

An Examination of Research on Cartoons and Value Education Using Systematic Review Methodology¹

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Abstract

The aim of this study is to conduct a systematic review of studies on cartoons and value education. 14 articles and 14 theses published between 2013 and 2022 were examined. The studies were analyzed according to publication year, publication type, purpose, method/design, sample level, sample size, cartoons watched, number of sections, data collection tools, data analysis method, and result and recommendation themes. According to the review, it was found that the studies were concentrated in 2019, and there were similarities in publication type, purpose, design, data collection tools, and cartoons watched. The findings showed that positive values were predominant, and negative values were less common. Recommendations were made for parents, teachers, researchers, and publishers based on the results obtained.

Keywords: cartoon, animated cartoon, value education, value analysis, systematic review.

Çizgi Film ve Değer Öğretimi Üzerine Yapılmış Araştırmaların Sistemik Derleme Yöntemiyle İncelenmesi

Özet

Bu çalışmanın amacı, çizgi film ve değer öğretimi üzerine yapılan çalışmaların sistemik derleme yöntemiyle incelenmesidir. Çalışmada 2013-2022 yılları arasında yayınlanmış 14 makale ve 14 tez incelenmiştir. Araştırmalar; yayın yılı, yayın türü, amaç, yöntem/desen, örneklem düzeyi, örneklem büyüklüğü, izlenen çizgi filmler, bölüm sayıları, veri toplama araçları, veri analiz yöntemi, sonuç ve öneri temalarına uygun olarak incelenmiştir. İncelemelere göre, araştırmaların 2019 yılında yoğunlaştığı, yayın türü, amaç, desen, veri toplama araçları ve incelenen çizgi filmler konusunda benzediği sonucuna ulaşılmıştır. Bulgular; olumlu değerlerin ağırlıkta olduğunu, olumsuz değerlerin ise daha az olduğunu göstermiştir. Elde edilen sonuçlara göre velilere, öğretmenlere, araştırmacılara ve yayıncılara önerilerde bulunulmuştur.

Anahtar Kelimeler: çizgi film, animasyonlu çizgi film, değer eğitimi, değer analizi, sistemik derleme

Giriş

Values are abstract beliefs or structures that make people's lives meaningful and significant. Values education involves conveying universal, national, or spiritual topics to resolve problematic structures that pose a challenge to individuals, families, or society, and to make these structures more organized and meaningful (Sadioglu et al., 2018). One of the most important periods for acquiring values is childhood. The most important building block of society is the family, and the most important building block of the family is the child. Children can learn positive or negative values through various means and tools, and one of these tools is cartoons (Susar-Kirmizi, 2014).

Cartoons are an indispensable part of children's lives today, as children who are curious about everything around them can watch them not only on TV but also on various devices such as phones, tablets, and computers. Cartoons that they watch when they wake up in the morning, come home from school, during class breaks, and sometimes even while doing homework have a significant impact on their lives. In this context, it can be said that cartoons and the devices which they watch have a greater impact on children's lives than we think. Children, especially during their childhood and adolescence, can be greatly influenced by the cartoons they watch through mass media, and this can affect their process of acquiring behavior patterns (Yahaya, Rathakrishnan, Tuah and George, 2020).

The first studies on cartoons in Turkey were carried out in the early 1900s. However, it was not until the 1950s that it began to take shape in its current form (Goktepe, 2015). After

¹ Submission Date: December 17, 2022 Acceptance Date: May 24, 2023 DOI: [10.47806/ijesacademic.1220396](https://doi.org/10.47806/ijesacademic.1220396)

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the 1990s, it gained new momentum and became an important industry in children's lives. Although domestic cartoons did not appear on screens until the 2000s, cartoons adapted from foreign productions were featured on screens until that time (Unsal, 2019).

Children take the characters, behaviors, and sentences of the characters they watch in cartoons as role models for themselves. This shows that cartoons affect children's character and value education, and that cartoons are an educational tool for children. This tool can cause children to acquire values in negative ways due to negative messages. Especially in recent years, it can be argued that programs featured in mass media, which have content that contradicts moral and social values, have had a negative impact on society's perception of values. Therefore, it is considered that the research on published cartoons and value education should also be taken into account (Dillon ve Bushman, 2017). Based on this, a systematic review of research on cartoons and value education has been conducted in this study.

