

## VIOLENT VALUES IN CARTOON CONTENT PRODUCTION: "AN ANALYTICAL STUDY OF A SAMPLE OF POSTS FROM THE CARTOON BOX PAGE ON FACEBOOK

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**Abstract:** The rapid circulation of brief, satirical cartoon content across social media platforms presents a significant, unexplored challenge in media studies regarding the hidden inclusion of negative messages. This research analyzed the nature and structure of latent messages and value systems embedded in this content, focusing on measuring its representation of symbolic violence and promotion of negative values. Adopting a descriptive analytical approach, the study utilized "quantitative content analysis to examine a purposive sample of 31 videos from the "Cartoon Box Facebook page published between September 10 and March 10 (a six-months period), selected for high engagement. The analysis revolved around manifest forms of symbolic violence and types of harmful social values promoted. The main findings revealed a significant statistical presence of symbolic being the most and the ridicule of social values (23.70%) violence, with physical violence (24.40%) frequent. Quantitative analysis confirmed a clear tendency toward the active promotion of negative values, especially radical individualism and consumerism, often normalized through humor. Results rather also showed that the content relies excessively on gestures and bodily movements (42.68%) than dialogue. The study concludes that this cartoon content functions as a powerful "hidden curriculum" likely to undermine the ethical frameworks of young audiences. It recommends the urgent development of educational media literacy programs and calls for content creators and platforms to adhere to strict ethical standards that prioritize constructive social values

**Keywords:** Animated cartoons; Digital media; Negative values; Satirical content; Symbolic violence

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## 1. Introduction

Audiovisual content in the digital age has witnessed remarkable development, because of the widespread use of social media platforms, which have become a fertile environment for content creation in all its forms. These platforms have enabled individuals and institutions to produce and publish content easily and rapidly, leading to a diversity of topics and a multiplicity of target audiences.

One positive aspect of this development is the emergence of entertaining and educational content with constructive dimensions, contributing to the dissemination of knowledge and the presentation of creative materials suitable for various age groups. However, this digital openness has not been without challenges, as a significant amount of content lacking positive values has surfaced. More critically, some of this content promotes violence, hatred, and excessive sarcasm, raising serious questions about its impact on individuals and society, particularly among younger generations.

In the absence of strict legal and ethical frameworks to regulate content creation in the digital sphere, many online pages and channels have found an open space to display material marked by absolute freedom and a lack of social responsibility.

Cartoon content—whether directed at adults or children—represents one of the most prominent manifestations of this reality. Several digital channels now offer works characterized by explicit violence and satirical positions devoid of any educational or moral value.

The widely followed platform Cartoon Box is a notable example of this type of content. Its videos attract millions of views despite their lack of meaningful or constructive value. This raises concerns about the potential effects of such content on society, especially given the current fragility of the value system among youth and adolescents.

The high demand for these videos may be attributed to several factors, including their short duration—which makes them appealing in an era of speed and simplification—as well as their satirical style that resonates with many viewers. As Van Daele et al. (2024) note, “short-form videos usually range from 30 to 60 seconds in length and are presented in an algorithmically curated stream. To capture viewer attention, creators make densely packed videos featuring rapid scene changes, on-screen text overlays, and fast-paced action.” These characteristics make short-form animations particularly attractive and easily consumable, fostering rapid circulation and engagement on digital platforms.

Moreover, the broad accessibility of this type of content across various platforms—where the Cartoon Box Facebook page alone has approximately ten million followers—reflects the extent of its dissemination and influence across wide audience segments. Yet, as Van Daele et al. (2024) also emphasize, “while short-form videos are now a dominant source of information, entertainment, and cultural references, they remain inaccessible to millions of blind and low vision (BLV) viewers.” This observation highlights how the short-form video format has become a dominant visual culture shaping perception and meaning primarily through fast-moving imagery—further magnifying the social impact of visual content such as animated violence.

Nonetheless, the absence of positive values in such animation, which carries no constructive meaning, raises pressing questions about the role of parental supervision and the motives behind producing content based on violence and sarcasm without regard for ethical and social dimensions.

Arising from these concerns, this study seeks to analyze a sample of content from the Cartoon Box Facebook page to identify manifestations of violence in the animated cartoons and their possible effects on viewers, particularly vulnerable groups such as children and adolescents. The study also aims to understand the digital context that enables the spread of such content in light of weak regulatory and awareness mechanisms, as well as to explore its potential repercussions on moral and behavioral values within society.

Accordingly, the study poses the following main question: ***What are the violent values embedded in the content of the Cartoon Box Facebook page, and how might they influence the community's value system?***

The following sub-questions arise from this main inquiry:

- What are the most common forms of violence in *Cartoon Box* content?
- How is violence presented in a way that attracts viewers and normalizes its acceptance?
- What factors make audiences—especially youth and adolescents—inclined to watch this type of content?
- What are the potential repercussions of such animation on the values, ethics, and behaviors of children and adolescents?
- What role does the digital environment play in facilitating the spread of violent cartoon content, and to what extent are social media platforms responsible for regulating it?

