

## Examination of the Cartoon “Rafadan Tayfa” Based on the Social and Emotional Development Characteristics of Children Aged 48-72 Months

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**SUMMARY :** Cartoons can influence various developmental domains in children, particularly their social and emotional development. This influence can be both positive and negative. Positive dimensions include communication, empathy, cooperation, problem-solving skills, friendship relationships, values, and moral teachings. Negative dimensions may involve aggression and violence. Well-crafted cartoon characters, using the capabilities of technology, can provide significant contributions to children's social and emotional development by setting positive examples. Therefore, cartoon content should be tailored to match children's developmental characteristics. Parents should also be cautious when selecting cartoons for their children, ensuring that they align with their developmental needs. In this study, the content of the cartoon "Rafadan Tayfa" was examined according to the social and emotional development characteristics of children aged 48-60 months and 60-72 months, as defined in the Turkish Ministry of National Education's Preschool Education Program. A qualitative research method was employed. For this purpose, the first thirteen episodes of "Rafadan Tayfa" were selected using simple random sampling, and each selected episode was watched and subjected to content analysis. The research revealed that out of the nine social and emotional development characteristics specified for children aged 48-60 months, eight were addressed in the cartoon, while one was not. For children aged 60-72 months, ten out of the fourteen specified characteristics were addressed, while four were not. The cartoon characters in "Rafadan Tayfa" exhibited behaviors that could serve as role models for children concerning the social and emotional development aspects highlighted.

**KEYWORDS:** Social and emotional development, cartoon, child development, preschool

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### I. INTRODUCTION

Cartoons, which children watch with love, enjoyment, and delight, are a part of every child's life and are specifically tailored media content for children. When cartoons are prepared in accordance with children's developmental needs, they not only have a positive impact on their development but also allow them to learn age-appropriate content in a fun and interactive way from an early age. Through cartoons, children can acquire cognitive, social, emotional, and self-care skills that are appropriate for their developmental characteristics. In the cognitive dimension, cartoons are effective in capturing children's attention, increasing their attention spans, enhancing selective attention, and developing skills such as logic and reasoning. According to Cesur and Paker (2007), cartoons have a significant influence on shaping a child's cognitive and emotional world. Cartoons contribute significantly to children's acquisition of 21st-century skills in a way that is suitable for their levels. In this context, cartoons play an important role in supporting children's imagination, creativity, and critical thinking skills. According to Ebrén (2015) and Cann (2013), events unfolding in a fantastical world and fictional characters can influence children's imagination.

The advancement of technology has directed children towards imaginative cartoons. As stated by Tripathi et al. (2016), children growing up in an environment equipped with modern technologies can use devices to explore and understand the experiences and social structures of their own society and other cultures (Krijnen & Bauwel, 2015). Effective use of color, light, sound, and visual features in creating cartoons with moving, talking pictures and colorful visuals makes learning entertaining, thought-provoking, and instructive for children, enabling the delivery of various messages directly or indirectly. Jensen (1998) points out that children show more interest in cartoons where scenes, sound, visual effects, and colors are well-used compared to traditional learning methods. Baran and Davis (2009) argue that these factors are sufficient for children to absorb information. While watching cartoons, children engage in a form of learning process that shapes their ways of interacting with other children and the world in general. A poorly prepared cartoon without paying attention to the developmental characteristics of children can lead to negative behaviors in children. Among the adverse effects of poorly

prepared cartoons, they can encourage children to engage in violence and lead them towards real-life violence. This is because children, observing no negative consequences or suffering from violence or accidents in cartoons, might believe that no one gets hurt or feels pain in real life when behaving similarly, and they might imitate those actions. Numerous examples show that children who watched the cartoon 'Spider-Man' attempted to jump from the fifth floor, which can be given as an example of this situation (Sharda & Delen, 2006; Kirsh, 2009). Researchers state that children who watch violent cartoons regularly tend to be more aggressive and exhibit more aggressive behaviors and attitudes. Poorly prepared cartoons can encourage children to use foul language, swear, and engage in inappropriate speech in their daily lives. Cartoons with inappropriate content can negatively impact children's social development, leading to antisocial behaviors. Prolonged cartoon-watching without physical activity can lead to physical developmental problems and health issues like obesity. Caret (2004) points out that nowadays, excessive cartoon-watching by children leads to a restriction in their physical activities, as many children spend their time watching cartoons even before going to school and throughout weekends.