No systematic review studies have been found in Turkey regarding cartoons and value education. When the research conducted is examined, cartoons have been studied by comparing them or by analyzing them individually. Thus, this study will serve as a guide for future researchers and change the perspectives of families on cartoons. Therefore, the aim of this study is to determine how researches on cartoons and value education between 2013-2022 has contributed to value education, what the results are, the development of the field, etc.

The aim is to create starting points for future researches and to provide detailed information for families and children about the animated cartoons they watch. In line with this goal, the following questions were addressed:

1. What is the distribution of research on animated cartoons and value education by year and publication type?
2. How do the themes of research on animated cartoons and value education change?
3. Which methods, sampling designs, data collection tools, and data analysis methods are preferred in research on animated cartoons and value education for different themes?
4. Which animated cartoons and episodes analyzed are covered in research on animated cartoons and value education for different themes?
5. What are the conclusions and recommendations presented in research on animated cartoons and value education for different themes?

Method

In this section, the method used in the study is explained. In this study, it was determined how research on cartoons and values education contributes to values education, what the results are, and what recommendations are made for the development of the field. In this context, a systematic review method was used to identify and evaluate studies conducted between 2013 and 2022 on cartoons and values education, in terms of their types, designs, purposes, samples, number of sections and cartoons, results, and recommendations. The systematic review method is a method of analyzing studies conducted in a specific field through content analysis (Higgins & Green, 2011). In the systematic review method, studies are brought together while preserving their differences, rather than reaching a certain unity.

Data Collection Tools

In this study, a systematic review method was used to identify and evaluate studies on cartoons and values education in terms of their types, designs, purposes, samples, number of episodes and cartoons, results, and recommendations. International databases were searched to examine studies on cartoons and values education published between 2013 and 2022. A research presenting a search towards older studies instead of a recently published study was conducted in order to examine current studies. Therefore, the date range was set as 2013-2022. In this scope, recent studies on cartoons and values education were reviewed from Google Scholar, Web of Science, Proquest, Dergi Park, YOK Thesis, Ebsco, JSTOR, Taylor & Francis, and Wiley. Relevant searches were conducted through these databases because they provide free access through the Necmettin Erbakan University library, host international publications, and offer access to works published in Turkish or English. The keywords used in the searches included "values education," "cartoons," "cartoon titles." A total of 28 studies were identified through these searches.

Data Analysis

The literature search process continued from September 2022 to November 2022. The transfer of the research found in the search to the relevant study was carried out in December 2022. Therefore, research published after December 2022 was not included in the study. As a result of the search, the research found was numbered, filed, and each publication was coded in Excel. During the coding process, the number, type, purpose, method, design, sample level, sample size, name of the analyzed cartoon, the number of episodes analyzed, data collection tools, data analysis, findings, and recommendations of each publication were separately evaluated.

Findings

In this study, the themes obtained are presented step by step in line with the research questions. Accordingly, the distribution of the examined studies by year is first presented in the research. According to the examined studies, two studies were found for 2022, five for 2021, two for 2020, eight for 2019, three for 2018, one for 2017, two for 2016, two for 2015, and three for 2013. The distribution by year is shown in Table 1.

Table 1. *Distribution of Studies on Cartoons and Value Education by Year*

Years	f	%
2013	3	10.71
2015	2	7.14
2016	2	7.14
2017	1	3.57
2018	3	10.71
2019	8	28.57
2020	2	7.14
2021	5	17.85
2022	2	7.14
Total	28	100

In the study, the publication types of the studies were also examined. According to the results, 14 of the studies were articles, 14 were theses, and two of these theses were doctoral and two were master's level. The distribution by publication type is shown in Table 2.

Table 2. *Distribution of Studies on Cartoons and Value Education by Publication Type*

Publication	f	%
Article	14	50
Thesis	14	50
Total	28	100

The distribution of studies conducted within the scope of the study on the impact of cartoons on values education according to their aims is presented in Table 3.