## **2. Literature Review**

### *2.1. Previous studies*

Animated cartoons have attracted considerable scholarly attention due to their profound influence on shaping children's behavior and social values. Although methodological and theoretical approaches to this phenomenon have varied, most studies converge on the potential negative impact of violent animated content, particularly on children and adolescents.

In a study conducted by Belarbi, the content of the famous *Tom and Jerry* series was analyzed. The study concluded that "these cartoons instill a culture of violence in children through the repeated display of violent conflicts without dialogue, using comedy to normalize such violence" (Belarbi, 2020, p. 198). This normalization reinforces children's acceptance and imitation of violent acts. The study was grounded in Cultivation Theory, which explains the cumulative effects of media exposure on children's perception of reality, where television constructs a symbolic environment that shapes their understanding of social life.

Another study by Rehap Essam and colleagues adopted a descriptive anthropological approach to assess parents' evaluations of the effects of animated cartoons on children in Khartoum. The results indicated that "children tend to imitate the cartoon characters they follow, and this imitation can have a positive dimension if the content aligns with community values. However, the study also found that most consumed content is imported and carries cultural references far removed from the Arab context, raising concerns about the suitability of such content for the values of Islamic societies" (Hassani et al., 2024, p. 171).

From a clinical perspective, Zahia Jadwa's feasibility study highlighted the dangerous role of animated cartoons in shaping aggressive behavior among children through the examination of three cases with high viewing rates. The study concluded that "children who follow violent cartoon programs identify with their characters and attempt to imitate them in their daily behavior." This research relied on Social Learning Theory (Bandura), which

posits that children acquire behaviors through observation and imitation—especially in the absence of parental supervision (Jadwa, 2022, p. 588).

In line with this theoretical perspective, Swider-Cios et al. (2023) explain that "theories of the impact of screen-based media on development that belong to the content-based group state that the way screen media influence a child's development mainly depends on media content... media with examples of inappropriate, e.g., violent behavior, influence viewers negatively." Similarly, Shanmugapriya and Christopher (2023, p. 29) emphasize that "the audience (children) may imitate the actions they observe, assuming that such behavior is acceptable or normal. This can lead to an increase in aggressive tendencies and a higher likelihood of engaging in physical or verbal aggression."

Other studies have shown that some locally produced cartoons can convey positive messages. For example, research on *Saeed and Amal's Adventures* found that "the values acquired from this series were consistent with local values and had a positive influence on children's behavior" (Hassani et al., 2024, p. 171). In contrast, Rai et al. observed that "a large percentage of children who watch animated cartoons become more aggressive, disregard parental guidance, and even attempt to imitate scenes of violence after turning off the television" (Rai et al., 2017, p. 1378), illustrating the profound behavioral effects of such content.

Collectively, these studies underscore those animated cartoons, while primarily an entertainment medium, possess the power to shape children's value systems and behaviors—especially in contexts of unconscious exposure to violent content and the absence of effective regulatory or awareness frameworks.

## *2.2. Theoretical Background*

### *2.2.1. Cultivation Theory*

Cultivation Theory is primarily associated with audiovisual media and seeks to examine the representation of violence and crime in television programs (Salwi & Mahya, 2012, p. 26). It emerged as a social theory from studies conducted in the 1960s and 1970s on the effects of television on American audiences, with George Gerbner recognized as its principal founder (Melvin, 2006, p. 30).

Cultivation is understood as a process of incidental learning resulting from cumulative television exposure, whereby audiences gradually perceive social reality through the lens of media representations—especially over prolonged periods. This exposure fosters in them the belief that the televised world reflects real-life social reality (Morgan & Shanahan, 1999, p. 152).

The theory assumes that "individuals with heavy exposure to television are more inclined to adopt a social reality resembling the mental images and ideas portrayed on television than those with lighter exposure" (Kafi, 2015, p. 221).

A key pillar of Cultivation Theory is that content analysis offers the analytical keys to understanding cultivation, through the deconstruction of messages in both form and substance to infer their implications for viewers' social reality. Another fundamental aspect of the theory lies in the evolution of television technologies, which have expanded the means of content distribution—enhancing the speed, reach, and impact of programs and films at relatively low costs (Gerbner et al., 1979, p. 12).

This dynamic is mirrored in the Cartoon Box page, which leverages short, varied, and visually simple content to achieve similar cultivation effects.

### 2.2.2. *Social Learning Theory*

Developed by Albert Bandura in the 1960s, Social Learning Theory (also called Social Cognitive Theory) explains how individuals acquire behaviors through modeling and observation rather than direct experience.

Its core assumptions include:

a) Learning through Observation – Bandura posits that humans learn by observing models in their environment (such as parents, peers, or media figures) without necessarily engaging in the behaviors themselves (Bandura & Walters, 1977, p. 22).

b) Cognitive (Mediational) Processes – Bandura emphasizes the crucial role of cognition in social learning, noting that attention, retention, decision-making, and imitation serve as mediating processes between stimulus and response (Bandura, 1986, p. 47).

c) Vicarious Reinforcement – Individuals may experience reinforcement indirectly by observing others receiving rewards or punishments, without personally undergoing those outcomes (Belay, 2022, p. 133).

