EDUCATING GOOD MORAL VALUES THROUGH VIDEO GAME: HARVEST MOON BACK TO NATURE PERSPECTIVES

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ABSTRACT
Globalization makes cultural absorption faster, but this also has a negative effect if the culture exposed is unsuitable. This will also affect the morale of a generation. One media that can spread culture and moral values is video games. For example, in a role-playing game genre which makes the players act like it is their real life, they can grasp many valuable experiences. Therefore, this study aims to identify the moral values in a video game called Harvest Moon: Back to Nature. Harvest Moon: Back to Nature or HM BTN is a role-playing game in which the player acts as an amateur farmer to save his inheritance farm. The data in this study is in the form of text and co-text derived from the game. This study applies qualitative descriptive methods to analyse and present the results. The analysis results demonstrate that seven types of moral values were identified from the video game. They are; bravery, love and affection, sympathy to others, cooperativeness, thankfulness, trustworthiness, and kind-hearted. This result indicated that Harvest Moon: Back to Nature video game presents not only entertaining gameplay to the gamers but also several moral values that construct a good personality to them. It can be concluded that video games can be utilized as learning media depending on the genre and theme. Educators need to select the appropriate one.

KEYWORDS
Moral values, edutainment, video game, harvest moon back to nature.

1. INTRODUCTION
Education aims not only to form intelligent and skilled people but also is expected to produce humans who have morals, hence resulting in excellent citizens. As a result, education imparts moral ideals to children in addition to knowledge. With the help of early moral values education, children will be able to appreciate the lives of others from an early age till they grow up to be decent citizens, which will be reflected in their behaviour and self-actualization (Kusrahmadi 2007, 118).

People (especially teens) are less concerned with morals, which is reflected in their actions, which do not uphold human values, such as fights, disrespect for parents, disobedience to family customs, and
irresponsible behaviour. This is illustrated by the rampant news of juvenile delinquency recently, especially in Indonesia. For example, a student resists when their teacher advises them, fights between students, abuses of illegal drugs in children and much more. Particularly in the age of globalization, people have a propensity for acting aggressively, moving quickly, and developing an immediate culture. Humans are made to live like robots, are always in conflict with one another, and experience a fast-paced lifestyle, which makes them disoriented and unable to adhere to social norms. They prefer to use the Machiavelli principle (justify all methods), are immoral, self-centred, and lack empathy for one another (Hasanah 2018).

Early moral education instruction is anticipated to alter children’s behaviour, making them more prepared to tackle the problems of a fast-changing world by the time they reach sophomore year. This demonstrates the significance of moral values as a vehicle for improving Indonesians’ intelligence across a range of domains, including musical, linguistic, spiritual, emotional, social, and kinaesthetic. It also highlights the importance of moral values as a vehicle for improving Indonesians’ special intelligence (Nashir 2007).

Moral education requires the involvement of all aspects of life. It is unsuitable to emphasize only the cognitive aspect because it can eliminate the child’s character. However, moral education for children must be adjusted to the development of the child’s soul. Moral education must develop all aspects of life; intellectual, character, aesthetic, and physical and in a pleasant learning corridor (Porter and Hernacki 2003). The most enjoyable learning for children is by playing, which can use traditional or modern games.

Although we can find many technologies that can assist and facilitate students in understanding learning concepts (Huang, Khe, and Chuang 2019), it is rare to encounter the use of educational game-based media in the classroom. Despite, several previous studies that have focused on a fun learning approach facilitated by a game contribute positive impacts on learning (Lago 2017; Pratama and Setyaningrum 2018). Moreover, children around 11–14 years old have started playing games on mobile devices (Rideout, Foehr, and Roberts 2010). We can play a game application through a technological platform such as smartphones, computers, laptops, tablets and consoles. An interactive and attractive learning media is needed to attract student’s interest in learning (Pratama, Lestari, and Bahauddin 2019). Yet, there is still debate among academics over the implementation of educational games as a teaching aid in classrooms. Some academics disagree because it will interfere with classroom instruction. On the other hand, some others see the potentials which needs to be utilized in educational game-based learning (Sulisworo 2013).