Table 3. *Distribution of Studies on Cartoons and Values Education According to their Aim*

Theme	Categories	Code	f	%
Aim	Values education	Root values included in the curriculum (7)	19	67.85
		Values in various contexts (theme, specific achievements, child's perception, value transfer and language development, etc.) (5)		
		Values in social learning, verbal and behavioral contexts (4) Universal values - national values (3)		
	Cultural elements	Cultural differences and values (3) Values in terms of cultural heritage transmission (1)	5	14.28
	Developmental Relevance	Suitability for children's development (social, emotional, character) (3) Suitability in terms of different variables (keywords, explicit and implicit messages, byproducts, etc.) (2)	4	17.85
Total			28	100

According to Table 3, three different categories and eight different codes were obtained for the purpose theme of studies conducted on the effect of cartoons on value education. Of the studies examined, 19 were in the values category, five were in the developmental category, and four were in the cultural elements category.

In the values education category, seven studies aimed at the root values code found in educational programs, five studies aimed at values from various contexts (theme, specific achievements, child perception, value transfer, language development, etc.) code, four studies aimed at values in social learning, verbal and behavioral contexts, and three studies aimed at universal values-national values.

When the cultural values category was examined, two different codes were obtained. Three of the studies examined focused on cultural differences, and one study focused on the transmission of cultural heritage values.

In the developmental appropriateness category, two different codes were obtained to look at various developmental effects. Three of these codes aimed to examine the appropriateness for children's development (social, emotional, character), and two aimed to examine the appropriateness from different variables (keywords, explicit and implicit messages, by-products, etc.).

The distribution of studies conducted on cartoons and value education according to their method and design is presented in Table 4.

Table 4. *Distribution of Methods and Designs of Studies on the Effect of Cartoons on Values Education.*

Theme	Categories	Code	f	%
Method- Design	Document Review		18	64.28
	Qualitative	Case Study	5	17.85
		Theory Building	2	7.14
		Mixed (Quantitative + Qualitative)	2	7.14
	Quantitative Scan	1	3.57	
Total			28	100

According to Table 4, one of the examined studies was conducted using quantitative method, two using mixed (quantitative + qualitative) methods, and 18 using document analysis method; the remaining seven studies were conducted using different designs of qualitative method. The distribution of data analysis in studies on the impact of cartoons on values education is shown in Table 5.

Table 5. *Distribution of Studies on the Analysis of Data on Cartoons and Values Education*

Theme	Categories	Code	f	%
Data analysis	Qualitative	Content Analysis	22	68.75
		Descriptive Analysis	7	21.87
		Discourse Analysis	1	3.12
	Document Analysis	1	3.12	
	Quantitative	Chi-square goodness of fit analysis	1	3.12
Total			32*	100

* The reason for the high frequency values is that multiple data analyses were used in the same study.

According to Table 5, three different categories were obtained regarding the data analysis theme. It was determined that the qualitative method was preferred in most of the studies examined. Accordingly, content analysis (f=22) was preferred the most. Seven studies were analyzed by descriptive analysis. One study each used document analysis, chi-square goodness of fit analysis, and discourse analysis. The distribution of studies on data collection tool for cartoons is presented in Table 6.

Table 6. *Distribution of Studies on Cartoons and Value Education Based on Data Collection Tool*

Theme	Categories	Code	%
Data collection tool	Values Form	13	38.23
	Table of Values	6	17.64
	Interview form	5	14.70
	Control List	4	11.76
	Questionnaire	3	8.82
	Observation Form	2	5.88
	Horoscope Technique	1	2.94
Total		34*	100

* Some studies used multiple data collection tools. Therefore, the total number of tools is greater than the number of studies.

Table 6 shows that seven different data collection tools were used in the studies. It is observed that the most commonly used data collection tool is the values form (f=13). Values table was used in six studies, interview form in five, control list in four, questionnaire in three, observation form in two, and horoscope technique in one study.

The distribution of the studies on the sample size of the studies on cartoons and value education is presented in Table 7.

Table 7. *Distribution of Studies on Cartoons and Value Education by Sample Size*

Theme	Code	f	%
Number of Samples	0-50	2	20
	51-200	4	40
	201-400	2	20
	401-600	1	10
	600+	1	10
Total		10*	100

* The reason for the low frequency values is that in other studies, the sample was used as the cartoon itself.

According to Table 7, 10 studies with specified sample sizes were encountered. Two studies had a sample size between 0-50, four studies had a sample size between 51-200; two studies had a sample size between 201-400, one study had a sample size between 401-600, and one study had a sample size of over 600.

