







Student Views on Root Values in Manga and Anime: A Case Study

Sevda Ceylan-Dadakoğlu¹ , Atilla Özdemir² , Baran Dadakoğlu¹  and Gizem Özdemir³ 

¹Republic of Turkey Ministry of National Education, Ankara, Turkey

²Süleyman Demirel University, Faculty of Education, Isparta, Turkey

³Nermin Mehmet Çekiç Anatolian High School, Ankara, Turkey

ABSTRACT

This study aims to determine secondary school students' opinions about root values in manga and anime. The case study design, one of the qualitative research designs, was used to achieve this aim. The research study group comprises 13 students, eight males and five females, studying in the 12th grade of a secondary school in Ankara. Participants were selected according to the "similar sampling method. A questionnaire and focus group interview form were used as data collection tools. The data collected from the questionnaire were presented in tabular form and analyzed descriptively on percentages and frequencies. The qualitative data obtained from the interview form were analyzed using the content analysis technique. Regarding the first research question, it was seen that all of the students participating in the study knew manga or anime. Most of the participants have watched anime or read manga at least once. In this sense, it can be said that all participants know this subject. According to the research findings, it was stated that the root values are frequently emphasized in manga and anime. When the findings are evaluated, it is thought that manga and anime can be used as alternative tools in values education.

ARTICLE INFO

Article History:

Received:17.05.2022

Received in revised form:20.06.2022

Accepted:20.06.2022

Available online:30.06.2022

Article Type: Research Article

Keywords: Anime, values education, root values, manga

To Cite This Article: Ceylan-Dadakoğlu, S., Özdemir, A., Dadakoğlu, B. & Özdemir, G. (2022). Student views on root values in manga and anime: A case study. *Journal of Individual Differences in Education*, 4(1), 1-24, DOI: 10.47156/jide.1117656

© 2022 JIDE All rights reserved

1. Introduction

The word "value" in the literature is defined as an "abstract measure to determine the importance of something, the value that something is worth," "superior quality, merit, the value," "person with superior and useful qualities," "what emerges in the person's connection with the object as a being that wants and needs." "The whole of the material and moral elements that include the social, cultural, economic and scientific values of a nation" (Turkish Language Institution, 2022). Values are one of the most important elements that shape people's behaviors throughout their lives and guide their actions. Values are the criteria of people's reactions or behavior in the face of any situation or event (Buluç & Uzun, 2020). Rokeach (1968, 1973, 1979) shows values as determining individuals' specific behaviors. The dimensions Rokeach put forward about values; are permanent, is a belief formed by cognitive, affective, and behavioral components, imply the purpose of life, are both preference and preference ideas, and are preferred personally or socially (Rokeach, 1973). Çalışkur and Aslan carried out the validity and reliability study of the Rokeach values inventory in 2013. The sub-dimensions of the

¹ Corresponding author's address: Republic of Turkey Ministry of National Education, Ankara, Turkey
e-mail: svdeylul@gmail.com
DOI: 10.47156/jide.1117656

values inventory determined by Rokeach and the values it includes (Çalışkur & Aslan, 2013) are shown in Table 1.

Table 1. Rokeach Values Inventory Sub-Dimensions and Values Included

Terminal Values	Instrumental Values
SAFETY OF THE AFTERWORLD Happiness in the afterlife, going to heaven	INDEPENDENT Self-confident, self-sufficient
FAMILY SAFETY Ensuring the reassurance of family members	FORGIVING Not holding grudges
A WORLD IN PEACE A world without war, without conflict	BRAVE Defending his beliefs without hesitation
FEELING OF SUCCESS Persistent feeling of having done well in life	HONEST Sincere, truthful
WISDOM A mature, philosophical view of life	INTELLECTUAL Bright, intelligent
EQUALITY Fraternity, equal opportunity for all	BROADSIGHTED Open-minded, non-judgmental
TRUE FRIENDSHIP Close friendship	IMAGINATIVE Creative
WORLD OF BEAUTY A world with beautiful nature, where aesthetic values and fine arts are valued	AMBITIOUS Persevering, persistent, diligent
AN EXCITING LIFE A colorful and active life	SUBMISSIVE Mild-mannered, rule-abiding
INNER PEACE Being at peace with oneself, away from internal conflicts	SELF-CONTROLLED Restrained, self-controlled
SELF RESPECT A person's feeling of respect towards himself/herself, self-respect	KIND kind, decent
HAPPINESS One being content with herself/ himself	LOGICAL accurate, consistent reasoning
MATURE LOVE sexual and spiritual intimacy	COMPETENT enough, resourceful
FREEDOM Independence, free choice	HAPPY Joyful, Hilarious
A COMFORTABLE LIFE A prosperous life without any financial difficulties	CARESSING Compassionate, friendly, loving
SOCIAL APPROVAL To be appreciated and respected by others	RESPONSIBLE Reliable, safe
NATIONAL SECURITY Protecting the country from attacks	CLEAN Orderly, organized
PLEASURE A pleasant, pleasurable life	HELPFUL Working for the good of others

(Kaynak: Çalışkur, & Aslan, 2013).

Table 1 shows the values that Rokeach classifies as goal and means values. Values are essential criteria that should be successfully transferred to new generations. Values education, which is given to realize this transfer, is defined as the whole of the work done to make students adopt social, individual, and global values and to create awareness of values (Akbaş, 2008). In the values education directive published by the Ministry of National Education (2010), the values that should be taught to students are "love, responsibility, respect, tolerance-sensitivity, self-confidence, empathy, fairness, courage, leadership, being kind, friendship, cooperation, solidarity, cleanliness, truthfulness, honesty, giving importance to family unity, being able to think independently and freely, optimism, developing aesthetic feelings, hospitality, patriotism, doing good, industriousness, sharing, compassion - mercy, greeting, humility, protecting cultural heritage and self-sacrifice."

When the universally accepted value classifications such as the Rokeach Values Inventory are examined, it is seen that these values overlap. Therefore, it is seen that it coincides with the ten root values determined by the Board of Education and Discipline (TTKB). TTKB has gathered the values aimed to be conveyed to the students under ten main headings and defined the attitudes and behaviors related to these values in Table 2. Root values intended to be transferred to students; are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and benevolence (TTKB, 2017, p.8).

Table 2. Attitudes and Behaviors of Root Values Related to Values

Values	Some Attitudes and Behaviors Related to Values
Justice	Being fair, treating equally, sharing...
Friendship	Altruism, trust, understanding, solidarity, loyalty, helping each other...
Honesty	Being transparent and understandable, truthful, reliable, and keeping your word...
Self-Control	Controlling one's behavior, taking responsibility for one's behavior, having self-confidence, apologizing when necessary...
Patience	Be persistent, endure, know how to wait...
Respect	Being humble, treating others as one would like to be treated, valuing other people's personalities, and observing the interlocutor's position, characteristics, and condition of the interlocutor...
Love	Giving importance to family unity, making sacrifices, trusting, compassionate, and loyal...
Responsibility	Being responsible to himself, his environment, his country, and his family; keep your word, be consistent and reliable, take on the consequences of your actions...
Patriotism	Being hardworking, solidarity, obeying rules and laws, loyal, sensitive to historical and natural heritage, caring about society...
Benevolence	Be generous, cooperate, be compassionate, be hospitable, share...

Root values and their definitions within the scope of renewal and change studies in the TTKB curriculum (TTKB, 2017, s. 24).

Within the scope of TTKB's curriculum renewal and change studies, the root values and the definitions of these values are shown in Table 2 (TTKB, 2017, p. 24). One of the most important aims of education is to raise individuals who have internalized these fundamental values. To achieve this goal, root values are included in the curriculum (Eken & Öksüz, 2019). Changes were made in the curriculum in 2004, and values education gains began to be included (Keskin & İlhan, 2021, p. 252).

