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BIBLIOMETRIC AND SYSTEMATIC REVIEW OF ANIMATION VIDEOS IN MORAL STUDIES: INSIGHTS FROM SCOPUS AND WOS WITH VISUALIZATION TECHNIQUES

Bawani Chandrasakeram

Faculty of Human Science, Universiti Pendidikan Sultan Idris, Malaysia.

Email: subaw85@yahoo.com

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Abstract

This study explores the effectiveness of using animation videos in moral education through a bibliometric analysis, utilizing the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) technique. The research focuses on synthesizing the findings from 57 articles sourced from Scopus and Web of Science (WOS) databases, aiming to understand the current trends, gaps, and impact of animation as a pedagogical tool in moral studies. By employing a Systematic Literature Review (SLR), this study meticulously filters and evaluates relevant literature to provide a comprehensive overview of the field. The analysis reveals a growing interest in integrating animation videos in educational settings, particularly in enhancing the teaching of moral values. The findings indicate that animation videos are increasingly recognized for their potential to engage students more effectively compared to traditional teaching methods. The study also highlights key thematic areas such as the influence of animation on students' moral reasoning, the role of cultural context in moral education, and the technological advancements facilitating the creation of educational animations. By exploring the impact of animation on moral development, this review provides valuable insights for educators and researchers, advocating for the broader adoption of animation as a pedagogical tool in moral education. The study's findings underscore the potential of animated media to shape the ethical awareness of younger generations, enhancing the overall effectiveness of moral studies.

Keywords: Animation video, Moral Education, Bibliometric analysis, PRISMA, Systematic Review

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Introduction

The rapid growth of digital media and information technology has significantly influenced the way educational content is created, delivered, and consumed. Among various innovative approaches, animation videos have gained considerable attention in moral education as they offer an engaging, interactive, and dynamic way to convey ethical and moral values. Animation, being a visual storytelling medium, transcends linguistic and cultural barriers, making it an effective tool in delivering moral lessons to diverse audiences (Attard & Cremona, 2022).

Animation as a pedagogical tool is not a new concept; however, its application in moral education has seen a notable rise in recent years. The unique characteristics of animation, such as its ability to simplify complex ideas and evoke emotional responses, make it an ideal medium for teaching moral values. According to Tan et al. (2019), animation videos can illustrate moral dilemmas and ethical decision-making processes in a way that resonates with learners of all ages, from children to adults. Moreover, the flexibility of animation allows educators to create scenarios that are either real-world-based or entirely fictional, which can help in fostering critical thinking and empathy among students (Bertin et al., 2021).

Moral education, defined as the process through which individuals learn to differentiate between right and wrong, is a critical aspect of human development. Traditionally, moral education has been taught through lectures, textbooks, and classroom discussions. However, these methods often fail to capture students' attention or fail to present moral issues in a relatable and impactful way (Sims et al., 2020). With the advent of digital technologies, educators are increasingly turning to multimedia tools like animation videos to enhance the teaching of moral values. As digital natives, students are more likely to engage with and retain information when it is presented in a visually stimulating and interactive format (Roberts & Walters, 2022).

Moral studies play a crucial role in the early development of children, particularly in shaping their character, guiding their behavior, and instilling core values such as honesty, respect, and empathy. During the primary school years, children are at a formative stage where they begin to understand societal norms and expectations, making this period ideal for moral education (Killen & Smetana, 2015). Introducing moral studies at an early age helps to build a strong foundation for children to develop into responsible, ethical, and empathetic individuals. The use of animation and animation videos in primary education has transformed the way students engage with and understand learning materials. By combining visual, auditory, and narrative elements, animation offers a dynamic and interactive way to present complex ideas in a format that is easily understandable and captivating for young learners (Klein & Freitag, 2020). This multisensory approach not only captures students' attention but also helps to enhance comprehension, retention, and critical thinking, making animation a valuable educational tool in primary learning environments. Consequently, this study seeks to explore the role of animation videos in moral education by conducting a bibliometric and systematic review of the relevant literature, with a focus on publications indexed in two major academic databases: Scopus and Web of Science (WOS). By using visualization techniques, this review aims to provide insights into the trends, themes, and research networks surrounding the use of animation in moral studies.

