



"HARRY POTTER" AND MORAL VALUES LEARNING: A QUALITATIVE STUDY OF THE RESPONSE OF CHILDREN AGED 11-13 YEARS AGAINST J.K. ROWLING BOOKS

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Abstract: "Harry Potter" and Moral Value Learning is a qualitative study of the response of students aged 11-13 at an international Christian school in Bekasi, Indonesia, towards the phenomenal J.K Rowling text. Through the hermeneutic method, this research tried to seek the influence of Harry Potter texts, which are suspected of bringing adverse effects for their young readers. Besides, this research offers rational considerations to the authority in schools, especially regarding matters related to book censorship. Three things investigated in this study were the ability of students to think critically in making a distinction between fiction and facts in the Harry Potter text, the influence of the Harry Potter text on students' tendencies of violence and occultism, and finally about student learning of moral values contained in the text. The data was collected through in-depth interviews with two male respondents and three female respondents aged 11-13 years with a high religious background, mediocre, and less significant religious background. It was found that all respondents were able to distinguish between fiction and facts in the Harry Potter texts, and there was no significant evidence that the texts influenced respondents' tendency for violence nor respondents' interest in occultism. This study also found that respondents were able to identify the moral values contained in the text.

Keywords: Moral, Values, Harry Potter, Violence, Occultism

INTRODUCTION

Education is a fundamental action that touches the roots of our lives, changes, and determines human life. Education is humanizing young people. Education is a form of living in a community that brings young people to the level of full-fledged human beings (Driyarkara, 1991). Moral education is one of the significant components of education. Unfortunately, educational practices are suspected not to support the achievement of the whole human being fully. In schools with standardized tests waiting at the end of the school year, educational practices tend to prioritize the transfer of knowledge (cognitive and psychomotor) and forget the learners' affective aspects. With so many curriculum agendas to prepare students for exams, moral education, which should occupy a key position in education, could be the last agenda in educational practice. Educators tend to "catch up" by giving a list of moral values to apply in life, asking students to memorize, training students to identify and answer multiple-choice questions, while every educator will agree that instilling values like this is not enough.

In the class that has entered the next stage, simple examples of real-life applications accompany the discussion of these moral values. Usually, the examples show clearly that Mr. So-and-so shows this or that moral value. The black and white border, or good and bad, is distinct. Meanwhile, in the real world, black and white boundaries are often blurred. The real problems that students face in their lives are not as simple as the examples given in class. The list of moral values that they memorized does not help them in real life. There is a gap here.

With global phenomena and cultures increasingly dominating contemporary life, students need to be equipped with critical thinking skills to respond to the various choices existing in various aspects of life. These critical thinking skills need to be built in context, not in isolation. Students need to face and analyze world problems to demonstrate their understanding of the theory and knowledge they possess. In this case, Harry Potter books with the controversy underlying them, the setting of the two worlds they display, their characterizations, and their exciting plots provide materials for criticism appropriate to the interests and development of students. Harry Potter has become part of contemporary culture, and so instead of intercepting students' interest in devouring this book series due to the controversy that follows the series, is there room to use this Potter as moral education material for students?

In one and many ways, a book influences and changes the reader. An inspiring book inspires its readers. Melancholy books make their readers feel melancholy too. Furthermore, if books affect their readers, how do Harry Potter books affect their readers? Do they see the books as fictional magic or a real occult practice? To what extent does Harry Potter text influence the orientation of its readers' value? This research sought to observe the extent of the influence of Harry Potter books on the respondents.

LITERATURE REVIEW

Research question

Assuming that a book influences its reader and that the reader is an individual who actively responds to and interprets the text, the researcher intends to investigate the following:

- a. To what extent is the influence of Harry Potter books on students' critical thinking skills to distinguish between fiction and facts?
- b. How far is the influence of Harry Potter books on the students' tendency to commit acts of violence and/ or sympathize with the occult?
- c. To what extent does the Harry Potter book inspire moral values to students?

Research Hypothesis

The fictional text in this study, Harry Potter text, is a text that can be multi-interpreted, not only related to the occult but also the learning of moral values contained therein.

This research hypothesis refers to Piaget's opinion that at the age of 7-12 years, children have shown a remarkable capacity for logical reasoning. In the next stage, at the age of 12 years and beyond, an individual can think logically, formulate hypotheses, and by considering all related essential facts and ideas, he/she can make conclusions correctly. Because the respondents of this study were children aged 11-13 years, the respondents are likely able to distinguish between fiction (fantasy) and fact (reality). Children reading Harry Potter can understand that the story is an unreal fiction, although the narration contains facts related to history as the setting and characters of the story which makes the story is more vivid and sounds real. The ability to make the distinction between fiction and fact becomes vital to respond to Plato's mimesis theory. Plato stated that readers can be influenced and can imitate what they read. Before deciding to emulate what he reads, the reader who can differentiate between fiction and fact will make further considerations whether what he is dealing with is just a fantasy or reality that can happen in real life.

