CHAPTER II
LITERATURE REVIEW

2.1   Literature Review

Based on The Game Definition Game: A Review, a publication by Stenros, (2016), a prevalent way of conceptual games is to offer another list of aspect games typically have. Not every games fair all the features on list, but the more there are fair the features, the likelier it is called a game. All the contained requirements are involved for at least some games, they do not surely form the delimitation captures being called "a game".

In Assessment of Personality Type and Medical Specialty Choice among Medical Students from Karachi; using Myers-Briggs Type Indicator (MBTI) Tool, Jafrani et al., (2017), found that personal concern was one of the main reasons for selecting a particular specialty like desire to serve, earning more money, love for kids and family pressure. Regarding the medical specialty choice among medical students based on MBTI, the researcher found that Perceiving's personality preferred Surgery while Judging preferred Medicine and Introvert students preferred Medicine, Pediatric, and Gynaecology whereas Extroverted students preferred specialization as Surgeon. It is crucial to spot your strength and weakness and to grasp yourself and your desire to make a best suitable between personality and choice of medical specialty.

According to Development Model of Character Education Through e-comic in Elementary School, a research by Buchori & Setyawati, (2015), moral character education was very relevant to overcome the moral crisis in present context. The character education has been become a concern in order to make the next generation

become ready of it. Learning media education using e-comic can stimulate student character to improve and motivation to learn from an early age so it will be successful for further education.

According to Designing Games for Moral Learning and Knowledge Building by Schrier, (2019), moral knowledge games build new knowledge that does not yet exist and generate new approaches to issues and problems such as interpretations from the general public or crowdsourcing perspectives. The way to learn about knowledge of moral behavior, cognition and perspectives is through the creation and use of games. Behaviors associated with morality such as being able to better think through moral dilemmas and choices can be obtained from moral learning games.

In Playing a Better Me: How Players Rehearse Their Ethos via Moral Choices, a research publication by Consalvo, Busch, & Jong, (2016), player will react to the dilemmas not with a moral stance but with their player logic, focused on achieving their goals in the game experience and enjoy the experience. In terms of better understanding moral dilemmas in games and player studies, the research illustrates that there are no real clear cut answer because those players can make different decisions in different games like character choices to act in certain ways. Players desire choices that matter to the outcome of a game through social systems that players are a part with which games are created.

With the theory that has been proposed in the paragraph above, researcher draw conclusions contained in Table 2.1 as follows.

Table2.1 Literature Review Conclusions

No	Name	Year	Conclusion
1	Jaakko Stenros	2016	A common way of conceptualizing games is to offer a list of features games typically have.
2	Sana Jafrani, Nosheen Zehra, Muneeza Zehra, Syed Muhammad Abuzar Ali, Saiyed Abdullah Abubakar Mohsin, Rasheed Azhar	2017	Personal interest was one of the main reasons for selecting a particular specialty like desire to serve, earning more money, love for kids and family pressure.
3	Achmad Buchori, Rina Dwi Setyawati	2015	The character education has been become a concern in order to make the next generation become ready of it. Learning media education using e-comic can stimulate student character to improve and motivation to learn from an early age so it will be successful for further education.
4	Karen Schrier	2019	Behaviors associated with morality such as being able to better think through moral dilemmas and choices can be obtained from moral learning games.
5	Mia Consalvo, Thorsten Busch, Carolyn Jong	2016	In terms of better understanding moral dilemmas in games and player studies, the research illustrates that there are no real clear cut answer because those players can make different decisions in different games like character choices to act in certain ways.

Based on research conducted by Stenros, (2016), take a motion game idea as way to gamer to conceptualized. From research by Jafrani et al., (2017), we take the idea that we can predict human behavior from concept of MBTI. From research by Buchori & Setyawati, (2015), that stimulate user from learning media, we conclude that video game is suitable choice as learning media. And finally, research

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by Schrier, (2019), and Consalvo et al., (2016), being able to better think through moral dilemmas and choices obtained from moral learning games. We make a research study in which respondents are asked to answer several questions about Persona V game and take 16personality test.