Antecedent on Moral Studies

One of the primary goals of moral education is to support the character development of young learners. Character, often defined as the set of mental and moral qualities that make an individual, is significantly shaped during childhood (Lapsley & Narvaez, 2013). Through moral studies, children are introduced to concepts such as right and wrong, fairness, and justice. By learning these principles early, they become more capable of making ethical decisions and understanding the consequences of their actions. Moral education is also instrumental in the development of social and emotional skills, which are essential for fostering healthy interpersonal relationships. Primary school children are often in environments where they interact with peers, teachers, and other adults, making it crucial for them to develop empathy, cooperation, and conflict resolution skills (Berkowitz & Bier, 2014). Moral studies provide opportunities for children to engage in discussions about feelings, understanding others' perspectives, and learning to resolve conflicts in constructive ways.

Empathy, a key component of moral development, enables children to connect with others on an emotional level and respond to their needs with care and compassion. When children learn to put themselves in someone else's shoes, they are more likely to exhibit pro-social behaviors, such as helping and sharing (Eisenberg, Spinrad, & Morris, 2014). These skills not only enhance their social interactions in the present but also prepare them for positive social engagement throughout their lives.

Another vital aspect of moral education is its role in preparing children to become ethical citizens. Schools are not just institutions for academic learning but also for socializing young individuals to become active and responsible members of society. According to Kohlberg's theory of moral development, as children grow, they move from self-centered moral reasoning to an understanding of societal rules and the importance of upholding justice (Kohlberg, 1984). Therefore, moral studies in primary school help students understand their duties and responsibilities within their communities and instill values like respect for others, justice, and fairness. By learning about moral concepts such as respect for diversity, equality, and environmental responsibility, children are better prepared to contribute positively to society. These lessons cultivate a sense of social responsibility and civic engagement, encouraging children to participate in community activities and be mindful of their actions' impact on others (Nucci, Krettenauer, & Narvaez, 2014).

Moral studies also serve as a tool for addressing behavioral challenges that may arise in the classroom. For instance, issues like bullying, dishonesty, or disrespectful behavior can be mitigated through moral education. By teaching children about the negative consequences of such behaviors and encouraging them to adopt positive alternatives, moral education contributes to a healthier and more inclusive school environment (Thornberg, 2016). Moreover, moral discussions often give children the opportunity to share their personal experiences, helping them reflect on their actions and the emotions of others, thereby reducing incidents of misconduct. Moral studies are essential in shaping the character, ethical reasoning, and social-emotional skills of primary school children. By integrating moral education into the curriculum, educators help students develop empathy, ethical citizenship, and a strong moral compass, all of which are crucial for their personal development and social integration. As children grow, the values and skills they learn in moral studies will continue to guide their actions and interactions, making them responsible and compassionate individuals who contribute positively to society.

Role of Animation Videos in Teaching and Learning Environment

The use of animation and animation videos in primary education has transformed the way students engage with and understand learning materials. By combining visual, auditory, and narrative elements, animation offers a dynamic and interactive way to present complex ideas in a format that is easily understandable and captivating for young learners (Klein & Freitag, 2020). This multisensory approach not only captures students' attention but also helps to enhance comprehension, retention, and critical thinking, making animation a valuable educational tool in primary learning environments. One of the primary benefits of using animation in the classroom is its ability to enhance student engagement. Primary school children are naturally drawn to vibrant visuals and storytelling, and animation taps into this interest by presenting educational content in a playful and appealing way (Sulaiman et al., 2021). Research has shown that when students are engaged and interested in the material, their motivation to learn increases, leading to improved focus and better learning outcomes (Mayer, 2020). Animation videos, with their ability to break down abstract concepts into simpler, visual representations, help maintain students' attention, especially for those who may struggle with traditional forms of instruction.

Furthermore, the dynamic nature of animated videos allows for the inclusion of movement, color, and sound, which are particularly effective in maintaining the interest of young learners. Studies have shown that multimedia learning environments that incorporate animation can significantly improve children's ability to concentrate on lessons, reducing distraction and fostering deeper engagement with the content (Plass et al., 2020). Another key role of animation in primary learning is its ability to simplify complex or abstract concepts. Primary school students often face difficulties when learning topics that are too abstract or theoretical, such as scientific processes, mathematical reasoning, or historical events. Animation bridges this gap by providing visual representations of these concepts, making them more concrete and relatable for young minds (Chen, 2020).