Akhan et al. (2020) state that informal education effectively teaches values. Since root values are abstract concepts, teaching values also require different tools (Keskin & İlhan, 2021). Yagli (2018) thinks it would be beneficial for comics, which have the power to transmit culture (without distinguishing it as domestic or foreign), to become widespread in conveying our own culture. Keskin and İlhan (2021) state that using comics as educational material can provide a natural value transfer. Avarogullari and Mutlu (2019) state that comics/manga can give positive results in education and can be beneficial. In this context, it is thought that manga and anime can contribute to values education.

"Manga," called Japanese comics, was first used to describe the engravings of Katsushika Hokusai, published in 1819. Firat (2017, p.27) states that Hokusai combined the syllables "man" and "ga," meaning "random" and "picture," to describe his works and that he was the first person to name his drawings manga. Anime is short or long animations based on Japanese culture (Özdemir, 2020). Anime can be considered an art branch covering all genres, from science fiction to literature (Taş Alicenap, 2014). Animes, animated versions of Japanese comics manga, reach viewers of all ages, just like manga (Taş Alicenap, 2014). Öztekin (2008, pp.175-176) summarizes the importance of manga and anime in transferring values.

Artistic expression has a great place in rebuilding and restoring lost national goals and dignity. After the Second World War, American authorities resorted to various methods such as censorship, determination of education and training content, and strict control of institutions in order to adopt their own cultural and ideological characteristics and to shape the reconstructed Japanese social dynamics. In this process, the American authorities overlooked the Manga. However, manga is followed very closely by the younger Japanese generation. These publications, unlike their counterparts, whose quality and quantity were discussed in America at the same time, became instruments of social education reform by serving the duties of instilling national consciousness in Japanese youth. The Japanese nation's history of the press releases and its close relationship with the art of painting undeniably made this happen. This is the summary of the fast journey the manga has taken on its territory; trying to show his own society how he has changed; Classrooms are a narrative of social memory that records and interprets the dimensions of interaction between the sexes. Besides being another form of expression within the set of sequential graphic arts such as storyboard, animation, and comics, it is not a phenomenon that can be easily named because of this multi-layered, complex body that develops around its production and consumption, beyond a cardboard typing editing method. Manga has turned into an ideology, a way of life, a culture on its own. Although the manga is a Japanese style of expression, it does not deal with subjects unique to Japan.

The first animes in Japan were prepared in an animation workshop with the support of the Japanese government in 1911 and shown in cinemas to instill moral values and patriotism in Japanese children. Although the fiction and scenarios have changed, the similarity of the ideas planted in the sub-texts of the anime shows that the Japanese values of education are at the base of the animes (Uludođan, 2016). It is known that manga and anime, defined as a means of cultural structuring, are "a discipline that serves the globally accepted Japanese lifestyle and philosophy" (Karatay, 2015). Manga and anime, which can directly affect lifestyles, have been the subject of various research within education. For example, Uludogan (2016) defines cartoons, one of the sub-branches of cinema, as one of the tools that convey values to a significant extent. Animations have essential functions in concretizing abstract concepts. Animations are very effective, especially for the audience to better understand the values such as "unity-togetherness, justice, hospitality, cooperation." In addition, cartoons are defined as entertaining material that attracts the audience's attention in education. Therefore, these visual materials can be used at all levels of education. Technological advances have made it difficult for individuals to focus on any job.

The idea of teaching with materials that can concentrate the child's attention is adopted. It is thought that cartoons/animations easily attract the child's attention and can be effective (Demir, 2019). In Mazlum and Mazlum (2016) study on the functional textbook design for teachers, more than half of the participants defended the idea that "cartoon/cartoon characters/heroes/animation drawings should be used in textbooks." The BrainPOP project, implemented in Israel in the 2006-2007 academic year, includes an online education environment that provides anime animal provides various topics for teachers and students. The project aims to increase the motivation of the student while transferring information through animation. Studies on BrainPOP have revealed that animation-based online education activity has a very positive effect on the transfer of knowledge (Rosen, 2009 as cited in Demir, 2019). In this context, the problem situation of this research consists of using manga and anime as a transfer tool in values education and discussing what kind of contribution they can make to values education.

1.1. Objective

In recent years, it has been seen that individuals born in the year 2000 and after, especially those known as the 'Z Generation' in our country, show interest in manga and anime (Yücekök, 2019). Manga and anime can contain many root values in terms of their content. In this sense, the study's primary purpose is to determine the students' views on the root values in "manga and anime." To answer the problem situation of the research, answers to the following questions were sought:

- 1- What is the case of the participants following manga and anime?
- 2- What are the participants' opinions about the root values in manga and anime?

1.2. Important of research

This research is important in determining the root values in manga and anime that young people follow with interest. This situation suggests that manga and anime will contribute to values education. It is thought that this research can shed light on academic studies on this subject and contribute to artistic studies/outputs within this framework. Also, no study examines manga and anime as a means of transmission in values education. From this point of view, it is thought that this research will present a new perspective on manga/anime and the transfer of root values.

2. Methodology

This study, in which students' views on root values in manga and anime were examined, was conducted with a case study, one of the qualitative research designs. A qualitative case study explores one or more cases in depth. Here, factors related to a situation (environment, individuals, events, etc.) are handled with a holistic approach. In the case of studies, more than one data collection method is usually employed, and in this way, it is aimed to reach a wide variety of data that can confirm each other. In this study, it was tried to provide variety with two different data collection tools (Denzin&Lincoln, 2011; Hennink, Hutter & Bailey, 2010; Merriam&Tisdell, 2015; Silverman, 2010). The situation examined in this study is to determine secondary school students' opinions about the root values encountered in the context of manga and anime. This method was preferred in the research since it aimed to describe the current situation in-depth and understand people's perspectives. It is impossible to generalize the results obtained in case of studies because the cases are different from each other. The results obtained in this research will be expected to constitute an example and experience for understanding similar situations.

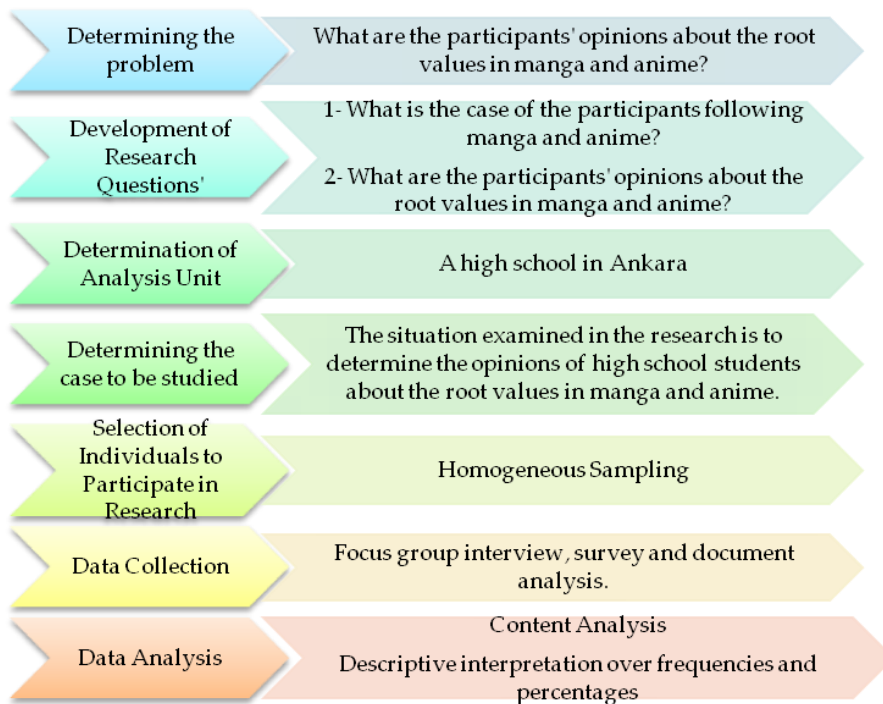


Figure 1. The stages of the research

2.1. Study Group

The research study group consists of 13 students, eight male and five female, studying in the 12th grade of a secondary school in Ankara, and researchers who are participant observers. The

participants were selected according to the "homogeneous sampling method." In the homogeneous sampling method, the sample may require the selection of only a homogeneous subgroup, which is given priority depending on the purpose of the research (Büyüköztürk et al., 2016). Generally, focus group interviews are conducted on homogeneous groups (Baltacı, 2018). The fact that each member of the research group is an anime watcher and manga reader gathers them around similar experiences. At this point, this situation, which affects the study group, requires the selection of a homogeneous sampling method.

