

**Albus' Behaviors Portrayed in J.K. Rowling's Harry Potter and
The Cursed Child.**

THESIS



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Albus' Behavior Affect His Decision making in J.k. Rowling's Harry Potter and
The Cursed Child.

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that further also affects a person's decision-making. Namely, attention, perception, memory, and logical reasoning (Disaster Management Institute, Bhopal, 2020).

The first factor is attention. How people's learn information can help reduce demands on our attention, but can sometimes create further problems. A person's attention to something can affect a person's behavior. When someone is interested in something, that person can learn about it first. If they learn it, it can reduce the person's chance to misbehave if that is worse. If the person does not learn it first, it might affect his behavior to get worse. This can then also influence the decision making of the person.

The second factor is perception. To interact safely with the world, people must correctly perceive it and the dangers it holds. In this perception, if we want to avoid bad behavior, we must equate our perception of someone. If not, we will have a bad possibility that we can be judged by someone doing bad behavior if our perceptions are not the same. So, this can also affect a decision taken by someone.

The third factor is memory. Our capacity for remembering things and the methods people's impose upon ourselves to access information often puts undue pressure on us. This memory greatly affects a person's behavior to someone or a thing. Someone's memory of someone who has done bad things to himself in the past will affect his behavior. This can be in the form of bad behavior that will also be issued by someone. If someone's memory is good for someone, then his

what they have received. When a child is motivated by their parents or gets rewards for their hard work, they will positively respond to their parents. Conversely, when they are told to be stupid and lazy children, comparing them with their friends who are more diligent or scold them excessively when they have made a mistake, they will negatively respond.

The positive response children will give when their parents provide a positive stimulus like the sentence above enables them to decide to be more enthusiastic in carrying out various things. They will also give negative when their parents give a negative stimulus. They will decide not to heed their parents' words and put forward what they think is right.

In addition to the family's stimulus, schools can also change children's mindset towards deciding on a decision given by their school's stimulus. In this case, they will also give a positive and negative response depending on their stimulus; thus, their decisions are based on the stimulus they get.

From the explanation above, the researcher intends to analyze the behavior of Albus Severus Potter and his decision making reflected in J.K. Rowling's *Harry Potter and the Cursed Child*. This play tells about Harry Potter's second child. Albus is the only Potter that enters Slytherin's dormitory. During Albus' life at Hogwarts, he got a lot of negative stimuli from his father, brother, and school environment. So, he made the wrong decision by saving Cedric Diggory, which negatively impacted the surrounding environment. After several bad occasions happened to him because he made many bad decisions, which ended in

study of mental processes such as “attention, language use, memory, perception, problem solving, creativity, and thinking.” The ninth is Behaviorism, an approach to psychology and learning that emphasizes observable, measurable behavior.

Behaviorism is one of the psychological branches that concern how to learn and research human or animal behavior. What caused humans and animals could change their behavior and why humans and animals change their behavior (Walinga, 2014). The term behaviorism comes in the early twentieth century. John B. Watson has led the behaviorism movement through his scientific paper named “Psychology As The Behaviorist Views It” to react to Structuralism and Functionalism (Moore, 2011). Behaviorism itself refers to the psychological approach, which emphasizes scientific and objective methods of investigation. This approach could observe human and animal behavior through scientific and objectives methods about what makes humans or animals change their behavior and why they change their behavior (McLeod, 2017).

There are four critical experts in the early behaviorism movement, Edward Thorndike, with his theory about the law of effect, Ivan Pavlov with classical conditioning, Skinner with operant conditioning, and James B. Watson, who supports Pavlov theory. Through Pavlov, Watson has the same thinking, who supported that behaviorism is about giving two stimuli linked together to produce the new response to learned or called Classical Conditioning. On the other side, Skinner has the same thinking as Thorndike that learning occurred through rewards and punishment for behavior or called Operant Conditioning (Lumen, 2020).

Pavlov has conducted many pieces of research. One of his prominent researches used in the psychological field, especially in Behaviorism, is Classical Conditioning. Classical Conditioning is a kind of learning in which a neutral stimulus acquires the ability to produce a response that was originally produced by a different stimulus (Plotnik, 2011).