In science education, animated videos can visually demonstrate processes like photosynthesis, the water cycle, or the functioning of the human body in a way that is easier for children to understand than through textbook descriptions alone (Tversky et al., 2019). The use of animation in explaining such complex ideas enables learners to grasp difficult content more easily and promotes deeper understanding through visualization. Animation also plays a crucial role in fostering creativity and imagination among primary school students. The open-ended nature of animation encourages children to explore different perspectives and ideas, often leading them to think beyond the constraints of traditional learning (Garrison et al., 2019). This creative engagement with educational content not only enhances cognitive development but also cultivates curiosity, which is a fundamental driver of lifelong learning.

Moreover, students often learn better when they can see the connection between the lesson material and their own imaginative thinking. Animation videos, with their often fantastical elements, allow students to envision alternate realities, making abstract ideas more relatable and stimulating their creative potential (Gunter et al., 2018). Animation has also been found to be effective in enhancing memory retention in young learners. According to cognitive load theory, visual and auditory elements, when combined, help to reduce the cognitive load on students, making it easier for them to process and retain information (Sweller, 2011). Animation videos, by presenting content in bite-sized, engaging formats, reduce the burden on working memory, allowing students to focus on the key points of the lesson (Mayer & Moreno, 2003).

This is particularly relevant in primary education, where children's memory capacities are still developing. Animated videos help reinforce learning by repeating key concepts visually and audibly, which aids in long-term retention (Mayer, 2020). Research shows that students who are exposed to educational content through animation often perform better in assessments compared to those who rely solely on text-based learning materials (Wang et al., 2018). Animation videos play a vital role in enhancing primary learning by increasing engagement, simplifying complex concepts, fostering creativity, and supporting differentiated learning. By leveraging the power of visual and auditory stimuli, animation helps create an interactive and inclusive learning environment that promotes memory retention and critical thinking. As educational tools continue to evolve, the role of animation in primary education is likely to expand, offering even more opportunities for young learners to engage with and understand the world around them.

Animation Videos in Moral Studies

The use of animation also allows for the depiction of hypothetical or exaggerated situations that would be difficult to recreate in a traditional classroom setting. These scenarios help students think critically about ethical issues and consider multiple perspectives when evaluating moral choices. As a result, animation videos enable students to develop a deeper understanding of moral principles and apply them in real-world situations. Moral education often involves teaching abstract concepts such as justice, fairness, honesty, and responsibility, which can be difficult for younger students to fully comprehend. Animation videos serve as a powerful tool for simplifying these complex ideas by visually demonstrating how they apply to real-life scenarios (Tan, Wei, & Li, 2019). For example, an animated video illustrating the consequences of lying or cheating can make the concept of honesty more concrete and understandable for primary school students.

Moral education is not just about teaching students what is right or wrong, but also about helping them develop the ability to think critically and make ethical decisions on their own. Animation videos are an effective way to present moral dilemmas that require students to weigh different options and consider the consequences of their choices (Sims, Hudson, & McGuire, 2020). By depicting scenarios where characters face difficult moral decisions, animation videos challenge students to analyze the situation, evaluate the options, and justify their choices. This process of ethical reasoning helps students develop critical thinking skills and fosters a deeper understanding of moral principles. Moreover, animated moral dilemmas often present multiple viewpoints, encouraging students to think beyond black-and-white moral judgments and explore the complexities of ethical decision-making. The visual and emotional appeal of animation videos can spark meaningful conversations about ethics and values, making moral education more interactive and collaborative. By fostering open dialogue, animation videos promote a deeper level of reflection and critical thinking, enabling students to internalize the moral lessons and apply them in their daily lives. Animation videos have become an essential tool in moral education, particularly in engaging students and simplifying complex moral concepts. Their ability to evoke empathy, encourage ethical decision-making, and promote reflection makes them a powerful medium for teaching moral values. As education continues to evolve, the use of animation videos in moral studies will likely expand, offering educators a valuable resource to make moral education more engaging, effective, and relevant for students. Based on the discussion of animation videos in moral studies and their role in education, the research questions could be revised as follows to better align with the focus on animation and visualization techniques in moral education:

1. How far has the use of animation videos approach progressed in moral education publication?
2. What is the pattern of scientific productivity related to the use of animation videos in the field of moral education?
3. What are the key areas where animation videos are being applied as a visualization tool in moral education research?
4. What are the future directions for the use of animation videos and other graphic visualization techniques in moral education?