2.2. Data Collection Tool

This study is planned to use qualitative data collection techniques to work holistically. Data were collected in two stages. First of all, questionnaire questions prepared by the researchers were used (Appendix 1). The survey questions it was aimed to determine the current knowledge case of the study group about manga and anime. The participants' determination to be interviewed and the content of the questions were prepared with the data taken from the questionnaire. Based on the data obtained from the questionnaire, a focus group interview was conducted in the second stage of the study. The focus group interview form was prepared in line with the opinions of academics specialized in qualitative research methods and the answers obtained from the questionnaire. The questions were kept as short as possible, and expressions that would be interpreted in the same way by each participant were preferred. Alternative questions and probes were used to facilitate understanding of the questions (Appendix 1). A focus group interview can be defined as "a series of carefully planned discussions to obtain perceptions about a predetermined topic in a moderate and non-threatening environment" (cited from Kruger and Casey 2000, Yıldırım and Şimşek, 2016). The goal is to understand what people think about a subject or issue in a social environment where participants can hear the opinions of others and think about their own opinions (Büyüköztürk et al., 2016, p.155).

Focus group interview form (see Appendix 1). Due to the dynamism and creativity of group processes, for example, when compared to individual interviews, it is possible to reach deeper and richer information about the problems of the research through focus group interviews (Yıldırım & Şimşek, 2016, p.167). For this reason, the focus group interview technique was preferred to determine the participants' views about the root values in manga and anime.

2.3. Analysis of Data

This study used a questionnaire and interview form as data collection tools. The data collected from the questionnaire were presented in tabular form and analyzed descriptively on percentages and frequencies. The qualitative data obtained from the interview form were analyzed using the content analysis technique. Content analysis is a systematic, iterable technique in which some words of a text are summarized into smaller content categories with coding based on specific rules. In content analysis, the researcher analyzes the existence of concepts and their meanings. Then, the researcher makes inferences about the messages in the data (Büyüköztürk et al., 2016, p.250). Through content analysis, the researcher tries to define the data and reveal the truths that may be hidden in the data. The basic process of content analysis is to gather similar data within the framework of specific concepts and themes and interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2016).

The focus group discussion audio recordings, which lasted 150 minutes, were taken with two different devices and converted into text via Google Docs. Considering the possibility of the program making mistakes while translating the sounds into text, the researchers listened to the recordings. They made the necessary corrections if the program made mistakes and reached the most reliable results. Themes and sub-themes were gone through 84 pages of raw data (containing approximately 18,000 words).

The reliability of the analysis was ensured in two ways. First, the data collected during this study were coded independently by the researchers. The codes created by the researchers were compared, and the

regulations were finalized by re-evaluating the conflicting situations. The mean reliability among coders was found to be 97%. Second, the category and code list, formed after the two separate analyses were compared, were examined by the measurement, evaluation, and field expert to verify the process with the observer triangulation method (Denzin, 1978). The reliability of data analysis made in this way; Calculated using the formula $[(\text{Agreement}) / (\text{Agreement} + \text{Disagreement})] \times 100$ (Miles & Huberman, 1994). The management of the data set obtained in the study is given in Table 3.

3. Findings

In this study, which aims to determine student views on root values in manga and anime, answers to two research questions are sought. The findings regarding the first research question are as follows.

3.1. First Sub-Problem: What is the case of the participants following manga and anime?

A questionnaire was used to determine the case of the participants in manga and anime. The data obtained are shown in Table 3.

Table 3. Survey data

Gender	Anime genre	Followed genre	Watch frequency	Manga of the Anime watched	Number Anime Watched	Number of Manga Read
M	Shounen	Anime	Frequently	No	6	0
M	-	Anime	Frequently	No	10	0
M	Supernatural Shounen School	Manga and anime	Frequently	Sometimes	13	2
M	Romantic Comedy	Manga and anime	Frequently	Sometimes	7	3
M	Action Fantastic	Manga and anime	Frequently	Sometimes	14	3
M	sci-fi Shounen seinen Grum Mystery action	Manga and anime	Frequently	Sometimes	12	1
M	Sci-fi Action Fantasy Shounen	Manga and anime	Frequently	Sometimes	10	3
M	Isekai Psychological	Manga and anime	Frequently	No	4	0
F	Shounen Supernatural Mystery Action	Manga and anime	Frequently	Sometimes	12	1
F	-	Manga and anime	Frequently	Yes	7	3
F	Shounen Action	Manga and anime	Frequently	Sometimes	5	2
F	-	Manga and anime	Frequently	Sometimes	9	4
F	-	Manga and anime	Seldom	No	12	2

To answer the second problem of the research, content analysis of the data obtained from the focus group interview was conducted. According to Table 3, 8 participants are male, and 5 are female, followers of many anime genres. While 11 participants are followers of both manga, 2 are anime

followers. Almost all of the participants state that they watch anime frequently. It has been observed that animes are more preferred than manga. Shounen and Action type animes are more popular than other genres.

3.2. Second Sub-Problem: What are the participants' views on root values in manga and anime?

A focus group interview was conducted to answer the second sub-problem of the research, and the data obtained for each question in the interview form were analyzed. According to the data content analysis results, 12 themes out of 30 sub-themes were reached. Three of these themes were excluded from the evaluation as they did not serve the research questions, and the results were evaluated over nine themes.

Participants' views on answering this question were gathered under nine main themes. The findings for each theme in Figure 2 are as follows.

3.2.1. Main Theme 1: Definition of values was examined under the sub-theme Definition of root values (f:19). Some of the views that the participants defined values are as follows.

Table 4. Definition of values

Theme	Codes	f	Sample expression(s)
Definition of values	Definition of root values	19	"...Self-control, people who can balance their emotions, control their reactions, plan where and how to behave, are happy, peaceful and do not disturb people, are solution-oriented on the contrary, are happy from the outside and are at peace with themselves... (OG Interview Record, 1st lecture /st 887-890).

The "definition of values" theme usually includes the definition of root values made by the researcher and the participants. It also manifests in how students define root values based on their previous learning (out-of-school learning and experiences). The definitions of the root values that they should have learned in previous classes were asked to the participants, and the meanings of the root values were examined in line with their answers. As a result, it was observed that the students examined the root values in terms of definition and seriously thought about them.

3.2.2. Main Theme 2: In the theme of "root values in manga and anime," students read about root values during the interview, and the most common root values in manga and anime were asked. The sub-dimensions of this theme are "Respect" (f:86), "Love" (f:64), "Patience" (f:50), "Responsibility" (f:42), "Friendship" (f:30), " Self-control" (f:30), "Patriotism" (f:22), "Benevolence" (f:18), "Justice" (f:15), "Honesty" (f:5). Some of the views that exemplify the frequency of encounters with the root values of the participants are as follows.