The term stimulus in the above definition is a trigger or impulse given to someone positively and negatively. Someone gives this encouragement, but this impetus can be in the form of a condition that can encourage a person. Meanwhile, the term response is a response or reply from something that has triggered or encouraged him to do something. These responses can be either positive or negative, depending on the person's encouragement or a particular atmosphere.

The classical conditioning theory proposed by Pavlov can also be used to analyze early adolescent behavior. According to Sabina, early adolescence is a critical period for taking effective action to prevent or reduce delinquency (2019, p.1). In adolescence, they will tend to explore their curiosity more, so that sometimes they will break some of the rules given by their parents. Doris supports this, and Early adolescence is when a child begins to move from parental dependence to the definition of themselves (1985, p.59). Because of this curiosity, a teenager wants freedom so that they can become independent. Parents must provide a positive stimulus for their teenage children who want freedom and independence but do not violate existing rules.

The family environment will play a vital role in the development of a teenager's behavior. This is proved by an article written by Richards-Gustafson, which states that parents interact with each other to establish the family environment (2020). The way parents interact with their children will affect the child's behavior. When the parents interact with their child in the right way, the child will behave well too. If the child makes a mistake, he/she will understand the parents' advice if given easily.

On the contrary, when the parents scold the child, they will keep making the same mistakes and rebel against their parents. This commonly referred to as Parent-Adolescent hostility. According to Bridget in her journal, Parent-adolescent hatred is defined as overt behavior and expression/communication between parents and adolescents, including arguing, angry comments, contempt, yelling, swearing, name-calling, and physical aggression (2015, P.1). A journal is written by Jessie Hellikens prove this. One subdomain of parenting that received attention in this respect is the parent-child relationship quality, characterized by warmth and conflict (positive and negative relationship quality) (2020, P.1). This condition arises due to the way of educating parents and their home environment. Suppose parents can provide a positive stimulus to appreciate whatever is done by their child and give flattery when they succeed in doing something. In that case, the child will also respond in the form of positive behavior as well. However, when parents provide negative stimuli in the form of coercion and abuse on a child, they will also give a negative response to the parents.

The school environment is the second environment that can significantly influence the behavior of a child. This evidenced by the journal written by Obaki, which explains that early childhood, including elementary school teachers, encounters both good and bad social behavior from their children (2017). Early adolescence with their peers will significantly affect the child's behavior to compete between parents and peers. In her journal, Carrie revealed the relative effects of peers and parents within discrete domains of behavior, particularly during late childhood and early adolescence when parents and peers are first thought to "rival" each other in terms of behavioral influence (2009, p.774). This assumption of "rival" arises because of gaps in spending time. At this time, a teenager will spend more time with his peers than with his parents. In looking for his identity, a teenager will look for friends who are in line with his thoughts to explore a broader desire to know. This will cause a teenager to take a risk to do something based on the circle of friends. Dustin's statement strengthens the above argument in his journal, Peers in adolescent risk-taking situations by arguing that adolescents merely spend more time with their peers than do adults, thus increasing the probability that risk-taking tendencies are expressed in peer contexts (2013, p.4).

Relations between peers are influenced by prosocial behavior. According to Robert, Prosocial behavior is defined as behavior intended to benefit another, including helping, donating, sharing, and comforting (2020, p.1). The stimulation provided by peers, as described by Robert, will lead to a friendship between them. In his journal, Penny also explained that Adolescent friendships then gradually

deepen in terms of levels of commitment, intimacy, and acceptance of differences among friends (2006, p.414). The interactions that occur in a friendship environment are about a friendship between several adolescents, but there is also pressure on certain youth groups. According to Bradford, in his journal, Peer pressure is one of the organizing principles of early adolescent interaction and personal development. The major psychosocial "crisis" of early adolescence, "group identity vs alienation," led teenagers to develop a sense of solidarity with peers to avoid a sense of alienation (1986, p.140). Within the sphere of a youth's friendship, a teenager will tend to group. In this group, a teenager will sometimes encounter the pressure of being alienated. One of the reasons for the isolation of a group is bullying. The exiled group will increase their solidarity so that no one feels isolated in that group.

When children are in school, they will be accepted by their environment if they are friendly. However, sometimes, some children bring their mischief from the home environment to the school environment by bullying other children. According to Wachs, in his journal, Bullying is a global concern. It can be defined as a range of physically, verbally, and relationally aggressive behaviors that repeatedly occur against a defenseless person over an extended period (2018, p.2).

