

Learning Educational Values from Harry Potter Character

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ABSTRACT

Implementing a good character education from an early age will form a qualified personality for children. Societies use novels in embedding the value of character education. This research aimed to analyze the characterization of Harry Potter in a novel entitled "Harry Potter and the Deathly Hallows". The character was analysed based on five core values of character education proposed by the Ministry of Education and Culture of Indonesia; religious, nationalist, independent, mutual cooperation, & integrity. This research was conducted in descriptive qualitative research design. The data collection technique used were close reading and note taking. The obtained information were analyzed through textual analysis. Data triangulation, theory triangulation, and investigator triangulation were used to check the trustworthiness of the data. The findings showed that Harry Potter had 20 characterizations and 11 values of character education which were portrayed through the action, speech, and direct description by the author in the story. Relating to the context of Indonesian's character building used as a research foundation, some identified characterizations have occupied the five cores values mentioned. The religious and mutual cooperation values were more emphasized in the whole story. Implication related to the use of this finding as a future learning-material was provided.

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1. INTRODUCTION

Nowadays, the case of character degradation among young people, especially students at school, seems to be increasingly highlighted in various mass media. People tend to regret these children's attitudes who lack of respectful towards their parents, teachers, or older people. This is in line with a study done by Sari (2013) conducted a research about moral values teaching to children. The result showed that there are a lot of cases done by teenagers, such as crime, violence, young married, drugs, abortion, bullying, and many more. This narration portrays that the discussion of young people's character inclines to be worrying about.

The main factors these phenomena seem to be underlined are character & moral crisis. Inductively nor deductively, it seems to have a strong connection toward the education they have gotten. A feeble education, especially on character-education, incline to drive to the negative long-term impact; such as the presence of corruption, brawling, free-sex, drugs abuse, and even raping (Saidek et al., 2016). According to the Ministry of Education and Culture (2017), there are 5 characters values developed in Indonesia, namely religious, nationalist, integrity, independently, and mutual cooperation (Kemendikbud, 2017). These values are being integrated in education at school. Hence, it looks like character education occupies an essential foundation to overcome those problems, especially in the context of young people (Iswara, 2013). Therefore, the government further has a responsibility to enhance and optimize the implementation of character education in schools as one of the solutions to overcome the aforementioned negative cases.

In most of common circumstances, someone's character inclines to be significantly influenced by the environmental factor. In other words, the environmental factor has a considerable role in shaping

someone's identity, attitude, and behavior. It is supported by Hopwood et al. (2011), who propose that genetic and environmental factors take an imperative part in influencing and supporting the development of someone's character. Connecting to the idea of character education, every school and community further must emphasize the character building to be established. Moreover, parents and teachers should also take a part to be a role model for the younger generation. The process of imbedding character education must be not implemented in the form of memorization or a written exam, but rather should be integrated between cognitive, affective, and psychomotor aspects. One of them can be taken through directly presenting some real events summarized in the subject unit. Television, radio, internet, newspapers, literary works, and other mass media appeared in society seem to be able to encourage in the learning process occurred.

The formation of children's characters can be conducted through literature (Almerico, 2014). Various findings also present that using stories is an effective way to aid the student to learn character education values (Rahim et al., 2012). Hence, nowadays societies use novels, one of literary works, to be a medium in imparting the value of character education. The reason is that novels imply knowledges and values based on social phenomena which is applicable in daily life. Moreover, most teachers teach their student about character education values through children's stories. Therefore, teachers should help their student to understand the story and connect it to the authentic situation.

In other words, reading literary works is one path to charge the character values. It seems to have a powerful encouragement for children to read and make such a simple discussion. It can certainly help children absorb and develop the character values. As the concept of character education is taught in the context of literature, the child realizes traits; such as respect, honesty, courage, and kindness. Moreover, it can teach learners to develop their skills. So that, learners can behave in the right way to face various social situations around them.