Children may yearn to imitate their favorite cartoon characters and act like them (Yazıcı, 2015). Cartoon characters are role models for children, and some of their behaviors can become imitated actions. Some cartoons, with poorly designed content and bad role models, can encourage children to adopt wrong habits and behaviors, resulting in destructive and harmful effects on them. Children who become addicted to cartoons may become socially isolated, unable to communicate with others, and might exhibit aggressive behaviors. According to Can (1990), children learn positive and negative emotions, behaviors, habits, and tendencies from cartoons. The content of cartoons may lead children to easily accept beliefs and sacred values presented by cartoon characters (Araboğa, 2018). Children who entirely believe in the fictional world of cartoons may initially struggle to conform to their cultural traditions and lifestyles or easily become alienated from these traditions. For some families, watching cartoons is the primary activity (Rai et al., 2016). To cope with the negative effects of cartoons on children, parents can take precautions such as selecting and watching educational cartoons suitable for the child's age and developmental stage, limiting the screen time, establishing rules regarding cartoon-watching, explaining the difference between cartoons and real life, and not allowing bad eating habits during cartoon-watching. Kraak and Story (2015) suggest that cartoons can have both positive and negative effects on children's behaviors, family life, and health. It is known that excessive cartoon-watching can be harmful, as children who watch more than four hours of television per day are more likely to be overweight. Given that cartoons can have both positive and negative effects on young children, it is essential to examine their content from various angles. Various studies have been conducted on this subject, and the content of cartoons can be evaluated using different scales. It is crucial for the content of the cartoons children watch to be age-appropriate and supportive of their development, both for the children and the society. In this study, the content of the cartoon 'Rafadan Tayfa' will be examined based on the social and emotional development characteristics of children aged 48-60 and 60-72 months according to the Preschool Education Program of the Ministry of National Education."

**The Purpose of the Research :** The purpose of the study is to examine the cartoon "Rafadan Tayfa" in terms of the social and emotional development characteristics of children aged 48-72 months according to the Ministry of National Education's Preschool Education Program. Within this scope, the social and emotional development characteristics of children aged 48-60 and 60-72 months, as stated in the Ministry of National Education's Preschool Education Program, were investigated to determine if they are present in the cartoon.

## II. METHOD

The cartoon "Rafadan Tayfa" was analyzed in terms of the social and emotional development characteristics of children aged 48-60 and 60-72 months according to the Ministry of National Education's Preschool Education Program. The study employed a qualitative research method, which involves data collection techniques such as observation, interviews, and document analysis (Karataş, 2015). In this qualitative research, the document analysis technique was utilized. According to Yıldırım and Şimşek (2011), document analysis also includes visual content such as films, videos, or photographs when necessary.

**Study Group :** The first 13 episodes of the cartoon "Rafadan Tayfa" were examined using a simple random sampling method. The episodes studied are as follows: 1. Episode: "Ekmek Teknesi" (Bread Boat), 2. Episode: "Kadın İşi" (Women's Work), 3. Episode: "Ufo Nöbeti" (UFO Duty), 4. Episode: "Evlere Servis" (Home Delivery), 5. Episode: "Bir-İki-Üç-TIP" (One-Two-Three-TIP), 6. Episode: "Kazan Dairesi" (Boiler Room), 7. Episode: "Uçurtma Şenliği" (Kite Festival), 8. Episode: "Define" (Treasure), 9. Episode: "İp Yumağı" (Yarn

Ball), 10. Episode: "Telsiz" (Wireless), 11. Episode: "Rafadan TV," 12. Episode: "Kelebek Etkisi" (Butterfly Effect), 13. Episode: "Kamera-Motor" (Camera-Motor).