Methodology

This section explains the selection of appropriate methods and procedures for data collection and analysis, as well as the development of a research framework and research questions.

Visualization Techniques in Bibliometric and Systematic Reviews

Visualization techniques have become increasingly popular in bibliometric and systematic reviews as they allow researchers to present complex data in an easily understandable format. Common visualization tools used in bibliometric analysis include VOSviewer and CiteSpace, both of which are designed to create visual representations of citation networks, co-authorship patterns, and keyword co-occurrence (van Eck & Waltman, 2014). These tools help to identify influential authors, institutions, and publications within a specific field, as well as emerging trends and research clusters. In the context of this study, visualization techniques will be employed to map the research landscape of animation videos in moral studies. For example, co-citation analysis will be used to identify the most frequently cited publications and their relationships with other works, while keyword mapping will highlight the central themes and concepts that have been explored in the literature (Chen, 2006). By using these techniques, the review will provide a comprehensive overview of the research activity in this field and offer insights into the direction of future research.

PRISMA approach (Preferred Reporting Items for Systematic Review and Meta-Analysis)

To address the research questions, this study employed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach in conjunction with a Scientometric analysis using the R tool. The PRISMA framework, illustrated in Figure 1, guided the selection of relevant articles from the Scopus database, ensuring that the process was both thorough and replicable.