In novel, its intrinsic and extrinsic elements appear to be researched the most to figure out the learned character education. Character, one of novel's intrinsic elements, seems to be the most exemplary parts to be learned. Character is a person created by the author to inhibit and role the story. The story depends of how characters behave, think, and feel toward a certain situation. Meanwhile, the part being analyzed from the characters themselves seems to be their characterization, how the characters are created. Koesnoebro (1988) mentioned that characterization can be analyzed directly and indirectly through author's descriptions, character's thought, and other characters' perception.

This research further aimed to investigate the value of characters consisted in the novel. It is believed that novel is a powerful medium to convey messages containing character education (Widyahening & Wardhani, 2016). One of the most popular novels that contains enormous values and character educations is Harry Potter Series by J.K. Rowling. The novel series of Harry Potter attempt to record a young wizard's journey, whose first book was published in 1997 and his last book was published in 2007. This fictional novel tells the story of Harry Potter who has a huge passion and willingness to defeat Lord Voldemort, the very wicked black wizard of the time.

The novel tells the adventures of Harry Potter and his best friend, Ronald Bilius Weasley and Hermione Jane Granger, who were student at the school of Hogwarts Magic. The essence of the story in the novel centers on Harry's assisted efforts by his friend to defeat the evil black wizard of the time named Lord Voldemort, whose ambitions to become an immortal creature, conquering the world of magic, ruling people, and destroying anyone in his way. Preceded by the death of Harry's parents caused by Lord Voldemort until the death of his closest person, Sirius Black, made Harry Potter tried so hard defeating Lord Voldemort.

Regarding to the aforementioned narration, it was so interesting to study and discuss the values of character education presented in the Harry Potter's children story. It was conducted for the sake of providing a new discourse for literary learning at school. Furthermore, the researchers aimed to propose a relevancy of character education values found in the novel. The researchers attempted to describe the texts of the novel, so that the educational values found in the Harry Potter novels would be much meaningful. Hopefully, English teacher can use a Harry Potter novel by J. K Rowling as a teaching material when teaching literary material in the context of novel analysis. Besides, students can also internalize, emulate, and apply the educational values of the characters that are highlighted in the novel.

In this study, researchers took a focus on the main character of Harry Potter, described as a special boy in the world of magic that has numerous unique characterizations. From the seven books made by J. K Rowling in the novel series, researchers had chosen the last book entitled Harry Potter and the Deathly Hallows. This novel tells Harry Potter's life and adventure since he was child until adolescent. Hence, this novel portrays the figure of Harry Potter in a teenage version whose characterization is expected to be strong and at least wiser. This research is expected to be beneficial for readers to understand the characterization of the investigated character as well as to learn character education from Harry Potter.

2. RESEARCH METHOD

This research was conducted in descriptive qualitative research design. According to Theo Van Der Voord (2002), descriptive qualitative research is a method to collect the data based on the reality and real-description. The subject of this research was a novel which entitled "*Harry Potter and the Deathly Hallows*". The novel was analyzed through textual analysis to analyze the characterization of Harry Potter as the main character in *Harry Potter and the Deathly Hallows*. The subject of this research was J.K Rowling's work entitled *Harry Potter and the Deathly Hallows*. This novel tells the journey of a young wizard and contains a lot of inspiring character educations. The object of this research was focused on the values of character education as reflected on Harry Potter's characterization in *Harry Potter and the Deathly Hallows*. The Ministry of Education and Culture of Indonesia proposes 5 core values, and those were used as a foundation in identifying character education implementation of the main character of the novel. On this study, the analyzed novel was acted by a teenager named Harry Potter. Researchers used a structural approach because it was considered suitable as the basis of analysis.

There are three instruments used to collect the data, such as: 1). Human instrument. Human instrument is the main instrument of the qualitative research. The human instrument of this research was the researchers. The researchers was the vital instrument who acted as a data collector, interpreter of data, analysts, and also summarizer the results of the research (Peredaryenko & Krauss, 2013). 2). Researchers notes was used to list things which the researchers thought important. Notes helped the research obtain the data needed. 3).