### III. DATA COLLECTION INSTRUMENT

Data were collected based on the social and emotional development characteristics of children aged 48-60 and 60-72 months according to the Ministry of National Education's Preschool Education Program. The program includes nine developmental characteristics for 48-60 months and 14 characteristics for 60-72 months (Ministry of National Education, 2013).

**Data Collection :** In the study, the first thirteen episodes of the cartoon "Rafadan Tayfa" were considered as documents, and it was investigated whether the selected and watched episodes included the social and emotional development characteristics of children aged 48-60 and 60-72 months according to the Ministry of National Education's Preschool Education Program. If included, the frequency and manner of inclusion were determined. For this purpose, each episode of the cartoon was watched, and the watched episodes were transcribed into written text verbatim. Scenes and content related to the social and emotional development characteristics specified in the program were marked in the written text, including gestures and facial expressions. The minutes at which each characteristic appeared in the episode were also listed.

**Data Analysis :** Data were obtained through content analysis technique. The episodes of the cartoon "Rafadan Tayfa" were analyzed to determine whether they included the social and emotional development characteristics of children aged 48-60 and 60-72 months according to the Ministry of National Education's Preschool Education Program, and the frequency of inclusion was determined.

### IV. FINDINGS

The findings of this study, which aimed to examine the cartoon "Rafadan Tayfa" in terms of the social and emotional development characteristics of children aged 48-72 months according to the Ministry of National Education's Preschool Education Program, are presented in Table 1.

**Table 1. Episodes and Time Stamps of Social and Emotional Development Characteristics of 48-72 Months-Old Children in the "Rafadan Tayfa" Animated Series**

	No (M*)	Development Characteristic (M*)	Episode and Time Stamp	Description
48-60 Months Social Emotional Development Characteristics	M2	They express their emotions through gestures and facial expressions.	1.Episode 3.42 1.Episode 4.19 3.Episode 5.31 3. Episode 7.15 3.Episode10.15	When the meatball car is broken, they express their sadness through gestures and facial expressions. Sevim says angrily, "Listen to me, this car will be fixed today." Mert shows his anger through gestures and facial expressions. Mert expresses his emotions through gestures and facial expressions. Akin shows his fear by trembling and displaying various facial expressions.
	M3	Responds with appropriate reactions to others' emotional states.	4.Episode 2.05 11.Episode8.14	Hayri feel sad about Kamil's situation and cry while hugging each other. Basri amca gets angry as soon as the ball hits the freshly painted cupboard. Upon seeing him angry, Akin, Mert, and Kamil run away.
	M4	Adapts to adult/peer leadership.	1.Episode 6.25 2.Episode 2.25 3.Episode 7.54 4.Episode 5.50 7.Episode 7.43 7.Episode 7.48 8.Episode 2.00 9.Episode 2.28 9.Episode 4.15	They go to fix the materials Mert needs. Sevim asks Hale to take Basri amca inside, and Hale complies with the request. Kamil, Akin, and Hayri adapt to Mert's plan. They follow Mert's leadership and agree to the plan. Mert explains the process of making the kite, and Kamil and Hayri accept. Mert says, "Akin, run home and bring the craft papers." Akin excitedly replies, "Great, we'll make a new kite!" and goes to get the papers. Rüstem abi and Basri amca prepare a game for the kids. They divide the children into groups and wait for them