Recent scholarship continues to reaffirm the relevance of Bandura’s framework in explaining mediated imitation. As noted by Kumaravelu and Christopher (2023), “this paper examines the selected anthropomorphized animated cartoons with a critical eye to find new or better ways to explain violence in cartoons by using the content analysis method and Social Learning Theory by Albert Bandura.” Their work highlights how the theory remains a powerful tool for interpreting the processes through which viewers—especially young audiences—internalize and replicate aggressive or inappropriate behaviors displayed in animated media.

In the digital age, this theory has been widely applied to explain the imitation of violent behaviors among children and the influence of social media personalities on followers’ attitudes and actions. Therefore, its adoption in this study is appropriate for examining the impact of the *Cartoon Box* page on children and adolescents.

## 3. Methods

The research community for this study consists of the official *Cartoon Box* Facebook page—one of the most prominent digital platforms specializing in the production of short animated cartoons that target a wide audience across various age groups.

The significance of selecting this page as the study’s research community arises from several objective considerations. The page enjoys a massive following estimated at around ten million followers across different platforms (Facebook, YouTube, Instagram, etc.). Moreover, most of its videos surpass one million views, reflecting its strong digital influence and extensive audience reach.

Accordingly, *Cartoon Box* represents a model example of contemporary trends in digital cartoon content creation, particularly within an online environment that enables unrestricted content production and circulation with minimal regulatory or ethical oversight.

The page’s style is characterized by satirical, dialogue-free cartoons that rely heavily on recurring characters and visual motifs, often incorporating elements of violence, sexual innuendo, and negative behavior patterns. This makes it an ideal case study for examining how such animation content might influence societal values and behaviors.

Regarding the study sample, it was intentionally selected, comprising 31 video clips published on the page between 10 September and 10 March . This sample was selected based on the following considerations:

- **Immense Digital Impact:** The selected clips collectively garnered over 100 million views, representing the most viral and algorithmically amplified content on the platform during the study period.

- **Peak Engagement Phase:** This timeframe corresponds to the page's peak engagement phase, providing a critical window to analyze content that achieved maximum reach and influence over the audience's mental representations.

- **Thematic and Stylistic Representativeness:** The sample contains explicit violent scenes or negative social values and represents the predominant thematic and stylistic trends of contemporary digital cartoons.

- **Semantic and Symbolic Depth:** Rather than relying solely on quantitative description, the study employs semantic logic to deconstruct the latent ideological and social effects of these animations on young viewers.

- **Persistence of Content Patterns:** This selection facilitates the identification of whether negative content patterns, such as symbolic violence and social mockery, persist over time through repetitive narrative structures and directorial styles.

- **Normalization through Circulation:** By focusing on high-engagement videos, the sample becomes particularly significant for analyzing how negative representations are normalized and reinforced through digital circulation mechanisms.

As for the Study Methodology and Tools, the study employs the Descriptive–Analytical Method, widely regarded as one of the most appropriate approaches for examining audiovisual media content and interpreting its meanings.

This method was used to describe and analyze manifestations of violence and implicit messages in the selected Cartoon Box videos, according to predefined formal and thematic categories.

The approach enables the identification of how negative ideas are framed, repeated, and potentially normalized—and how they may influence societal values and behavioral patterns, especially among emerging age groups.

**Validity and Reliability.** To ensure methodological rigor, the research tool underwent double verification. First, Content Validity was established by submitting the analysis form to six (06) expert referees in Information and Communication Sciences to ensure the categories' comprehensiveness and alignment with the study's objectives. Following their recommendations, certain indicators were refined. Second, the Reliability of the tool was calculated using Holsti's method to determine the level of agreement among the referees. The reliability coefficient reached 0.89, which is a high value that exceeds the minimum acceptable threshold in media studies, confirming the tool's scientific suitability and the stability of its results.

#### 4. Results

This section represents the applied component of the study, in which an intentional sample of video clips published on the Cartoon Box page was analyzed to uncover the nature of recurring themes.

The analysis focused on both formal and content dimensions, using a content analysis sheet specifically designed to record manifestations of violence, sarcasm, and negative innuendo that may influence social values.

#### 4.1. Form categories

##### 4.1.1. Communication Method

**Table 1:**

*Frequency of Communication Methods*

<b>Category Choices</b>	<b>Frequency</b>	<b>Percentage</b>
No Dialogue	169	19.33%
Physical Gestures	373	42.68%
Expressive Sounds (laughter, crying, moans, etc.)	332	37.99%
<b>Total</b>	<b>874</b>	<b>100%</b>

The results of the clip analysis revealed that the largest proportion of communication between characters relied on body gestures, accounting for 42.68%, followed by expressive sounds—such as crying, laughter, and groans—at 37.99%. In contrast, a complete absence of verbal communication between the cartoon characters was observed in 19.33% of the analyzed clips.

This finding indicates that the Cartoon Box content primarily emphasizes non-verbal communication as a central expressive mechanism for conveying ideas. Such a pattern aligns with the satirical and visually driven nature of the content, which targets a diverse global audience without linguistic barriers. In this context, gestures and symbols function as powerful visual signifiers that directly impact the viewer, particularly children, who tend to process sensory cues more rapidly than verbal ones.