Edmund M. Kern's opinion underlies the second hypothesis. Kern argues that a reader is not a passive subject who accepts without processing the narration and information conveyed by the reading text. Children reading Harry Potter books are not only captivated and blindly follow what is in the story. Thus, regarding the occult that is the controversy of this story, it is assumed that children reading Harry Potter books can distinguish that what Harry Potter story describes is a fiction. Besides, Matlin's top-down theory or pre-conception provides a rationale that respondents who have never known the occult will not be able to identify occultism in the text.

Furthermore, regarding the violence displayed in the text, it is predicted that the violence exposed in the text is not enough to influence respondents' tendency for violence.

Thirdly, based on Kern's opinion about children's ability to judge things, to choose the good from the bad, it is predicted that children reading Harry Potter books can judge whether the characters described in the story are good or bad characters and are able to recognize the moral dimension of the Harry Potter story. Readers of Harry Potter books who come from families with a stronger Christian background will be better able to link the main points in the Harry Potter story with Christian teachings. Conversely, readers who have weaker Christian backgrounds will see it as a moral value in general.

Following Piaget's theory of moral development, the research respondents are at the end of the third stage and the beginning of the last stage in their moral development. In this stage, respondents begin to take into account subjective considerations such as one's intention in moral judgment. The existence of moral reasoning also marks this stage. Hence, in their moral assessment of the Harry Potter text, the respondents may defend their assessment of the moral dilemma they encounter by considering the intentions of the characters or giving other moral reasons.

Thus, the research hypothesis is formulated as follows. First, respondents can distinguish between fiction and reality. Secondly, respondents are not affected by violence and occultism, even if it is in the Harry Potter texts. Finally, respondents can recognize and learn moral values from the characters in the Harry Potter texts.

Research purposes

This study aims to respond to the concerns with the stigma of particular books in the sense of tabooing these books without ever reading them and researching them further. This kind of taboo bases its position on Plato's opinion of mimesis, namely that the reader imitates what he reads. By examining the controversial Harry Potter text suspected of causing adverse effects on its readers, this research seeks to reveal how far Plato's mimesis is proven.

This study also aims to investigate whether respondents can think critically in distinguishing fiction and facts, to investigate the influence of the Harry Potter texts on the tendencies of violence and occultism, and to investigate the extent to which the Harry Potter texts inspire children to moral values.

In the end, this research intends to open a room for negotiations with schools' authorities and families regarding similar books. The banning of literary work needs to be in-depth research based, instead of judgemental feeling only.

Theoretical basis

This study uses the opinions of several experts, namely Piaget's theory of cognitive development, Piaget's theory of moral development, the theory of perceptions proposed by Matlin, and Kern and Bettelheim's theories regarding the effect of a reading text on its readers.

Firstly, Piaget with cognitive development theory provides a rationale for the stages of development that occur in children aged 11-13 who are the respondents of this study; in this case, the respondents are at the end of the concrete operational stage and the beginning of the formal operational stage (Rice, 1998). At the concrete operational stage, children show a high capacity to think logically at a concrete level, whereas at the formal operational stage, children can use logic and abstract concepts separately from his concrete objects. As the respondents are at the end of the concrete operational stage and the beginning of the formal operational stage, it is assumed that the respondents are very capable of thinking logically at a concrete level but are still at an early stage in using logic and abstract concepts separately from the concrete objects. Respondents have also begun to be able to think about ideas, think beyond facts in the direction of something that might happen, and form hypotheses. When connected with this research, based on these conditions, respondents should be able to distinguish between facts and fiction in the Harry Potter text. This study is to prove the respondents' ability in that area.

Secondly, the same expert's opinion, Piaget's, is used to see the development of respondents' moral judgment. The description of Piaget's stages of moral development is classified based on the stages of cognitive development. In other words, moral judgment develops with age (Atkinson, 1996). In this study, his opinion is used to find out the extent of respondents' moral development so that the ability of respondents to understand moral values in the text can be predicted.

Thirdly, Bettelheim (1976) and Kern (2006) share the same opinion that a reading text affects its reader. According to Kern, readers are not subjects who passively accept what is written. Even young readers can process the text they read. Based on Bettelheim and Kern's thoughts and the controversy over the Harry Potter texts, this research will investigate the extent to which the Harry Potter texts influence the respondents' tendencies towards violence and the occult. Besides, the research will examine the influence of the texts on the respondents' value orientation. Bettelheim believes that fairy tales provide moral values ready to be captured by respondents. This research will examine whether the respondent can "catch" the values, either positive or negative values, in the Harry Potter texts.

Finally, Matlin's (1994) opinion on the process of perception will be used in this study to explain whether the respondents see the Harry Potter text as an occult fact or something else. This concept of perception explains why two people who see the same thing can have two different opinions about it.

RESEARCH METHODS

This research is a qualitative study using hermeneutics research (Nasution, 1998; Hardiman, 1992) as a means of interpreting the data collected.

The method is selected based on the purpose of the study, namely, describing how readers of the Harry Potter text interpret the text: as fiction that tells the story of magic or the reality of occult practices that attract them to study occultism further. This method also allows researchers to find the extent of the influence of Harry Potter texts on the value orientation of the respondents.