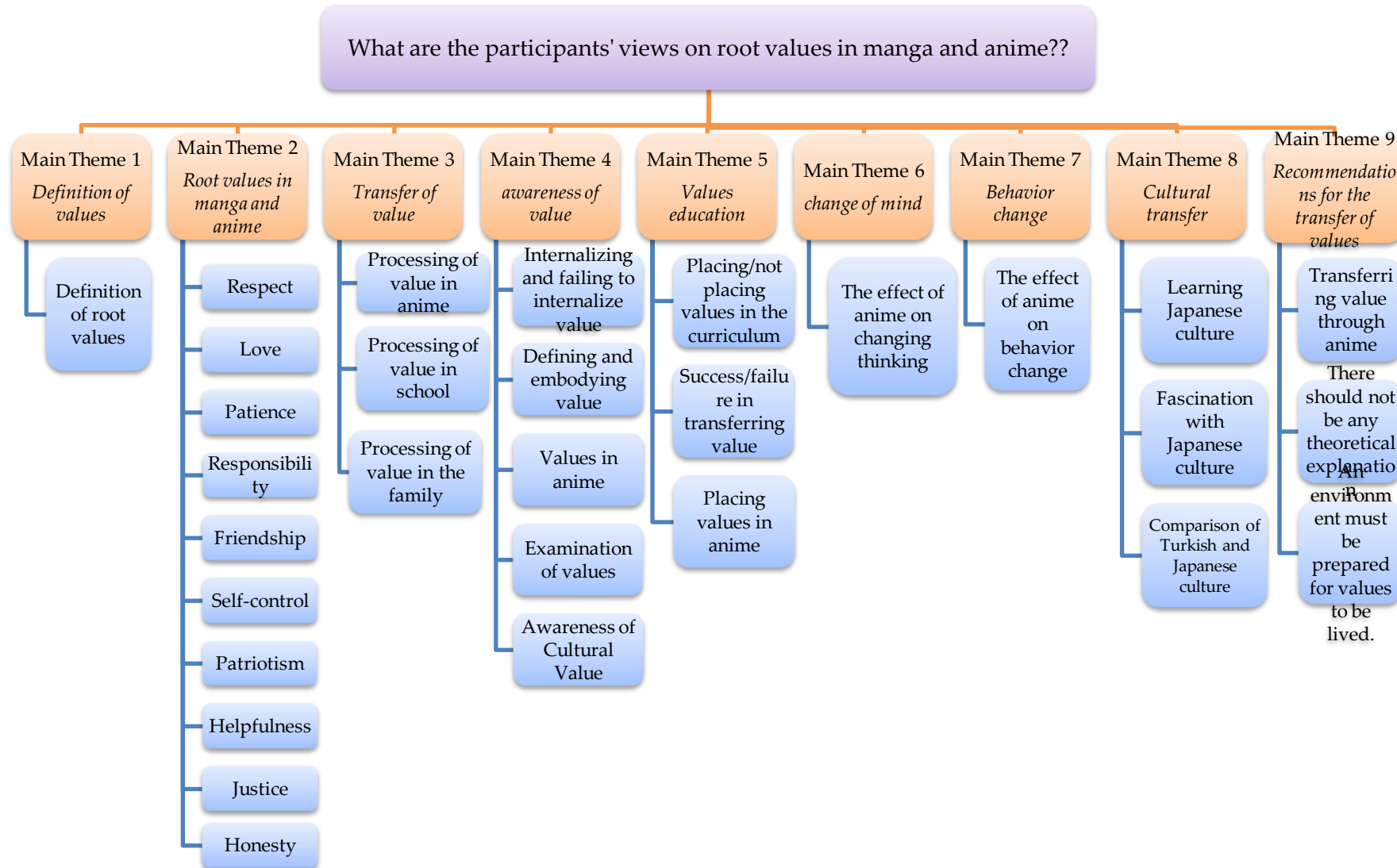


Figure 2. Overview of the role of manga and anime in Values Education

Table 5. Root values in manga and anime

Theme	Codes	f	Sample expression(s)
Root values in manga and anime	Respect	86	"...they even respect the houses, they say thank you even when they are moving." (FG Interview Record, Student 4th /line 541-542).
	Love	64	".. love is processed through friendship. (OG Interview Record, 12th St /line 1255).
	Patience	50	".. patience, but in the end, when you go for a goal, you are constantly working for him, I think patience is counted in this.. (FG Interview Record, 12th St /line 787).
	Responsibility	42	"..more in terms of lack of responsibility ... he does something irresponsibly, a loved one is hurt, he regrets it .. (FG Interview Record, 11th student /line 1832-1834).
	Friendship	30	"...almost everyone says that friendship comes to the fore..." (FG Interview Record, Researcher students. /line 54).
	Self-control	30	"..There is too much self-control in school anime." (FG Interview Record, 8th St /line 906).
	Patriotism	22	"..Patriotism is a town or a village in Naruto. It can be given as an example of such things." (FG Interview Record, 7th St /line 2297-2298).
	Benevolence	18	"..We can say that we are more helpful by watching anime." (FG Interview Record, 13th St. /line 2124).
	Justice	15	".....I think a little bit of justice can be chosen. It does not have to be an anime about justice like this. It could be a 'slice of life or even an anime about criminals." (FG Interview Record, 3rd St. /line 446-448).
Honesty	5	"..We learn honesty through stories, from anime story to manga story." (FG Interview Record, 11th student /line 1803).	

With this theme, it was tried to determine which root value and how often it was encountered. It was observed that the participants mentioned the value of "Respect" the most and "Honesty" the least. It has been observed that the participants encounter the root values in manga and anime. It is thought that the effect of Japanese culture is the most common reason for the root value of respect.

3.2.3. Main Theme 3: In the theme of "transfer of value"; "The processing of value in anime" (f: 71), "The processing of value in school" (f: 10), and "The processing of value in the family" (f: 5) has been examined through sub-themes. Some of the participants' views on the transfer forms of root values are shown in Table 6.

Table 6. Transfer of the value

Theme	Codes	f	Sample expression(s)
Transfer of value	Processing of value in anime	71	"...in animes, there is a sensual expression, he never thinks of himself. There is always an empathetic, always an effort to save others." (FG Interview Record, 5th St /Line 1911-1917). "...The past of the characters is also considered in anime.. I can put the characters in my place in real life." (FG Interview Record, 9th St/Line 354-358).
	Processing of value in school	10	"...visualizing is much more effective than making a basic and simple definition in the book, but it is just as effective if someone tells you something about himself, especially if someone you see close to you tells about himself." (FG Interview Record, 3rd St/Line 321 -328). "...Our biology teacher (while explaining values) gives examples from his own life." (FG Interview Record, 6th St /Line297).
	Processing of value in the family	5	"...our parents kiss the hand of an elder, and after we start to imitate him, we start to learn respect after a while." (FG Interview Record, 9th St /Line 474-483). "..advice in youth can be a very scathing thing sometimes." (FG Interview Record, 13th St /Line 333)

When the findings were examined, it was observed that the participants could notice the values and how they were processed in animes well (f:71). According to the findings, it has been observed that messages about root values are given to the audience through the characters in manga and anime, and identification with the hero allows empathy. It was seen that the participants gave examples of the negative consequences of not learning the root values. Therefore, it can be said that the participants know their right and wrong behaviors in manga and anime about root values. While the root values are sometimes given by direct narration, sometimes they are conveyed to the audience through the absence of value. In particular, the fact that heroes have root values encourages individuals to identify with the hero. It is thought that the processing and transferring of root values through heroes will be very effective. The participants stated that animes are helpful in terms of interpreting social relations.

According to the findings, it is thought that the transfer of root values in school is mainly processed within the limitations of the curriculum and in the way of transfer in the curriculum. It has been found that teachers rarely apply different transfer methods individually and by taking the initiative. It is stated by the participants that the imposition anxiety is pursued instead of adopting the values regarding the transfer of values. Participants indicated that they received values education due to their roots (f:5) in various ways (traditional values, customs, direct expression advice, etc.) in their family life. The transfer of root values by family members, especially family elders, through advice may be negatively received by students.

3.2.4. Main Theme 4: "Awareness of Value " theme; "Internalizing the value" (f:15), "Inability to internalize values" (f:4), "Defining and concretizing the value" (f:17), "Values in anime" (f:13), "Examination of values" (f:7), "Awareness of Cultural Value " (f: 3) sub-themes were examined. Some of the participants' views on the awareness of values are as follows.

