

Aytül Akal Romanlarında Değerler Eğitimi ¹

Serdar DERMAN² - Emine DOĞANTEMUR³

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Öz

Bu araştırmanın temel amacı, Aytül AKAL'ın çocuk romanlarını değerler eğitimi açısından incelemektir. Araştırmada nitel araştırma yöntemlerinden betimsel tarama modeli kullanılmıştır. Araştırmanın evrenini yazarın 2000-2018 yılları arasında yayınlanan 15 çocuk romanı oluşturmaktadır. Araştırma kapsamında, "Biri Uzaylı mı Dedi?, Yine mi Uzaylı?, Çılgın Uzay Planı, Kayıp Kitaplıktaki İskelet, Kayıp Kitaplıktaki İskelet-2 Yaşayan Ölüler, Kayıp Kitaplıktaki İskelet-3 Fare Sarayı, Kırmızı Arabanın Hayaleti, Süper Çocuklar-1 Renk Delisi, Süper Çocuklar-2 Ses Delisi, Süper Çocuklar-3 Koku Delisi, Süper Çocuklar-4 Süs Delisi, Süper Gazeteciler-1, Süper Gazeteciler 2- Parktaki Esrar, Süper Gazeteciler 3-Likörlü Çikolata, Süper Gazeteciler 4-Belalı Davetiye" romanları incelenmiştir. İncelenen eserlerde okuyucuya sunulan değerler fişlenmiş ve bu değerler etik, sosyolojik, psikolojik, ekonomik ve diğer değerler olmak üzere beş ana başlık altında sınıflanmıştır. Araştırma neticesinde çalışma kapsamında incelenen eserlerin 23 farklı değeri içerdiği görülmüştür. Tespit edilen değerler; aile birliğine önem verme, bağımsız ve özgür düşünebilme, cesaret, çalışkanlık, dostluk ve arkadaşlık, duyarlılık, dürüstlük ve doğruluk, empati, estetik duyguların geliştirilmesi, fedakârlık, güven, iyimserlik, kültürel mirasa sahip çıkma, merhamet, misafirperverlik, nazik olma, paylaşımcı olma, sahip olduklarının kıymetini bilme, saygı, sevgi, sorumluluk, vatanseverlik, yardımlaşma değerleridir. En sık karşılaşılan değerler, çalışkanlık, dostluk ve arkadaşlık, dürüstlük değerleri olmuştur. Araştırma sonucunda çalışma kapsamında incelenen eserlerin çocuklara değer aktarımı konusunda zengin örnekler içerdiği görülmüş ve değerler eğitimi ön plana alan bir çalışmada temel materyal olarak önerilebileceği tespit edilmiştir.

The Values Education in the Novels of Aytül Akal

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Abstract

The main purpose of this research is to analyse Aytül AKAL's children's novels in terms of values education. Descriptive survey model, one of the qualitative research methods, was used in the study. The population of the study consists of 15 children's novels of the author published between 2000-2018. Novels examined in the study: "Biri Uzaylı mı Dedi?, Yine mi Uzaylı?, Çılgın Uzay Planı, Kayıp Kitaplıktaki İskelet, Kayıp Kitaplıktaki İskelet-2 Yaşayan Ölüler, Kayıp Kitaplıktaki İskelet-3 Fare Sarayı, Kırmızı Arabanın Hayaleti, Süper Çocuklar-1 Renk Delisi, Süper Çocuklar-2 Ses Delisi, Süper Çocuklar-3 Koku Delisi, Süper Çocuklar-4 Süs Delisi, Süper Gazeteciler-1, Süper Gazeteciler 2- Parktaki Esrar, Süper Gazeteciler 3-Likörlü Çikolata, Süper Gazeteciler 4-Belalı Davetiye". The values presented to the reader in the works examined were recorded and classified under five main headings: ethical, sociological, psychological, economic and other values. As a result of the research, it was seen that the works examined within the scope of the study included 23 different values. The values identified are; giving importance to family unity, independent and free thinking, courage, industriousness, friendship, sensitivity, honesty and truthfulness, empathy, development of aesthetic feelings, altruism, trust, optimism, protecting cultural heritage, compassion, hospitality, being kind, sharing, appreciating what you have, respect, love, responsibility, patriotism, and helping. As a result of the research, it was seen that the works examined within the scope of the study contain rich examples of value transfer to children and can be recommended as a basic material in a study that prioritises values education.

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² Corresponding Author, Assoc. Prof. Dr., Faculty of Education, Necmettin Erbakan University, Türkiye, ORCID:0000-0001-6209-0249, serdarderman@erbakan.edu.tr

³ Öğretmen, Millî Eğitim Bakanlığı, Türkiye, ORCID: 0009-0008-0025-6491, emine-kale@hotmail.com

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Introduction

The concept of value, which is defined as "an abstract measure used to determine the importance of something, the value of something, value." (TDK), is an abstract concept, but it has been one of the most important elements that have undergone changes for centuries and have kept societies together. Kuçuradi (1971: 54) states that in the history of philosophical thought, since "value" is an abstract concept, it is often used to express different meanings and that the term "value" is a term that has passed from economics to ethics. The concept of "value" to be discussed in the research is mostly related to social sciences. In this context, it is understood that value exists in the human mind based on the definition that everything that is useful to the person and the group, desirable for the person and the group or liked by the person and the group has a value (Fichter, 1990: 142). Where there are human beings, there are choices, desires and judgements. Güngör (2000: 27) also states that value is the belief that something is desirable or undesirable.