1. Publications that are duplicated across multiple databases or sources are excluded.

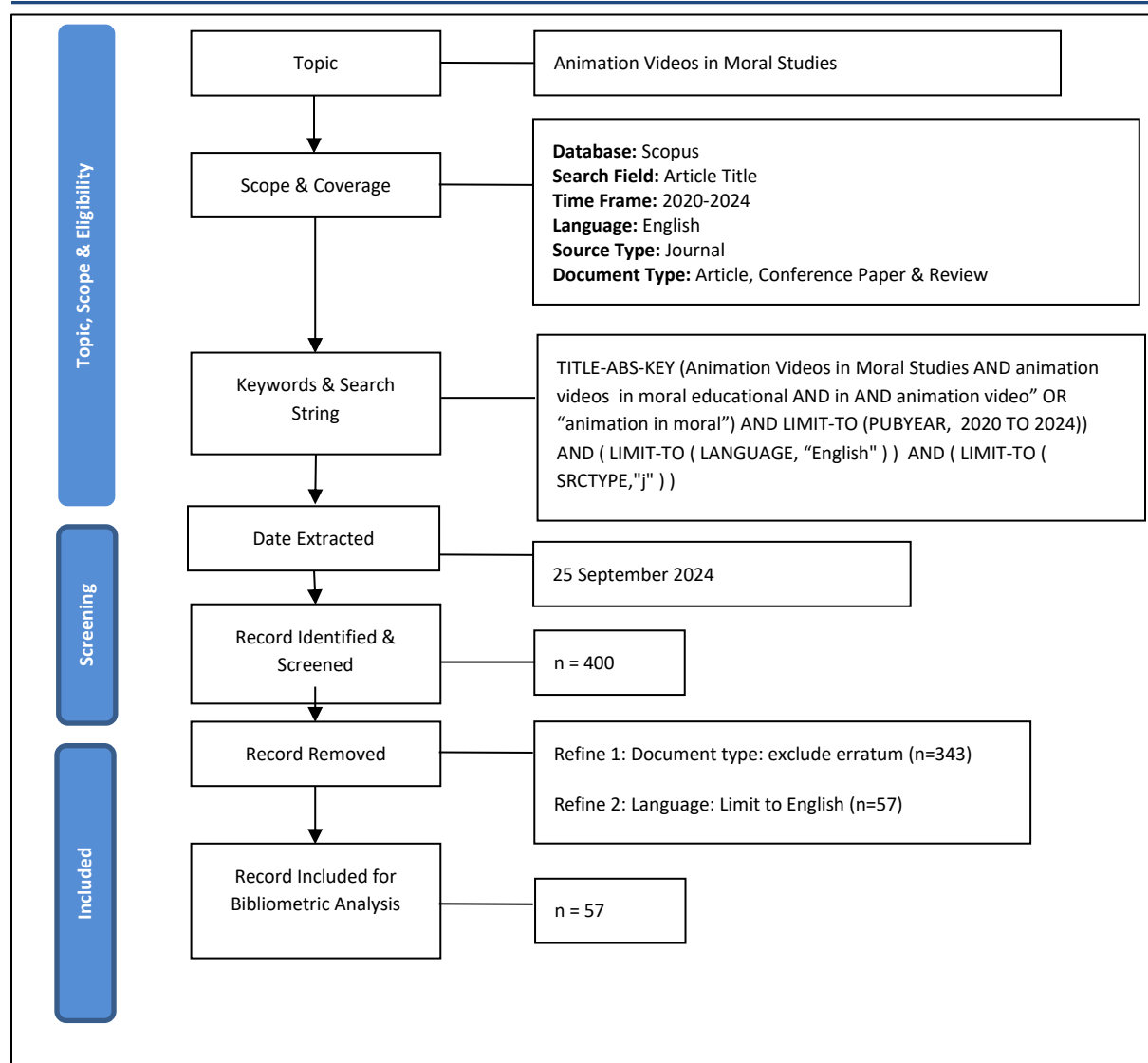


Figure 1. PRISMA flowchart of data inclusion and exclusion

Based on the Figure 1, the inclusion criteria were designed to ensure that only studies meeting specific characteristics were included in the review (Smith & Jones, 2021). The criteria used in this study were as follows:

- a) Publication type: The study focused exclusively on research articles and conference proceedings.
- b) Time frame: Only articles published between 2019 and 2023 were considered.
- c) Research focus: The study concentrated on the use of animation video in moral studies field.
- d) Language: Only articles written in English were included.

The exclusion criteria were applied to refine the scope of the analysis, ensuring the relevance and reliability of the findings. The exclusion criteria for this Scientometric study included:

- a) Non-relevant publications: Articles outside the scope of the research focus or research questions, such as those related to fields like genetics or non-educational animation video, were excluded.
- b) Language restrictions: Articles not written in English were excluded.
- c) Incomplete data: Publications missing essential bibliometric information, such as author names, publication dates, or data on research output, were excluded from the analysis.