Table 7. Awareness of value

Theme	Codes	f	Sample expression(s)
Awareness of value	Defining and embodying value	17	"...taking his own time and helping someone else develop, or many things are sacrificed there." (FG Interview Record, 11th St/Line 1413-1414)
	Internalizing value	15	"...for example, we are a whole, but we are prevented from seeing that we are whole. (patriotism value)" (FG Interview Record, 10th St/Line 2263-2266).
	Values in anime	13	"...patience...is often used in anime." (FG Interview Record, 12th St/Line 1135).
	Examination of values	7	"...we can say that there is a very intense processing of family love." (FG Interview Record, 12th St/Line 1349).
	Inability to internalize the value	4	"...both of them can be related to love, for example, an institution that normally gives us love in our life, the family has shown how much they have changed, on the other hand, here is what friendship is like." (FG Interview Record, 11th St/Line 1340-1343).
	Awareness of Cultural Value	3	"...as we said counter-responsibility, I think we always look at it from a slightly wrong perspective. As a result, let us imagine that this person is doing something to help those around him; for example, in this fiction, if he/she does this for those around him, he values them." (FG Interview Record, 1st St/Line 1989-1993).

When the findings were evaluated, it was observed that the participants successfully defined and concretized the root values (f:17) desired to be given in manga and anime. It was seen that they described and concretized values by giving examples from daily life. When the findings related to the sub-theme of internalizing and not internalizing the value were evaluated, it was observed that most participants (f:15) internalized the matters in question. It can be said that a small number of participants could not internalize some values (f:4). Participants stated that root values are intensively processed in manga and anime. The participants say that manga and anime increase the awareness of values. It is seen that the participants are aware of the root values given in manga and anime, and they also realize that the values are examined in various aspects (f:7). It is thought that direct or indirect narration in manga and anime is compelling here. In addition, it is seen that the participants are aware of various cultures and make comparisons.

3.2.5. Main Theme 5: "Values education" theme; "Failure in transferring values" (f:30), "Giving values in anime" (f:16), "Inability to give values in the curriculum" (f:11), "Giving values in the curriculum" (f:10), "Success in transferring values" (f: 1) sub-themes. Some of the participants' views on the values education theme are shown in Table 9.

Table 8. Values education

Theme	Codes	f	Sample expression(s)
Values education	Failure to transfer value	30	"..We call it education in one place, but I do not think that values education permeates any part of our lives. It just stays with the definition as it is in the book. None of us will feel this and see someone who experiences it and take an example." (FG Interview Record, 3rd St /Line 2188-2191).
	Placing values in anime	16	"...the value of self-control is directly in my opinion in all of them." (FG Interview Record, 5th St /Line 913).
	We are not placing values in the curriculum.	11	"...In other words, he shows the negative and gives value even if it is not directly" (OG Interview Record, 2nd St /Line 915).
	Placing values in the curriculum	10	"...when did we see the values in the lessons?" (FG Interview Record, 12th St /Line 1092).
	Success in transferring value	1	"...the only thing I remember is that the school I went to in primary school was the project school; they handed out books for each value, so much so that I do not remember seeing anything about values in any other textbooks." (FG Interview Record, 1st St /Line 1100-1102).

When the findings are examined, some of the participants who went through all the stages of values education, which started to be included in the curriculum in 2004, stated that they mostly solve questions intensively, especially in numerical lessons, and do not process the root values. They do not remember these issues even if the acquisitions of root values are processed. In addition, some participants stated that the Ministry of National Education is implementing values education. They did not know that they should be given in classes. In addition, it was seen that some of the participants stated that some values were in their minds and that this was through verbal lessons. It has been observed that oral lessons are more suitable for processing root values in terms of their subjects, and they express that they remember these subjects better. In addition, when the findings were examined, it was observed that the root values could be learned incompletely and misinterpreted. For example, it is thought that the value perception of the participants who can perceive the weight of responsibility only as doing homework is simplified and objectified. Japanese beliefs give importance to the internal reckoning and self-control of individuals. Loving nature, counting ancestors, respecting thousands of gods and spirits living in nature, visiting Shinto temples in rural areas, on the roadside, and praying to get rid of the situation they are in are the actions performed by almost all manga and anime characters (Taş Alicenap, 2014, p. 47). According to the findings, it was seen that the participants stated that they thought that almost all root values were processed in animes.

3.2.6. Main Theme 6: The theme of "change of thought"; was examined through the sub-theme "The effect of anime on changing the thought" (f:6). Some of the participants' views on the theme of change of mind are shown in Table 9.

Table 9. Change in thinking

Theme	Codes	f	Sample expression(s)
Change in thinking	The effect of anime on changing thinking	6	“When you see the theme of friendship in the anime, you inevitably tend to think that friendship should be like this in your mind. Afterward, while choosing my friends and controlling my behavior towards my friends, I think I may have walked around the friendship theme of that anime, which may have affected me a lot.” (FG Interview Record, 10th St /Line 158-162).
			“...I love to watch 'slice of life, for example, people live their normal lives like this, sometimes their hearts are broken, they go to school or something. I love it very much; it has improved me greatly; it has increased my perspective on normal life, for example, the pleasure I get from life.” (FG Interview Record, 7th St/Line 232-236).

When the findings are examined, it is seen that animes cause positive changes in the participants' thoughts.

3.2.7. Main Theme 7: “Behavior change” theme; “The effect of animes on behavior change” (f:7) was examined through its sub-theme. Some of the participants' views on the theme of behavior change are shown in Table 10.

Table 10. Behavior change

Theme	Codes	f	Sample expression(s)
Behavior change	The effect of anime on behavior change	7	“...I do this when I am spending time with the Japanese, thanking someone, I bow my head to greet when I see them...”(FG Interview Record, 4th St. /Line 525-527).
			“...we see different types of friendships in anime, and people act differently based on them. For example, he leaves a friend who is not good for him, or he can gather the courage to be friends with someone he wants to be friends with...even if he is not a real person, just in case I am not the only one who feels this way in social situations.” (FG Interview Record, 5th St /Line186-192).

When the findings were examined, the participants stated that manga and anime conveyed the root values effectively due to their ability to find a response in real life. They also had significant effects in terms of the regulation of social relations.

3.2.8. Main Theme 8: “Cultural transfer” theme; The sub-themes of "learning Japanese culture" (f:5), "fascination with Japanese culture" (f:3), and "Comparison of Turkish and Japanese culture" (f:3) were examined. Some of the participants' views on cultural transfer are shown in Table 11.

Table 11. Cultural transfer

Theme	Codes	f	Sample expression(s)
Cultural transfer	Learning Japanese culture	5	"...Animes... It helped me learn Japanese culture, I was going to a Japanese course or something. Talk to the teachers there.. I think it contributes." (FG Interview Record, 4th St/Line 521-523).
	Fascination with Japanese culture	3	"..even if the anime watchers are Turkish, there can often be a fascination with Japan." (FG Interview Record, 11th St /Line 2421-2422).
	Comparison of Turkish and Japanese culture	3	"...The respect there (animes) seems a bit too much to me. Now, if this friend of ours can still watch that anime, it means that he has respect, but if we talk about a disrespectful person, he will most likely open the anime and start laughing, asking what he is doing.." (FG Interview Record, 11th St /Line 680-682).

When the findings were examined, it was seen that the participants were culturally affected by the manga and anime they watched. Some participants stated that they started a Japanese language course because of this effect. In another study on manga and anime, it was seen that students could show a basic knowledge of Japanese culture by identifying certain Japanese cultural elements and themes in anime (Hamada, 2007, p.209).

3.2.9. Main Theme 9: "Suggestions for the transfer of values" theme; The sub-themes of "Value transfer through anime" (f:4), "There should be no theoretical expression" (f:1), "An environment must be prepared for values to be lived" (f:2) were examined. Some of the participants' views regarding the suggestions for the transfer of values are shown in Table 12 .