Values are common goals formed by people living together in society. In relation to the same concept, Bahar (2005: 78) defines common attitudes and perspectives of the society such as power, wealth, justice, equality, love, diligence, hospitality, honesty as values. Therefore, values are concepts that provide social order. Values indicate to the individuals forming the society what is important, what should be preferred, in short, how to live (Akbaş, 2008: 10). Values constitute the traditions and customs of society and ensure their continuity. The importance of raising individuals who have national and universal values and who have strong humanitarian and moral aspects is increasing day by day and it is now known that this path passes through values education. For this reason, values education continues to exist as a concept of increasing importance day by day. Yaman (2014: 18) argues that since the accepted values are the elements that will determine the future personality, perspective, behaviour and life of the individual, the individual should be aware of certain values, acquire the necessary values, adopt new values and transform all these values into behaviour by making them the basic building blocks of his/her personality. This almost lifelong process of gaining values is called values education.

Although the importance of values and values education is a fact known and accepted by everyone, there are different opinions about the way to be followed and the methods to be used in gaining these values. When the field research on values education is conducted, it is seen that the approaches on this subject are divided into three groups: These are direct value teaching, value teaching based on reasoning and holistic value education approach based on the culture in which one lives (Doğanay, Seggie and Caner, 2012: 75). In order to provide values education effectively in schools, family and society should support values education programmes (Ekşi and Okudan, 2011: 181). Value transfer is more effective and permanent with school-family-environment co-operation. In addition, teachers play the most active role in values education at school. Teachers should mature the world of emotions and thoughts of young people and liberate them through values education. This maturation and liberation process is important for both the society and the individual (Doğanay, Seggie and Caner, 2012: 80). Individuals who internalise values will be able to put aside discriminations such as race, language, religion and gender and say "I love the creature because of the Creator". This is a great achievement for social and universal peace.

Literary texts are also used in values education for children. Any literary genre can be used for this purpose, but novels stand out in terms of richness such as intertwined events and diversity in the cast of characters. If the novels, whose targeted readership is children, are capable of absorbing the reader, the child who reads this novel will go from adventure to adventure in the world of imagination with the hero he/she identifies with. In order to use the novel as an appropriate tool, children should be presented with works that appeal to their level and interest and

are rich in values. Authors should write their works by using all the richness of the language, considering the interest and level of the target audience, taking into account their world of feelings and thoughts. Especially in works for children, the author has greater duties. In recent years, the number of works in the field of children's literature has been increasing rapidly, which makes it difficult to reach quality works. Sever (2010) states that children's literature products should be effective stimuli in the process of raising sensitive individuals who question, discuss, respect science and art, are balanced in terms of emotion and thought, and have acquired a reading culture. In addition, children's literature products should be written on the axis of the principle of "being suitable for the child", should prepare the child for life in every sense, and should make him/her feel that he/she is in life.

The most important tool of Turkish lessons is literary texts. In addition, students who have not yet developed a reading culture will first seek the opinion of the Turkish teacher about book selection. In this case, Turkish teachers should introduce their students to works that are suitable for the student's interest and mental development and that will serve the purpose in every sense. In this context, it is important to include all global values, especially national values, in education systems or learning environments. Considering that literature is the most effective tool that tells people to people, the importance of the literary work that the child encounters will emerge. Literary works deal with many events and situations related to the individual and social life of human beings, and through the messages they contain, they show their readers that the conflict situations they encounter in their individual and social lives do not only happen to them. People who read these experiences will also find clues about the solution of their own conflicts. Therefore, education should bring every individual in the system together with qualified literary works. This necessity has visibly increased the number of works in the field of children's literature in recent years. It is an obvious fact that this quantitative increase makes it difficult to identify qualified works. Today, many authors' books have been analysed in terms of value, subject, language and expression and message, and their qualities have been discussed. Based on a similar concern, this study, which aims to analyse Aytül AKAL's novels in terms of values education, aims to determine the suitability of the author's children's books for the cognitive, affective and social development of the child reader. At this point, with this study, researchers will be able to provide data on Aytül AKAL's novels; according to their qualities, these works can be recommended to educators and parents in child education. In this direction, fifteen novels of Aytül AKAL were analysed and the values in these novels were tried to be determined and the values determined were tried to be interpreted. The answer to the question "What are the findings and comments on the values identified in Aytül AKAL's novels for values education?" was sought.

Method

Research Model

This study, which aims to analyse Aytül AKAL 's 15 children 's novels in terms of educational messages, is a survey type research since it aims to describe an existing situation as it is. For this reason, document analysis method, one of the qualitative research designs, was used in the study. Document analysis involves the analysis of written materials containing information about the phenomenon or phenomena targeted to be investigated. In qualitative research, document analysis can be a data collection method alone or it can be used together with other data collection methods (Yıldırım and Şimşek, 2013: 217). While examining the documents, firstly, the sources were obtained from, the sources were read and notes were taken with the fiche method, the findings were grouped and interpreted.