		13.Episode5.32	to learn what the game is about. They try to figure out where the mysterious ball of yarn leads. Mert suggests that everyone follows one of the yarns. Hayri picks his own ball of yarn. Mert asks his friends to follow him and work together in the contest. Kamil and Hayri agree. Mert asks Hayri for the camera and cassette, and Hayri finds and brings them.
M5	Seeks help when facing a problem.	6.Episode10.20	They tell Basri Amca that they can't play in the playground because a car is parked there.
M6	Willing to help others.	1.Episode 4.11 2.Episode 1.33 2.Episode 2.08 4.Episode 4.23 4.Episode 4.23 7.Episode10.40  10.Episode6.20 10.Episode8.42  11.Episode5.39 12.Episode6.26 12.Episode7.10 13.Episode3.45	Sevim says, "Come on, let's go to my grandma's place. While she makes salty buttermilk for you, we'll figure out what to do." Sevim and Hale try to help Basri amca willingly. Basri amca's back gets stiff, and they both support him. Hale says, "We'll find a solution, surely." Mert tells Sevim, "We are here with you. We'll help you in the shop." While Mert struggles to fly the kite, he exclaims, "It's pulling too hard, help me, guys!" Kamil and Hayri rush to help immediately. They hear a problem through the walkie-talkie, and Akın suggests, "Should we help too?" When they learn that Basri amca is on the street, Mert says, "Let's go quickly; maybe our help can make a difference." Kamil opens a hospital for injured ants. Akın finds paint for Basri amca. When Basri amca becomes covered in paint, Kamil and Akın want to assist him. Mert says, "We'll distribute the items."
M7	Shows effort to complete what they started.	1.Episode 6.24 2.Episode 8.20 3.Episode 7.43 4.Episode 7.58 6.Episode 5.48 7.Episode 7.33	They ask for the wrongly collected materials to be corrected. Mert says, "Let's finish this job without getting angry again." They think they lost the UFO photo, but instead of giving in to despair, they try to succeed. Mert, because there is a lot of work, says, "Don't be afraid, guys; this list is not too long for us to handle." Akın goes to search for the hidden brothers in the boiler room, which Rüstem abi declared as off-limits. They decide to make a new kite because they want to participate in the kite festival.
M8	Makes an effort to solve social problems.	4.Episode 4.44 6.Episode 8.15  7.Episode 3.16  7.Episode 3.31 7.Episode 4.15  8.Episode 9.27 10.Episode8.53 11.Episode5.13	Mert comes up with ideas to solve the problem. Because they parked the car where they were playing, they are having a hard time playing. Hayri comes up with a new solution. As they ponder what to do about their kites that got stuck in Basri amca's garden, Mert says, "Don't worry; we'll get those kites back." Mert suggests, "Let's bring the boxes and stack them up in the garden." To prevent the ball of yarn from damaging the kites in the garden, Kamil distracts the ball's attention with the kite's string. Hale, Sevim, Mert, Akın, Kamil, and Hayri gather to brainstorm and find the answer to the riddle. Kamil searches everywhere to find batteries for the walkie-talkie. While trying to figure out who crushed the ants, Akın realizes that it was Kamil.
M9	Acts independently when necessary..	3. Episode 9.24 6.Episode12.18  7.Episode 6.27	Akın takes a photo without permission from his older brothers to prove his idea. They try to decide how to retrieve the ball that escaped into the boiler room, and Akın happens to be inside the