Table 12. Recommendations for the transfer of values

Theme	Codes	f	Sample expression(s)
Recommendations for the transfer of values	Transfer of values with animes	4	"..if they fund the production of Turkish made cartoons, manga or such things..." (FG Interview Record, 11th St /Line 1813-1814). "...it would be nice to make scientists into anime. It may also be about writers and artists because they don't have as direct contributions as scientists. However, for example, Mehmet Akif Ersoy or a less obvious example, let us say Namık Kemal's life or something" (OG Interview Record, 11th St /Line 1477-1504).
	There should not be any theoretical explanation.	1	"..Even if it is given as a definition, we are not very satisfied with it. However, if it is given as a definition, we cannot see it in something, or we do not remember it, so a structure that will bring it to our minds must be formed." (FG Interview Record, 6th St /Line 1813-1814).
	An environment must be prepared for values to be lived.	2	"..environments should be provided where friendship can happen rather than definition.." (FG Interview Record, 3rd St /Line 285).

When the findings related to the 9th central theme are examined, it is seen that the participants made various suggestions about values education. These suggestions are that manga and anime should include national and spiritual values. When the findings were evaluated in general, it was observed that the root values of the participant students were frequently processed in manga and anime, and the participant students expressed many opinions about the root values.

4. Discussion and Conclusion

Values education, one of the current education issues, comes to the fore with the increase in social problems in world societies and the increase in negative behaviors accordingly (Kurtdele-Fidan & Öner, 2018). It has become necessary to raise individuals who can produce solutions to such problems. In line with this need, the Ministry of National Education has determined ten root values (justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence) related to different disciplines by using the term root value in its renewed curriculum (Akhan et al., 2020). TTKB conducted curriculum studies to transfer the root values to secondary school students. In this context, manga and anime, followed with interest by the secondary school students, namely the Z generation, were examined in terms of root values. When the general findings obtained as a result of the research were interpreted, it was observed that the participants were manga readers or anime viewers. They knew the root values in manga and anime and could notice the root values in manga and anime. They knew which root value was trying to be given to the audience. Therefore, it has been concluded that manga and anime can be used to transfer root values. It was supposed that the participants encountered more root values in anime than in the home and school environment since they could recognize anime's values and processing styles ($f:71$). This result can be shown as evidence that manga and anime can be good tools for transferring values. In the literature, there are studies examining the existence of values in cartoons/animations and moving them to the audience implicitly (Özyürek et al., 2018; Şentürk & Keskin, 2019; Kaymak & Eğir-Özçelik, 2020). For example, Uludoğan (2015), in his article in which he questioned the relationship between animes and values education, concluded that Japanese values are at the core of animes to instill moral values and patriotism in Japanese children.

Processing of value in school; Regarding the transfer of importance, it is essential that teachers who talk about their experiences are loved, felt close to, and thought to have root values. Cinemas have an undeniable effect on describing their society, raising awareness, and conveying and questioning specific values. Yağlı (2013) argued that cartoons/animations teach children universal national values by having fun. Studies investigate the root values of manga and anime/cartoons/cinema (Ünal, 2020, Albayrak and Kartal, 2020, Hakkoymaz, 2021). However, no study examines manga and anime as a means of transmission in values education. From this point of view, it is thought that this research will present a new perspective on manga/anime and the transfer of root values.

In addition, it is necessary to find new ways of transferring the root values to be adopted instead of imposed or dictated. Dere & Yavuzay (2020), in their research titled "Values education at school according to social studies teachers," concluded that teachers mostly use "examplifying," that is, applying to good examples in values education. According to this result, teachers try to gain values through indoctrination by using good examples from their experiences and socio-cultural environment. The way values are processed in the school revealed in our research coincides with the results of Dere & Yavuzay. The misbehavior of the participants' role models (teachers, parents, etc.) about values can negatively affect their value judgments. It is thought that the correct transfer of root values through fiction in anime will reduce the effect of such negativities.

Ulusoy (2019) states that the family should take responsibility primarily for transferring values and that the school and its environment are involved in this process. Students may find it repulsive that family members, especially elders, convey the root values through advice regarding processing value in the family. For this reason, it is thought that not transferring the root values in the family, transferring them incompletely or incorrectly, will lead to failure in the education of the root values of

the students. It is thought that it will be possible for the root values to reach homes and families through TV as anime (EBA TV etc.) or in the form of comics as manga. In this way, correcting the negative situations mentioned above may be possible, starting from the pre-school period. Compared with the values of education given at school and in the family environment in line with the students' opinions, it has been observed that manga and anime have a very high rate of root values. For this reason, it is thought that the fundamental importance of education and the transfer of our national-spiritual values will be successful with manga and anime in pre-school, primary, and secondary education.

Another result of our research is that manga and anime successfully process and embody the root values. Based on this, it is thought that manga and anime create awareness in the processing and transferring of values. Kapkin et al. (2018), in their research in which they examined postgraduate studies in the field of values education, mostly came across studies examining the values in various works (story, novel, poem, masnavi, stage). It is concluded that the root values are rarely given in numerical lessons, which can be given mostly through verbal lessons. The fact that literary fields are also oral fields supports the results of our research. It is thought that using the curriculum subjects (History, Literature, etc.) of verbal lessons to teach the root values in manga and anime will provide the transfer of our history and culture and facilitate the students' internalization. In addition, some participants stated that the Ministry of National Education is implementing values education. They did not know that they should be given in classes. This situation makes us think that the students do not notice values in the curriculum, and alternative ways should be tried.

There was no finding showing that the processing of the root values in the curriculum led to the "change of thought" expected to occur due to the acquisitions related to the root values in the participants. On the other hand, the participants stated that they adopted the root values they encountered in manga and anime and changed their thoughts. Therefore, it is thought that manga and anime are compelling ideas. Regarding "behavior change," the participants stated that manga and anime effectively convey root values from their real-life counterparts. The Ministry of National Education's root values aims to raise individuals who assimilate these fundamental values.

Unless individuals internalize these core values and transform them into behavior, it is impossible to discuss this education's success. For this reason, providing a root value education that can lead to behavioral changes, especially at young ages, is imperative. It is seen that manga and anime are essential tools in the transmission of Japanese culture. Participants stated that manga and anime caused significant behavioral changes in them. Therefore, it is thought that manga and anime can lead to changes in behavior; that is, they can be a tool for learning. Arı et al. (2019), according to their research titled "The Use of Manga Comics in Mathematics Education,"; It has been concluded that the use of manga in teaching benefits students' affective characteristics, art abilities, course achievement, attitudes towards the course, creativity skills, and reading skills. Arı et al. (2019) argue that including manga in the teaching plans can contribute to student's emotional and academic success.

So that; Richmond states in his study in 2009 that Japan defined the anime character "Doraemon" as the cultural ambassador of Japan in 2007 (Taş Alicenap, 2014, p. 39). It is thought to be easier to convey the root values if such tools reflecting the Turkish culture are developed. Due to the similarity between Turkish and Japanese culture, manga and anime have a large fan base in our country. For this reason, it is thought that the use of manga and anime in values education can be easy, effective, and appropriate. Considering that the values of Japanese culture are used effectively in teaching processes through manga and anime, it is possible that similar studies can be carried out in Turkish culture. Considering all the qualitative data, it is thought that manga and anime can be used as an alternative tool in values education. In light of the data collected at the end of the study on this subject, the researchers prepared a manga study covering the root value of respect (Appendix 2).

4.1. Suggestions

- It is seen that the participants made suggestions for values education such as "Values can be transferred with anime," "Theoretical value education should not be given," and "The environments where values can be lived should be prepared ."The expressions of the participants as "...When you tell/watch/watch and experience..." (FG Interview Record, all participants /Line 297) are related to the students' own lives to watch the values through animes, to have meaningful discussions on images/expressions after watching or reading them, and to raise awareness. They mentioned that it is necessary to enable them to share or remember related events. Similar expressions were used in TTKB. However, students stated that they did not encounter this in practice. Therefore, there is a need for activities to increase students' awareness of the learning outcomes.
- Learning and internalizing the root values as a result of theoretical explanation is not as effective as in manga and anime, as stated by the students. For this reason, it is recommended to turn to alternative tools (e.g., manga/anime) in values education.
- For the expression and transfer of all root values, national and spiritual values of the manga drawings we have prepared as an example, it is recommended to use the forms developed under the supervision of experts and converted into manga and anime.
- Since the audience's involvement in the process will facilitate the internalization of the root values, the prepared manga should be designed to include sections for discussion and evaluation. The reader should be provided to evaluate the root values learned in various ways.
- Animes can play an important role in distance education to transfer values education. Values education can be given through EBA TV, national channels, and animes on private channels.
- It is recommended that the root values be given as a separate applied course starting from the pre-school period. This applied course thinks that manga and anime can be used as alternative and important tools.