Study Material

The study material of this research consists of a total of 15 children's novels by Aytül Akal. These novels were selected in order to determine the educational messages they contain in terms of values education. The analysed works were determined by considering thematic diversity, character structure and level of contribution to children's literature, and include examples from different series and periods of the author. The novels analysed within the scope of the research are as follows:

1. Did Someone Say Alien? (Biri Uzaylı mı dedi?)
2. Alien again? (Yine mi Uzaylı?)
3. Crazy Space Plan (Çılgın Uzay Planı)
4. The Skeleton in the Lost Library (Kayıp Kitaplıktaki İskelet)
5. Skeleton in the Lost Library-2 The Living Dead (Kayıp Kitaplıktaki İskelet-2 Yaşayan Ölüler)
6. Skeleton in the Lost Library-3 Mouse Palace (Kayıp Kitaplıktaki İskelet-3 Fare Sarayı)
7. Ghost of the Red Car (Kırmızı Arabanın Hayaleti)
8. Super Kids-1 Colour Crazy (Süper Çocuklar-1 Renk Delisi)
9. Super Kids-2 Voice Crazy (Süper Çocuklar-2 Ses Delisi)
10. Super Kids-3 Odour Freak (Süper Çocuklar-3 Koku Delisi)
11. Super Kids-4 Ornament Crazy (Süper Çocuklar-4 Süs Delisi)
12. Super Journalists-1 (Süper Gazeteciler-1)
13. Super Journalists 2- Marijuana in the Park (Süper Gazeteciler 2- Parktaki Esrar)
14. Super Journalists 3-Lycoric Chocolate (Süper Gazeteciler 3-Likörlü Çikolata)
15. Super Journalists 4-Troubled Invitation (Süper Gazeteciler 4-Belalı Davetiye)

Data Collection and Analysis

In this study, data were obtained by document analysis method. Document analysis method is used to reach the sources for the purpose of the research and to determine the data to be obtained (Çepni, 2007). Content analysis technique was used to collect the determined values under different themes. "Through content analysis, it is tried to define the data and to reveal the facts that may be hidden in the data" (Yıldırım and Şimşek, 2013:259).

In the process of collecting the data, fiche method was used. The works were analysed in terms of form and content with the plug method. The data obtained as a result of the analysis were grouped under relevant headings. In the data analysis phase, descriptive analysis, one of the qualitative data analysis methods, was used. Descriptive analysis, which is frequently preferred by researchers in qualitative research methods, consists of summarising and interpreting the data obtained by supporting them with direct quotations.

In this study, while analysing the data obtained about values, the values included in the Ministry of National Education Values Education Directive (2022) were investigated. The values included in this directive are as follows: Love, responsibility, respect, tolerance-sensitivity, self-confidence, empathy, fairness, courage-leadership, being kind, friendship, cooperation-solidarity, cleanliness, honesty-truthfulness, giving importance to family unity, independent and free thinking, optimism, development of aesthetic feelings, hospitality, patriotism, doing good, industriousness,

sharing, compassion-compassion, greeting, modesty, protecting cultural heritage, altruism. In this study, in addition to the directive, findings on the value of appreciating what you have were obtained; it was decided to be handled as an independent value with the opinion of the consultant and expert. In addition, it was also decided to include the findings on animal love in the value of compassion in line with the consultant and expert opinion. Finally, these values were grouped under five headings: ethical, sociological, psychological, economic and other messages.

Validity and Reliability

The scientific value of a research depends primarily on the validity and reliability criteria. In this context, in this study, in which the elements of values education in Aytül Akal's children's novels were analysed, various strategies were adopted to ensure validity and reliability.

In order to ensure the validity of the study, firstly, the research process was structured transparently. The method section in the research clearly states which data collection techniques were used and how. The document analysis method, which forms the basis of the research, made it possible to directly access the sources and obtain the data from the original texts; this increased the internal validity of the study. All of the works examined were read by the researcher himself, analysed by the method of fiche and the findings obtained were classified thematically in line with the content analysis. In this process, the data obtained based on the Ministry of National Education Values Education Directive (2022) were interpreted systematically. In addition, direct quotations were included while analysing the values; this enabled the interpretations to be based on concrete grounds and strengthened the validity of interpretation.

In terms of external validity, that is, the generalisability of the findings obtained to similar situations or works, the study covers 15 different children's novels by Aytül Akal. These novels belong to the author's important and different periods in children's literature and offer a wide range of sampling opportunities. The diversity of the themes addressed in the works and the versatility of the characters ensured that the results obtained overlapped with the general trends in children's literature and increased the external validity of the findings. In addition, when compared with the studies conducted on similar topics, it was seen that the results obtained were parallel; this revealed the consistency of the study with the literature.

In terms of the reliability of the study, a systematic and consistent way was followed in the processes of obtaining, classifying and interpreting the data. The results obtained by repeatedly analysing the data derived from the same data source were largely consistent and internal reliability was strengthened. In case similar themes were repeated in different novels, these themes were handled under the same value heading; thus, a systematic classification was adopted in the analysis, away from subjective interpretations. The inclusion of direct quotations in the analysis of the findings ensured that the evaluations were far from subjectivity and based on evidence. In addition, in order to reinforce the reliability of the study, the consultant and field experts were consulted. In particular, the representation of some values (such as grouping animal love under the value of "compassion" or evaluating the value of "appreciating what you have" as a separate category) was decided with expert opinion, thus minimising the subjective comments of the researcher. Considering the re-examination of the study by different readers, the data collection process was explained in detail; thus, the principle of reproducibility was observed.