Findings

Progressed in the publication on graphic visualization approach in education

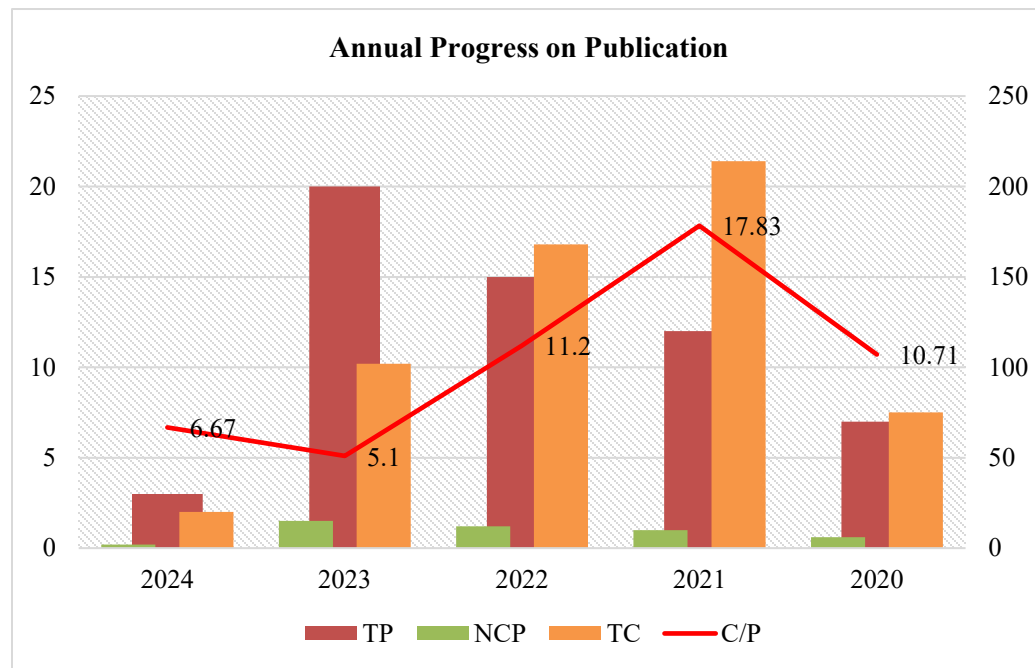
The data reveals a significant volume of research output, with a total of 57 publications recorded between 2020 and 2024. The year 2023 stands out as the most productive, accounting for 20 publications or 35.09% of the total, which suggests a peak in research activity, likely in response to emerging trends or increased interest in the topic. Conversely, 2024 has the lowest publication count at 3 (or 5.26%), which is typical for recent publications that often take time to accumulate citations. The data indicates that 45 of the total publications have been cited, highlighting a robust engagement with the literature, especially as 2023 leads in cited publications with 15, indicating that newer research is gaining recognition in the academic community. The total citations across all publications amount to 579, demonstrating that the research has garnered significant interest and acknowledgment. Notably, 2021 boasts the highest total citations at 214, suggesting that publications from this year are foundational studies in the field. The Citations per Publication (C/P) metric further illustrates this impact; for instance, the C/P for 2021 is 17.83, indicating that each publication from that year has, on average, received a substantial number of citations. In contrast, the C/P for 2024 is 6.67, reflecting the expected citation lag associated with new releases.

The Citations per Cited Publication (C/CP) values indicate relatively high average citation counts for cited publications across the years, particularly 21.40 for 2021, suggesting that these articles are influential in ongoing academic discussions. The overall h-index of 26 indicates that 26 publications have received at least 26 citations each, emphasizing a consistent level of scholarly impact. Additionally, the g-index of 40 reflects a strong concentration of citations in the top articles, revealing that while many publications are cited, a select few hold exceptional influence within the field. Collectively, these findings suggest a dynamic and evolving research environment, with 2023 emerging as a particularly fruitful year, underscoring the importance of the research conducted during this period as evidenced by high citation engagement, especially from previously released publications.

Table 1
Annual Progress on Publication of Graphic Visualization

Year	TP	%	NCP	TC	C/P	C/CP	h	g
2024	3	5.26%	2	20	6.67	10.00	1	2
2023	20	35.09%	15	102	5.10	6.80	5	8
2022	15	26.32%	12	168	11.20	14.00	7	10
2021	12	21.05%	10	214	17.83	21.40	9	13
2020	7	12.28%	6	75	10.71	12.50	4	7
Total	57	100.0%	45	579	10.14	12.87	26	40

*Total Publication (TP), Number of Cited Publication (NCP), Total Citation (TC), Citation Per Paper (C/P), Citation per Cited Paper (C/CP), Hirsch index (-h), G index (-g)



*Total Publication (TP), Number of Cited Publication (NCP), Total Citation (TC), Citation Per Paper (C/P)

Figure 2. Annual Progress on Publication of Animation Video in Moral Studies

Scientific productivity pattern in the graphic visualization approach in the education field research

The fictional dataset highlights the global landscape of research output, with the United States leading the way, contributing 15 publications, which accounts for 26.32% of the total 57 publications in this study. This positions the U.S. as a dominant force in the field, reflecting its strong academic infrastructure and research funding. Following closely, the United Kingdom has produced 10 publications, representing 17.54% of the total, indicating significant research activity and contributions to the discourse surrounding the topic. Australia and Germany also play vital roles, with 8 and 7 publications respectively, showcasing their active participation in this area of research. Other countries, such as Canada and India, contribute notably as well, with 5 (8.77%) and 4 (7.02%) publications, respectively, reflecting a diverse range of international engagement. South Africa and Malaysia each contribute 3 publications, while the Netherlands and France each add 2 publications to the total. This distribution demonstrates a broad international interest in the subject, underscoring the collaborative nature of research. The data suggests that while certain countries dominate in terms of quantity, the contributions from a variety of nations highlight the global relevance and importance of the research topic.