2.2 Theoretical Basis

2.2.1 Video Game

Video game is an artifact in a digital visual medium artifact that trigger performance on a number of tasks that measure visual and attention abilities. Video games have been conceptualized in various research traditions, often implicit and the purpose of it are diverse (Stenros, 2016). Video games go back to the 1960s and have continuously expanded in popular appeal (Braun, Stopfer, Müller, Beutel, & Egloff, 2016). The technology and social development leading to what we call now "video games" are not structured of a single developtment pathway. Instead, the video games of today represent a convergence of substantially different trajectories providing discrepant forms of entertainment to audiences with different needs (Kowert & Quandt, 2016).

Holy grail of high performance and realism have been searched by console makers and developers. The recent surge in popularity of underpowered consoles over cutting budget and big budget titles suggests that a new paradigm may be at hand like the success of Wii over the PlayStation 3 and Xbox 360, the DS over the PSP, casual pc games over first-person shooters (Wesley & Barczak, 2016). Type of video game being played has a significant role and increasing the ability to extract regularities from an environment by improves a skill known as "learning to learn" (Dobrowolski, Hanusz, Sobczyk, Skorko, & Wiatrow, 2015). Video game

genres emerge from similar characteristics, game categorization are "skill and action" games (combat, racing, maze), "strategy" games (role playing, adventure, educational gaming), "imagery or style-based" games (such as film genres), "simulation", modern genres like MMORPG or First Person Shooters and Third Person Shooters (Clarke, Lee, & Clark, 2015). Effect of the video game holds the formation of social groupings which tend to surround themselves with secrecy and to stress their difference from the common world by disguise or other means (Stenros, 2016).

There is one case study to found the impact and the effect of video games with some kind of moral decisions. Boyan, Grizzard, & Bowman, (2015) recruited a total of 268 participants from online community website Reddit *Mass Effect* fan community. An online survey was posted to ask participants after participants provided with human subject protection information. While they playing *Mass Effect,* they were administered series of psychometric measures that include moral foundations for the study gauging what type of decisions they made. A total of 130 participants were dropped due to incomplete responses leaving a total of $N=138$ for analysis. This indicates that participants in general are more likely to take paragon path exclusively rather than a mixture of both paths or the renegade path. In fact, only 16 percent of the participants scored at or below the midpoint of the measure of the scale.

2.2.2   Personality MBTI

Personality type based on MBTI is psychological preferences of different people which help them to identify their strengths and preferences, interests and happiness to make right decisions (Jafrani et al., 2017). Dimensions to classified

five personality MBTI represented with two options by a single capital letter such as:

1. Flow and focus of energy with options Extrovert (E) and Introvert (I). Extrovert focused on the outer world of things and people while Introvert focused on the inner world of expressions and ideas.

2. Information learning sensing with options Sensing (S) or Intuition (N). Sensing focus on the present while Intuition focused on the future.

3. Decision making with options Thinking (T) or Feeling (F). Thinker base their decisions on logic while Feeler base decision on values and subjective evaluations.

4. Dealing with world with options Judge (J) or Perception (P). Judger prefer a planned approach to life while Perceptor enjoy a spontaneous approach to life.

5. Internal sensor of act with option Assertive (A) or Turbulent (T). Assertive is self-assured and resistant to stress while Turbulent is self-conscious and sensitive to stress.

From 5 dimension that written above, they are classified into 16 personality types based on largest score such as:

1. Architect (INTJ-A/INTJ-T). Imaginative, observant defender and quick thinkers, with a layout for everything.

2. Logician (INTP-A/INTP-T). Innovative contriver with an inextinguishable thirst for knowing.

3. Commander (ENTJ-A/ENTJ-T). Daring, imaginative and robust-willed leaders, constantlymaking a way or find another one.

4. Debater (ENTP-A/ENTP-T). Brainy and curious mastermind who cannot oppose an savant challenge.

5. Advocate (INFJ-A/INFJ-T). Tranquil and occult, yet very imbue and indefatigable idealists.

6. Mediator (INFP-A/INFP-T). Poetical, nice and altruistic people, always vehement to help a good reason.

7. Protagonist (ENFJ-A/ENFJ-T). Charismatic charm and generate leaders, capable to fascinate their listeners.

8. Campaigner (ENFP-A/ENFP-T). Vibrant, creative and supple free passion, who can constantly find a way to smiles.

9. Logistician (ISTJ-A/ISTJ-T). Business-like and obviousness individuals, whose dependability cannot be questioned.

10. Defender (ISFJ-A/ISFJ-T). Very dedicated and warm shepherd, always prepared to plead their attached ones.

11. Executive (ESTJ-A/ESTJ-T). Superior manager, incommensurable at supervise things or people.

12. Consul (ESFJ-A/ESFJ-T). Incredible caring, charitable and prevalent people, always occupied to help.

13. Virtuoso (ISTP-A/ISTP-T). Courageous and handy experimenters, take control of all kind of things.

14. Adventurer (ISFP-A/ISFP-T). Tender and sharp artists, always set to roam and experience something recent.

15. Entrepreneur (ESTP-A/ESTP-T). Discerning, enterprising and very penetrative people, who indeedsavor living on the verge.

16. Entertainer (ESFP-A/ESFP-T). Off-the-cuff, viable and vibrant people and life is not at all boring.

Furnham & Crump, (2015) use MBTI as the exempt predictor and play much more important role. Based on their study, they showed particular personality types were more possibly to be elevated than others like for the example; extraverts intuitive type with their sociability and social self-confidence were likely to be promoted, while feeling types based their fracture making too much emotional rather than rational (Furnham & Crump, 2015).

Jafrani et al., (2017) said MBTI was found to be an efficient tool for personality assessment. The results revealed that perceiving style was preferred by those students who had selected surgery while judging style was preferred by those interested in medicine (Jafrani et al., 2017).

MBTI is the most common used personality assessment and considered a valid and reliable instrument to be used in research (Mattare, 2015). Based on his research, he found that there is strong evidence for intuition type plays a key role in the entrepreneurial process using MBTI. Intuition type has a leadership that understanding the drivers and motivation of others (Mattare, 2015).
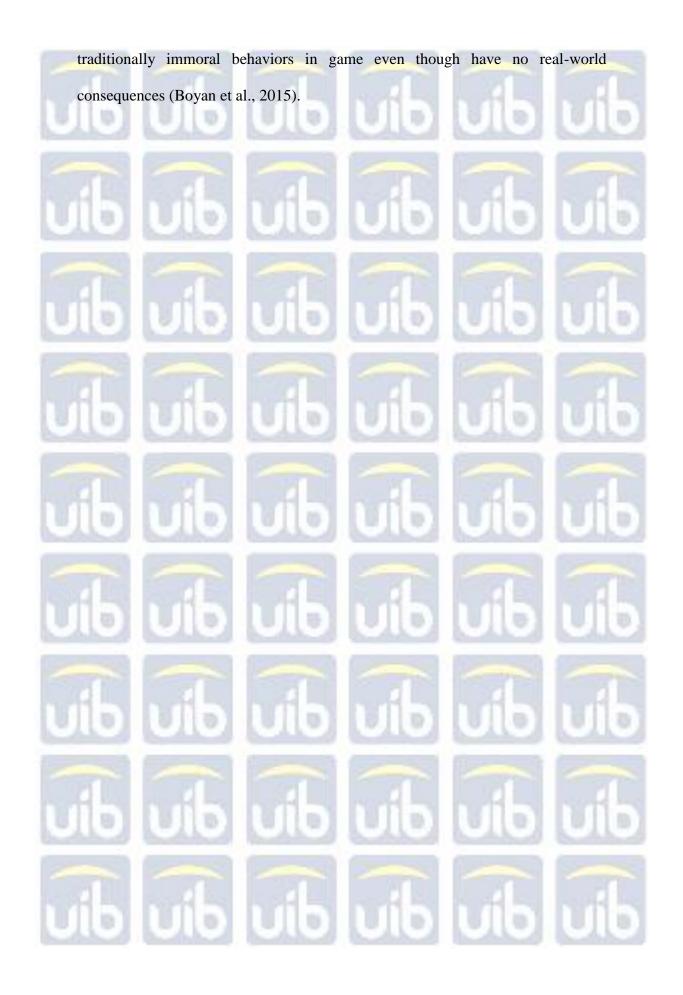
2.2.3   Moral Dilemma