Research subject

This study applies a purposive sample (Fraenkel, 1993) by selecting five students aged 11 to 13 years and attending an international Christian school in Bekasi, Indonesia, as the primary respondents. Sampling with the age range above is based on the consideration that the Harry Potter text is under chapter books category, i.e., a book consisting of several chapters with very minimal story illustrations, which poses too high reading difficulty level for children under ten years old. Besides, this age selection is also based on readers' age recommended by *Scholastic* for the 5th to 7th Harry Potter book series.

The profiles of children selected as respondents are those aged 11-13 years, who have or have been reading more than one of the Harry Potter books. Respondents are from families with Christian backgrounds under the following three categories, with at least one respondent representing each category:

1. a strong Christian background, meaning that the respondent lives in a Christian family that puts a strong emphasis on the formation of Christian values in the lives of the respondent and encourages the application of Christian values in daily life.
2. a mediocre Christian background, meaning that the respondent's family is Christian, encourages Christian values but does not demand the application in daily life.
3. weak Christian backgrounds, meaning that the respondent comes from a Christian family, but there has never been a discussion about Christian values in the family, Christianity is more as a routine.

Research Instruments

The research instruments used in this study are:

1. A series of texts taken from the Harry Potter texts that have been read by respondents.

Given the fact that the Harry Potter books consist of seven volumes with a total of more than 4100 pages and not all respondents have read the seven series, the text portion used for each respondent is different but similar. The text referenced will contain the following:

- a. Harry Potter's actions that break the rules
- b. heroic actions by Harry Potter or other figures
- c. the brutality described by Voldemort or his accomplices
- d. the use of spells to achieve a goal

The text is not for the respondents to re-read. It is referred to during the interview to remind them of the segment. It is to find out how far the segment has left an impression in the mind of the respondent and affect the respondent's affective.

2. Interview.

Interviews with the respondents are conducted naively and in-depth directly based on the interview response. The following set of questions serves as a guideline for the main points. However, it does not rule out the possibility of adaptation of questions per the understanding of respondents and the addition of supporting questions to pursue responses given by respondents. The questions asked will be divided into several types:

- a. **Background questions**, asking the respondent's data.
- b. **Affective questions**, asking the respondent's affective responses to the Harry Potter texts, to see the extent to which the texts influence the respondent's value orientation.
- c. **Cognitive questions**, asking the respondent's cognitive responses to the Harry Potter texts. These questions are to find out the respondent's critical thinking skills in distinguishing between fiction and fact. Besides, the questions examine the respondent's reasoning skills to grasp the values that the Harry Potter texts may contain.

The response to the interview questions is classified into three parts to analyze whether the respondent shows: an ability to distinguish between fiction and fact, the tendency to sympathize with occultism and violence as a result of reading Harry Potter texts, and an ability to identify the moral values in the texts.

Research procedure

This descriptive qualitative study uses narrative interpretation to describe its findings. The materials analyzed are field notes, personal notes, and theory notes.

The steps of the study are as follows:

1. **Record** prospective respondents by conducting an initial interview.
2. **Select five respondents** through purposive sampling.
3. **Select some books** from the Harry Potter series and determine the portion of the book to be used as a research text.
4. **Interview** five respondents separately to find respondents' interpretations of the text.
5. **Describe** the results of the study based on direct observation and interviews with respondents.

The procedures for interpreting research data are as follows:

1. **Classify the data** into four major sections, namely: data about the background of the respondents, data that shows the ability of respondents to distinguish between fiction and fact, data that indicates the tendency of respondents to violence and occultism, and finally the data about respondents' learning of moral values on J.K. Rowling's Harry Potter texts.
2. **Prepare a descriptive analysis** of each respondent's background by taking into account the age of the respondent and comparing it with the stages of Piaget's cognitive development.
3. **Compile a descriptive analysis** of the respondent's background related to the **level of religiosity in the family**, including **value education** in the family, and the **active role of parents** in this value education. Considering that all respondents are from the same educational institution, it is assumed that all respondents received the same level of education on Christian values at school. In other words, value/religion education at school is treated as a **constant**, while value/religion education in the family as a **variable** that distinguishes one respondent from the others.
4. Prepare a **descriptive analysis** of the presence or absence of **book discussion** forums in the respondents' family and school. It is to examine how respondents overcome

challenges they may face in understanding the Harry Potter texts, with whom respondents share the excitement about what they find in the text, as well as who influences respondents' understanding of the text.