The distribution of studies on cartoons and values by the level of sampling is presented in Table 8

Table 8. *Distribution of Studies on Cartoons and Value Education According to Sample Level*

Theme	Code	f	%
Sample Level	Student	8	80
	Parents	2	20
Total		10*	100

* Table 8 shows that the reason for the low frequency values is that in other studies, the sample was used as the cartoon itself.

According to Table 8, 10 studies were found that indicated the sample level. When the samples of these studies were examined, it was seen that mostly samples were taken from students ($f= 8$). In two studies, the samples were taken from parents. The cartoons included in the studies on cartoons and value education are presented in Table 9.

Table 9. *Animated Films Analyzed in Studies on Values Education in Animated Films*

Theme	Code	f	%
Cartoon Names	Rafdan Crew	10	10.41
	Peppe	6	6.25
	Niloya	5	5.20
	Tosi with Ibi	4	4.16
	Maysa and Cloud	4	4.16
	Dear Bro	4	4.16
	Keloglan Tales	3	3.12
	Vikings	3	3.12
	King Shakir	3	3.12
	Mysterious Town	2	2.08
	Brilliant	2	2.08
	Miraculous Ladybug and Cat Noir	2	2.08
	Gumball	2	2.08
	Nasreddin Hodja Time Traveller	2	2.08
	Cracked Eggs	2	2.08
	We Two	2	2.08
	Little Lamb	2	2.08
	Yeast Bee	2	2.08
	Happy Toy Shop	2	2.08
	Great Wings	2	2.08
	Caillou	2	2.08
	Kitty	1	1.04
	The Right	1	1.04
	Elif and Friends	1	1.04
	Captain Tsubasa	1	1.04
	Pijamaskeliler	1	1.04
	Emiray	1	1.04
	Elif's Dreams	1	1.04
	Crazy Forest	1	1.04
	Water Ambassadors	1	1.04
	Smart Rabbit Momo	1	1.04
	Lion	1	1.04
	Sneezing	1	1.04
	Heidi	1	1.04
	Puzzle Tower	1	1.04
	Aegean and Beak	1	1.04
	Chef Roka's World of Taste	1	1.04
	Virtue	1	1.04
	Cedric	1	1.04
	Winx Club	1	1.04
Kostebekgiller	1	1.04	
Doraemon	1	1.04	
Masha and the Bear	1	1.04	

	Little Hazerfen	1	1.04
	Mint and Lemon	1	1.04
	Sponge Bob	1	1.04
	Jibber Jabber	1	1.04
	Trotro	1	1.04
	Laura's Star	1	1.04
	Totanka	1	1.04
	Pocoyo	1	1.04
Total		96*	100

* The reason for the high frequency values is due to the use of multiple cartoons in the same study.

According to Table 9, the names of the most frequently analyzed cartoons in the studies are listed. The most commonly examined cartoon is determined to be Rafadan Tayfa (f=10). It is followed by Peppe (f=6) and Niloya (f=5). Ibi and Tosi, Maysa and Bulut, and Canim Kardesim cartoons were examined in four studies each. Kral Sakir, Keloglan Tales, and Vikings cartoons were included in three studies each. Pirl, Miraculous Ladybug and Cat Noir, Gravity Falls, Gumball, Nasreddin Hodja Time Traveler, Cracky Eggs, The Two of Us, Little Lamb, Maya the Bee, Happy Toy Shop, Super Wings, and Caillou cartoons were examined in two studies each. Pisi, PJ Masks, Captain Tsubasa, Doru, Elif and Friends, Emiray, Elif's Dreams, Crazy Forest, Water Elves, Smart Rabbit Momo, Lion, Sneeze, Heidi, Puzzle Tower, Ege and Gaga, Chef Roka's Flavor World, Erdem, Cedric, Winx Club, Mole Pals, Doraemon, Masha and the Bear, Little Hazerfen, Nane Lemon, SpongeBob, Jibber Jabber, Trotro, Laura's Star, Totanka, and Pocoyo cartoons were examined in one study each. The distribution of the analyzed sections of the studies on cartoons about value education is presented in Table 10.

Table 10. *Distribution of Sections Analyzing Animated Films in Studies on Values Education*

Theme	Code	f	%
Number of Episodes of Examined Cartoons	1-5	48	53.93
	6-10	10	11.23
	11-15	3	3.37
	16-20	9	10.11
	21-25	3	3.37
	26-30	5	5.62
	31-40	4	4.49
	41+	7	7.87
Total		89*	100

* The reason for the high frequency values is due to the use of multiple cartoons in the same study.