Bullying behavior will significantly affect the behavior of a child. A child who is bullied will misbehave in school or at home. In her journal, Carolyn evidence that children with significant depression or anxiety perceive their parents to be less accepting and less supportive than children without such problems and observation (2005, p.267). Because the stimulus provided is bullying, a teenager

Approach and Psychological approach as his supporting approach. He finds that Albus Severus Potter turns into the bad boy, and he does not have a good manner because of Potter on his name. He also finds that, after Delphi betrayed him, Albus turns into a clever and good boy.

The third is from a Journal article from Università Degli study di Milano. This article is written by Ilaria Villa, which discussed the issue of Slytherin's good vs. evil. She used Stereotypes as her main approach, and she also used New criticism as her supporting approach. She finds that Slytherin's house's stereotypical portrayal in the *Harry Potter* books was certainly a problem to be addressed. Still, in *Harry Potter and the Cursed Child*, she found that the author portrays Slytherin's house with a new perspective by creating two interesting Slytherin protagonists.

This study aims to fill in the gaps from previous studies. The first one discusses Albus' characteristics, which correlated with the main character's heroic values due to the three previous studies. The second discusses the phenomenon of turning a good boy into a bad one due to the burden Albus has to carry because he bears the Potter name, which he thinks is very burdensome. Moreover, the last one talks about the stereotypes of the Slytherin house. So that from the three studies above, the writer tries to fulfill the research gap by examining Albus's behavior based on stimulus that he receives from his surroundings and his response.

Albus gave a Conditioned Response that he did consciously; Albus complained about James' sayings to his father. Albus did this because he was furious with James, who always said that which he thought was a mockery and would increase his anxiety, "Dad. He keeps saying it" (Rowling, 2016, 1.1.6). It refers to the Slytherin dormitory. According to Albus, what James said to him was very disturbing because James had said that several times so that it bothered Albus. Harry felt that what James said would harm Albus. Harry then gave James a conditioned stimulus as a response to Albus who complained about James's statement. Harry did this because he didn't want Albus to think about the bad things that James had said. "James, give it a rest." (Rowling, 2016, 1.1.7).

What James had said to Albus made him very anxious when going to Hogwarts. Then Albus tried to respond to James' words by asking his mother because this made him nervous, "(looking up at his mum): You'll write to me, won't you?" (Rowling, 2016, 1.1.10). The response indicated that Albus felt nervous about staying at Hogwarts. He was afraid that his mother would not send a letter to him. Her mother then responded to Albus's question that she would write to him as many as he wants by saying: "Every day if you want us to" (Rowling, 2016, 1.1.11).

Ginny tried to calm Albus by saying she would send a letter to Albus every day. However, the stimulus given by Ginny was denied by Albus. Because previously Albus had heard something different from what was said to him: "No. Not every day. James says most people only get letters from home about once a month. I don't want to . . ." (Rowling, 2016, 1.1.12-13).

Hogwarts, he asked his father: “Dad . . . *ALBUS pulls on HARRY’s robes. HARRY looks down.* Do you think — what if I am — what if I’m put in Slytherin . . . “ (Rowling, 2016, 1.2.42-44).

Albus worriedly asked his father what if he entered Slytherin, which is possibly the worst possibility. Then his father responds to him by saying: “And what would be wrong with that?” (Rowling, 2016, 1.2.45).

Harry’s answer implies that there is nothing to worry about if Albus indeed ends up in Slytherin. However, Albus feels that Slytherin is a home for those who use dark magic and not a home for brave people: “Slytherin is the House of the snake, of Dark Magic . . . It’s not a House of brave wizards.” (Rowling, 2016, 1.2.46-47).

Albus then told his father about his reluctance to enter Slytherin. This is because of the dark history in Slytherin, where a friend of Harry Potter was also an evil person when he was in Slytherin. Besides that, Voldemort is the main villain who uses black magic in the Harry Potter series. However, Albus’ reasoning is dismissed by his father: “Albus Severus, you were named after two headmasters of Hogwarts. One of them was a Slytherin, and he was probably the bravest man I ever knew.” (Rowling, 2016, 1.2.48-50).