Findings

Based on the values included in the Ministry of National Education Values Education Directive (2022), Aytül Akal's novels were analysed and the findings are presented below under headings. The values identified in the novels were classified as ethical messages, sociological

messages, psychological messages, economic messages and other messages. It was observed that the analysed works contained 23 different values. The values identified are; giving importance to family unity, independent and free thinking, courage, diligence, friendship, sensitivity, honesty and truthfulness, empathy, developing aesthetic feelings, altruism, trust, optimism, protecting cultural heritage, compassion, hospitality, being kind, sharing, appreciating what you have, respect, love, responsibility, patriotism, and helping. For each value, examples are presented with direct quotations from the relevant work or works. The values identified in the novels and the calculated frequencies and percentages related to these values are shown in Table 1 below.

Table 1. Values Identified in Aytül Akal Novels

Principles	Values	<i>f</i>	%
Ethical Principles	Sensitivity	11	%5,4
	Honesty and Integrity	12	%5,9
	Being Kind	23	%11,3
	Patriotism	4	%2
Sociological Messages	Giving Importance to Family Unity	10	%4,9
	Friendship	26	%12,8
	Sharing	2	%0,9
	Assistance and Solidarity	2	%0,9
Psychological Messages	Empathy	2	%0,9
	Trust	4	%2
	Optimism	2	%0,9
	Compassion	14	%6,9
	Appreciating What You Have	5	%2,5
	Respect	9	%4,4
	Love	18	%8,8
Economic Messages	Diligence	28	%13,8
Other Messages	Independent and Free Thinking	4	%2
	Courage	9	%4,4
	Development of Aesthetic Senses	2	%0,9
	Sacrifice	3	%1,5
	Protecting Cultural Heritage	5	%2,5
	Hospitality	2	%0,9
	Responsibility	6	%2,9
Total		203	%100

Table 1 shows that 203 values were identified in the analysed works. The value with the highest rate in the table is "Diligence" with 13,8%. Diligence is followed by "Friendship" with 12.8% and "Being Kind" with 11.3%.

Ethical Messages

Sensitivity

In the novels analysed, two different types of sensitivity were identified: sensitivity towards the social environment and sensitivity towards the natural environment.

In the novel "Super Kids-2 Sound Delirium" about the adventures of three friends with different characteristics, Mete, Tuna and Asya embark on a new adventure based on the note they read on a book cover they saw in a bookshop. They go to the hospital street to solve the case. They are very impressed by the view they see in the hospital. Because they are sensitive heroes:

"Although it was the weekend, it was a busy day in front of the hospital. There are so many people waiting to get better, said Asya. Her eyes were full of tears. I didn't realise she was so emotional, in fact I was sad too. Parents, babies, children, old people..." (SÇ2, 2018b: 51).

In "Alien Again?", Akal explains that people do not respect the right to life of living beings and do not feel any discomfort from this with the following words from the inferences of Mr Ozezi from the planet Hexonya:

"The most troublesome was collecting endangered animals. There were so few of them left on Earth that it was of course a waste of time travelling all over the globe in search of one or two specimens. But it was worth all the effort. When they would soon be completely extinct on Earth- which, judging by their behaviour, Earthlings did not seem to mind- these creatures would be able to continue living on Hexonia." (YU, 2014a: 40)

Honesty and Integrity

Elif, one of the heroes of the novel "Super Journalists 2", has discovered the magic of telling people what they want to hear in order to make them happy. However, Elif endeavours not to leave the truth while doing this:

"If you tell people what they want to hear and make them happy, they could easily forget their anger. In order not to feel hypocritical while applying this method, she preferred the truth when choosing words. Mrs Nihal was a really slim, model-like woman. Moreover, she dressed very elegantly. Elif used to see some of the dresses she wore on singers on television. Aunt Gülsün's knees really hurt. If she called Gülsün Aunt Gülsün as Gülsün Abla, that would be enough! This was not a lie. It wasn't even a white lie." (SG2, 2014c: 11).

In Super Journalists 4, Azmi, who is a newcomer to the events, wants the guilty ones to be punished by doing the honest thing against his family who are involved in illegal activities:

"Azmi did not expect such a thing after Yener's words. He turned yellow and took a deep breath before responding.

- Even if it's my family, if they are involved in something illegal... It would be the right thing to do." (SG4, 2013c: 273)

Being Kind

In The Skeleton in the Lost Library, Ceylan's father Hilmi Efendi says the following when he sees the flower in the food bowl of their cat Efes:

"What's this? Is it a thank you? Ceylan will be very happy. What a sweet cat you are..." (KKI, 2012: 13)

In Super Journalists 1, Akal refers to the kindness of neighbours. When Evren sees Seher Hanım and Yener coming to look at the rental house opposite their house, he comes to meet his possible new neighbours:

"I live in the house opposite, my name is Evren. When I saw you here, I thought you were our new neighbours, I came to say hello." (SG1, 2014b: 17)

Patriotism

In The Skeleton in the Lost Library, when the protagonists come out of the passage, the teacher hands the cup in his hand to Talat Bey, the expert of the work. While examining the trophy with excitement, Talat Bey utters the following words:

"This treasure is a gift to our cultural heritage." (KKİ, 2012: 190)

In *Skeleton in the Lost Library-3*, malicious people threaten to kill Suzan, one of the archaeologists, if she does not reveal the location of the treasure. Suzan's response is as follows:

"Look, I don't know anything about the blog. Moreover, let's say there is a treasure; it does not belong to individuals. It is the wealth of the country. Do you understand?" (KKİ3, 2018b: 162)

Sociological Messages

Giving Importance to Family Unity

In *"Again, Alien?"*, the feelings of Mr Ozezi in the guise of Elif, who tells Elif's mother that she is ill, are as follows:

"Are you okay, dear?"