Sequence matrix: a table where we can put the sequence of the identification of character education values of the main character. The table was used to show the plot segmentation of novel.

In this research, the data collection technique used were close reading and note taking technique. The obtained information from such techniques were analyzed through textual analysis, in which the text acted as a representation. The researchers could interpret the value of character education the novel according to her/his own thoughts. Through this instrument, the researchers had read the novel and made some notes about words and sentences stating the character education values of the main character of the investigated novel.

Data collection process denotes to the step by step of researchers obtaining the data. There were three processes of data collection of this study. 1). The researchers read the novel while observing, comprehending and gaining deeper information. This activity continued until the collected information were enough to be processed to the next step. 2). Taking notes to write information or important points so that the researchers did not miss them. The information was divided into some plot segmentations which became the narrative units. In this step, the researchers used the table to divide the novel into several plot segmentation. 3). Classifying plot segmentation containing characterization of the main character based on the 5 core values of character education theory used.

The data were analyzed by using qualitative research that proposed by Miles & Huberman (1994). First, data reduction was the process of selecting data that had been collected into sections of certain categories that had been previously designed. Categorizing data could be done through reducing the data that had been obtained. Data reduction was done in several ways, namely: 1) selection, 2) summary or paraphrase, and 3) subsumed. The purpose of this technique was to get data that was already simple and intended to be easily understood. Data reduction carried out until the end of the report (Miles & Huberman, 1994). Second, data display was the process of organizing and compressing the data to gain focused data and easily to understand. The last was conclusion drawing & verification. It was the process of making draw of conclusion based on the prefigured data that had been done from the beginning. There was verification process to verify the final data and to get confirmation of data validity (Miles & Huberman, 1994). The verification was done through data triangulation, which was the trustworthiness of this research as well.

In this research, data triangulation, theory triangulation, and investigator triangulation were used to check the trustworthiness of the obtained data. Data triangulation was used because the researchers did close reading more than once. Because of that, the obtained data would be more than one. Moreover, there was a possibility that the obtained data obtained would be different which made the researchers analyze the data repeatedly. Theory triangulation was used because there would be more than one theory used to conduct the data. Meanwhile, the collected results were also triangulated in the form of investigator triangulation since the activity of analyzing and comparing with the other investigators (as peer-researchers) and research's supervisor at first before the researchers gained the final result had been conducted.

3. RESULTS AND ANALYSIS

3.1. The Characterization of Harry Potter as the Main Character

This part reveals the obtained data on Harry's characterization in *Harry Potter and the Deathly Hallows*. The result of data collection showed that Harry was identified as having 20 characterizations, such as friendly/communicative, helpful, caring, thoughtful, cooperative, hardworking, optimistic, courageous,

selfless, coward, curious, careful, peace loving, polite, appreciative, anti-discrimination, honest, responsible, bad temper, deceitful.

Harry as a Friendly Person

The first is sequence 8.a which tells about Harry's willingness to welcome, deliver, and talk to strangers he did not know. Although he already knew that Ron, his best friend, hated Krum but Harry did not hate him and kept acting friendly to him. It means that Harry was friendly and was not indifferent with others around him. This is in line with Mertasari (2017) who states that friendly is an attitude and action of someone who always rejoices in interacting with others. The second is sequence 8.c that shows the interaction of Harry and Krum. There, it is shown that they introduced themselves to each other and shook hands. His attitude is in accordance with the finding found by Utami & Arie (2020) that mention a friendly person is the one who wants to be friends with strangers that he barely knew. In addition, although they have just met, but they can chat directly without any awkwardness or doubt. This is in line with (Himmah & Sa'adiyah, 2017) who states if friendly person the one who can build a good communication with others. From his attitude and the conversation they had, it shows that the characterization is described by using indirect revelation through both action and speech. Gill (1995) states that the character's personality in a story can be depicted through the way they do and the way they speak.