60-72 Months Social Emotional Development Characteristics				boiler room. They can't decide who will ask for the kites back, and Akin steps up and says, "Okay, I'll do it."
	M12	Expresses Their Emotions	1.Episode 8.26 2.Episode 7.18 3.Episode11.13 10.Episode8.04 11.Episode5.44	They show that they are afraid of Basri Amca. When they see Basri amca, they suddenly get scared. Kamil expresses his fear by saying, "My knees got weak." Hayri gets scared when he sees Kamil and says, "You scared me to the core." "I accidentally stepped on an ant trail, and it made me really upset."
	M13	Expresses others' emotions.	11.Episode4.13	While recording Mert, Hayri, and Hale on camera, Mert mentions that Halenin's older brother made him angry.
	M14	Expresses themselves in unique ways.	6.Episode 4.40 12.Episode3.06 12.Episode4.10	Hayri conveys his request for meatball cart from Rüstem abi using hand gestures during hide-and-seek. They offer Akin some lemonade and Akin transforms into various facial expressions to convey the sourness of the lemonade. Mert explains the butterfly effect to Hayri, but Hayri responds playfully, saying that the butterfly effect doesn't really exist.
	M15	Follows rules.	7.Episode 1.12 8.Episode 3.55	Hayri says, "Mert, it's our turn," and Mert hands over the kite after asking, "Has it been 10 minutes?" Mert and his team are the first to find the answer and head out. Hayri suggests following them, but Hale objects, saying, "No, let's find it on our own fairly."
	M16	Explains rules to others when necessary.	6.Episode 7.21	They tell Akin not to enter the boiler room (Mert, Hayri, and Kamil).
	M17	Fulfills responsibilities.	1.Episode 1.28 1.Episode 5.30 1.Episode 6.47 1.Episode12.20 4.Episode 8.50  11.Episode3.30 13.Episode7.30	They take care of a stray puppy they found on the street and get its vaccines. They gather the necessary tools for repairing the meatball cart and attempt to fix it. Mert takes charge and successfully repairs the cart. After the repair, they deliver the meatball cart to its owner. Later, each child (Akin, Kamil, Mert, Hayri, Hale, Sevim) takes turns serving the customers at the grocery store as part of the package service. Kamil takes on the responsibility of delivering the orders in place of his father. In preparation for an event, Kamil prepares the string for the kites, Hayri gets the camera ready, and Hale arranges the stars for the occasion.
	M18	He feels confident.	1. Episode 1.48 3.Episode 9.11 5.Episode 3.40 6.Episode 8.39  7.Episode 1.28 7.Episode10.04 8.Episode 2.53 9.Episode 6.54  13.Episode7.11  13Episod11.36	Kamil says, "Let me show you how to score a goal from afar, Hayricim." Akin trusts his own idea. Hayri boasts, "What's the matter? Among you all, I have the strongest willpower." Hayri challenges, "Come on, let's see a shot on goal now!" Kamil replies, "Wait, Hayricim, the missile is on its way." Hayri excitedly says, "Oh, come on, Kamil, let's see who's the better kite flyer!" Their friends tell Mert that he should give up, but Mert insists that this time he will succeed. Hayri says, "Mert, you don't stand a chance, my friend." They mention that skipping rope is difficult, and Hayri remarks, "How hard can it be?" They invite Hayri to try skipping rope, and he confidently says, "My name is Hayri, I don't just try, I do it." They brainstorm for a name for the film they made. Hayri's suggestion is liked by everyone. Hayri proudly exclaims, "Well, coming up with striking names is my forte."

			Regarding the film they made, Hayri confidently states, "Everyone was good, but my scenes were the most striking ones."
M19	He adapts well to new and unfamiliar situations.	1.Episode 8.40 3.Episode 7.50 8.Episode 3.00 10Episode 6.25	They bury the dog whistle key in Basri amca's garden and make a plan to secretly retrieve it from there. They quickly adapt to the UFO watch and take on the role with enthusiasm. They easily get used to the treasure hunt game and start playing it immediately. When Kamil and Hayri express doubts, Mert adapts to the situation and points out the advantages of their current location.
M21	He acts in line with his goals and objectives.	1.Episode 7.58 2.Episode 5.45 3.Episode 3.02 5.Episode 7.58 7.Episode 6.07  8.Episode 8.39 9.Episode11.45 10.Episode9.53 12.Episode6.28 13.Episode5.59	The dogs take the tiny key and run away; they try to get the key back to fix the car. Mert, Akın, Hayri, and Kamil work on the task assigned to them. Mert plans to gather on the terrace of his house to take a UFO photo. Mert, Kamil, and Hayri ignore their friends who came to them due to the bet they made. When they try to take the kite from Basri uncle's garden and get caught, they decide to explain the situation to Basri amca and ask for their kite back. Having difficulty finding the answer to the riddle in two groups, they decide to unite. They try to reach the end of the string to solve the mystery of the string. They head to Basri amca's house to solve the incident from the walkie-talkie. Kamil tries to deliver the orders of the grocer. Akın gets permission from Basri amca to shoot a film.
M23	He takes on leadership when necessary.	1.Episode 5.01 4.Episode 5.25 4.Episode 5.30 9.Episode 4.13 13.Episode7.45	Mert says, "We will divide the tasks and together we will overcome this." Mert continues, "Yes, if the crying is over, we can make a task division." Mert makes a task division and explains the responsibilities to his friends. Mert says, "Follow me to prevent our friends from competing." Mert takes charge of the set management for the film.