From the perspective of Bandura’s Social Learning Theory, which posits that behavioral exposure influences individuals to reproduce observed actions (Matrouni & Bouamama, 2024, p. 7), this predominance of non-verbal communication increases the likelihood of behavioral imitation without the necessity of linguistic comprehension. The viewer—especially a child—does not require logical reasoning to interpret the scene as long as the actions are visually explicit and emotionally engaging. This dynamic accelerates the imitation process, particularly when violent or unethical behaviors are presented within a humorous or entertaining framework. This interpretation is supported by Jadwa’s (2022, p. 589) findings, which revealed that children tend to identify with cartoon characters through sensory imitation rather than verbal interaction, thereby fostering the development of aggressive or antisocial behavior.

Within the framework of Cultivation Theory, the cumulative exposure to such content helps explain how long-term media consumption shapes individuals’ perceptions of social reality. As Younoun (2016, p. 10) emphasizes, one of the most serious consequences of televised violence lies in cultivating the belief that the world is inherently dangerous and unsafe. Accordingly, the frequent depiction of aggressive or distorted gestures in Cartoon Box videos contributes to the reshaping of children’s cognitive schemas, normalizing these behaviors as familiar, acceptable, or even desirable expressions. This, in turn, increases the risk of internalizing violent and deviant social models.

It is also noteworthy that the reliance on gestures and expressive sounds without dialogue enhances the global accessibility of Cartoon Box content, facilitating its cross-cultural dissemination. However, this same feature simultaneously deprives the content of pedagogical and dialogic value, leaving children immersed in transient emotional reactions without opportunities for critical reflection or cognitive engagement.

4.1.2. *Decor and Backgrounds*

**Table 2:**  
*Frequency of Decor and Background Types*

<b>Category Choices</b>	<b>Frequency</b>	<b>Percentage</b>
Repetitive and Lacking Diversity	495	45.21%
Varies According to the Story	62	5.66%
Simple and Undetailed	219	20.00%
Contains Elements that Reinforce Negative Content (weapons, tools of violence, suggestive symbols)	319	29.13%
<b>Total</b>	<b>1095</b>	<b>100%</b>

The analysis of the sampled clips revealed that 45.21% of them relied on repeated and non-diverse backgrounds or décor, whereas dynamic backgrounds that changed according to the storyline appeared at a significantly lower rate of only 5.66%. This finding highlights the standardized visual direction adopted by the Cartoon Box page. Additionally, 29.13% of the backgrounds included elements that reinforce negative content, such as symbols of violence, weapons, or sexual innuendos, while 20% were plain and minimally detailed, indicating a deliberate economy of design that prioritizes the focus on the violent or satirical event rather than the surrounding visual context.

These results reflect a visual strategy based on minimal production effort aimed at achieving maximum expressive impact, directing the viewer’s attention toward the central event or idea instead of the environment in which it unfolds. Such a pattern contributes to the creation of a “fixed symbolic environment,” as proposed by Cultivation Theory (Arabic Language Dictionary, 2020). The repetition of the same visual space strengthens the implicit messages conveyed through the content—whether related to violence, sexual innuendo, or mockery of social values—in the minds of viewers, particularly children, who are known for their symbolic vulnerability in perceiving social reality.

Moreover, the presence of suggestive symbols or instruments of violence in nearly one-third of the analyzed backgrounds serves as a critical indicator that the visual environment itself has become saturated with negative representations. This visual saturation unconsciously leads viewers to normalize such symbols as an ordinary and acceptable part of the cartoon world, and potentially, their real-world perceptions. Empirical studies have demonstrated that these background elements, even when appearing secondary, play a significant role in shaping children’s attitudes and behavioral schemas, especially when repeated within a comedic or entertaining context that lowers their critical defenses.

In summary, the lack of visual diversity reflects a production pattern primarily designed to deliver satirical ideas quickly and appealingly, rather than to foster aesthetic or educational value. This approach increases the risk of cumulative negative influence on young audiences by reinforcing habitual exposure to violence and moral distortion through repetitive symbolic environments.

## 2.2. Content Categories

### 2.2.1. Manifestations of Negative Content

**Table 3:**

*Frequency of Negative Content Manifestations*

Category Choices	Frequency	Percentage
Physical Violence (hitting, destruction, killing)	142	24.40%
Direct or Implicit Sexual Innuendos	85	14.60%
Incitement to Negative Behaviors (theft, deceit, betrayal)	104	17.89%
Mocking Others or Bullying	113	19.41%
Mockery of Moral and Social Values	138	23.70%
<b>Total</b>	<b>582</b>	<b>100%</b>

The results of the sample analysis revealed a diversity of negative content manifestations in the Cartoon Box clips. Physical Violence ranked first, accounting for 24.40%, followed by Mockery of Moral and Social Values at 23.70%, and Sarcasm or Bullying against Others at 19.41%. Meanwhile, Incitement to Negative Behaviors—such as treachery, deceit, and theft—was observed in 17.89% of the sample, whereas Sexual Innuendos (both direct and implicit) appeared in 14.60% of the analyzed clips.