Harry as a Helper

Sequence 5.f tells Harry's willingness to help his friend who is having a disaster. Harry did it on his own, not on someone else's behalf. This can be proven by looking at the quotation "*Harry knew immediately that there was something wrong: Lupin was supporting George, who was unconscious and whose face was covered in blood. Harry ran forward and seized George's legs.*" (p.69). Harry's attitude was in line with Goodman et al. (2011) that a helpful characterization can be seen by desires or actions to ease the burden of others without being asked to do so. The evidence shows that Harry's characterization was depicted by using indirect revelation through the action. As stated by Gill (1995) that characterization can be depicted through the way they behave. Harry's helpfulness was also appeared in sequence 6.c. It can be proven from the quotation "*After two days of nonstop cutlery cleaning, of color-matching favors, ribbons, and flowers, of denoming the garden and helping Mrs. Weasley cook vast batches of canapés*". This sequence shows Harry Potter's activities that shows he helped Mrs. Weasley in preparation for Bill Weasley and Fleur's wedding for two consecutive days. This is in line with the finding found by Giovani (2014) that helpfulness can be depicted by an action of willing to do anything to help others who are in need as long as they could.

Harry as a Caring Friend

Sequence 9.b shows Harry's concerns to his friend who was at The Burrow by asking about them after he managed to escaped from the Death Eaters. The evidence can be seen from the sentence "*The others — everyone at the wedding —*" (p.162). Afterward, Harry's caring characterization is also strongly depicted in sequence 6.d. This sequence shows that he was concerned for Mad-Eye's by asking Bill about the news of Mad Eye's whereabouts by saying "*“No news about Mad-Eye?” Harry asked Bill. (p. 90)*". This is in line with Fitriani et al. (2017), who state that caring can be seen by an attitude that shows concern for others. The evidence shows that Harry's characterization was described by using indirect revelation through the speech. According to Gill (1995), the author can reveal the character's personality through the way they talk.

Harry as a Thoughtful Decision-Maker

The sequence that depicted Harry strongly possessed a thoughtful person is from sequence 25.c. The sequence describes Harry asking Griphook for time to think about what decision he would make by discussing it with Ron and Hermione by saying "*“We need to discuss this, Griphook, if that's all right. Could you give us a few minutes?”*" (p.506). In addition, the author describes Harry's action that can be seen in the sentence "*Harry walked to the fireplace, brow furrowed, trying to think what to do. (p.506)*". It can be interpreted that Harry is a thoughtful person because he always thought about the good and bad before he made decisions. This attitude is in line with Travis (1997) who states that thoughtful person is the one who considers everything carefully before making a decision or doing something. From his action and the conversation that Harry and Griphook had, it shows that the characterization is described by using indirect revelation through both action and speech.

Harry as a Cooperative Companion

Sequence 4.e shows Harry was willing to do what people asked for the common goal. Although Harry had previously refused to cooperate, but at the end, he relented because it was the best solution given by his friend. Because everyone agreed, Harry followed his friend's word to cooperate. It is in line with Argyle (2013) and Feist & Gorman (2013) who state if cooperative person is characterized by an attitude that is willing to work together. It shows that Harry's characterization was depicted by using indirect revelation through the action. As stated by Gill (1995) that characterization can be depicted through the way they behave.

Harry as a Hardworking Individual

The sequence that show if Harry has hardworking characterization can be seen in sequence 16.e which shows about Harry's effort to reach his goals. He was trying to practice Apparating and Disapparating for a week in order to go to Godric's Hollow with Hermione. It is in line with Mustari (2014) that said a hardworking person using all of their strength and energy to achieve their target. From his attitude, it shows that Harry's characterization was depicted by using indirect revelation through the action. As stated by Gill (1995) that characterization can be depicted through the way they act.