5. Take note of any other **additional information** about the respondents found in the interview.
6. Conduct a **descriptive analysis** by referring to the evidence that shows the ability of respondents to make a **distinction between fantasy (fiction) and reality (fact)** by using Harry Potter texts as research instruments.
7. Analyze any **evidence that leads to violence and occultism**. The main points to examine here are the respondents' response to spells aimed at hurting others, the respondents' statement whether they like matters related to violence, as well as the occult in the text. Besides, the respondents' perceptions of occult symbols in the Harry Potter texts and the respondents' access to websites related to Harry Potter and Wicca as well as the extent to which respondents use such access. Observation of the respondents' daily behavior is also taken into consideration.
8. Conduct a **descriptive analysis of the respondents' moral value learned** from the Harry Potter texts. The main points observed here are the respondents' statements regarding the contents of the Harry Potter texts in general, their statements about what makes somebody a hero, and the characters or figures in the texts that respondents consider to be heroes. Then, the analysis is on the respondents' opinions on the values they can learn from the characters in the Harry Potter texts. Not all characters in the text are discussed; only characters who take an essential role in the whole story are discussed.
9. From all the data, a **summary of respondents' profiles** is compiled to see the extent to which the Harry Potter texts influence respondents in distinguishing between fiction and fact, causing respondents to become violent or sympathetic to the occult, and the extent to which the Harry Potter texts inspire moral/noble values to respondents.

RESULTS AND DISCUSSION

The table below shows a summary of the data analysis.

Table 1. Data analysis summary

	R1	R2	R3	R4	R5
Personal data					
Age	13	13	13	11	12
Gender	female	female	Male	female	male
Nationality	Filipino	Korean	Korean	Indonesian	Indonesian
Grade/Year	7	6	6	6	8
Family background					
Person provides in the family	Father	Father	Father	Father	Father
Family library	Yes	Yes	Yes	Yes	Yes
Democracy in book choices	Yes	Yes	No	Yes	Yes
Parental guide in book selection	Yes	No	Yes, by father	Yes	Yes
Discussion in the family	Yes, with parents and all family	Almost none, sometimes with an older	No	Yes, supported by both parents.	Yes, supported by both parents.

	R1	R2	R3	R4	R5
	members	sibling (sister) but more about general matters, not the book content.			
Religious background					
Religion	Catholic, strong	Christian, weak	Christian, mediocre	Christian, strong	Christian, strong
Knowledge about beliefs and values in his/her religion	Must do good deeds, bad deeds cause sin	No response	Understands the need to read the bible and pray every day to grow as a Christian	Must grow faith to God, do not steal, do not lie, do not murder	Faith and characteris important in a religion
Knowledge about what the respondent's religion restricts in terms of reading texts	No response	Does not know	Nothing	Not allowed to read other religions' bibles.	Knows about parts of the Christian scriptures about good reading texts and those forbidden by the scriptures, including texts related to Wicca.
Knowledge of the position of the respondent's religion in the magic world and Wicca	Black magic is forbidden by religion.	No response	Ghosts exist, people who practice magic will go to hell.	Magic is the power of Satan.	Magic is the practice of Satan.
School background					
Book discussion in the class	Yes, but it does not discuss books such as Harry Potter books.	No.	Sometimes, but it does not discuss texts like Harry Potter texts.	Yes, but it discusses books related to topics of the study.	Yes, it opens to discussion about any book including Harry Potter books.
Types of reading texts discussed in class	Classic stories	-	Classic stories	Non-fiction books related to class study.	Bible, classic stories
Methods of book discussion in	Presentations and class	-	Class discussion	Class discussion	Class discussion

	R1	R2	R3	R4	R5
class	discussions				
Book selection					
Reading frequency	Daily, 15-30 minutes	Almost every day	Every day, around 2 hours	Every day, 15-20 minutes	Every day, depending on the needs
Favorite genres	Fiction, non-fiction (Times magazines, news about celebrities)	Fiction	Fiction and non-fiction	Fiction	Fiction about fantasy and horror, non-fiction
Number of Harry Potter books read and time spent on the texts	7 volumes in English, started reading in grade 4	6 volumes in Korean language, started reading in grade 4	5 volumes – 4 volumes Korean language dan 1 in English, started reading in grade 4.	5 volumes in English, started reading in grade 5. Not interested in reading volume 6 and 7 yet.	7 volumes in English, started to read in grade 4.
Initiatives/recommendations for reading Harry Potter texts	Father	Elder sister	Own initiative	Elder brother, parents	Own initiative
Reasons to read Harry Potter texts	Interesting books	Interested because his elder sister read the books	Need something to read	Parents' recommendation	curious
Affective response					
Interpretation of story content	Harry Potter survives against Voldemort, who wants to destroy him.	Imagination, magic, adventure	Adventure, magic	Adventure, magic, friendship	The adventure of a boy with a magic power to fight Voldemort who symbolizes the power of evil.
Feelings while reading Harry Potter	Feels like he were in the book	Sad, angry, happy, curious	Fun, wants to know what will happen later.	Confused because of the British English terms used, happy, sad, nervous, angry.	Wants to know what happens next.
Favorite parts of the Harry Potter texts	Triwizard Tournament, when Harry	When Harry fought off the basilisk	Magic, magical creatures,	Food descriptions, riding a	In general: language style,