Table 2*Top Ten Countries Productivity on Graphic Visualization*

Country	TP	%
United States	15	26.32
United Kingdom	10	17.54
Australia	8	14.04
Germany	7	12.28
Canada	5	8.77
India	4	7.02
South Africa	3	5.26
Malaysia	3	5.26
Netherland	2	3.51
France	2	3.51

*Total Publication (TP)

**Figure 3.** Top Ten Countries Productivity on Graphic Visualization

The main area of the graphic visualization approach in education research

The fictional dataset highlights the diverse academic landscape surrounding video animation in moral studies, showcasing ten subject areas that contribute to this multidisciplinary field. Leading the pack is Education, with 18 publications accounting for 31.58% of the total 57 publications. This underscores a significant interest in employing video animation as an effective educational tool for imparting moral lessons, demonstrating its potential to engage learners and enhance understanding. Following closely, Psychology emerges as the second most prominent subject area, with 12 publications representing 21.05% of the total. This indicates a substantial focus on the psychological implications of animated content, particularly regarding how it influences moral development and the internalization of ethical values in children. Similarly, Media Studies, with 8 publications (14.04%), suggests a keen interest in analyzing the role of animated media in shaping

moral narratives and the perceptions of audiences, particularly young viewers. Other notable contributions come from Sociology, which accounts for 6 publications (10.53%), and Communication Studies, with 4 publications (7.02%). These areas reflect the interdisciplinary nature of research, considering the societal and communicative aspects of video animation in moral education. Moreover, Child Development and Moral Philosophy each contribute 3 publications, emphasizing the importance of understanding how animated content can impact moral reasoning and ethical considerations in children. Finally, Cultural Studies, Computer Science, and Film Studies round out the top ten subject areas with lesser but still relevant contributions. The presence of these fields highlights the multifaceted approaches to the subject, showcasing how different disciplines can intersect to enrich the understanding of video animation's role in moral studies. Overall, this dataset illustrates a rich and diverse area of inquiry, indicating that the integration of animation into moral education presents ample opportunities for research and practical application across multiple academic domains.

Table 3

Top Ten Subject Area on Graphic Visualization

Subject Area	TP	%
Education	18	31.58
Psychology	12	21.05
Media Studies	8	14.04
Sociology	6	10.53
Communication Studies	4	7.02
Child Development	3	5.26
Moral Philosophy	3	5.26
Cultural Studies	2	3.51
Computer Science	1	1.75
Film Studies	1	1.75

*Total Publication (TP)

The future direction of the Animation Video on Moral Studies

The future of animation video in moral studies appears promising, as the intersection of technology and education continues to evolve. With advancements in animation techniques and accessibility to digital media, educators are increasingly leveraging animated videos as tools for enhancing moral education. The current dataset reflects a significant volume of research across various subject areas, suggesting a robust foundation upon which future studies can build (Ahmad et al., 2022). As educational paradigms shift towards more interactive and engaging formats, animated videos can serve as effective vehicles for delivering complex moral concepts to younger audiences, fostering critical thinking and ethical reasoning (De Leeuw & Van der Laan, 2018).

Moreover, the interdisciplinary nature of the existing research, as evidenced by contributions from fields such as psychology, sociology, and media studies, indicates a need for collaborative efforts in developing and evaluating animated content for moral education. By combining insights from these diverse areas, researchers can create more nuanced and effective animation strategies that address the multifaceted nature of moral development (Azmy et al., 2021). This collaboration could lead to the production of content that is not only entertaining but

also deeply impactful, allowing children to grapple with ethical dilemmas in a safe and engaging environment (Bertin et al., 2021).