Harry as an Optimistic Individual

The sequence that show if Harry is an optimistic person indicated in sequence 5.p which shows Harry's positive-minded to others. He believed that all his friends would not betray him and handed him to Voldemort. It can be seen from the quotation "*We've got to trust each other. I trust all of you, I don't think anyone in this room would ever sell me to Voldemort.*" (p. 80). It is in line with Carver & Scheier (2014), Conversano et al. (2010) Conversano et al. (2010), and Tenney et al. (2015) that state if the one who looks at all the things from a positive side is an optimistic person. From his speech, it shows that the characterization is described by using indirect revelation through speech. Gill (1995) states that the character's personality in a story can be depicted through the way they talk.

Harry as a Courageous Individual

The sequence that show if Harry is a courageous person indicated in sequence 5.p which shows Harry's effort to help Draco and Goyle from the blaze despite knowing the risks and dangers of the situation at the time. This is supported by Mazzarella (2002) and Fajar (2017) who explain that showing bravery in every situation, and having effort to make resolution in solving problem or gaining a certain goal are the characteristic of courageous character. It can be seen from this quotation "*It's — too — dangerous —!*" Ron yelled, but Harry wheeled in the air." This sentence above shows that Harry's courageous characterization is described by using indirect revelation through the action. According to Gill (1995), the author can describe the characterization through the action of the character in the story.

Harry as a Selfless Characterization

Harry is pictured intending to leave The Burrow alone so as not to harm those around him. He was willing to go for his friend who would be in danger if he stayed there. It is in line with Lange et al. (1997) who states if selfless is an individual desire based on sincerity to set aside personal interests for the sake and welfare of others. It can be proven by the quotation "*I can't stay here.*" He rubbed his forehead; it was prickling again; it had not hurt like this for more than a year. "*You're all in danger while I'm here. I don't want —*" (p. 82)". From the conversation they had, it shows that the characterization is described by using indirect revelation through both action and speech. Gill (1995) states that the character's personality in a story can be depicted through their utterance.

Harry as a Coward Person

The sequence that show if Harry is a coward person indicated in sequence 9.f which shows Harry's fear of the situation in Grimmauld Place. The sentence "*Nerves still tingling*" (p.171) can be interpreted that Harry has a fear of the situation.)" portray that Harry somehow was a coward person. Coward personality can be seen if someone does not dare enough to face the danger or risk encountered him (Bertsch, 2018 and Coward & Fisher, 2010). It shows that the characterization is described by using indirect revelation through description. Gill (1995) states that the character's personality in a story can be depicted through the description by the author.

Harry as a Curious Individual

The sequence that show if Harry is a curious person indicated in sequence 10.c. Harry said "*Let's find out*" to his friend. It can be interpreted that he was curious. This is in line with Pluck & Johnson (2011) who states that the sign of curious character is being encouraged to find new information or knowledge. From his speech, it shows that the characterization is described by using indirect revelation through speech. Gill (1995) states that the character's personality in a story can be depicted through the way they talk.

Harry as a Careful Person

Careful denotes to the sense of calculating every possibility occurs in the future, so that person tends to do something without wreck less (Kerr et al. (2018); Komarraju et al. (2011); Schmitt et al. (2007); Vollrath & Torgersen (2008)). Relating to what Harry did, it clearly shows that he was a careful person since he did not want to get much damage in the future. From his speech, it shows that the characterization is described by using indirect revelation through speech. Gill (1995) states that the character's personality in a story can be depicted through the way they talk.

Harry as a Peace-Loving Individual

Harry's peace-loving characterization is shown in sequence 8.c. Harry knew that Ron did not like Krum, but he kept the two of them away so that no problem would happen. Harry did not want any commotion going on there. It is in line with Schmitt et al. (2007) who mentions that preventing problems through separating oneself from the particular society is related to peacefulness action. This can be proven from the

quotation “*Harry, who had no grudge against Krum, shook hands; then, feeling that it would be prudent to remove Krum from Ron’s vicinity, offered to show him his seat. (p. 143)*”. From this evidence, it shows that the characterization is described by using indirect revelation through the character’s action. Gill (1995) states that the character’s personality in a story can be depicted through the way they behave.

