements of a Valid Contract. They were required to choose one of two methods: (i) animation or (ii) slide presentation/textbook, in terms of approach, retrieval of information, and learning impact.

Based on Fig. 12, 73.2 per cent of the student respondents agreed that animation employed a straightforward approach to aid their understanding of the topic Elements of a Valid Contract, whereas the other 26.8 per cent agreed that same was provided by slide presentations or a textbook. Fig. 12 also demonstrated that animation assisted 71.4 per cent of student respondents in memorising the relevant cases of Elements of a Valid Contract, followed by slide presentations and textbooks with 28.8 per cent of students. It is concluded that the simple explanations provided by the narrator and the colourful graphics aid in faster memorisation.

The integrated multimedia used in animation helped 80.4 per cent of the respondents to retrieve information on the topic of Elements of a Valid Contract more effectively compared to slide presentations and textbooks. The integrated multimedia elements were believed to help users extract information more easily. Based on Fig. 12, 37 (66.1 %) respondents preferred animation as the method was more impactful because the animation facilitated their comprehension of abstract concepts and processes by making them more relatable and understandable. Nevertheless, 19 students (33.9 %) preferred slide presentations or textbooks.

Based on Fig. 13, 70 per cent of the respondents agreed that the animation made learning Elements of a Valid Contract with its relevant cases more interesting. The animation was able to help them memorise cases and assisted them in retrieving information more effectively due to its straightforward explanations.

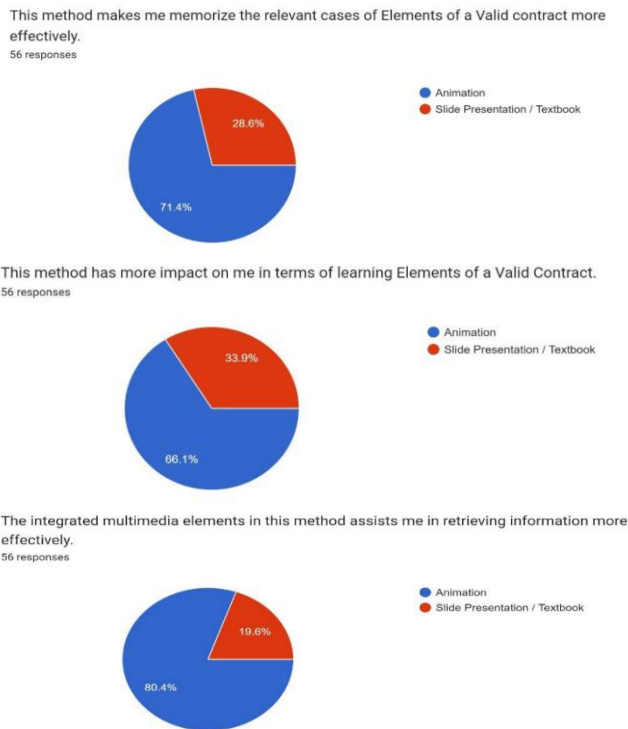


Fig. 12. Results of effectiveness by students.

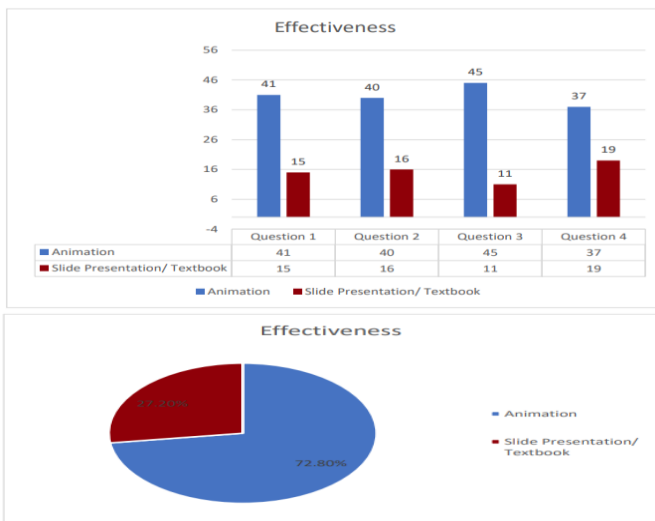


Fig. 13. Overall results of effectiveness by students.

c) *Chart of User-Interface for Students:* In the last section, student respondents evaluated the user interface of the 2D Animation for Business Law: Elements of a Valid Contract. The questions in this section required the participants to choose the interface of a learning method which was more attractive, user friendly, and piqued their interest in learning the topic Elements of a Valid Contract.