	R1	R2	R3	R4	R5
	dived to save the captives	(a giant snake), Harry was injured and cured with phoenix tears. Finally, Harry could kill the basilisk.	Hagrid (one of the characters in the text).	broomstick, visits to the candy shop in Hogsmeade.	creativity, character, and romance. Specifically: quidditch matches, Harry's battle with Voldemort, children petrified by the basilisk's black magic, the candy shop at Hogsmeade, Triwizard competitions, romantic parts.
Unpleasant parts of Harry Potter texts	Voldemort's revival ceremony, Harry's love story (because it doesn't fit the mystery theme of the text)	When Harry was bitten by the basilisk; inferi troops (zombies), fighting scenes and the sad parts	None.	Scary parts, such as the battle between Harry and the basilisk, dementors; the fight between Harry and Malfoy, accusations against Harry.	Difficult words, harsh words (e.g., bloody hell), whiny parts (e.g., Hermione who cries a lot)
Cognitive response					
Opportunity for discussion about Harry Potter texts/ discussion partners	Yes, with father and two elder sisters.	Yes, with an elder sister; discussion is more about clarifying what happens in the story, not about the content.	No.	Yes, with an elder brother.	Yes, with fellow Harry Potter fans, with family.
The ability to distinguish between fiction and fact	Demonstrates an ability to distinguish between fiction and	Demonstrates an ability to distinguish between fiction and	Demonstrates an ability to distinguish between fiction and	Demonstrates an ability to distinguish between fiction and	Demonstrates an ability to distinguish between fiction and

	R1	R2	R3	R4	R5
	fact	fact	fact	fact	fact
Harry Potter's eligibility for a school library	Yes, Harry Potter texts do not expose violence.	Yes, because such an English-language novel can provide a complete reading.	Yes, because many people want to read the book.	Yes, so people know that Harry Potter books aren't boring.	Yes, but for readers of a certain age.
The influence of Harry Potter on learning achievement	Yes, there is an increase in thinking skills specifically in predicting	None.	Yes, there is an improvement in the ability to read and write in Korean language, adding vocabulary in English.	None.	Yes, there is an increase in English language skills.
Magic and spells					
Definition of magic	Spells that help people	A fantasy. The magic in Harry Potter is only an illusion, but magic tricks such as in card magic tricks are real.	Strange actions that can surprise people and make people famous.	Just a fantasy.	A supernatural power resulting from a combination of specific movements and certain spells.
The existence of magic in real life	No	No	Yes, because it was once shown on TV.	No, if there is, it must be the practice of demonic power.	Not sure, maybe there is because based on ancient history there were magicians; but even if there are wizards, there aren't many.
Definition of a mantra	Words with magic power	Words with power so that when spoken they can make something happen.	Words used by someone who will use magic power.	Words that have the power to make things happen.	Words that have the power to make things happen.
Try the Harry	Yes	Yes	Yes	No	Yes

	R1	R2	R3	R4	R5
Potter spells					
Favorite spells & reason	Reducto(solid object explosive spells) because it's cool	Accio (spell for calling objects), because the respondent does not need to walk to retrieve the object he needs.	All.	Expecto Patronum, because it can drive out dementors.	Imperio(spell for controlling people) and Cruciatius (spell for torturing), because they can be used to threaten people to do what they want. Carpero Retractum(spell calling objects), because the respondent does not need to walk to retrieve the items needed.
Least favorite spell	Wingardium Leviosa(spell for lifting something), because it's too trivial.	Sectumsempra(spell s that slice the victim), because this spell can hurt people.	Avada Kedavra(killing spell), because it can kill people in an instant.	Avada Kedavra, because this spell hurts people.	Avada Kedavra because this spell is cruel. Engorgio (spell for enlarging the size an object), Reducio (spell for reducing the size of an object), Incendio (lighting a fire), hair straightening spell; because the spells are trivial and childish.
Cruel spells	Crucio&Imperio (torturing spell)	Sectumsempra(slicing spell)	Avada Kedavra(killing spell)	Avada Kedavra(killing spell)	Avada Kedavra(killing spell)

	R1	R2	R3	R4	R5
Magic World					
Existence of ghost	Ghosts do not exist, but dementors exist.	Ghosts may exist, not sure.	Ghosts exist. (The respondent claims that his religion acknowledges the existence of ghosts)	Ghosts do not exist.	Ghosts do not exist.
Reason why there are ghosts in the Harry Potter texts	Doesn't know	Fantasy, to make the story more interesting	To make the story more interesting	To make the story more interesting	To add an element of humor to the story and make people not afraid of ghosts because ghosts in the Harry Potter texts are funny.
Animals & animagus					
Special animals in Harry Potter	Hippogriff (magical animal that is a combination between a winged horse and an eagle's head)	Hippogriff	Griffin (Greek mythical animal with a giant hawk's head and front legs, a lion's body and hind legs)	Hippogriff, owl, and thestral.	Hippogriff, thestral, gygmy puff (animals shaped like hair balls, brightly colored)
Possible existence of animagus in the real world	Impossible, no one would want to be an animal	Impossible	Impossible, because it's too dangerous to be an animal.	Impossible	Impossible
Knowledge of animals in legends and mythology	Good, knows abouttembala ngwhich is a kind of centaurs that exist in Philippine legend.	Does not know animals in legends and mythology before reading Harry Potter texts	Good, gets to know centaurs from books on mythology	Good, gets to know the centaursfrom the book of Narnia	Gets to know centaursat the first time from the Harry Potter texts
History					
Influence of knowledge of historical background on	No influence	No knowledge of historical background	No knowledge of relevant historical	No knowledge of relevant historical	Not sure about the presence or absence of