"Ozezi once again felt the caring hand of the Earth woman on his forehead. Loving, warm, soft..." (YU, 2014a: 68)

In *The Skeleton in the Lost Library*, Ceylan's mother opens a shop selling souvenirs in Ephesus. Although at first some people find it strange that a woman runs a shop alone, Hilmi Efendi gives the best answer to them:

"There is no such thing as women's work and men's work. My wife will work, I will work; we will provide a good future for our daughter." (KKİ, 2012: 38)

Friendship

In *The Skeleton in the Lost Bookshelf*, Efes starts to share the food that Ceylan puts in the food bowl with his friend Kapkap. One day Kapkap cannot make it to dinner time. On his way to Efes, he thinks that Efes might have finished the food, but when he comes behind the guard shack, he sees that the food in the bowl has not been touched:

"Oh dear, he didn't eat before I arrived," he said to himself. His heart was filled with love and compassion for his friend" (KKİ, 2012: 75).

In *Super Kids-4 "Süs Delisi"*, the nine-day holiday was not much fun for Mete, who had to stay at home while all his friends went away:

"...Without friends, nothing was enjoyable." (SÇ4, 2018d: 12).

Sharing

In the work *"Crazy Space Plan"*, the author includes the following words of Ezi to Nen, who bought the sweater that Nen said she liked very much: *"Look at it by hand, it's so soft... Zet said she wanted to buy the same one. The price was very reasonable, I don't know if there are any left. If you can't find it, you can always buy and use mine."* (ÇUP, 2015: 53)

In *The Skeleton in the Lost Bookshelf*, Ceylan's cat Efes finally finds the thief who has been eating the food in his bowl for days. The thief is a turtle named Kapkap. When Efes meets Kapkap, he realises that he is also hungry. He takes a look at the food bowl and thinks that the food in the bowl will be enough for both of them. He knocks over the bowl with his paw, spills some of the food on the ground and says, *"Come, let's share."* (KKİ, 2012: 50)

Assistance and Solidarity

In Super Journalists 3, Aytül AKAL includes the promise made by her friend Selin's father Mr Oktay and Evren's father Mr Mustafa to Elif, who is upset because she thinks that she cannot go to university considering her family's financial situation:

"If Elif wants to go to university, she has to study and get the points, and I will pay for it. ... No matter which university she enters, I will educate Elif." (SG3, 2013b: 227)

In Super Journalists 4, Elif will take care of her mother Sümbül Hanım's work in the flat for a while as she is ill. Evren tells Yener about this development with the following words:

"Since Mrs Sümbül got sick, Elif will take over her mother's janitorial work for a while. When there are heavy things to carry, I think I can go and help Elif." (SG4, 2013c: 75)

Psychological Messages

Empathy

In "Super Journalists 3", Evren and Yener named a big house with a garden in their neighbourhood as Haunted Mansion. In the last days, there is an activity in the Haunted Mansion. Upon hearing noises coming from the garden, they hide behind the bushes and start to watch the garden. What they see is very different from what they expected. A man comes out of the house with a child he has difficulty carrying in his arms and places the child in the back seat of the car. Evren and Yener were impressed by what they saw:

"There was silence again, one of them had to say something, finally Evren burst out.

'What a pity... The child was paralysed. That's why she was so angry.'

Yener was sad too. 'You're right. We behaved very badly. The child is only a year or two younger than us. Instead of running and playing, he walks on his father's lap. It is a very difficult thing.' " (SG3, 2013b: 149)

In "Super Journalists 4", interesting events happened to Yener, who had to go to his father's wedding even though he did not want to, and Yener had to pretend to be hearing impaired from the moment he stepped into the hotel. Yener, who has a lot of difficulty in pretending that he does not hear even though he hears, thinks that it is much more difficult not to really hear. They have a hearing impaired friend in their class: Okan. Yener understands him much better now:

"Yener thought about Okan. Did she always encounter this kind of behaviour? She decided to call him more often when she returned and develop their friendship." (SG4, 2013c: 83)

Trust

Akal includes the following Hexon research on Earthlings in his work "Again, Alien":

"Even if the girl's friends testified, the mother would not believe them. Judging from the results of the investigations conducted in Hexonia, Earthling adults tended not to believe them, thinking that their children would easily lie to their parents to protect each other." (YU, 2014a: 66)

Aytül AKAL, in her work "Crazy Alien Plan", mentions how reliable a planet Hexonia is with the following words:

"A Hexonian would not break into anyone's house for malicious purposes, and certainly not unannounced. At least this was unheard of until then." (ÇUP, 2015: 20)

Optimism

In *The Skeleton in the Lost Bookshelf*, Ceylan's cat Efes sees that the food in the bowl has been eaten every time he looks at it. He must find whoever has eaten his food and ask him to pay for it. Maybe it is a huge monster, but no matter what, Efes is determined not to share his food with it. Although he does not have a plan yet, he will not accept defeat and will fight. (KKI, 2012: 36)

Elif, one of the heroes of *Super Journalists 2*, has been suffering from a serious hair loss problem recently. However, she uses a very high quality shampoo given as a gift by her neighbour Nihal Hanım. Elif summarises the situation in a letter to the company producing the shampoo in the hope of solving her problem. In a short time, Elif received a reply to her letter and was invited to the company. (SG2, 2014c: 134)

Compassion

In *"The Skeleton in the Lost Library-2"*, Ceylan and Ali talk about a cat on a leash wandering around Ephesus:

"It was an owned cat. It must have been abandoned or lost...."