Table 10 presents the distribution of the number of sections included in the analysis of the cartoons in the studies examined. The highest number of sections watched was between one and five (f=48). There were 10 cartoons that had 6-10 sections watched. Three cartoons had 11-15 sections watched, nine cartoons had 16-20 sections watched, three cartoons had 21-25 sections watched, five cartoons had 26-30 sections watched, four cartoons had 31-40 sections watched, and seven cartoons had 41 or more sections watched. The positive values encountered in the cartoons examined in studies on cartoons are presented in Table 11.

Tablo 11. *Positive Values Detected in Cartoons Examined in Studies on Cartoons and Value Teaching*

Theme	Code	f	%
Detected Positive Values	Respect - Love	54	12.85
	Preserving Traditions and Customs	44	10.48
	Helpfulness	42	10
	Honesty	23	5.48
	Responsibility	20	4.76
	Tolerance	20	4.76
	Justice-Equality	19	4.52
	Friendship (Friendship)	18	4.28
	Kindness	16	3.81
	Cooperation (Solidarity)	13	3.09
	Happiness	12	2.86
	Patriotism	11	2.62
	Art and Aesthetics	9	2.14
	Peace	9	2.14
	Freedom/ Independence	8	1.90
	Loving and Protecting Nature	8	1.90
	Empathy	8	1.90
	Cleaning	7	1.67
	Mercy	5	1.19
	Bravery	5	1.19
	Patience	5	1.19
	Religious Values	5	1.19
	Self-Control	4	0.95
	Hospitality	4	0.95
	Confidence	4	0.95
	Diligence	4	0.95
	Goodness	3	0.71
	Scientificity	3	0.71
	Sensitivity	3	0.71
	Humility	3	0.71
	Simplicity/ Naturalness	3	0.71
	Openness to Innovation	3	0.71
	Creativity	2	0.48
	Trust	2	0.48
	Neighborhood	2	0.48
	Loyalty	2	0.48
Self Care	2	0.48	
Resolution	1	0.24	
Welfare	1	0.24	
Don't Care About Being Healthy	1	0.24	
Mission Awareness	1	0.24	
Fidelity	1	0.24	
Self-Esteem	1	0.24	
Communication	1	0.24	
Leadership	1	0.24	
Total		420*	100

* The reason for high frequency values is due to the presence of multiple values in the same work.

According to Table 11, the most commonly portrayed value in cartoons is identified as love and respect (f=54). Following this, the most frequently portrayed values are preserving tradition and customs (f=44), helpfulness (f=42), and honesty (f=23). Tolerance and responsibility values are equally represented in cartoons (f=20). Justice-equality is portrayed 19 times, friendship values are portrayed 18 times, kindness is portrayed 16 times, cooperation values are portrayed 13 times, happiness values are portrayed 12 times, and patriotism values are portrayed 11 times. Peace value is portrayed nine times. The values of loving and protecting nature, empathy, and freedom/independence are portrayed eight times each. Cleanliness and sharing values are portrayed seven times. Courage, patience, mercy, and religious values are represented five times. Hospitality, hard work, self-control, and self-confidence values are represented four times. Scientificity, sensitivity, simplicity/naturalness, kindness, humility, and openness to innovation values are represented three times. Creativity, trust, neighborliness, loyalty, and self-care values are identified twice. The values of determination, prosperity, importance of being healthy, sense of duty, loyalty, self-respect, communication, and leadership are identified with a frequency of one. In studies conducted about cartoons, the negative values encountered according to the findings obtained in the cartoons are presented in Table 12.

Table 12. *Negative Values Identified in Animated Films Examined in Studies on Animated Films and Value Education*

Theme	Code	f	%
Detected Negative Values	Lying	7	17.95
	Violence	6	15.38
	Arrogance	3	7.69
	Cheat	2	5.13
	Disrespect	2	5.13
	Tyranny	2	5.13
	Making fun of	2	5.13
	Insult	2	5.13
	Heresy	2	5.13
	Magic-Magic	2	5.13
	Obsession	1	2.56
	Jealousy	1	2.56
	Noisy	1	2.56
	Anger	1	2.56
	Do Not Pollute the Environment	1	2.56
	Threatening	1	2.56
	Irresponsibility	1	2.56
	Selfishness	1	2.56
Don't Complain - Sniffing	1	2.56	
Total		39*	100

* The reason for the high frequency of values is due to the presence of multiple values in the same work.