Ethics Statement

Ethical permission was obtained from the Ankara Yenimahalle District Directorate of National Education Survey Commission Social and Human Sciences Ethics Committee for this research (Date of Decision: 21.12.2021; Number of Decisions: E- 68191173-3.10.01.01-39481395). All the rules of the "Committee on Publication Ethics (COPE)" were followed in this research. None of the actions in "Ethics Actions Against Scientific Research and Publication" were carried out.

Conflict of Interest Statement

The authors declare that they have no academic or financial conflicts of interest.

Informed Consent

The authors declare that informed consent has been obtained from all individual participants in the study.

Acknowledgements

We would like to thank Sude Nur Bozkurt who contributed with her drawings to our research.

References

- Akbaş, O. (2008). An overview of value education movements. *Journal of Values Education*, 6(16), 9-27.
- Akhan, N. E., Subaşı, E. & Açı, F. B. (2020). Pre-service Teachers' Views on Root Values. *Journal of Education and New Approaches*, 3 (2), 115-134.
<https://dergipark.org.tr/en/pub/jena/issue/59198/772090>

- Albayrak, B. M., & Kartal, A. (2020). Animations in the Context of Values Education: Kung Fu Panda 3 Movie Review. *Turkish Journal of Education*, 5(2), 268-284.
- Ari, A., Demir, B. & Baydar Işık, B. (2019). The Use of Manga Comics in Mathematics Education. *Bayburt University Journal of Science*, 2(2), 261-265. <https://dergipark.org.tr/en/pub/bufbd/issue/50962/654178>
- Avarogullari, A. K., & Mutlu, Z. (2019). Pre-Service Social Studies Teachers' Opinions on Using Comic Books in Social Studies Teaching. *Asian Journal of Education and Training*, 5(4), 538-547. <https://asianonlinejournals.com/index.php/EDU/article/view/1101/1185>
- Baltacı, A. (2018). A Conceptual Analysis on Sampling Methods and Sample Size Problem in Qualitative Research. *Bitlis Eren University Journal of Social Sciences Institute*, 7(1), 231-274. <https://dergipark.org.tr/tr/download/article-file/497090>
- Buluç, B. & Uzun, E. B. (2020). Value hierarchies of primary school teacher candidates. *TUBAV Journal of Science*, 13 (2), 29-46. <https://dergipark.org.tr/en/pub/tubav/issue/56279/716556>
- Büyüköztürk, S., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz Oran, S., & Demirel, F., (2019). *Scientific Research Methods*. Pegem A.
- Calışkur, A. & Aslan, AE (2013). Rokeach Values Inventory Reliability and Sugar Study. *Balıkesir University Journal of Social Sciences Institute*, 16(29), 81-105. <https://dergipark.org.tr/en/pub/baunsobed/issue/50182/645970>
- Demir, R. (2019). Religious and cultural values education in cartoons broadcast on children's channels in Turkey. (Unpublished doctoral dissertation). Sakarya University.
- Denzin, N. K. (1970). Problems in analyzing elements of mass culture: Notes on the popular song and other artistic productions. *American Journal of Sociology*, 75(6), 1035-1038. <https://www.journals.uchicago.edu/doi/10.1086/224853>
- Denzin, N. K., and Lincoln, Y. S. (2011). *The SAGE Handbook of Qualitative Research* (4th Edition). Sage Publications.
- Dere, İ., & Yavuzay, M. (2020). Values education at school according to social studies teachers: A phenomenological study. *Mehmet Akif Ersoy University Journal of the Faculty of Education*, 1(56), 61-91.
- Eken, N. T. & Öksüz, H. İ. (2019). Investigation of Storytelling Texts in Primary School (1-4) Turkish Textbooks in Terms of Root Values in Turkish Lesson Curriculum. *Journal of Mother Tongue Education*, 7(2), 384-401.
- Hamada, M. (2007). Teaching Japanese Culture Through Anime: A Case Study. *Asian Cinema*, 18(2), 197-219. DOI:10.1386/ac.18.2.197_1
- Hakkoymaz, S. (2021). Investigation of root values in animated films screened in Turkey between 2015-2020. *Nevehir Hacı Bektaş Veli University Journal of SBE*, 11 (4), 1717-1731 . Retrieved from <https://dergipark.org.tr/en/pub/nevsosbilen/issue/67629/914920>
- Hennink, M., Hutter, I., and Bailey, A. (2010). *Qualitative Research Methods* (1st edition). SAGE Publications Ltd.
- Kapkın, B., Caliskan, Z., & Sağlam, M. (2018). Examination of postgraduate studies in values education in Turkey between 1999-2017. *Journal of values education*, 16(35), 183-207.
- Karatay, A. (2015). Miyazaki Cinema and Auteur Theory. *İdil*, 4 (18), 111-122.
- Kaymak, N., and İlkir Özçelik, A.D. (2020). An investigation on universal values: An example of Vikings cartoons. *Journal of Atatürk University Kazım Karabekir Education Faculty*, 41, 26-43.

- Kilcan, T. (2020). Secondary School Teachers' Views on the Order of Importance and Education of Root Values in the Curriculum. *Turkish Journal of Scientific Research*, 5 (2), 134-145.
- Keskin, A. & İlhan, GO (2021). Digital Comic Book Design for Values Education: "Mysterious Labyrinth." *Journal of Humanities and Social Sciences*, 4 (1), 250-264. DOI: 10.53048/johass.923826
- Kurtdede Fidan, N. & Öner, Ö. (2018). Analysis of Postgraduate Theses on Values Education. *International Journal of Field Education*, 4 (1), 1-17. DOI:10.32570/ijofe.388289
- Mazlum, O. & Mazlum, F. S. (2016). Evaluation of teachers' views on the visual design of primary school 4th-grade textbooks, Sed, Vol.4, No. 1, <http://www.sanategitimidergisi.com/makale/pdf/1458122604.pdf>
- Merriam, S. B., and Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation* (4th Edition). John Wiley & Sons
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Fırat, D. (2017). *The Global Temple of Asia: A Field Study on Japanese Popular Culture Manga and Anime Fans in Turkey*. (Unpublished master's thesis). Gazi University.
- Özdemir, H. (2020) *A look at anime in the axis of fan culture and popular culture: A review of fans watching anime*. (Unpublished master's thesis). Beykent University.
- Öztekin, M. K. (2008). *Examination of Japanese comics (manga) as a tool of cultural resistance*. (Unpublished proficiency thesis) Dokuz Eylül University.
- Özyürek, A., Kaya, B., Yeşil, Z., and Karadaş, İ. (2018). Analysis of Keloğlan Tales cartoon in terms of values. *Karabuk University Journal of Social Sciences Institute*, 4, 1-11.
- Şentürk, S. and Keskin, A. (2019). Evaluation of Rafadan Tayfa cartoon in terms of national and universal values. *Eskişehir Osmangazi University Journal of Social Sciences*, 20, 143-157.
- Rokeach, M. (1968). The role of values in public opinion research. *Public Opinion Quarterly*, 32(4), 547-559.
- Rokeach, M. (1973). *The nature of human values*. New York: The Free Press
- Rokeach, M. (1979). *Understanding human values*. New York, 17.
- Silverman, D. (2010). *Qualitative Research* (3th Edition). SAGE Publications Ltd.
- Taş Alicenap, C. (2014). Japanese Manga and Anime Art from Local to Universal. *Journal of Art and Design*, 7 (7), 31-60. DOI: 10.20488/austd.97233
- Turkish Language Association (2022). Turkish dictionary. retrieved from: <https://sozluk.gov.tr/>
- TTKB. (2017). In our work on curriculum renewal and change. Retrieved from: https://ttkb.meb.gov.tr/meb_iys_dosyalar/2017_07/18160003_basin_aciklamasi-program.pdf
- Uludogan R. H. (2016). The relationship between the concept of soft power and values education "anime example". Marmara University, Faculty of Theology. *Japan Education Studies: Project*; 2015.
- Ulusoy, K. (2019). *Character values and moral education*. Ankara: Pegem Academy.
- Unal, O. (2020). Analysis of Recent Turkish Animated Films in the Context of Values Education. *International Journal of Field Education*, 6(2), 64-83.
- Yağlı, A. (2013). The role of cartoons in the education and social development of the child: The case of Caillou and Pepee. *Turkish Studies*, 8(10), 707-719.