"Oh dear, pity him... Maybe his owner is looking for him now. What should we do?"

"For now, we can do nothing but feed him and find a name he likes. Maybe one day the owner will turn up and reunite with his cat." (KKİ2, 2018a: 92)

In *"Super Kids-2"*, Tuna, Mete and Asya come to the hospital street for a research. Although it is the weekend, the hospital is very crowded and Asya, seeing this crowd, says *"There are so many people waiting to get better."* (SÇ2, 2018b: 51)

Appreciating What You Have

In *Super Journalists 1*, Aytül AKAL includes the conversations of Yener and his mother at the breakfast table:

"How lucky we are! Everyone else's windows look at the garbage dump or concrete, we look at a garden full of birdsong. We should appreciate this, son. I wonder how many people in our neighbourhood have heard the sound of birds in this beautiful garden?" (SG1, 2014b: 21)

In *Super Journalists 2*, the author, Elif's mother Mrs. Sümbül, is always thankful for her situation despite their meagre living and advises this to her children who occasionally complain:

"Thank God for our situation, we have a job, we have a house to live in, we are in good health; we get by. I wish you and your brother to study, have a profession, work in good jobs, I have no other wish." (SG2, 2014c: 22)

Respect

In *Super Journalists 1*, Evren tells his friend Yener about a phone conversation his parents had about him. Yener reacts immediately:

"Nee! Are you listening to phone conversations? What a shame!" (SG1, 2014b: 11)

In *Super Journalists 4*, Yener listens to his mother's conversation on the phone, thinking that she is talking about him, and thinks the following:

"Or was she talking to Evren's mum? It was very shameful. Although he was eavesdropping on her conversation, it was no worse than a mother gossiping about her own child on the phone." (SG4, 2013c: 15)

Love

In her work "Skeleton in the Lost Library-3", Akal expressed the need for love as follows:

"Every living, breathing being needs the love of another." (KKİ3, 2018b: 256)

In "Did Someone Say Alien?", Akal includes the conversation of a girl running towards her house in the rain with the cats she sees behind the bushes:

"Oh, what sweet things you are. You are so tiny, I can't leave you here, you might get sick and die. Besides, you must be hungry. If I can persuade my mother, you can stay with us until the rain stops." (BUD, 2013a: 43)

Economic Messages

Diligence

In "Fantastic Galaxy Series-3 Crazy Space Plan", Akal tells the story of Mrs Tonto, a geography teacher who plans to come to Earth from Hexonia and marry Allegro, the man she loves. Mrs Tonto has worked very hard on this plan:

"While planning this trip, she had done new research in addition to what she already knew about Earth. She knew which face type and what kind of body the inhabitants admired. Now that Allegro was living here and had been moulded into the mould of the Earthlings, he had worked hard to choose a body that he would undoubtedly like. He had listed the most admired features of the most beautiful women of the planet one by one, some had eyes, some had legs, some had hair, and he had created a brand new identity to be adored." (ÇUP, 2015: 89).

In all four stories in her book *The Ghost of the Red Car*, Aytül AKAL focuses on young people who dream of becoming rich without working hard:

"I am looking for a serious job that pays well. I prefer sales work." (KAH, 2012: 7)

Other Messages

Independent and Free Thinking

In *The Skeleton in the Lost Library*, Efes is in trouble and his friends Çelimsiz and Kapkap want to help him. Çelimsiz first goes to Hilmi Efendi, but Hilmi Efendi is busy with the newly arrived tourist caravan. In desperation, Çelimsiz goes to the hut and waits for Ceylan. Ceylan scolds Çelimsiz as soon as he arrives:

"Oh, Çelimsiz, what is this? What a shame! Were you stealing Efes' food bowl? And you broke it!" Tears welled up in Çelimsiz's eyes, he had never imagined such an accusation. How could Ceylan think of such a thing? While she was trying to help Efes, she had been called a thief." (KKI, 2012: 131)

In *Super Journalists 2*, Elif gets angry and yells at her brother Arif who tries to hide something from her. She thought that her brother took someone's toy and brought it home without permission and got very angry. When she talks to Arif, the truth comes out. Arif found the stone doll in his hand in the soil in an empty field. Elif blamed her brother in vain. (SG2, 2014c: 109)

Courage

In "Super Kids-2 Ses Delisi", Mete and Tuna find a book in a bookshop and see a note saying *"Imidaaat! Save me!!! The monster is after me Darkness... It's coming to drown me in the basement water..."* (SÇ2, 2018b: 34). There are red stains around the note that look like blood stains. Mete, Tuna and Asya, who cannot remain indifferent to this cry for help, immediately

pursue the incident. Although they overcome many dangers, they encourage each other to save the person whose life is in danger and eventually the incident is solved. The book belongs to their classmate Merve and Merve's brother, who writes the note in the book, throws the book on the street after writing the note. The forger who saw the book on the street took the book and brought it to his shop. Super Kids are very happy when they learn that there is no one whose life is in danger.