Table 12 presents the negative values identified in cartoons analyzed in studies focused on cartoons and value education. The most common negative value is lying (f=7), followed closely by violence (f=6). The frequency of the value of arrogance is three. The negative values of mocking, deceit, perversion, magic-witchcraft, insults, bullying, and disrespect have all been

identified an equal number of times ($f=2$). Irresponsibility, environmental pollution, jealousy, noise, obsession, anger, threats, selfishness, and complaining-tattling have each been identified once as negative values.

The recommendations provided in studies on cartoons are presented in Table 13.

Table 13. *Distribution of Studies on Cartoons and Value Education According to Recommendations*

Theme	Code	Theme	f	%
Suggestions	Parents	Support can be obtained for selecting cartoons and using media consciously.	8	8.33
		The amount of time spent watching cartoons should be limited.	6	6.25
		Cartoons should be monitored and regulated.	5	5.21
		Discussions with children should be held about the content.	4	4.17
		Children should be directed towards cartoons that are rich in values.	3	3.12
		Children can be directed towards more social activities	3	3.12
		Researchers		Different methods can be employed for working with values.
Cartoons that children watch frequently can be identified and researched.	4			4.17
Cartoons in digital applications can be examined.	3			3.12
All episodes of a cartoon can be examined for their suitability for children.	3			3.12
The impact of cartoons on behavior change can be studied	2			2.08
Teachers				Values education should be utilized more actively through methods other than cartoons.
		Cartoons that are equipped with values can also be included in textbooks	2	2.08
Producers		Values should be reflected in characters for presentation with behavior models.	8	8.33
		Values that are not included in cartoons should also be given and all values should be equally represented.	8	8.33
		Domestic productions should be increased with inclusion of cultural elements.	8	8.33
		Cartoons with excessive negative values and behaviors can be removed from broadcasting or adapted if necessary.	7	7.29
		Scenarios should be constructed with attention to the values in the Ministry of National Education (MEB) programs.	4	4.17
		Values should be presented in a way that is suitable for children's language and development.	3	3.12

	Cartoons that are weak in terms of values can be made attractive to the target audience.	2	2.08
Total		96*	100

* The reason for the high frequency values is due to the repetition of multiple recommendations in the same study.

In Table 13, the recommendations included in studies on cartoon films and value education are grouped into categories, namely parents, researchers, teachers, and producers. The most repeated recommendation for parents is to seek support in terms of choosing cartoons and conscious media use (f=8). Following this, limiting cartoon watching time (f=6), supervising cartoons (f=5), discussing content (f=4), encouraging watching cartoons with rich value content and directing children to social activities (f=3) are identified as the most frequent recommendations.

For researchers, the most common recommendation is to conduct studies on values using different methods (f=7). Following this, researching cartoons that children watch frequently (f=4), examining cartoons in digital applications and examining all parts of a cartoon suitable for children (f=3), and researching the effect on behavior change (f=2) are recommended.

The most repeated recommendation for teachers is to make more active use of cartoons in values education (f=6). Following this, it is recommended that cartoons with values be included in textbooks (f=2).

Lastly, recommendations for producers include reflecting values in character behavior models (f=8), ensuring that all values are included equally and providing values not included in cartoons, increasing the number of domestic cartoons and incorporating cultural elements (f=8). It is suggested that scenarios be constructed by paying attention to the values in the Ministry of Education programs (f=4); values should be presented in a way that is appropriate to the language and development of children (f=3); cartoons with weak values can be made attractive to the target audience (f=2).

Results and Discussion

In this study, various articles and theses that focus on cartoons and values education were examined from different angles. The goal of the examination was to find answers to a total of 11 research questions. The results of the study are discussed in this section.

The study covers a total of 28 works, including 14 articles and 14 theses, that focus on cartoons and values education in the literature. It was observed that in the last decade, except for 2019, similar numbers of studies were conducted each year. However, in 2021, this number was exceeded by five, and in 2019 by eight. This could be due to the recent emphasis of the Ministry of National Education (MEB) on fundamental values. This finding is similar to those of (Karaca, 2019) and (Akyuz, 2019), who also mention the importance given to fundamental values in MEB's curriculum. Another reason for this emphasis could be the increasing frequency of children watching cartoons due to screen addiction.