Yağlı, A. (2018). Language and Culture Transfer in Comics, *International Social Sciences Studies Journal*, 4(23), 4345-4351. <http://www.sssjournal.com/DergiTamDetay.aspx?ID=887>

Yıldırım, A. & Şimşek, H. (2016). *Qualitative research methods in the social sciences*. Seçkin.

Yücekök, A. (2019). *The role of cultural alienation in the context of social media usage habits of Generation Z in Turkey*. (Unpublished master's thesis). Marmara University

Appendices

Appendix 1. Questionnaire and Focus Group Interview Questions Questionnaire

Dear participant;

We are researching the role of manga and anime, which are essential elements of Japanese culture, in values education. In this process, we thought that we could get a lot of information from the anime viewers, and we decided to apply a survey to you. We will use the findings from our interviews to explain the role of manga and anime in values education.

First of all, thank you very much for your valuable time and sincere answers.

1. Gender: Female Male
2. Grade Level: 9th grade 10th grade 11th grade 12th grade
3. What kind of anime do you watch?:
4. Which one do you follow:
 Manga
 Anime
 Both (Manga ve Anime)
5. How often do you watch anime?
 Rarely
 Seldom
6. Do you follow the manga or the anime you watch?
 Yes
 No
 Some of them
7. What are the names of the anime you watch and the manga you follow?
Manga:.....
Anime:.....

Focus Group Interview Form

Dear participant;

We are researching the role of manga and anime in values education, which are important elements of Japanese culture. In this process, we thought that we could get information from the anime viewers, and we decided to have an interview with you. We will use the findings from our interviews to explain the role of manga and anime in values education.

You will be asked semi-structured questions for 30-45 minutes to get your opinions. If you have permission, the process will be completed by audio recording (written by the researcher if you are uncomfortable with audio recording). All your answers will be evaluated only for this study and within the framework of ethical principles, keeping the confidentiality of your personal information in the foreground. For this reason, your sincere answers to our questions are essential for the reliability of the study. When you feel ready, we can start the meeting.

First of all, thank you for your valuable time and sincere answers.

Questions

1. Which of the following root values do you think are included in the manga or anime you follow?

1. Justice:

Sonda: Why did you choose this value?

2. Friendship:

Sonda: Why did you choose this value?

3. Integrity:

Sonda: Why did you choose this value?

4. Self-control:

Sonda: Why did you choose this value?

5. Patience:

Sonda: Why did you choose this value?

6. Respect:

Sonda: Why did you choose this value?

7. Love:

Sonda: Why did you choose this value?

8. Responsibility:

Sonda: Why did you choose this value?

9. Patriotism:

Sonda: Why did you choose this value?

10. Charity:

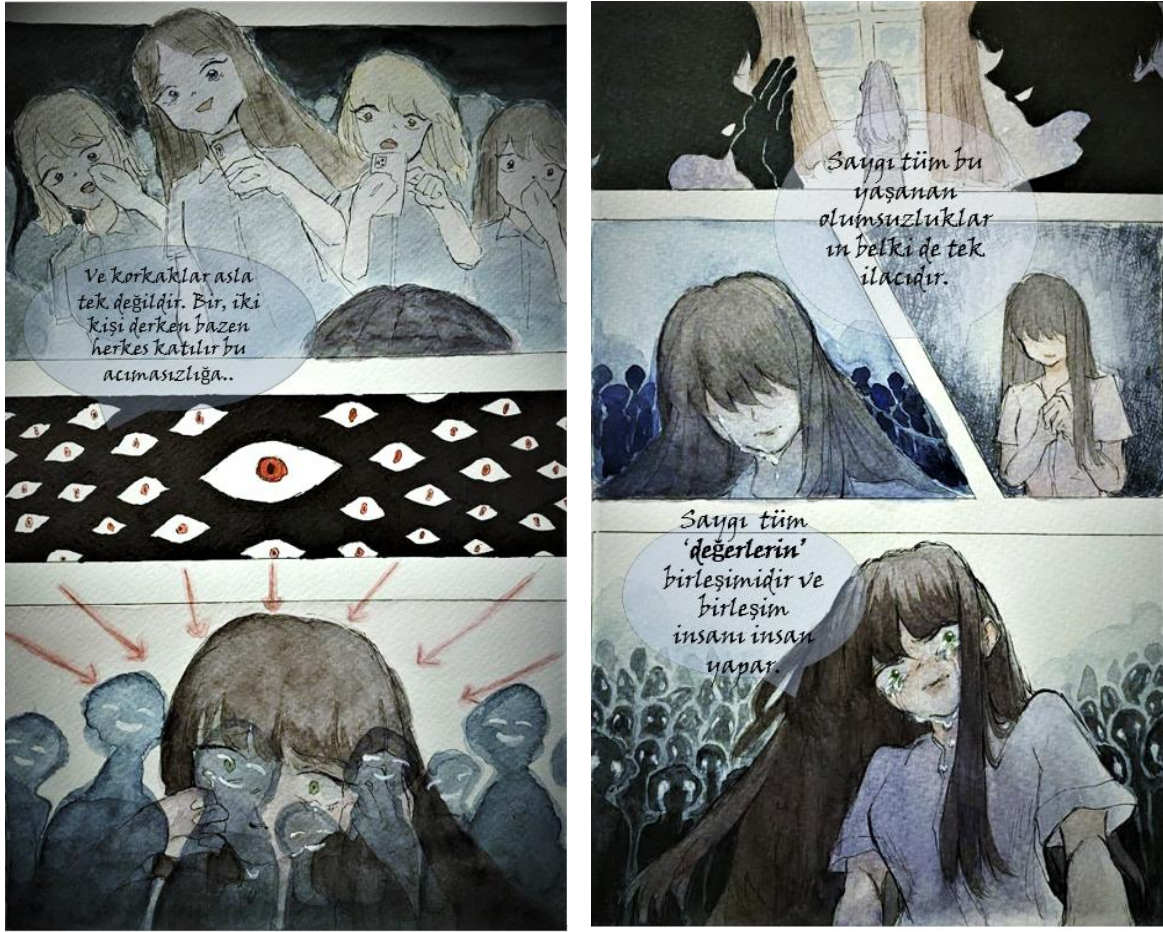
Sonda: Why did you choose this value?

Appendix 2. Respect manga sample



Picture 1. Respect manga sample

1. Speech bubble: All values are different forms of love. Justice, friendship, honesty, love...
2. Speech bubble: When a person becomes worthless, he becomes hostile to life, nature, and even himself. Enmity turns into hatred; hatred turns into fear.
3. Speech bubble: The disrespect that surrounds the society we live in like a disease has already begun to devalue us and rot from the inside...
4. Speech bubble: Sometimes, you can hear, feel, but not see the evil behind you because they are cowards.



Picture 2. Respect manga sample

1. Speech bubble: And cowards are never alone. When we say one or two people, sometimes everyone joins this cruelty.
2. Speech bubble: Respect is perhaps the only cure for these negativities.
3. Speech bubble: Respect is the combination of all "values," and the combination makes a person.