Harry as a Polite Person

Harry is a polite person. It is indicated in sequence 8.f. Harry asked permission first before sitting next to an older in polite language by saying “*May I sit down?*” (p.151). This shows a polite nature. It is in line with Hirsh et al. (2010) who propose that asking for permission from other people in a good manner relates to the politeness. It shows that the characterization is described by using indirect revelation through the character’s speech. Gill (1995) states that the character’s personality in a story can be depicted through the way they talk.

Harry as an Appreciative Person

Harry is an appreciative person in which it is indicated in sequence 7.d. Harry greatly appreciated the efforts of Mrs. Weasley who had made him a birthday cake by throwing praises “*That looks amazing, Mrs. Weasley.*”. It is in line with Kerr et al. (2018) who mention that praising other for what they have done to us is called an appreciative action. It shows that the characterization is described by using indirect revelation through the character’s speech. Gill (1995) states that the character’s personality in a story can be depicted through the way they talk.

Harry as an Anti-Discrimination Individual

Sequence 10.e. shows that Harry is an anti-discrimination individual. Harry said and warned Kreacher not to discriminate against Hermione who was a Muggle by calling her Mudblood. He did not like to indifferent other by their blood. It can be proven from the quotation “*I forbid you to call anyone ‘blood traitor’ or ‘Mudblood,’ growled Harry. (p.191)*”. It is in line with Vollrath & Torgersen (2008) who propose that seeing someone based on their nation, racial, and everything denotes to them somehow lead to the sense of discrimination. Hence, for Harry who did not do that, Harry seemed to be anti-discrimination person. Gill (1995) states that the character’s personality in a story can be depicted through the way they talk. It shows that the characterization is described by using indirect revelation through the character’s utterance.

Harry as an Honest Individual

Harry depicts honest trait in sequence 15.g. He said that he would be honest from the start about anything he knew and never lied to them. It can be seen from the quotation “*I’ve been straight with you from the start, I told you everything Dumbledore told me. And in case you haven’t noticed, we’ve found one Horcrux —*” (p.307). Harry’s speech is supported with Fitriani et al. (2017), that state if honesty can be shown through an attitude of revealing something that is in accordance to the fact although it is bad. It shows that the characterization is described by using indirect revelation through the character’s utterance.

Harry as a Responsible Individual

Sequence 15.g shows that Harry is a responsible person. Harry wanted to help clean Ron’s room because he feels responsible for making the room a mess by saying “*I can help, some of it’s my mess,*” *Harry told Ron, but Mrs. Weasley cut across him. (p.92)*”. Harry’s attitude similar with Mertasari (2017) and Fajar (2017), who state that someone who show the acts of having discipline, respect and awareness towards obligation or duty in doing something are the characteristics of responsible character. Furthermore, considering to Harry’s speech above, Harry’s characterization reveals indirectly through his speech. Gill (1995) mentions that author can reveal characterizations implicitly through the character’s speech or talks which is called as indirect revelation.

Harry as a Bad Temper Individual

Sequence 2.e shows that Harry is a bad temper person. Harry was described as very angry when reading the news in the newspaper that he threw it to the wall. Harry’s attitude is similar to Plamour (2008) statement that bad tempered concerns with people who cannot control their emotion or feeling which lead to their quickness temper in facing problem or difficult situation. Furthermore, considering to Harry’s attitude, Harry’s characterization is revealed indirectly through his action. Gill (1995) mentions that author can reveal characterizations implicitly through the character’s action which is called as indirect revelation.