The study generally aimed to examine cartoons in the context of fundamental values in the curriculum. In order to achieve general goals according to state policy, values education is considered important as affective outcomes in elementary and high school curricula (Senturk & Keskin, 2019). This situation can be associated with MEB's sensitivity to values education. In the examined studies, the frequent emphasis on fundamental values in the curriculum as the basic context (Ates et al., 2020; Ay & Yangil, 2021; Boluk, 2018; Cetin, 2018; Sahin, 2019; Ugdu, 2021) could be the reason for this. The least researched area in the values education category is the frequency of national and universal values in cartoons (Karakus, 2016; Kaymak, 2020; Selanik Ay, 2017; Senturk & Keskin, 2019; Yener et al., 2021). In these studies, national values and universal values published by UNESCO were researched. When the distribution table is examined according to purpose, the least studied category is the transfer of cultural heritage in terms of values (Gelen et al., 2016; Karakus, 2015). It is important to increase studies related to this topic, especially in the coming years, for the recall and promotion of values that have been forgotten in today's World.

It has been observed that the document review method is more commonly used in the scope of the study. The reason for the frequent preference for the document review method may be due to the decision to analyze the cartoon and then examine the sections individually in the research. Furthermore, it was seen that the most preferred method is the case study design of qualitative research. The reason for using the case study may be because multiple data collection tools were used to examine the cartoons according to the opinions received. The mixed method is the least preferred method, while the quantitative research method was used in the study with the preferred sampling design and the effects of a cartoon on children were investigated. (Guloglu, 2021). However, the fact that mixed methods were only used in two studies (Kara, 2019; Kaymak, 2020) in the literature shows that there is a need for studies to be conducted using quantitative and mixed methods on this topic.

It is seen that content analysis and descriptive analysis are used frequently in the related studies. However, there is not enough emphasis on quantitative data analysis methods. In addition, discourse analysis and document analysis are not given enough emphasis in qualitative methods. The limited use of the quantitative method in the studies may have also resulted in the limited use of quantitative analysis in the analysis. More emphasis can be placed on quantitative studies and quantitative data analysis methods regarding the frequency of children's cartoon watching or cartoons and value education.

When the data collection tools of the study are examined, it is seen that the values form and values table are used the most. The reason for this may be to analyze the values and to look at the existence or non-existence of them in the study. In the studies that address cartoons and value education, values are generally examined, and the values emphasized in the cartoons are determined. Information was collected through surveys and interview forms to decide which cartoons to examine. The star technique, which stands out among the data collection tools, was only used once. In this technique, words and sentences are analyzed. In one of the studies examined (Aydogan, 2019), not only values but also the words and sentences used in the cartoon were analyzed. In addition, the limited use of quantitative research method has also led to a limited use of data collection tools specific to quantitative research. This situation also shows the need for deeper investigations with quantitative

research, as it is seen that the effects of cartoons on children or the effects on teaching values to children have not been sufficiently examined in the studies.

The text discusses a review of studies on children's favorite cartoons. It is noted that only a few of the reviewed studies used a sample ($n=10$), while in the others, findings were based on literature reviews and ratings. When examining the studies that used a sample, it was found that the most commonly asked question was which cartoon was preferred or loved more by children or parents. The sample sizes varied, with the largest sample being 697 participants.

When examining the distribution of cartoon names, it was found that Rafadan Tayfa was the most preferred cartoon. It is believed that the cartoon's reflection of the 1980s neighborhood culture, strong neighborhood relationships, and friendships, led parents to encourage their children to watch it. Peppe and Niloya were also among the most preferred cartoons, with Peppe's unique music and cultural dances attracting children's attention, and Niloya being loved by children.

The text also notes that the frequency counts of the examined cartoons were relatively small, and there were no significant differences in the sample sizes. This suggests that a broad range of studies could be conducted with these cartoons, possibly in different ways.

Overall, the text provides an overview of the studies on children's favorite cartoons, highlighting the most preferred cartoons and the sample sizes used.