	R1	R2	R3	R4	R5
the ability to identify fiction and facts			background	background	witches due to historical facts about the slaughter of witches in the 18th century
Opinions on historical facts about the slaughter of witches	Doesn't know the historical facts about the slaughter of witches. Magicians are human so they must be treated like other humans.	Doesn't know the historical facts about the slaughter of witches. Bad witches should be killed. Bad and good witches can be distinguished from what they do.	Doesn't know the historical facts about the slaughter of witches. Bad witches should be killed. Bad and good witches can be distinguished from what they do.	Doesn't know the historical facts about the slaughter of witches. Evil witches should not be allowed to live freely because they can endanger others.	Knows the historical facts about the slaughter of witches, agrees that evil witches should be eliminated by arrest, trial and imprisonment.
Fortune telling& fortune tellers					
Opinions about fortune telling	Sheer lies.	Sheer lies.	Only part of it is true.	Sheer lies.	Sheer lies.
Opinions about fortune tellers	A fortune teller might really be there or just someone who is insane	A fortune teller is a liar.	Some are just lying, some are telling the truth.	A fortune teller is a con artist.	There is no way anyone can say what will happen in the future.
Occultism					
Definition of crime	Lying, doing evil things, and not regretting it	Something bad	Doing bad things to others	Like to kill, like to disguise	A combination of egoism, greed, and power
Able to recognize occult symbols on the forehead of the main character Harry Potter	No	No	No	No	No; does not pay attention to this wound because he is more focused on the use of language in the texts.
Tendency to occultism	Not found	Not found	Not found	Not found	Not found

	R1	R2	R3	R4	R5
Heroism					
Definition of heroism	People who are admired for helping others	People who dare to take risks, save the weak, work hard, try to be good, wise	People who do good for society	Someone who saves others	Someone who saves the lives of others, who helps others
The characters of a hero	patient, gentle, generous	Risk taker, helping the weak, kind, hard worker.	Doing good deeds	Caring, open-minded, knowledgeable, responsible, thinker, reflective.	Humble, unselfish, kind, someone who is loved by many people, a popular person
Favorite character in Harry Potter & reason	Ronald Weasley because this character is more "humane" - sometimes evil, sometimes good, sometimes acting stupid, sometimes having a brilliant idea.	Harry, Hermione, Ron, Sirius Black; because Hermione, Ron, and Sirius helped Harry Potter.	Harry Potter, because Harry is the main character in the story, a risk taker, he has good magic and cares for his friends	Harry, Hermione, and Ron, because they deal with dangerous situations and they are always able to overcome them	Harry, Hermione, and Ron. Harry is very brave, kind, and confident. Ron has a sense of humor and wants to get things done quickly. Hermione is very intelligent, kind, and plays an important role in Harry's fights to defeat Voldemort.
The heroes in the Harry Potter text	Harry, Hermione, Ron, Snape	Harry, Hermione, Ron, Sirius Black.	Dumbledore	Harry, Dumbledore, Hagrid, Snape, Sirius Black, Dobby, Hermione, Ron.	Harry Potter
Distinction between fiction and fact					
The ability to distinguish the	Capable, very rational	Capable	Capable	Capable	Capable

	R1	R2	R3	R4	R5
world of Harry Potter and the real world of respondents					
Harry Potter as an inspiration					
Respondent's empathy for Harry Potter's characters	Harry sometimes violates the rules, but there is a noble purpose behind the violation.	Harry is not perfect as a hero, but no one is perfect in this world.	Harry sometimes does the wrong thing, but basically he is kind, he is not afraid of anything, and cares for his friends.	Harry sometimes does things that break the rules, but he has a certain reason, which is for good. So this kind of action can be justified.	Harry sometimes violates the rules, but if the goal is good then it can be considered right.
Harry Potter's influence in inspiring problem solving	Try as little as possible to bother others, but if the problem is too big we can ask for help. Friends can help us solve problems.	Disputes with friends are common among friends. If such disputes occur, a sincere apology can be a powerful way of reconciliation.	Nothing.	Be a person who is caring, brave, independent, and can forgive the mistakes of others. Be honest, don't lie unless you lie for a good cause.	If other people don't like us, then we must do good to them so they like us again.
Consumerism					
Respondent's collection of Harry Potter merchandise	A cup	A notebook	Nothing	Nothing	clocks, rulers, watches, posters, books, wallpapers, drawings, films, pillows, blankets, bed linen, pencil cases, pencils, sweaters, T-shirts.
Harry PotterGames	1	No	1	1	1
Harry Potter books	7 full volumes	6 volumes	5 volumes	7 full volumes	7 full volumes