Based on Fig. 14, 73.2 per cent of the respondents chose animation as a more visually appealing and comprehensible method of learning. This was attributed to the effective use of graphics, colours, and typeface. The features also resulted in the animation to be an effective tool for capturing attention. In

addition, 82.1 per cent of student respondents agreed that the arrangement flow of relevant cases of the topic Elements of a Valid Contract in the animation provided them with a more effective way of visualising and memorising compared to reading them on slide presentations and textbooks. While the 78 cases were presented in long sentences in the conventional methods of reading, the use of graphics and concise sentences with straightforward explanations in the animation improved their visualisation, thereby enhancing the effectiveness of memorisation.

Moreover, 83.9 per cent of the student respondents agreed that animation's overall interface was more attractive in catching their attention and fostering their interest in learning the Elements of a Valid Contract. Thus, using the 2D Animation for Business Law: Elements of a Valid Contract, had the potential to aid the revision process and serve as an effective learning material. Also, 89.3 per cent of the student respondents agreed that the layout and overall graphics of the animation piqued their interest in the Elements of a Valid Contract. This is because the simple and short explanation helped them better understand the topic.

Fig. 15 shows that 80 per cent of student respondents agreed that the user interface of the 2D Animation for Business Law: Elements of a Valid Contract helped them in their learning, memorising, and revising the topic Elements of a Valid Contract better than the user interface of slide presentations and textbooks which were characterised with long sentences and lack of graphics.

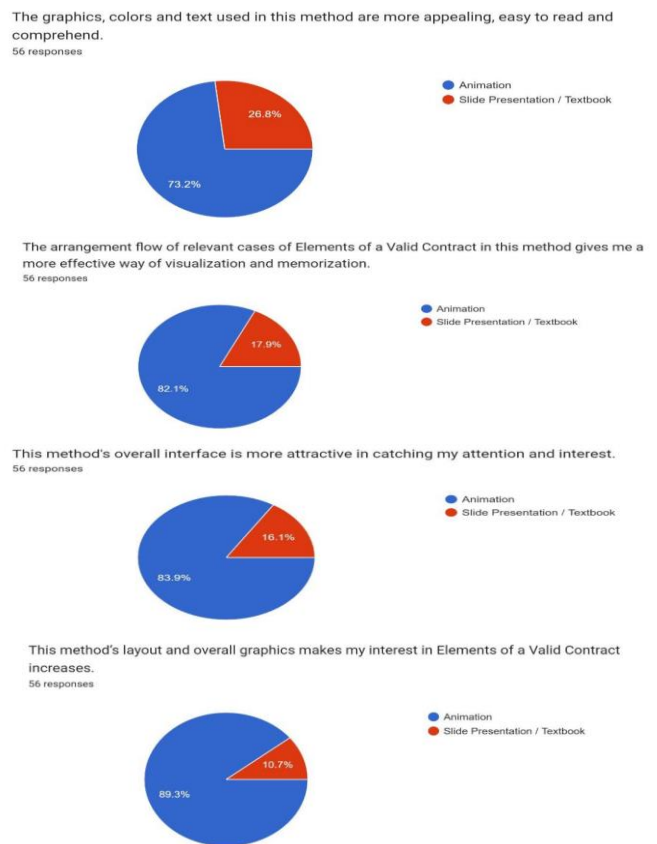


Fig. 14. Results of user interface by students.



Table VIII summarizes the testing summary for students.