In this study, it is observed that the frequency is very high in the 1-5 episode range when looking at the distribution of the number of episodes of cartoons watched. Some studies have analyzed multiple cartoons simultaneously (Akinci, 2013; Akyuz, 2019; Ersan, 2022; Hacibektasoglu, 2014; Kilinc, 2013; Sahin, 2019; Unsal, 2019; Yener et al., 2021). Therefore, the number of episodes watched was kept shorter. However, for the study to be conducted more comprehensively and in more detail, it is important to increase the number of episodes watched. Seven studies were found with 41+ episodes watched. In some of these studies, all episodes in a season were examined (Kurtdele Fidan & Kilic, 2020).

When looking at the conclusion theme, positive and negative values are mentioned. In studies that focus on cartoons and value education, positive values are predominant in almost all cartoons examined. The fact that the results obtained are positive shows that cartoons can be used in teaching values and can be given to children in a way that they will adopt values. When looking at the positive value theme, it was found that respect-love code had the highest frequency. However, it is noteworthy that the other themes are also significant. When looking at negative values, it was seen that lying code had the highest frequency.

When creating the conclusion theme, it was observed that negative values are generally more prevalent in foreign productions, while in domestic productions, even if negative situations are given, it is shown that this is wrong and positive values are used to compensate for this. Therefore, recommendations have been made for children to be directed to domestic productions (Senturk & Keskin, 2019). Instead of separating the productions into domestic or foreign and making recommendations accordingly, more recommendations can

be made regarding the correction of the parts that contain values that are contrary to our national culture during the adaptation of foreign productions. Foreign productions appeal to children viewers in their own countries and offer values belonging to a different culture. Therefore, when adapting foreign productions, the presence of parts with values that are contrary to our national culture can be corrected and published in an edited form. Additionally, visual motifs and symbols belonging to foreign cultures were also found in some of the examined cartoons.

Lastly, the recommendation theme is mentioned in the study. In this theme, parents are primarily recommended to seek support for cartoon selection and conscious media use, limit the time children spend watching cartoons, monitor cartoons, discuss the content with the child, and encourage them to watch cartoons that are rich in values. It is important for children to follow ethical and personal development-supportive cartoons, or for this pursuit to be supported by parents (Habib and Soliman, 2015). Researchers are recommended to work on values using different methods. In general, it is recommended to work with different cartoons. Teachers are recommended to actively benefit from values education. Finally, producers are recommended to create characters for values and behavior models.

Cartoons can cause damage to children that can affect their childhood lives. It confines children to screens and spends the vast majority of their time in vain. It has been found in studies that the messages given by cartoons affect children's social behaviors and shape their minds. It is one of the suggestions that are weighted to be watched with families in order to increase the positive messages of cartoons (Oyero and Oyesomi, 2014). There is a sign or trend that children's aggressiveness in mind decreased in short term, and has the potential to be changed in long term. For this reason, every suggestion given should be taken into consideration and applied to eliminate the negative effect of cartoons (Iamurai, 2009). parents are satisfied by positive effects of cartoons on their children where as they worried about the negative effect also. Due to sedentary life style & bad food habits children were face different types of health problem. As children are like clay, so they should be molded in a right way to have positive impact of cartoon channel. Thus, it can be concluded that Due to tender mind of the children they try to imitate whatever they see so it is the we, the parents, teachers and the social workers should come forward to protect our children to build a healthy nation (Pandey and Lenka, 2020).

Based on the results of this study, the following recommendations have been made:

It has been observed that quantitative methods are not preferred in studies that focus on cartoons and value education. The effects of cartoons on children's value education can be examined using a quantitative method with a survey design.

A longitudinal study can be conducted on cartoons and value education to observe the effects of the variables identified in cartoons on children.

Domestic cartoons reflect our national values more than foreign productions. Domestic cartoons can be equipped with values by experts and presented for children to watch in order to prevent expressions that do not match Turkish national values in foreign cartoons and to prevent confusion in children's minds.

It has been observed that less than half of the studies examined had a sufficient sample size, and the sample only consisted of teachers and parents. A study can be conducted by

collecting a broad sample related to the reflection of values in cartoons, and the views of teachers and researchers can be taken into account.

As each new generation is more technologically adept than the previous one in our world, it is important to consider the appropriateness of using cartoons for value education and the transfer of values for teacher candidates.

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