Harry as a Deceitful Individual

Sequence 10.b shows that Harry is a deceitful person. The author directly told the reader if Harry lied to his friend from the sentence “*I’m not upset,*” *he lied (p.185)*”. It is supported by Manser (2006) that explains deceitful character means individuals’ ability to create misleading acts by doing dishonesty to others deliberately. Furthermore, considering to Harry’s speech above, Harry’s characterization is revealed indirectly through his speech. Gill (1995) mentions that author can reveal characterizations implicitly through the character’s speech or talks which is called as indirect revelation.

In short, there are various characterizations identified in Harry Potter Character. However, relating to the context of Indonesian’s Character Education used in this research, only several characterizations denotes

to this aspect, namely: peace loving, friendly, willing to sacrifice, appreciative, hard-working, courageous, cooperative, helpful, anti-discrimination, honest, and responsible. The religious value is showed by peace-loving & friendly characterizations; the nationalist value is showed by willing to sacrifice & appreciative characterizations; the independent value is showed by hard-working & courageous characterizations; the mutual cooperation is showed by cooperation, helpful, and anti-discrimination characterizations; and the integrity value is showed by honest & responsible characterizations.

Looking the dispersion in each character value, religious and mutual cooperation value seem to get more emphasis compared to other as it has more characterizations identified as well it appears more often than the others. During the whole story, this novel portray how problem is solved through a good cooperation and collaboration. It seems that the problem occurred in the novel was so complicated. Yet, Harry Potter can manage the problem as he was also helped by various parties. Harry was also pictured loving peace so much as he was so friendly. Hence, the aspects of religious and mutual cooperation values get the emphasis. However, it does not mean the other values are not noticed. They are also essential and occupy the character education discussion, but not as emphasized as the religion and mutual cooperation values.

3.2. The Values of Character Education Contained by Harry Potter as the Main Character

The result of data collection showed that Harry was identified as having the five-character education value proposed by Kemendikbud (2017). Harry's character education values can be classified into five categories, namely: religious, nationalist, self-reliance/independent, mutual cooperation, and integrity. There is more detailed sub-characterization. As a religious individual, Harry showed peace loving, friendly, sincere trait. Harry was also identified as nationalist individual, because he was described as being willing to sacrifice and appreciative. Besides, Harry was independent as he was hardworking and courageous. In addition, he was depicted as mutual cooperation individual because he was empathetic, cooperative and helpful. Furthermore, he was an integrity individual because he was honest and responsible. The table of character education values contained in Harry Potter novel can be seen as follows.

Table 1. Character Education

No	Character Education Value	Sub Characteristic	Sequence
1	Religious	Peace Loving	8.c
		Friendly	8.c
2	Nationalist	Willing to Sacrifice	5.q
		Appreciative	3.c , 5.d , 12.b , 10.b
3	Self-reliance/independent	Hardworking	16.e
		Courageous	5.q , 30.e , 31.q , 9.d , 10.b
4	Mutual Cooperation	Cooperative	4. e , 4.e ,
		Helpful	5. f , 5. k, 8.a, 8.a , 31.q
		Anti-Discrimination	10.e , 24.a
5	Integrity	Honest	15.g
		Responsible	9.e ,

In the storyline, never mentioned and never explained what religion the Harry Potter characters embraced. Harry's religiosity is not showed through his dedicated to a certain religion, but through his attitude and his kindness to each other. There are 2 religious sub-values that can be identified in Harry's characterization from the beginning until the end of the story. Those values are peace loving and friendly. The evidence of peace-loving characterization can be seen from sequence 8.c. It was about the nature of Harry who did not like quarrels and tried to keep his best friend Ron Weasley away from the man he did not like, Victor Krum. From there it can be seen that Harry's nature is a person who likes tranquility or peace. Besides that, the evidence of friendly characterization can be seen from sequence 8.c, that depicted Harry as a person who did not like indifferent Krum from the other even though his best friend Ron Weasley hates him. Harry still accompanied and talked with Krum. From two evidences that have been given, it can be concluded that Harry had religious values because his attitude was good and kind to every person without indifferent them.