These findings demonstrate the dominance of violent and unethical behaviors within the examined content, where aggressive and deviant messages are reinforced not only through explicit physical acts but also through symbolic gestures and sarcastic undertones that undermine moral and social values. This multiplicity of negative representations exposes viewers—particularly children—to patterns of thought and behavior that conflict with sound educational principles, especially in the absence of any corrective discourse or interpretive guidance within the videos.

This conclusion aligns with Awaj’s (2018) findings, which emphasized that social networks function as interactive spaces that push users to migrate from the real to the virtual world, leading to a reconfiguration of social values among young audiences. The prevalence of “electronic emotions” and virtual relationships fosters the creation of a parallel reality, through which individuals communicate their aspirations and frustrations detached from the tangible moral context of real society (Awaj, 2018, p. 81). Such a shift amplifies the potential impact of unethical or violent animated content on the value system of young viewers.

Similarly, Belarbi’s (2020) study confirmed that violent animated content—such as Tom and Jerry—depicts characters who repeatedly resort to aggression as the primary mode of interaction, with no moral consequence or ethical resolution. This continuous exposure normalizes violent behavior, making it appear acceptable or even desirable to children (Belarbi, 2020, p. 197). Jadwa (2022) also found that repeated exposure to such scenes erodes children’s psychological resistance to violence and diminishes their ability to distinguish between normative and deviant behavior (Jadwa, 2022, p. 591).

Although sexual innuendos appeared less frequently (14.60%), their presence remains a disturbing indicator, given that the Cartoon Box content reaches audiences not psychologically equipped to interpret such symbolism. This reinforces concerns among parents and researchers regarding the moral infiltration of content that appears outwardly innocent. As Hammoud (2020) notes, the digital environment and interactive platforms lack effective regulatory control, exposing minors to adult-oriented material and, in extreme cases, to harmful sexual content that threatens their psychological well-being (Hammoud, 2020, p.

83). This underscores the educational and moral responsibility of parents to provide guidance that supports psychological maturity, emotional balance, and adherence to virtue (Al-Abyad, 2012, p. 194).

From the standpoint of Social Learning Theory, behaviors presented in a satirical or exaggerated form can still serve as behavioral models for children through processes of imitation and symbolic reinforcement. This occurs especially when the behavior is rewarded or framed positively, such as through audience laughter or a “happy” ending. Hammoud (2020) further explains that exposure to symbolic sexual imagery in American media has led to the normalization of such content, with deceptive photographic icons acquiring quasi-religious status in the collective imagination, transforming sexualized imagery into behavioral models deeply internalized from childhood (Hammoud, 2020, p. 51). This aligns with Bandura’s notion that continuous observation of media role models fosters behavioral acquisition and symbolic normalization, shaping real-world attitudes and perceptions.

In sum, the Cartoon Box page cannot be considered a provider of neutral entertainment. Rather, a substantial portion of its output depends on the transmission of distorted and deviant behaviors under the guise of humor and simplicity. This reality calls for serious critical engagement with this type of digital content, particularly in contexts marked by weak parental supervision and the absence of effective regulatory frameworks—conditions that amplify the cumulative negative effects of such media exposure on developing audiences.

2. 2. 2. *Effect of the Presented Idea*

**Table 4:**  
*Frequency of the Effects of Presented Ideas*

<b>Category Choices</b>	<b>Frequency</b>	<b>Percentage</b>
Reinforcing Violence as a Means to Solve Problems	37	12.58%
Normalizing Violence or Sexual Innuendos	60	20.41%
Negative Psychological Impact (hatred, anger, encouraging imitation of negative behaviors)	94	31.97%
Absence of Any Positive Values or Constructive Messages	103	35.04%
<b>Total</b>	<b>294</b>	<b>100%</b>

The results of the sample analysis showed that the most prominent effect left by Cartoon Box content on the audience was the *absence of positive values or constructive messages*, recorded at 35.04%. This was followed by 31.97% for clips that generated a *negative psychological impact* such as feelings of hatred, anger, or the tendency to imitate unhealthy behaviors. Additionally, 20.41% of the clips made *violence or sexual innuendos appear as familiar matters*, while 12.58% of the clips were found to *promote violence as a means of problem-solving*.

These findings indicate that the page’s content is not merely limited to conveying messages of violence and sarcasm but extends further to *devoiding the content of any positive moral or educational dimension*. As a result, the videos transform into entertainment based on absurdity and fleeting excitement, with little regard for their psychological and cognitive effects on viewers—particularly children and adolescents. The audience is thus confronted with content that consistently presents aggressive characters as victorious, while values such as honesty, cooperation, and respect are either ridiculed or completely neglected.

These results are consistent with Zahia’s study, which revealed that a child who frequently watches violent animated cartoons gradually loses self-immunity to violence, identifies with aggressive characters, and imitates their behaviors at school or home (Jadwa, 2022, p. 592). Similarly, Belarbi’s study clarified that the intensity of violence in cartoons weakens a child’s moral sense, normalizing violence as both an entertainment tool and a legitimate means of conflict resolution (Belarbi, 2020, p. 197).