\* The social and emotional development characteristics of children aged 48-60 and 60-72 months, as stated in the Turkish Ministry of National Education's Preschool Education Program.

As seen in Table 1, when the cartoon "Rafadan Tayfa" is examined in terms of including the social and emotional development characteristics of children aged 48-60 and 60-72 months, it is observed that the characteristic M6 appeared 12 times, followed by M18 with 11 times, and then M4 and M21 with 10 times each. Characteristic M8 appeared 8 times, M17 7 times, M7 6 times, and M2, M12, and M23 appeared 5 times each. Characteristic M19 appeared 4 times, M9 and M14 appeared 3 times each, while M3 appeared 2 times, and M5, M13, M15, and M16 each appeared once. However, there was no inclusion of the characteristics M1 (states their name, surname, and age), M10 (states their home address), M11 (states their parent's phone number), M20 (communicates easily with newly introduced individuals), M22 (controls their emotions), which are related to social and emotional development.

## V. CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The National Ministry of Education Preschool Education Program has been developed and implemented with the aim of providing children attending preschool education institutions across the country with rich learning experiences, supporting their overall development in all areas, enabling them to acquire self-care skills, and preparing them for basic education (MEB 2013). Within this context, cartoons also contribute to providing rich learning experiences for children in this age group. Although it is not obligatory for any cartoon to be included in the nationwide preschool education program that addresses the developmental characteristics of the children, it is expected that cartoons should not contain any direct or indirect harmful messages for children. Moreover,

while cartoons serve a commercial purpose, it is the natural expectation of parents and society that they should not harm children's development and contribute positively to their growth.

The developmental characteristic of "Expresses emotions through gestures and facial expressions" for children aged 48-60 months was observed to be presented in five different ways in two different sections, while the developmental characteristic of "Responds appropriately to the emotional states of others" was presented twice in two sections according to their suitability. For children aged 60-72 months, the developmental characteristic of "Expresses emotions openly" was observed to be presented in five different ways in five different sections, and the developmental characteristic of "Describes the emotions of others" was presented once in one section. The characters of the cartoon "Rafadan Tayfa" demonstrate how they express their own emotional states through gestures and facial expressions, how they show their emotions when appropriate, and how they not only express their own emotions but also understand and explain the emotions of others, reacting appropriately to others' emotional states. Thus, they exemplify social and emotional development characteristics as role models for children.

