

Ethics Education in Creative Industry Programmes among Students in Malaysian Higher Education Institutions

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ABSTRACT - Nowadays, the creative industry is rapidly developing with various technologies and creativity moving forward. However, problems and issues involving ethical aspects are still often seen on social media, television and print media, it clearly shows the lack of values and ethical aspects of the individual in the production of designs. Therefore, this study is conducted to propose the guidelines on ethical education design for creative industry programs in the institutions of higher learning. The objective of this study is to evaluate students' behavior towards design ethics among students of higher education institutions, evaluate teaching practices implemented by educators of higher education institutions as well as to assess challenges related to design ethics faced by creative industry professionals in submitting proposal regarding ethical education guidelines for creative industry programs. This study uses quantitative method which is the survey method in which questionnaires are distributed to respondents. For the sampling of studies, which is stratified sampling that refers to individual specific characteristic features in terms of his/her involvement in the creative industry. The numbers of respondents were 164 for the students. The findings of this study that are based on the mean value and standard deviation from the data collected through the survey study, show that students' behavior on ethical aspects is an important aspect of design ethics. Ethical aspects are considered as an important element in facing the challenges regarding design ethics. This is explained through the findings of students through high recorded mean value. Therefore, it is clear that ethical aspects are a vital element to these three groups. Thus, a guideline on ethical education design for creative industry programs in institutions of higher learning is produced through the findings. Hence, this study provides a module on design ethics education that can be practiced in creative industry programs in Institutions of Higher Learning in Malaysia.

INTRODUCTION

Ferrel (2013) found that traditional ethics education emphasises theory and analysis, particularly in terms of rules, principles, and standards used to determine what is morally right or wrong. Based on this perspective, Tomlin (2017) suggests that improvements in ethics education can be achieved by shifting from traditional ethics towards a curriculum that focuses on behavioural ethics. In this regard, traditional ethics education should be updated through the development of a curriculum grounded in design ethics education for creative industry programmes, particularly focusing on students in higher education institutions and their behavioural responses to ethical issues encountered. Therefore, a curriculum based on design ethics education for creative industry programmes can assist in addressing ethical issues within the field of design.

The fundamental aspects of ethics remain difficult to clearly define, as they require perspectives from both planning theory and planning practice in order to establish an ethical environment in the production of design (Jonas, 2014). Through ethics modules, particularly ethics education implemented in a positive manner, students' abilities to modify their responses to ethical issues can be influenced (Tomlin, 2017). Therefore, the integration of planning theory and planning practice in relation to ethical aspects will contribute to the positive impact of design ethics education within creative industry programmes. This, in turn, will influence students' responses when addressing ethical issues they encounter.

Literature Review

Students in higher education institutions are valuable assets to the nation in shaping the future development of the country. At the same time, they should possess ethical values that align with national development. Assheim (2012) found that educational policies can assist students in understanding appropriate procedures and components that help increase their awareness. In addition, ethics modules positively influence students' abilities to recognise problems and modify their responses to real-world ethical issues within their group projects (Tomlin, 2017). Therefore, in order to build students' performance and develop their identity in higher education institutions while ensuring that the learning process takes place effectively, educational policies and positive ethics modules are essential in addressing ethical issues and challenges. This approach aims to identify and develop students' identity in terms of academic, professional, and ethical aspects (Huda, 2017). The importance of design ethics education within creative industry programmes is therefore significant from an academic perspective. It helps students recognise their ethical identity and values, ultimately producing graduates who are not only professionally competent but also ethically responsible within the creative industry in the future.

METHODS AND MATERIALS

This study adopts a quantitative approach and utilises a survey design method. The purpose of this study is to evaluate students' behaviour towards design ethics among students in higher education institutions. Survey design, also known as the survey method, enables researchers to examine the extent of students' behavioural responses towards design ethics. Through this survey design study, it is possible to identify trends and attitudes, as well as the opinions of the population towards the study sample by examining the selected sample (Creswell, 2017). The pilot study results indicated that the Cronbach's alpha for students was 0.90, while for lecturers it was 0.9.

Findings

The tables findings of the study will be analysed using SPSS (Statistical Package for the Social Sciences). Descriptive statistical analysis, particularly the calculation of mean values, will be employed to summarise and interpret the data.

Table 1. Findings of the Analysis of Final-Year Students in Higher Education Institutions for Creative Industry Programmes

	N	Min (M)	Standard Deviation
PE1. I have good knowledge of ethics in design.	164	3.02	.34
PE2. I am aware of good ethics in design	164	3.12	.39
NE1. I believe that ethical values are important when making decisions regarding a design.	164	3.34	.47

continued

NE2. I apply ethical values when carrying out my individual assignments	164	3.14	.35
NE3. I apply ethical values when carrying out my group assignments	164	3.14	.35
NE4. I understand the core values of respecting the culture and religion of a community	164	3.29	.45
AE1. I practice ethical conduct while completing assignments.	164	3.19	.39
AE2. I practice ethical conduct while participating in industrial design courses	164	3.17	.37
KE1. I am aware of the impact of the designs I create on humanity	164	3.24	.43
KE2. I am aware of the impact of the designs I create on the environment.	164	3.17	.49
KE3. I am aware of the impact of the designs I create on the surrounding community	164	3.21	.52
KE4. I believe that sensitivity to community needs is important in the process of redesigning a design	164	3.24	.43

RESULTS AND DISCUSSION

Accordingly, the findings of research question 1 indicate that the items recording high and very high mean values represent a significant impact in shaping students' behaviour regarding ethical aspects. These aspects include ethical knowledge, ethical values, ethical practices, and the ethical impact on behaviour, which are internalised and reflected by the students. More specifically, the items with high and very high findings include: having knowledge of good ethics in design, believing that ethical values are important in decision-making, practising ethical conduct, and being aware of the impact of designs on humanity, society, and community sensitivity. This contributes to students' behaviour by promoting greater professionalism and fostering strong ethical values in social, cultural, and environmental aspects. These outcomes are achieved through components such as ethical creative processes, responsible design, **and** human-centred innovation.

CONCLUSIONS

Accordingly, the findings of research question 1, "What is the behaviour of students regarding design ethics among students in creative industry programmes at higher education institutions?"—address the students' levels of ethical knowledge, ethical practices, ethical values, and the ethical impact within themselves. This research question allows for the identification of student behaviour across both universities in relation to ethical aspects within creative industry programmes. The findings clearly indicate that student behaviour plays a crucial role in developing and proposing guidelines for design ethics education in creative industry programmes.

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AUTHORS CONTRIBUTION

Credit to author statement: **Author 1. Mohd Afiq Ridhwan bin Tarmizu:** Conceptualization, Methodology, Software, Data curation, Writing- Original draft preparation, Visualization, Investigation, Software, Validation, Writing- Reviewing and Editing Supervision.

AVAILABILITY OF DATA AND MATERIALS

Please choose one of the applicable statements below.

1. Data is openly available in a public repository, with a permanent identifier (such as a DOI).

DECLARATION OF GENERATIVE AI

This article use of generative AI few part in this writing. During the preparation of this work, the author(s) used chatgpt to enhance the clarity of the writing. After using the chatgpt the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

ETHIC STATEMENTS:

The committee which approved the study.

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