Therefore, this study exists as a reference and testimony that a game is not only fun but also educational. One of them is educating good moral values. The game that highlighted is Harvest Moon: Back to Nature (HM BTN) from Natsume which can be played in game console PlayStation One (PS1/PSX). But today, we can play HM BTN from laptop, computer, and smartphone. HM BTN is a ‘Role Playing Game’ (RPG) that allows player to act as a farmer in simulated town called Mineral Town. The objectives of the game are to maintain good relationship with the townspeople, established the farm, and raised a happy family. If these objectives did not meet within three years, the game is stated as failed and player cannot continue the game to the fourth year of gameplay (see Figure 1). On the other hand, if player able to maintain good relationship with the townspeople, established the farm, and raised a happy family the mayor and townspeople will acknowledge you as a true owner of the farm (Figure 2).
Based on the narrative above, the objective of this study is to identify the moral values found in the HM BTN game. It can be interpreted by the dialogue and action in the game. Moral values are reflections of human attitudes. The society usually has a standard of good attitudes that should be followed by people in the society (Arifin et al. 2019, 277–284). According to Hornby (2010), morals relating to standards or principles of good conduct. Moreover, Susana (2018, 287) stated that Moral values are people’s views and ideals that follow the accepted rules of what is good, wrong, and how to treat others. This study applied Buzan (2003) theory of moral values. This study is expected to be the pilot research of video game as edutainment and culture spreading media.

2. METHODOLOGY
A qualitative approach is adopted in this study. In his book, Cresswell (2015) suggests that in qualitative research, you make a personal judgment on a description that suits the scenario or themes that capture the main categories of information. This type of study is referred to as “interpretive” research. If your interpretation, for instance, is different from someone else’s, it doesn’t necessarily follow that your interpretation is superior or more correct; rather, it just implies that you have added your own viewpoint to the interpretation. Furthermore, this study applies a qualitative descriptive research method. The reason is because this research focuses on the meaning of the data obtained naturally, hence this approach and method is suitable for the research to be carried out.

The source of data in this study is the gameplay of Harvest Moon: Back to Nature video game by Natsume, which was released in 2000 but still developing through a different platform and gave birth to many series like it. The data is the dialogue between the main character with the non-playable characters and the action in the game. The data is interpreted into a sentence then analyzed using the Moral Values Theory.

3. RESULT AND DISCUSSION
Buzan have categorized moral values into eleven types. They are described below: (1) Bravery. Bravery means a principle of being ready to face danger, pain, or difficulty, not being afraid, and having courage. (2) Humbleness. Humble people like to cover up their strengths and admit their weaknesses. (3) Honesty. Someone will gain the trust of people in the society if he tells the truth and facts. (4) Steadfastness. Steadfastness is defined as the determination of people’s attitudes in making decisions. (5) Love and
affection. The relationship between love and affection is very close. When you love someone, that person will develop feelings and protect your loved ones. (6) Sympathetic to others. Sympathy is a feeling that arises in a person when faced with a situation or an event that happens to another person. He also feels what others have gone through and even wants to help without reason. (7) Cooperativeness. Cooperativeness means that everyone on the team has the same goal. (8) Thankfulness. Usually, this action refers to the relationship between God and man. (9) Trustworthiness. To gain the trust of others, one must do good things like telling the truth, being responsible, etc. (10) Sincerity. Sincerity is the act that comes after doing something sincerely without expecting anything in return. (11) Kind-hearted. For example, in everyday life, a senior helps new employees in his office by telling important things, sharing work-related information, and lending necessary things to new employees. Based on Buzan moral values theory, there are seven moral values found in HM BTN video game.

3.1. Bravery
The bravery in the HM BTN video game appears at the beginning of the game, in which the main character (MC) is given the choice of whether to take care of his grandfather’s farm within three years. When you select ‘yes’ the game will continue to the next stage. But, when you choose ‘not’, the game will end immediately with the MC returning to town. Based on Buzan (2003) theory, bravery means a principle of being ready to face danger, pain, or difficulty, not being afraid, and having courage. It implies fearlessness in the face of danger or difficulty (Purnomo 2013, 125). This statement following the action in the game, the game give you challenge to establish a fully functional farm. This indicated a readiness in facing difficulty.

Figure 3 and 4 showed the conversation between the MC (blue hat and shirt) with the mayor of Mineral Town, Thomas (Red hat and suit). Thomas giving the MC challenge to rejuvenate his late grandfather farm within three years. The second identified moral value is love and affection.

![Figure 3 and 4. The Beginning of the Gameplay](source: Harvest Moon Back to Nature Game by Natsume).

3.2 Love and Affection
According to Mitayani (Mitayani 2010), love and affection are dear to themselves and more than loyalty and respect. The relationship between love and affection is very close. When you love someone, that person will develop feelings and protect your loved ones. Love and affection in HM BTN are portrayed by the game play that provide the MC with five marriageable candidates.
Figures 5 and 6 presented two of five bachelorettes for the MC. As we can see in the figure, there is a heart shape icon with a different colour. Figure five is displayed with a green heart, and Figure 6 with a red heart. This heart icon and colour is the parameter to what extent does the affection of the bachelorettes towards the MC. Not only for romantic relationship, but affection also showed by other townspeople (Figure 7).