Among the developmental characteristics of children aged 48-60 months, the developmental characteristic of "Adapts to adult/peer leadership" was observed to be presented ten times in eight different sections, and among the developmental characteristics of children aged 60-72 months, the developmental characteristic of "Assumes leadership when necessary" was observed to be presented five times in four different sections. Cartoon characters have shown examples of adapting to adult/peer leadership as role models for younger age groups and have demonstrated the next level of leadership, assuming leadership, as role models for older age groups. Children aged 48-60 months exhibit the developmental characteristic of "Seeking help when they have a problem" in one section, once. They also demonstrate the characteristic of "Being willing to help others" in eight different sections, a total of twelve times. Additionally, they display behaviors of making efforts to solve social problems in six sections, a total of eight times. The characters in the cartoon "Rafadan Tayfa" serve as role models for children by showing behaviors of seeking help when facing problems, being willing to help others in need, and making efforts to solve every problem they encounter. Children aged 48-60 months exhibit the developmental characteristic of "Acting independently when necessary" in three different sections, three times. For children aged 60-72 months, the developmental characteristic of "Having self-confidence" is presented in eight different sections, a total of ten times, and the characteristic of "Expressing oneself in unique ways" is displayed in two sections, three times. The characters in the cartoon "Rafadan Tayfa" serve as role models for children by demonstrating behaviors that highlight the importance and necessity of having self-confidence, being free, and acting independently. For children aged 60-72 months, the developmental characteristic of "Following rules" is presented in two sections, two times. The characteristic of "Explaining rules to others when necessary" is displayed in one section, one time. Additionally, the characteristic of "Adapting to new and unfamiliar situations" is shown in four sections, four times. The characters in the cartoon "Rafadan Tayfa" serve as role models for children by demonstrating behaviors such as adhering to existing or established rules, explaining these rules to others to ensure their compliance, and showcasing how the habit of following rules contributes to adapting to new situations.

For children aged 60-72 months, the developmental characteristic of "Fulfills the responsibilities given" is presented in four sections, a total of seven times. The characteristic of "Acts in line with their goals" is displayed in ten sections, ten times. Additionally, for children aged 48-60 months, the developmental characteristic of "Shows effort in sustaining the tasks they started" is shown in six sections, six times. The characters in the cartoon "Rafadan Tayfa" serve as role models for children by demonstrating behaviors that include putting in the necessary effort to achieve their goals, persisting in tasks they have started in accordance with their objectives, and fulfilling their responsibilities during this process. The presentation of social and emotional development characteristics in the cartoon "Rafadan Tayfa" by the cartoon characters in different sections and with different behavioral examples does not necessarily mean that children will directly adopt those behaviors. However, numerous research studies have demonstrated that cartoons can indeed influence children's behavior. In this context, it is considered that the cartoon's portrayal of the mentioned social and emotional development characteristics may contribute to children's development. The findings of this study are consistent with some other research results. For example, Akıncı and Güven (2014) examined the presentation of values in cartoons based on the frequency of "verbal and behavioral expressions" and found 15 different value categories, including self-confidence, patience, respect, courage, politeness, happiness, love, friendship, cleanliness, cooperation, sharing, responsibility, empathy, honesty, and teamwork. Cebeci and Demir (2018) studied the impact of cartoons on children aged 4-6 years and found that the cartoon "Rafadan Tayfa" emphasizes the importance of values such as helping each other and solidarity. Cengiz et al. (2020) evaluated cartoons

broadcast on TRT Çocuk channel based on developmental areas and found that the most emphasized social and emotional development aspects were expressing emotions appropriately, motivating oneself, fulfilling responsibilities, and gaining self-confidence. Yorulmaz (2013) analyzed the Turkish-made cartoon "Pepee," broadcast on TRT Çocuk channel, and observed that the cartoon conveyed messages related to values like responsibility, justice, self-confidence, and sharing.

The findings obtained in the above-mentioned studies, which include characteristics such as cooperation, taking responsibility, fulfilling responsibilities, expressing emotions appropriately, and self-confidence in social and emotional development, have been found to be consistent with the results obtained in this study concerning the cartoon "Rafadan Tayfa." In this context, the results of this study align with various research findings. Based on the results of this study, the following recommendations can be made: In this study, social and emotional development characteristics were examined. Given that different developmental domains in children are interconnected and interrelated, future studies should consider investigating all developmental areas comprehensively. Considering the potential negative effects of cartoons on children, it is crucial to avoid including content in cartoons that contradicts the content of the Preschool Education Program. However, considering the positive impact of cartoons on children, it is advisable to make the most of cartoon characters to promote beneficial behaviors. It is essential to note that this research only focused on the cartoon "Rafadan Tayfa," and it is suggested that researchers expand their investigation by analyzing more cartoons to conduct more comprehensive studies on this topic.

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