From a theoretical perspective, *George Gerbner’s Cultivation Theory* provides a strong explanatory framework for these findings. It posits that repeated exposure to violent or distorted content reshapes individuals’ perceptions of reality—making violence appear familiar and sexual innuendos “normal,” while eroding the moral references that allow distinctions between acceptable and deviant behavior. *Social Learning Theory*, on the other hand, explains how aggressive cartoon characters become behavioral models that children unconsciously imitate, particularly when there are no narrative consequences or moral accountability within the story.

The finding concerning the *negative psychological impact* suggests that these videos do not leave a transient impression but rather influence children’s general mood, triggering emotions such as anger, sarcasm, and hostility. This creates an unstable internal environment that ultimately affects how children relate to others. Thus, these cartoons, instead of serving as a safe form of entertainment, become a source of psychological tension and behavioral imbalance. Consequently, a stereotypical image is formed within the collective social imagination, leading individuals to compare themselves to unrealistic models—resulting in frustration and dissatisfaction (Al-Abyad, 2012, p. 196).

Therefore, these findings underscore that Cartoon Box content poses a significant risk not only through its violent and unethical material but also through its *absence of positive value alternatives*, leaving children vulnerable to distorted worldviews and behaviors in the absence of a balanced media discourse that integrates entertainment with moral guidance.

### 2. 2. 3. Audience Interaction

**Table 5:**

*Analysis of Audience Interaction*

<b>Category Choices</b>	<b>Frequency</b>	<b>Percentage</b>
Supporting and Encouraging Violent Ideas	98	39.20%
Criticizing and Rejecting the Content	23	9.20%
Sarcastic Consumption Without Awareness of its Effects	82	32.80%
Neutral or Unrelated Comments	47	18.80%
<b>Total</b>	<b>250</b>	<b>100%</b>

The analysis of audience interaction with Cartoon Box clips, based on a sample of 250 comments collected from high-viewership videos, revealed that 39.20% of the comments supported or encouraged violent ideas, while only 9.20% expressed rejection or criticism of the content. Moreover, 32.80% of the comments reflected a satirical yet unconscious consumption of the content’s effects, and 18.80% were neutral or unrelated to the subject matter.

These results indicate a broad acceptance and normalization of violence and negative symbolism in animated cartoons, particularly when presented within a comedic or satirical framework. The majority of comments—both supportive and sarcastic—demonstrate a lack of

critical awareness toward what is being consumed. This reinforces the notion that such content is not perceived as value-oriented or ethically charged material, but rather as mere “entertainment” detached from moral consequences, despite the potentially harmful messages it conveys.

This finding aligns with Gerbner’s Cultivation Theory, which posits that repeated exposure to violent or distorted content gradually reshapes viewers’ perceptions of reality, making them more accepting of symbolic and behavioral deviance, and even facilitating the spread of such content through commenting and sharing—often without awareness of its social or psychological implications.

The low percentage of critical comments (9.20%) reveals that only a small segment of the audience demonstrates awareness of the ethical and behavioral dangers inherent in this content. However, these voices remain marginalized amidst a torrent of reckless or supportive interactions within a digital ecosystem that promotes unreflective consumption over moral accountability.

Within the framework of the Uses and Gratifications Theory, audiences seem to gravitate toward this content primarily in search of amusement and psychological relief, regardless of its negative nature (Al-Ayadi, 2020). This explains the overwhelming amount of sarcastic engagement centered on instant laughter rather than value-based reflection. This was confirmed by Jadwa’s (2022) study, which showed that children and adolescents tend to identify with violent cartoon characters without recognizing the behavioral models being reinforced through repeated viewing.

The 18.80% of neutral or non-content-related comments further indicates that a significant portion of viewers approach these videos as transient entertainment products rather than value-bearing media. This supports the notion of a “culture of unconscious visual consumption,” a phenomenon prevalent in the fast-paced digital environment. As Bauman explains in the context of Liquid Modernity, social life today is characterized by melting, dilution, and dissolution—everything can happen, but nothing can be done with confidence or stability. This liquidity extends beyond mobility and communication to encompass emotions and relationships themselves (Lhawas & Zeighmi, 2024, p. 433). Consequently, the boundaries between seriousness and absurdity, and between values and entertainment, become increasingly blurred.

Thus, audience interaction with the Cartoon Box page simultaneously reflects its popularity and its integration into a broader system of collective acceptance of negative content. This dynamic amplifies the spread and normalization of such material, making it increasingly difficult to confront within a communicative environment that lacks collective critical awareness.

## **5. Data Analysis**

Stemming from the problem addressed regarding the violent values embedded in the content of the Cartoon Box Facebook page, and in an effort to answer the research questions concerning how these values are presented and their impact on young audiences, this applied study analyzed an intentional sample of 31 cartoon clips published between September 10 and March 10. The analysis relied on defined form and content categories, in addition to a sample of 250 audience comments, to provide a comprehensive understanding of both the messages promoted through this page and how audiences receive them.