	R1	R2	R3	R4	R5
Possess other books related to Harry Potter	No, but wants to have	No	No	No	No, but is trying to find such books
Internet access to websites related to Harry Potter	Yes, to fulfill the curiosity about alchemist and volume 7 of Harry Potter.	No time to access the websites associated with Harry Potter because of business at school and after school.	Never	Yes, Harry Potter.com	Yes, but stopped after a while because of no new information; never accessed websites related to Wicca (magic, occult)
Symbols of religions					
Harry Potter offers a particular religious values / doctrines	Not offering certain religious values, generally teaching not to do black magic.	Not at all	Love, caring, friendship. It symbolizes change, that people have many things to change.	Not at all.	Not at all.
Harry Potter texts and Christian values	Friendship trust, the difficulty of living alone without friends and family, the challenges of facing difficulties alone.	Good-hearted, study hard, smart, understanding, responsible, not selfish, obedient, brave, not greedy, disciplined.	No Christian values in the Harry Potter text.	No Christian values in the Harry Potter text.	No Christian values in the Harry Potter text.
Christian symbols in the Harry Potter text	Not found	Not found	Not found	Not found	With some guidance the respondent can analyze that if Harry symbolizes Jesus, then Dumbledore is God the Father, and Voldemort is a demon.

Table2. Summary of Moral Values Identified by Respondents

Moral Values	R1	R2	R3	R4	R5
There are good and bad sides in everyone	X	-	-	-	X
Fairness	-	-	X	X	X
Kindness	X	X	X	X	X
Risk-taking	-	X	X	X	X
Self-esteem	X	-	-	-	-
Empathy	X	X	-	-	X
Sportsmanship, can accept defeat / weakness with grace	-	-	-	-	X
Knowledgeable / clever	X	X	X	X	X
Open minded	-	-	-	X	-
Principled	X	X	-	-	-
Grateful	X	-	-	-	X
Responsible	-	X	-	X	X
Change, everyone can change into a better individual	-	-	X	-	X
Wise	-	X	-	-	-
Love for family	X	X	-	X	X
Discipline	-	X	-	-	X
Humorist	-	X	-	-	X
Honest, having integrity	X	X	X	X	X
Love for others, caring	X	X	X	X	X
True compliance	X	X	-	-	-
Leadership	-	X	-	-	-
Trust in friends	X	-	-	X	-
Tenacity and perseverance	X	X	X	-	-
Self-reliance	X	-	-	X	-
Having a strong belief in something, not following along	X	-	-	X	-
Optimistic	X	-	-	-	-
Sensitive to the suffering of others	X	-	X	-	X
Forgiving	-	-	-	X	-
Self control	-	-	X	-	X
Respect for the uniqueness of each individual	X	-	-	X	-
Self confidence	X	-	-	-	X
True friendship, solidarity	X	-	X	-	X
Repentance	X	-	X	X	X
Life choices	X	-	-	-	-
Humble	X	-	-	-	X
Patient	X	-	-	-	-
Good deeds	X	-	-	X	-
Serious	-	X	-	-	-
Helpful	-	X	X	-	X
Assertive	-	X	-	-	-
Selfless	-	X	-	-	X
Not judging people just by their appearance	-	-	X	-	-
Not greedy	-	X	-	-	X

All respondents can recognize the values contained in the Harry Potter text. The moral values mentioned by all respondents are kind, knowledgeable/talented, honest/having integrity, and love/care for others. Furthermore, ranked second and mentioned by four respondents is risk-taking, family love, and repentance. Six other values mentioned by each of the three respondents are fair, responsible, resilient, and perseverance, sensitive to the

suffering of others, friendship, and helpful. Other values are mentioned randomly by one or two respondents. Once again, this confirms Matlin's theory that the same text can be interpreted differently by different text readers.

Discussion

The results of the study are summarized in the table below.

	R1	R2	R3	R4	R5
Age	13	13	13	11	12
Gender	Female	Female	Male	Female	Male
Religiosity	Strong	Weak	Mediocre	Strong	Strong
The stage of cognitive development according to Piaget	Beginning the formal operational stage	Beginning the formal operational stage	Beginning the formal operational stage	Concrete operational stage	The end of the concrete operational stage, the beginning of the formal operational stage
Discussion forum at the family / school	Yes	Almost none	No	Yes	Yes
The ability to identify fiction and facts	Capable	Capable	Capable	Capable	Capable
Violent tendency	Not found	Not found	Not found, although more likely to prefer scenes of violence than female respondents	Not found	Not found, although more likely to prefer scenes of violence than female respondents
Occult tendency	Not found	Not found	Not found	Not found	Not found
The ability to realize moral/noble values in the Harry Potter texts	Highly capable	Capable	Capable	Capable, but at a lower stage compared to other respondents.	Highly capable

From the analysis of the results, all respondents aged 11-13 years were able to distinguish between fiction and fact. All respondents were able to sort out which of the Harry Potter texts were truly real and which were only imaginary.

Research shows that four out of five respondents admit to having tried at least one spell from the Harry Potter texts even though they had previously suspected that the spells in the Harry Potter texts weren't real. According to Piaget's theory of cognitive development, this is something normal because children in the concrete operational and formal operational stages generally show a remarkable capacity in logical reasoning and hypothetical reasoning. It means, with their reasoning skills, children form hypotheses about spells and test spells, then draw conclusions from the results of these experiments.