Moral Dilemma arise from dissonant intuitions about morally appropriate responses, putting consequentialist intuitions against something that mutually inconsistent courses of action (Fourie, 2015). For years, moral dilemma judgments are influenced by two psychological processes that is a relatively cognitive evaluation of outcomes and a relatively affect reaction to the idea of harming a specific individual (Friesdorf, Conway, & Gawronski, 2015).

According to Friesdorf et al., (2015) in psychology, most of variance in relative preferences for utilitarian over deontological judgments stems from gender differences in affective reactions to causing harm. In other words, when faced with a moral dilemma, men and women tend to engage in similar degrees of utilitarian processing yet women are likely to engage in deontological processing than men (Friesdorf et al., 2015).
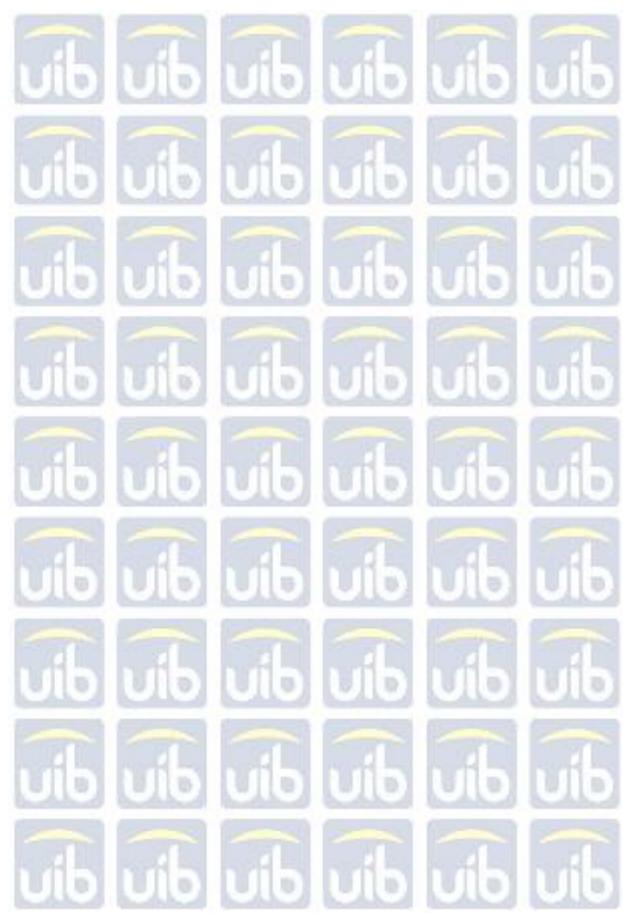
In video games, moral dilemma can be implemented by some games that present the choice-moments in a distinct manner *ex: Life Is Strange.* A player needs to make a decision while the game freezes any ongoing action on-screen and displays the available options until the player input for either option with the knowledge of any immediate consequences of each option (Dechering & Bakkes, 2018).

The adoption of different mind-sets can impact players' real world behavior by judging perspective in video games and moral dilemma (Ellithorpe, Cruz, Velez, Ewoldsen, & Bogert, 2015). The results on their study indicate people may see identity simulation through moral behavior in video games as a sufficient way. Ellithorpe's study provide some information of how video games influence behavior like players played a violent video game should have increased aggression.

As another moral dilemma example, *mass effect* provides a unique opportunity for research in aspect of moral dilemma decisions. Mass Effect features two distinct moral pathways that drive the narrative. A large portion of participant the study indicated that they behaved morally by making heroic paragon decisions. The study finding a particularly that mass effect players were reluctant to engage in

traditionally immoral behaviors in game even though have no real-world consequences (Boyan et al., 2015).

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