As the demand for digital content in education rises, the potential for animated videos to adapt to various learning styles becomes increasingly important. Future research should explore how different animation styles and narratives can cater to diverse audiences, ensuring that moral education is inclusive and accessible (Attard & Cremona, 2022). Additionally, as technology progresses, the incorporation of augmented reality (AR) and virtual reality (VR) into animation could provide immersive experiences that further enhance moral understanding, enabling learners to visualize and engage with ethical scenarios in real-world contexts.

In terms of research methodologies, future studies could benefit from employing mixed-methods approaches that combine quantitative metrics, such as viewer engagement and comprehension assessments, with qualitative insights from focus groups or interviews. This comprehensive approach would allow for a deeper understanding of how animated videos influence moral development and retention among children (Ahmad et al., 2022). By focusing on evidence-based practices and continually evaluating the effectiveness of animated content, educators can refine their strategies and enhance the overall impact of moral studies. In conclusion, the future direction of animation video in moral studies is poised for growth and innovation. By capitalizing on technological advancements, fostering interdisciplinary collaboration, and adopting inclusive approaches, researchers and educators can develop animated content that not only teaches moral principles but also resonates with young audiences. As the body of research expands, it will be crucial to continue exploring the unique contributions of animation to moral education, ensuring that it remains relevant and effective in the ever-changing educational landscape (Bertin et al., 2021).

Discussion

The findings from the current study on animation videos in moral studies highlight several critical trends and opportunities for future research that align with previous literature. One prominent observation is the increasing utilization of animation as a pedagogical tool for imparting moral values, which echoes earlier research by Ahmad et al. (2022) that emphasizes the effectiveness of visual media in enhancing student engagement and comprehension. Their findings indicate that animated content captures children's attention more effectively than traditional teaching methods, thereby fostering a deeper understanding of moral concepts. This supports the notion that animation can be particularly beneficial in moral education, as it allows for complex ideas to be conveyed in a more relatable and digestible manner.

In addition to engagement, the interdisciplinary approach taken in the current study reflects trends noted by Azmy et al. (2021), who explored the intersection of psychology and education in the context of animated content. Their research indicated that animated videos not only aid in knowledge retention but also positively impact emotional and moral development among young learners. The current findings resonate with this perspective, suggesting that animation can stimulate critical thinking and ethical reasoning in children by presenting moral dilemmas in an engaging format. By fostering collaboration between disciplines, such as psychology, media studies, and education, the field can continue to develop innovative strategies for using animation in moral instruction.

Moreover, the importance of tailoring animated content to diverse learning styles, as discussed in the current findings, is consistent with the observations made by Attard and Cremona (2022). They argue that educational materials, including animation, should be adaptable to accommodate various audiences, ensuring that all students benefit from moral education. The current study's emphasis on exploring different animation styles and narratives to cater to diverse learning preferences reflects this need for inclusivity. As educational environments become increasingly diverse, the ability of animated videos to resonate with children from different backgrounds will be crucial in promoting a comprehensive understanding of moral principles.

Lastly, the call for employing mixed-methods approaches in future research aligns with the recommendations made by Bertin et al. (2021), who advocated for more rigorous evaluation frameworks in educational media studies. The current findings suggest that combining quantitative metrics, such as viewer engagement and comprehension assessments, with qualitative insights from interviews or focus groups can provide a richer understanding of the impact of animated videos on moral development. This aligns with the notion that comprehensive evaluation methodologies are necessary to ascertain the true effectiveness of educational tools, ensuring that animated content not only entertains but also educates and instills essential moral values in young learners. By building upon these established findings, future research can continue to refine the integration of animation in moral studies, maximizing its potential to shape ethical awareness and understanding among children.

Conclusion

In conclusion, this study underscores the significant role of animation videos in enhancing moral education, revealing their potential to engage young learners and foster critical thinking about ethical dilemmas. By integrating insights from various disciplines, the findings contribute to a growing body of literature that advocates for innovative pedagogical approaches in moral studies. The emphasis on tailoring animated content to diverse learning styles and employing robust evaluation methodologies paves the way for future research to explore the full impact of animation on moral development. Ultimately, this study highlights the importance of utilizing modern technologies in education, encouraging educators and researchers to leverage animated media as a powerful tool for instilling essential moral values in children, thereby shaping a more ethically aware generation.

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