Secondly, based on research conducted on the five respondents, no signs of a tendency towards occultism and violence are found. In both male respondents, namely R3 and R5, as is usually the case with boys, they prefer things that are more vulgar such as fighting scenes. However, there is no indication that both male and female respondents become violent after reading the Harry Potter texts. Likewise, there are no indications that the respondents know the occult. It is in agreement with Matlin's concept of perception, the inability of respondents to recognize this kind of occult symbol means that respondents do not have any background knowledge or pre-conception about the occult. As a result, respondents cannot interpret occult symbols even if they are in the Harry Potter texts. Thus, the concern that Harry Potter texts cause a tendency to Wicca and occultism to their readers is not proven in this research so far.

Thirdly, another component that has significant influences is the age of the respondent. Age affects the ability to comprehend the reading content and the respondent's maturity in responding to the texts, both in reasoning capability when making a distinction between fiction and fact and in understanding moral values.

Fourth, the availability of a forum that facilitates text discussion also has a more or less substantial influence on the understanding of the morals carried by the texts, as demonstrated by Respondent 1, who has such a forum in her family.

Fifth, this study has also found that the level of respondents' religiosity is directly proportional to their ability to identify moral values in the Harry Potter texts. Respondents with a high religious background are better able to automatically transfer the values of their religion when finding the moral in the texts.

CONCLUSION AND SUGGESTION

Conclusions

This study has found no strong evidence that the Harry Potter texts influence respondents to be sympathetic to the occult or to be violent. Jacques Derrida, in his deconstruction theory, said that a text is autonomous from its author. The writer is said to be dead, so he does not have the power to direct the interpretations of his readers. In other words, readers can interpret a text freely without having to refer to the author. In connection with this research, even if Rowling as the text writer includes elements of moral values of a particular religion or any occult elements, still Rowling cannot dictate the text reader to follow what she wrote.

This study has found that although respondents from both high and low religious backgrounds were able to identify moral values in the Harry Potter text, all respondents were not yet able to draw an analogy nor an allegory between the values of the text and their religion. The five respondents still thought in compartments; the Harry Potter texts and moral teachings in their religion or key figures in their lives were in different boxes. All respondents who were Christians were able to mention that the Harry Potter texts contained the values of love, sacrifice, self-control, selflessness, and integrity. Those are critical values in Christianity. None of the respondents, however, was able to draw an analogy between the text values and their religious values, even when given triggers. Only R5 could draw an analogy and make transfers.

Other interesting findings are related to the values identified by respondents to describe the characters in the text. Three respondents who were still in elementary school (R2, R3, and R4) mentioned many values related to the attributes of the *International Baccalaureate (IB) Learner Profile*, the international program implemented in the school when the study was conducted.

Suggestions

Lately, student-centered learning has gained more and more attention. Constructivist methods in which learners explore and construct their own learning (self-construction of the meaning) are increasingly recognized as more effective learning methods because learning is more meaningful for the learners.

Likewise, moral value learning is not effective if it is through a teacher-centered method. Moral values taught through a teacher-centered approach make them a set of memorized packages that are unmeaningful to the learners. On the other hand, if moral value learning involves learners actively seeking, analyzing, and constructing meaning from their prior knowledge and new information, then surely the learning will be more engaging, challenging, and, most importantly, meaningful.

The stages of preparing for moral value learning through a constructivist approach are as follows:

1. Text selection

The selection of texts can be by a teacher/parent or an adult supervisor or by the learners themselves.

2. Text reading

Text can be read outside the classroom (as home reading) so as not to take up class time too much. If the entire class reads the same text, the teacher can facilitate by setting a reading schedule/target and dividing the text into some sections for more effective discussions.

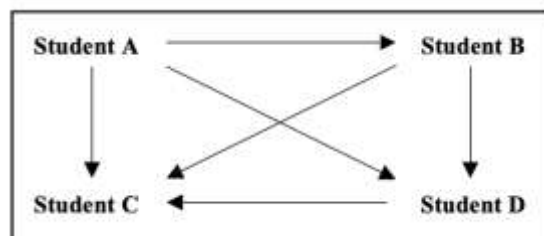
3. Text discussion

This part is an essential part of the whole process. The teacher/parent/adult supervisor can facilitate the learning of moral values by providing critical and open-ended questions. If learners in a class read different books, teachers' questions can be more generic, such as:

- a. Describe the main character.
- b. What can you learn from the antagonist?
- c. What can you learn from the protagonist?

Discussions can be in small groups with 3-4 students in a group, or a large group with the whole class discussing a subject. Small group discussions provide more opportunities for each learner to be more actively involved, while large group discussion can be used to clarify and reconfirm the learners' perceptions.

To ensure that each group member is active in small group discussions, teachers can monitor the students' participation in group discussions by drawing a diagram showing student interactions.



an example of an interaction diagram

Student A gives their opinions to Students B, C, and D.

Student B gives his opinion to Students C and D.

Student C does not give any comments.

Student D gives his opinion to Student C.

4. Reflection

After the group discussion, each student has the opportunity to reflect on the moral values of the text for himself personally. It can be a written or oral assignment.

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