In Super Journalists-1, Evren, Yener and Selin are attacked by armed people at Oğuzcan Selimoğlu's house where they go for an interview. Yener even shows an example of courage that surprises even himself to save Selin:

"Seeing that Selin was being dragged away by force, Yener jumped out from behind the armchair where he was hiding.

- Let her go! Otherwise it will be bad!" (SG1, 2014b: 79).

- ... the situation was already hopeless. Yener had no choice but to resort to the only weapon he had.

- He started to take pictures of the men with flash after flash. Maybe photographs would be a proof." (SG1, 2014b: 80).

Developing Aesthetic Senses

Elif, one of the protagonists of Akal's "Again, Alien?", is 11 years old. Elif is constantly advised by her mother to concentrate on her studies. Elif's thoughts on this subject are as follows:

"I wonder what I want, no one asks! It is as if they are living my life... As if the whole week of school is not enough, you have to go to the classroom at the weekend! I haven't been able to paint for weeks, my paints have dried up. The piano is just an ornament in the living room. There's no time for my favourite things. But do they care? Exams if nothing else..." (YU, 2014a: 56)

Sacrifice

In Super Journalists 3, Meltem invites Elif to the auditions at the modelling agency. Elif attends the auditions with great excitement and one of the reasons for her decision is the financial situation of her family:

"There were so many things she wanted to do. Saving only for university would not be enough. Buying a house... Saving her mother from her job as a janitor... Many other things... All of them needed a lot of money." (SG3, 2013b: 109).

In Super Journalists 3, Akal conveys what goes through Evren's mind after Elif expresses how much she is afraid of her father with the following words:

"Evren looked at his father with love and gratitude for a moment. He thought that no matter what he did wrong in life, he could tell his father and ask him for help. His father would be angry, of course, but he never feared that his father would kill him." (SG3, 2013b: 125)

Protecting Cultural Heritage

In The Skeleton in the Lost Library, the Turkish teacher asks the students to find proverbs about "friendship":

"While Ayda was pretending to look for her pencil under her desk, she connected to the computer on her mobile phone and entered the dictionary without showing the teacher." (KKI, 2012: 108)

In "The Skeleton in the Lost Library-2", when archaeologist Suzan tells Ali and Ceylan about the extraordinary acoustics in the passage, Ali asks what acoustics means. Suzan:

"It means the reverberation of sound waves". Ali thinks, "Why does Suzan speak in a different language when she speaks Turkish?" (KKİ2, 2018a: 132)

Hospitality

In "Super Kids 3", a friend of his parents from the university is coming to visit Mete. When Mete hears his parents talking about the guests staying in Mete's room, he pouts:

"When my father saw me pouting, he said, 'For fuck's sake, Mete! 'It's only two nights... It would be a shame to make the guest sleep in the lounge.' "(SÇ3, 2018c: 17)

In "Super Journalists 3", there is a family that has just moved into the house next to the Yener's house. Seher Hanım, together with her son Yener, knocks on the door of the neighbours with a plate of cake to meet the new neighbours. The lady who opens the door is very kind. Even though they are unable to accept guests because they have just moved in, she politely expresses this:

"We would have loved to invite you in, but my wife and I were about to leave. If other neighbours from the neighbourhood want to come, please let me know, my living room set has not arrived yet, there is no place to sit at home. I will invite everyone together when I can." (SG3, 2013b: 129)

Responsibility

Evren and Yener, the heroes of Super Journalists 1, prepare the Super Newspaper entirely with their own efforts by allocating their own pocket money and time. However, they never neglect their lessons using the newspaper as an excuse. In fact, they start to be more successful in their lessons so that their families do not ask them to quit the newspaper. A conversation between them is as follows:

"Come on, finish it instead of talking about it. I have to go home and study."

"Oh, look at that! As if I didn't have a lesson. I will study history as soon as I finish this job." While the youngsters were talking, he was not idle and two pages of the newspaper were ready (SG1, 2014b: 12).

In Super Journalists 2, the Mayor reacts to the gang that kidnaps the Mayor's son and tries to make the Mayor do what they want by threatening him with the following words:

"Look, I have responsibilities. I am sitting here to serve the public." (SG2, 2014c: 209)

Conclusion, Discussion and Suggestions

The novels written by Aytül AKAL were analysed in the context of values education and it was determined that the works were rich in terms of value diversity. The findings obtained show that Akal adopts a multi-faceted understanding of values education in her works and makes conscious choices for character building. First of all, it was determined that the values that constitute the basic building blocks of social life, such as diligence (13.8%) and friendship (12.8%), were included at the highest rate. This finding shows that Akal aimed to convey individual success and social commitment to children. As a matter of fact, Lickona (1991) emphasises that in character or values education, the individual should have not only moral truths but also social and emotional skills. In this context, Akal's works offer meaningful examples in terms of values education that establishes an individual-society balance and should be considered as pedagogical

materials that guide children in terms of values education. The values identified in the works examined in line with the values recommended to be emphasised in the MEB Values Education Directive are; giving importance to family unity, independent and free thinking, courage, industriousness, friendship, sensitivity, honesty and truthfulness, empathy, development of aesthetic feelings, altruism, trust, optimism, protecting cultural heritage, compassion, hospitality, being kind, sharing, appreciating what you have, respect, love, responsibility, patriotism, helping. Data on the values of fairness and cleanliness, which are among the values included in the relevant directive, could not be detected in the novels analysed in this study. Although it was not included in the relevant directive, findings on the value of "appreciating what you have" were detected; this value was also included with the opinion of the counsellor and expert.