Different from the five bachelorettes, ordinary villagers do not have heart symbol. Their friendship parameter is identified by giving the MC a receipt. Figure 7 showed a villager giving the MC a food receipt after the MC gave him a flower. The dialogues by the villager (in RPG game called Non-playable Character or NPC) is already predetermined. In HM BTN game, until some affection parameters reach, the NPC will give the MC a food receipt.

3.3 Sympathetic to Others

Sympathetic is feeling sorry for someone. It demonstrates people awareness of and concern for the issues faced by others. It can be concluded that sympathy is a feeling that arises in a person when faced with a situation or an event that happens to another person. He also feels what others have gone through and even wants to help without reason. This indicated in scenes when Barley (one of the villagers) asking the main character to help him find his missing daughter (Figure 8). The choices are based on our action. But this
game empowers its user to conduct good behaviour by helping each other’s. The other scene is when the MC is asked to talk with an older villager (Figure 9).

Based on the action and dialogue from Figure 8 and 9, it is indeed that the game promotes sympathetic to others as moral value.

3.4 Cooperativeness

Cooperativeness means that everyone on the team has the same goal. Hornby (2010) states cooperativeness involves doing something together or working together towards a common goal. It can be concluded that cooperativeness has a positive effect when working together (Syahputra and Sinar 2018).

The cooperativeness in HM BTN is portrayed in one of festivals that held in the game. Basically, the game provides its player with several festival, one of it is tomato festival (Figure 10). The festival asks player to cooperate with NPC (villager) to play a tomato throwing competition. One team consists of three players. The MC had to choose his team. The others scene portrayed in a dialogue between the MC and harvest sprites (Figure 11). The game provides player seven harvest sprites to help him doing chores. This is also indicated cooperative moral value.

Figure 8 and 9. Villagers Asking the Character to Help Them. (From Left to Right). (Source: Harvest Moon Back to Nature Game by Natsume).

Figure 10. Tomato Festival. (Source: Harvest Moon Back to Nature Game by Natsume).

Figure 11. Character Asking for Help. (Source: Harvest Moon Back to Nature Game by Natsume).
3.5 Thankfulness

Thankfulness is a wonderful kind of appreciation for what someone has received from God or others (Nisak 2014, 7). Usually, this action refers to the relationship between God and man.

In this game, player can give some offerings to the goddess by throwing corps into the waterfall (Figure 12). After that, the goddess will thank the MC and in a certain extent, she will give the MC presents also. This action portrayed the thankfulness towards God. It is like a certain rites/ritual in real life. Whether some religions and beliefs do similar action to thank the Gods they belief to.

Another scene that portrayed thankfulness in the game is Harvest Festival (Figure 13). This festival indeed to celebrate the good harvest and thankful the almighty for the good harvest this season. Even though, in this game did not mention a certain religion, but it presents the belief of supranatural being that have power to change one condition. This is portrayed in the presence of the Harvest goddess.

![Figure 12. Character Giving Corps to Fairy/Goddess.](Source: Harvest Moon Back to Nature Game by Natsume).

![Figure 13. Harvest Festival. (Source: Harvest Moon Back to Nature Game by Natsume).](Source: Harvest Moon Back to Nature Game by Natsume).

3.6 Trustworthiness

Schoorman, Mayer, and Davis (2007, 344–354) describes trustworthiness as a characteristic of responsible trustees. To gain the trust of others, one has to do good things like telling the truth, being responsible, etc. In Figure 14, showed one villager is giving the MC an egg. This event triggered only if the villager trusts you enough.

HM BTN game provides unique parameter that player cannot see. But the indication that a villager likes, trust, or think you as a friend can be seen by certain event. One of it is portrayed in Figure 14. The point of this event to raise the egg into a healthy hen. If we do that, the heart parameter of the pink hair lady will go up significantly.
3.7 Kind-Hearted

It perceives that friendliness and concern are commendable instead of tough and rough (Eyre and Eyre 1997). For example, in everyday life, a senior helps new employees in his office by telling important things, sharing work-related information, and lending necessary things to new employees. In this game, kind-hearted is represented in many ways but in the form of choices. Whether you as the MC want to be a good person and end the game with a good ending or you neglect the villagers' request and end the game in a bad ending.

One example of kind-hearted that portrayed in the game is presented in Figure 15. This Figure showed the mayor requesting the MC to help him deliver an apple pie to someone, because the mayor cannot send it by himself.

4. CONCLUSION

Based on the analysis results, HM BTN demonstrate seven types of moral values in the entire gameplay. They are bravery, love and affection, sympathetic to others, cooperativeness, thankfulness, trustworthiness, and kind-hearted. This result indicated that Harvest Moon: Back to Nature video game not only presents an entertaining gameplay to the gamers but also represents moral values in its entire gameplay. HM BTN can be introduced by educators to students as a game that constructs good moral values. Educators can also suggest this game to be played because not only fun, but this game also provides many others good lessons.
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