Drawing on the research questions, previous studies, and the adopted theoretical frameworks—Cultivation Theory, Social Learning Theory, and Uses and Gratifications Theory—the following key findings were obtained:

- **Dominance of Violence as a Central Theme:** Physical violence (24.40%), mockery of moral values (23.70%), and bullying or sarcasm (19.41%) emerged as the main thematic focuses in most videos, with no balancing presence of positive or constructive values.
- **Normalization of Aggressive and Unethical Behavior:** Negative values were embedded within a visual, satirical, and comedic framework, rendering violence, insults, and deviant behaviors familiar and imitable, particularly among children and adolescents.
- **Excessive Reliance on Non-Verbal Expression:** Results revealed that most communication occurs through body gestures (42.68%) and expressive sounds (37.99%), enhancing the global reach and accessibility of the content across different cultures and age groups.
- **Poverty and Repetition of Visual Backgrounds:** Approximately 45.21% of the videos used repetitive and simplistic décor, while nearly a third included symbols reinforcing negative content, such as weapons or sexual innuendos, confirming a standardized visual pattern that prioritizes the event over artistic detail.
- **Near-Total Absence of Constructive Values:** More than 35% of the analyzed clips contained no ethical or guiding message, reflecting a conscious production trend toward entertainment devoid of moral or educational substance.
- **Psychological and Behavioral Risks for Young Audiences:** About 31.97% of the content was found to have a negative psychological impact, such as encouraging aggression or arousing anger, consistent with previous studies linking violent animation to aggressive behavior both at school and at home.
- **Content Attractiveness Despite Negativity:** The high rate of engagement and interaction indicates that audiences—particularly youth—consume this content heavily, drawn by its fast pace, simplicity, and minimal dialogue, which makes them more vulnerable to unconscious influence.
- **Digital Environment as a Driver of Dissemination:** Algorithmic amplification, coupled with weak legal and familial supervision, contributes to the wide-scale circulation of such content, in the absence of ethical or social accountability.
- **Audience Interaction and the Normalization of Deviant Behavior:** Analysis of comments revealed that 39.20% of followers support or enjoy the violent aspects of the content, whereas only 9.20% expressed rejection or criticism. This indicates that audiences tend to reproduce the same deviant values they are exposed to, often without critical reflection.

## 6. Discussion

The results of this study reflect the nature of the transformation that digital animation has undergone—shifting from traditional educational content to entertainment content fundamentally built upon physical and symbolic violence as well as mockery of social values. The dense recurrence of these elements confirms that *Cartoon Box* does not merely transmit fleeting images of violence; rather, it produces a comprehensive symbolic system that reshapes the collective consciousness of younger audiences. This can be interpreted in light of George Gerbner’s *Cultivation Theory*, which posits that continuous exposure to violent media content generates a distorted perception of reality, making violence and negative values appear familiar and even justifiable.

Moreover, recent findings by Swider-Cios et al. (2023) reinforce this interpretation by showing that exposure to child-oriented animated content is *negatively related to executive functions among preschoolers* (p. 3) and that *young children exposed to such content may show less empathy and more antisocial behavior later in life* (p. 4). These results align with the present study's findings, suggesting that even seemingly harmless or comedic animated violence can have subtle yet lasting psychological and behavioral effects on children.

The way these values are presented—through satirical gestures and sound effects, without dialogue or moral framing—falls within the scope of Albert Bandura's *Social Learning Theory*, which states that children learn behaviors through observation and imitation, particularly when the model performing the violent act is portrayed humorously or endearingly. Kumaravelu and Christopher (2023) support this idea, noting that children who frequently watch violent cartoons such as *Tom and Jerry* often *imitate the aggressive acts they observe with siblings or classmates* (p. 34). Similarly, they emphasize that *young audiences may internalize such behaviors as normal and acceptable, increasing their tendency toward physical or verbal aggression* (p. 28). These insights empirically substantiate the assumption that humorized violence, when detached from moral or pedagogical framing, transforms from simple entertainment into a mechanism of behavioral conditioning.

In the absence of family or educational supervision, the media message thus becomes the primary agent in shaping behavior. This observation resonates with earlier conclusions from the *Jadwa* study, which indicated that children exposed to such content tend to become more aggressive and less sensitive to violence. It also contrasts with the pedagogical potential of animation highlighted by Hammi (2025), who demonstrated that animation—when appropriately designed—can enhance motivation and comprehension by offering a multimodal, engaging learning environment.

Conversely, the high demand for these clips, despite their negative nature, can be explained through the *Uses and Gratifications Theory*. Audiences are not primarily seeking moral or educational value but rather the immediate satisfaction of psychological and entertainment needs—such as humor, boredom relief, and excitement. Van Daele et al. (2024) offer a relevant insight here: short-form videos, typically ranging from *30 to 60 seconds and featuring rapid scene changes and dense visual cues*, are algorithmically curated to maximize attention and retention. This format encourages *rapid emotional engagement and repeated consumption*, facilitating the viral spread of such content while discouraging critical reflection. Furthermore, the same study notes that *the integration between audio and visuals in many short-form videos is often insufficient for full comprehension*—a phenomenon that may reduce viewers' cognitive processing and increase their passive emotional response.

Beyond these theoretical applications, the distinctive originality of this study—marking a departure from traditional media effects literature—lies in identifying the structural shift from a *“unipolar linear model”* (Sender → Receiver), which governed traditional TV animation, to a *“multipolar algorithmic ecosystem”*. Unlike static television broadcasting, digital platforms such as Facebook do not merely transmit content; they operationalize audience interaction as a currency for visibility.