Further, Harry can be identified as not being a nationalistic figure for a certain nation. However, there are 2 sub-values can be found as the representation of nationalism value in the characterization of Harry Potter namely willingness to sacrifice and appreciative. The evidence that can prove that Harry was willing to sacrifice characterization is in sequence 5.q. It was about Harry's willingness to leave the Burrow, because he was afraid if anyone would get hurt because of him if he still there. The evidence that can prove that Harry is

an appreciative person can be seen from sequence 7.d. It was about Harry who was always grateful if someone treated him good. From two evidences that have been given, can be concluded that Harry has nationalist values.

Harry Potter possessed values of independent. There are 2 sub-values that can be found as reflecting independent values in the characterization of Harry Potter. Those sub values are hardworking and courageous. The evidence that can prove Harry's hardworking characterization is from sequence 16.e. There, he did his best to get what he wanted, even though it took a lot of effort and a long time. The evidence that can prove Harry's courageous characterization is from sequence 30.e. There, he dared to defend Professor McGonagall by fighting the death eater using a binding spell. From two evidences that have been given, can be concluded that Harry has independent values.

Harry Potter was identified having great values of mutual cooperation. There are 3 sub-values that can be found as reflecting mutual cooperation values in the characterization of Harry Potter. Those sub values are cooperative, helpful, and anti-discrimination. The evidence that can prove Harry's cooperative characterization is from sequence 4.e. There, he who actually rejected the plans of his friend finally agreed after all had agreed and said that this was the best solution for his group. The evidence that can prove Harry's helpful characterization is from sequence 5.f. There, he volunteered to help his sick friend without being asked. The evidence that can prove Harry's anti-discrimination characterization is from sequence 10.e. There, it seems that Harry was angry if his friend who was not pure blood was called and mocked by mud blood. He did not like to discriminate against the type and where the person comes from. From three evidences that have been given, can be concluded that Harry has mutual cooperation values.

Harry Potter's integrity can be seen throughout the story. There are 2 sub-values that can be found as reflecting integrity values in the characterization of Harry Potter from the beginning until the end of the story. Those sub values are honest and responsible. The evidence that can prove Harry's honest characterization is from sequence 4.e. There, he said plainly to his friend about the fact that he knew from Dumbledore. The evidence that can prove Harry's responsible characterization is from sequence 6.d. There, he felt responsible for messing up someone else's room so he wanted to help clean it up. From two evidences that have been given, can be concluded that Harry has integrity values.

4. CONCLUSION

Conclusively, Harry Potter in *Harry Potter and the Deathly Hallows* can be identified as having 20 characterizations that are showed throughout the story. The characterizations are: friendly/communicative, helpful, caring, thoughtful, cooperative, hardworking, optimistic, courageous, selfless, coward, curious, careful, peace loving, polite, appreciative, anti-discrimination, honest, responsible, bad temper, and deceitful. Those characterizations are portrayed through the action, speech, and direct description by the author in the story.

Furthermore, there are 11 values of character education that can be found represented in the characterizations of Harry Potter, based on the five core values of character education proposed by Ministry of Education and Culture of Indonesia (2017). Those are: peace loving, friendly, selfless, appreciative, hardworking, courageous, cooperative, helpful, anti-discrimination, honest, and responsible.

There are several suggestions proposed in this study. 1). For student, through reading children's literature, student may imitate the good characterization that showed in the story so that it can indirectly influence their character into a better way. 2). For teachers, children's literature can be used as media for teaching and learning to forming good character in students through explaining the characterizations in the story to students. 3). For other researchers who conducting same topic for their research, ensure the data is valid before making the final conclusion. In addition, it is important to be careful during the process to avoid any errors in processing data. 4). For parents, it is important to make the children aware of the importance in reading interest from an early age. Parents are expected to be able to introduce children's story to make their children attract to read. In children's story, there are many implicit moral values that can be taught to children to shape their good character.

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