In her works, Aytül AKAL conveyed values to the reader through experiences, not through imposition. The heroes of the experiences are also 5-8. Grade level children, especially in terms of personality development. This will make it easier for the reader to internalise the values. In this study, the competences of Aytül AKAL novels on the subject were revealed by taking into consideration the decreasing concern for qualified works despite the rapid quantitative increase in children's literature. Firstly, values such as "being kind", "sensitivity", "truthfulness and honesty", which are in the category of ethical principles, are presented to children as models through Akal's protagonists. Nucci (2001) considers these values as fundamental for the individual to adapt to social life and to establish healthy relationships with others, and states that the individual's social and emotional experiences shape his/her moral judgements in moral development theories. Akal's characters mostly gain these experiences through the events they experience. For example, in the "Super Journalists" series, it is seen that in the reactions of the characters to the events they encounter, characteristics such as truthfulness, moral courage and empathy stand out. In this respect, it is seen that the works exhibit a pedagogical structure that overlaps with Kohlberg's (1984) moral development theory and that the moral reasoning levels of the characters are constructed in a way to set an example for the reader.

Sociological messages include values that are decisive in the integration of the individual into the social structure. Values such as "friendship", "giving importance to family unity", "sharing" and "helping-solidarity" form the basis of social solidarity and empathic relations. At this point, Akal's novels offer children the opportunity to internalise social norms in everyday life contexts such as family structure, neighbourhood relations and school environment. The concretisation of sociological values in the works through their effects on the behaviours of child characters offers an approach supported by social learning theory (Bandura, 1977).

Values such as "empathy", "trust", "optimism", "compassion", "respect" and "love" within the scope of psychological messages are necessary for the healthy development of the individual's inner world. Aytül Akal's characters experience these values by living and feeling them. This is accepted as an effective way of social-emotional learning, which is also emphasised by Durlak et al. (2011). Akal's child protagonists stand out with their inner accounting reflected to the reader, especially in the development of empathy. It should be emphasised that values such as "empathy" and "trust" contribute to the child's healthy relationships with others. Indeed, Eisenberg and Mussen (1989) state that empathy development is directly related to prosocial behaviours. Akal's concretisation of such values through characters is important in terms of creating a model for children. Such approaches improve children's emotion regulation skills and their competence in understanding others (Zins et al., 2004).

In the category of economic messages, the value of "industriousness" stands out prominently. Aytül Akal's novels carry messages aimed at raising children's awareness of economic

responsibility by emphasising the importance of individual effort, labour and perseverance. For example, in works such as "The Ghost of the Red Car", the emphasis on labour and patience instead of dreams of getting rich the easy way creates an effect that develops work ethics in children. This is the basis of the transformation of a sense of responsibility developed in individuals at an early age into social benefit at a later age (Grusec and Goodnow, 1994).

Finally, in the category of other messages, it was observed that core values that ensure the continuity of society such as "courage", "independent and free thinking", "altruism", "protecting cultural heritage", "hospitality" and "responsibility" were covered. These values are critical for children to express themselves as individuals and to realise that they are part of the society they live in, and they are in line with the contemporary educational approach. In particular, values such as "courage" and "responsibility" support the individual's autonomy and decision-making skills, while "protecting cultural heritage" and "hospitality" are effective in creating national and spiritual consciousness. In this context, İrgin and Öztürk (2025), focusing on the relationship between values education and children's literature and directly examining the relationship between literary works and education, found that children's literature products have a high potential in the context of value transfer and are effective in the process of values education in their research centred on the works of Mümine Yıldız.

In the light of these findings, Aytül Akal's works offer a comprehensive, rich and multi-layered understanding of values education that supports both individual development and social integration. Ethical, sociological, psychological and individual developmental values are processed through meaningful events and characters suitable for children's lives. The characters in Akal's works offer various learning experiences to the reader through the events they experience and support the acquisition of social-emotional skills. In this respect, Akal's works are in line with the character and values education goals of the Ministry of National Education (2022). Freire (2005), who advocates the use of literary texts in child education, states that language is the basic means of the individual's relationship with the world. In this context, Akal's use of language in a simple, direct and child-appealing narrative enables values education objectives to be communicated more effectively. In general, it can be said that Aytül Akal novels have a multidimensional potential in the context of values education. The fact that the values that support ethical, social, emotional and individual development are so intensively processed makes Akal's works not only a literary but also an educational resource. This study emphasises the opportunities offered by children's literature in the context of values education and serves as an instructive guide for teachers, educators and parents.

Suggestions:

1. In addition to the fact that the analysed works are very rich in terms of values, the fact that they offer the reader a rich imagination world, develop the reader's problem solving skills, and enable the reader to enjoy the act of reading increases the value of the works. For this reason, the works discussed in this study can be recommended as reading books for secondary school students.
2. In terms of value diversity and facilitating the internalisation of values, Aytül AKAL's children's novels can be seen as values education materials and can be used as an auxiliary source in studies to be conducted for this purpose.
3. The analysed works of Aytül AKAL can be used as sample texts for researchers preparing textbooks.

4. Considering the abundance of foreign sources in the field of values education, studies can be initiated to produce local and national works in this field.
5. Publishers can add various activities at the end of the relevant books to measure the competence of the works on the subject.

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