Harry then explained to Albus the meaning of his name. He explained that his name was taken from two principals during Harry’s school days at Hogwarts. The first is Albus Dumbledore, whose dorm was unknown to Harry because it was a long time ago. The other one is Severus Snape, who was the principal of the Slytherin boarding school. Harry Potter then explained that before entering the

because he failed to save Cedric and instead changes everything starting from Rose's disappearance, Albus's cousin. Cedric, who did not survive his death and the world that was reversed by 180 degrees that Albus should be in Slytherin instead of the Gryffindor dormitory. His father forbade Albus to befriend Scorpius Malfoy.

Scorpius gave Conditioned Stimulus regarding their journey when saving Cedric, Scorpius said that what they had done had created a bad gap so that it could change the moment that Rose was never born (Rowling, 2016, 2.16.45-51). Albus immediately gave a Conditioned Response, but the response described Albus's anxiety.

ALBUS: Things need fixing, Scorpius. Cedric still needs saving. Rose needs bringing back. We'll be more careful. Whatever Croaker says, trust me, trust us. We'll get it right this time (Rowling, 2016, 2.16.64-66).

Albus's statement illustrates anxiety because it must be done immediately despite Scorpius' refusal. Albus wanted to do this because, departing from his anxiety, he remembered his life before he went to save Cedric but instead made things messy, and things had changed.

There is a change in the timeline where Albus returns from his second rescue mission. However, he does not realize that he had disappeared. This becomes an Unconditioned Stimulus where Albus feels that he has returned to his previous life before saving Cedric. After the incident, Albus gave a Conditioned Response, departing from his previous memories that had messed up the timelines, Albus with a sense of anxiety to return to the past. He then decided to

destroy the Time-Turner, “We need to destroy the Time-Turner” (Rowling, 2016, 3.16.26).

Nevertheless, Albus's desire to destroy the Time-Turner then vanished. The reappearance of a Delphi who is not Amos' nephew makes Albus behave anxious again. This happened because Albus and Scorpius knew bad intentions. This is evidenced by Delphi, who gives Conditioned Stimulus to Albus "I want a return to pure and strong magic. I want to rebirth the Dark ”(Rowling, 2016, 3.19.11-12). The Dark referred to here is the return of Voldemort and his followers.

Albus's concern became apparent after Delphi said that. However, Albus immediately gave a Conditioned Response to Delphi, “We won't stop him” (Rowling, 2016, 3.19.19). Even though Albus was anxious that something worse would happen to them, he still opposed Delphi from returning to the past.

The difference in age and strength made Albus and Scorpius lose, and this made them have to go back to the past to fulfill the prediction that Delphi had said that he would bring Voldemort back at any cost. However, Delphi gave Albus Conditioned Stimulus by destroying the Time-Turner, which caused them to be trapped in the past, where Harry was still a baby “She crushes the Time-Turner. It explodes in a thousand pieces ”(Rowling, 2016, 3.20,139). Albus can only give a response in the form of "We need to stop her, Scorpius" (Rowling, 2016, 3.20.152). Because when Albus gave that response, Delphi immediately disappeared from their sight.

The last thing that proves that Albus has anxiety behavior is when Albus and Scorpius were stranded in the past. Albus gave a response so that he could send a message to the present, "So we need to talk to the future" (Rowling, 2016, 4.5.21). Besides, Albus is also worried that he will be stuck there forever. "And we will die and time will be stuck in the wrong position" (Rowling, 2016, 4.9.46-47). Albus's words prove that he has anxiety behavior that he almost always displays when he feels wrong.

3.2 Albus' Humble Behavior

Albus is a humble child, he doesn't like to compare someone with himself or vice versa. This then made him friendly to someone, when Rose gave a Conditioned Stimulus to Albus "I'm a Granger-Wesley, you are a Potter - everyone will want to be friends with us" (Rowling, 2016, 1.3.12-13). Rose's statement shows how superior they are because they were born in a respectable family. However, Albus seemed not interested in Rose's topic of conversation, so he only gave a Conditioned Response in the form of "So how we decide - which compartment to go in" (Rowling, 2016, 1.3.15). Albus indicated that he was not that interested in discussing their family.

While on the train, Rose advised Albus to choose someone who could be friends for as long as he lived. Albus felt that it was a little scary for him because maybe he thought he could not be friends with whomever he wanted. However, Rose gives other input to make friends with whomever he wants by providing a rating and then decides to make a decision.