TABLE VIII. RESULT SUMMARY FOR STUDENTS

Question Type	Animation	Slide presentation/ Textbook	Total
Efficiency	76.33%	23.67%	100%
Effectiveness	2.8%	27.2%	100%
User-Interface	2.13%	17.87%	100%
<b>Total</b>	<b>77.1%</b>	<b>22.9%</b>	<b>100%</b>

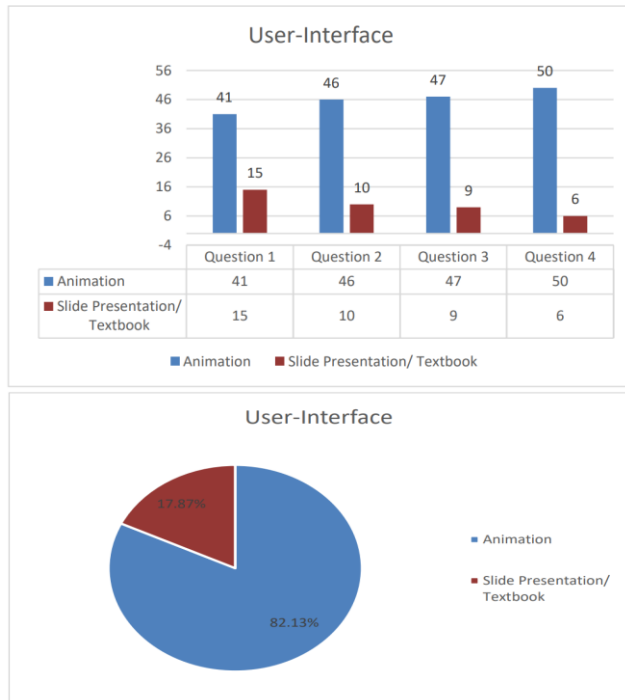


Fig. 15. Overall results of user interface by students.

d) *Summary for Improvement from Students:* Based on the responses from the questionnaire obtained from student respondents, two (2) suggestions for improvement were proposed.

- i. The audio was unclear in some parts of the animation.
- ii. This animation was lacking in content. It was compiled with one relevant case for each element of the topic Elements of a Valid Contract. Students preferred more pertinent examples because the animation was too brief. There should be multiple videos for each element rather than a single video compilation.

## V. DISCUSSION

One of the more significant findings to emerge from this study is the proposed application received positive feedbacks from the target users. From the testing performed, it is found that the sound quality of the 2D Animation for Business Law:

Elements of a Valid Contract should be improved as it was unclear. Also, the pace of the narration should be slowed down to improve the explanation. There should also be an interaction with users to engage them. In addition, an audio introduction should be included to explain the purpose of a video before diving into case explanations. As there are a lot of relevant cases in each element of the topic, it is expected that the videos be separated into different explainer videos. This allows for more relevant cases and explanations to be inserted for deeper explanations. Despite the extensive use of graphics in this animation, different character designs could be used for the various character names that are featured in each case to avoid the mix-up of characters.

The primary objective of this research was to improve the comprehension of business law students on the topic of Elements of a Valid Contract. The inability of many students to memorise the lengthy cases in each element of a valid contract prevented them from scoring well on their examinations. The findings of the testing indicate that the outcomes of the 2D animation may facilitate and overcome the limitation from the current work proposed by other researchers in [6-9]. The 2D Animation for Business Law: Elements of a Valid Contract was designed to enhance students' comprehension of the topic and facilitate their ability to recall pertinent cases through the use of graphics. This research also aimed to assist lecturers teaching business law by enhancing their understanding of the subject and making it easier for them to engage students during class.

## VI. CONCLUSION

The objective of this study was to evaluate the usability of animation: 2D animation for Business Law: Elements of a Valid Contract. The primary objective of the current study was to assist students in gaining a deeper understanding of the Elements of a Valid Contract topic and in memorisation of the relevant cases for each element. The animation proved to be a success as the findings indicate that the animation is engaging and trustworthy. Among the significant findings of this study is that the animation received positive feedback from the intended audiences. Such improvements are intended to facilitate the use of the 2D animation for Business Law: Elements of a Valid Contract as a resource for student review and as teaching material for lecturers. The research question of this proposed research work has been answered as the intervention of an effective teaching material for business law course delivery in educational setting has been successfully constructed. In a nutshell, the current study has demonstrated that animation facilitates students' understanding of the Elements of a Valid Contract by aiding their retention of pertinent cases, thereby reaching its objective.

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