The massive viewership observed in this sample (exceeding 100 million views) functions as fuel for the platform's algorithms, according to the logic: *“Higher Interaction = Broader Recommendation”*. Consequently, the danger identified here extends beyond the violent content itself to what can be termed the *“Cycle of Algorithmic Normalization”*.

In this cycle, the receiver is no longer a passive viewer but an active participant who, through likes and shares, inadvertently trains the algorithm to push this violent content toward wider and more vulnerable demographics. This creates a self-reinforcing loop in which

violence is not merely watched but statistically rewarded and amplified, producing an impact far more pervasive and accelerated than any traditional cartoon studied previously.

Regarding the visual composition of the videos, the recurrence of identical characters, minimalistic sets, and repetitive backgrounds all indicate a production strategy focused on rapid and recurrent consumption. The intent is to reinforce the message and facilitate its internalization. Consequently, the viewer—especially children and adolescents—does not merely receive a superficial narrative; rather, they are immersed in a closed symbolic atmosphere, continuously reintroduced through varied scenarios but consistently centered on sarcasm, violence, and value erosion.

Ultimately, the study's findings confirm that the contemporary digital environment not only enables unrestricted content creation but also accelerates its dissemination and normalization within individual and collective value systems. In the absence of clear standards for media accountability and effective educational supervision, such content must be read as a symbolic discourse—one that transcends mere satirical entertainment—to reveal its potential role in reshaping values, attitudes, and behaviors. This process poses a real threat to moral and cultural cohesion, particularly in societies grounded in strong ethical and religious frameworks.

## 7. Conclusion

In light of the content analysis conducted on the *Cartoon Box* page, it is evident that digital animation—originally designed to be a safe and educational form of entertainment—has, in many instances, become a medium for transmitting distorted and potentially harmful messages to the value system, particularly among younger audiences such as children and adolescents.

Through the analysis of a sample of 31 recent clips, this study revealed that the page's content heavily revolves around physical and symbolic violence, sexual innuendos, incitement to negative behaviors, and mockery of moral and religious values, all presented without any constructive or guiding alternatives.

The findings further indicated that such content is delivered through a simple, satirical, and visually appealing style that relies primarily on gestures and body expressions rather than dialogue. This universality of form makes the clips accessible to a global audience, facilitating their dissemination and amplifying their impact on recipients who lack critical awareness. Moreover, the analysis of audience comments demonstrated that a large portion of followers either encourage or consume this content humorously, reflecting an increasing societal normalization of violent and deviant messages.

The theoretical frameworks adopted in this study—**Cultivation Theory**, **Social Learning Theory**, and **Uses and Gratifications Theory**—provided valuable interpretative lenses for understanding how repeated exposure to such content contributes to shaping a distorted perception of reality, establishing violence as an acceptable form of entertainment, and encouraging imitation, particularly in contexts where family or institutional supervision is absent.

Therefore, this study concludes that the *Cartoon Box* page, along with similar digital platforms, represents a model of content that demands rigorous critical and educational scrutiny. It highlights the dangerous transformation of the digital entertainment sphere—from a space of value creation to one of symbolic commodification and moral distortion.

While this study establishes a critical theoretical framework for understanding "Algorithmic Normalization," interpreting its findings requires acknowledging specific epistemological boundaries. However, these very limitations serve as a catalyst for a broader, multidisciplinary research agenda:

- **Epistemological Boundaries:** The research utilized a high-impact purposive sample from the "Cartoon Box" page on Facebook. Consequently, the results provide a precise "diagnostic snapshot" of this specific algorithmic context but do not claim statistical generalizability across all digital animation ecosystems.
- **Trans-Platform Hypothesis:** Preliminary observations suggest that "Cartoon Box" maintains a consistent viral presence across other major platforms (e.g., TikTok, YouTube, Instagram). This indicates that the identified "Cycle of Algorithmic Normalization" is likely a **trans-platform phenomenon**, not unique to Facebook's architecture.
- **Methodological Scope:** The study relied on analyzing audience comments as a proxy for reception. Future scholarship must extend beyond narrative analysis to investigate the "Black Box" of algorithms through:
  1. **Technical Auditing Studies:** To understand how violence is mathematically prioritized and incentivized.
  2. **Policy Gap Analysis:** Investigating the discrepancy between platforms' declared Community Standards and their actual enforcement mechanisms.
  3. **Ethnographic Inquiries:** Conducting deep qualitative research into the "participatory culture" of users who validate symbolic violence.

Finally, based on the identification of the 'Cycle of Algorithmic Normalization', this study moves beyond traditional calls for family supervision to advocate for 'Algorithmic Accountability'. The study recommends that regulatory bodies impose stricter audit mechanisms on digital platforms to prevent the automated amplification of violent content disguised as humor. Furthermore, it calls for a shift from passive 'Media Literacy' to active 'Digital Citizenship', where users are educated not just to critique content, but to understand how their interactions (likes/shares) economically fuel the spread of negative values. This dual approach—technical regulation of algorithms and ethical empowerment of users—is essential to breaking the loop of violence normalization in the digital age.

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