After chatting with Rose about choosing a compartment based on the rating in the search for rooms, Albus then finds a room filled only by Scorpius. Here Albus humbly wants to accompany Scorpius. Scorpius provides a positive stimulus in the form of giving its food. Meanwhile, Rose even gave a negative stimulus by refusing food from Scorpius. Albus immediately gave a positive response by accepting the Scorpius gift. (Rowling, 2016, 1.3.17-29). Albus showed a friendly attitude towards Scorpius, by taking advantage of Scorpius whom they both did not know and recognized Scorpius was only Rose. In this case, many people will not accept gifts from a stranger they do not know; however, Albus shows his friendly behavior to Scorpius.

Problems arise when Rose deliberately hits Albus as a negative stimulus to show her dislike for Scorpius. Albus immediately gave a negative response by stating to warn Rose not to beat him again. Scorpius gives a negative response to them by humbling themselves because they all know who Scorpius is. In this case, Albus gave an unconditional response because he did not understand what was going on between them. Hearing the question from Albus and then Scorpius immediately gave the conditioned stimulus, he said that Scorpius was Draco Malfoy's son. Rose then replied that both of Scorpius' parents were Death Eaters. Albus, who was uncomfortable with the atmosphere, gave a conditioned stimulus by only looking at Rose in disbelief that she had hurt someone Albus thought was good. (Rowling, 2016, 1.3.40-58). Albus still shows his friendly behavior in the above conversation, even though Rose has beaten him; however, Albus does not reply and only gives a warning.

In the previous story in the *Harry Potter* novel, Draco Malfoy is an ally of Voldemort trying to change the world of magic to become the world he wants. This is so that the magical world is filled with pure blood magic, not inhabited by mixed-blood people. Voldemort is hostile to Harry Potter, who is the main character in the story. It aims to kill Harry Potter to master the magical world.

Scorpius explained that the Death Eaters were not his mother but his father. Scorpius also knew that there were false rumors that had developed in the wizarding world. Knowing this, Albus became increasingly confused, how he did not know anything about the magical world and the rumors. Rose said that Scorpius was the son of Voldemort. However, he was also a little surprised because Scorpius had a nose and hair similar to Malfoy's. Scorpius, who hears it, then denies it (Rowling, 2016, 1.3.54-57).

Rose conditioned a stimulus by asking Albus to move to find another empty compartment. Albus then gave Rose a conditioned response by refusing to follow him. Albus showed his friendly behavior by staying with Scorpius. Because according to his thinking Scorpius is a good boy even though Rose has shown Scorpius' ugliness but he still wants to be friends with him. Scorpius conditioned a stimulus by thanking Albus for remaining friends with him even though Rose had said bad things to himself and his family. Albus then gave an unconditioned response by asking Scorpius for what his sister had said. (Rowling, 2016, 1.3.74-80). Albus's words above show that he has demonstrated kind and humble behavior. Because even though Rose has shown Albus for all the ugliness of Scorpius, he thinks Scorpius is not a spoiled child like his parents.

Another thing that shows Albus' behavior as a humble child is when he met Delphi, who betrayed Albus and Scorpius at the end of the story. This introduction occurred when Albus heard Harry Potter and Amos Diggory, Cedric Diggory's father. Amos visits Harry's house to ask him to bring Cedric back to the present because Amos is not willing if his child has died (Rowling, 2016, 1.6.48-67). Cedric died because of the tragedy that befell him at the race on Goblet of Fire. Cedric died when he tried to compete with Harry and Victor Krum to fight over the trophy, but then Victor was eliminated and only left Cedric and Harry. Voldemort later killed Cedric to make it easier for Voldemort to kill Harry at that time.

Albus, who was hiding and tried to listen to his father and someone's conversation, was surprised because someone he did not know was in his house. Albus then asked the person who she was, who then introduced himself as Delphi and joked that he was a thief who would steal something in his house. Then they get acquainted well and become friends (Rowling, 2016, 1.6.40-70).

Another thing that proves that Albus has a humble behavior is when Craig Bowker suddenly arrived when Delphi was angry, and he gave a stimulus to Albus that everyone was looking for him. However, Albus with his humble behavior accuses Craig of seeking help in response because Craig and Albus are not close to each other and because Albus asked for help so that Craig can escape death. (Rowling, 2016, 3.19.52-55)

3.3 Albus' Insistence Behavior

resistance of Albus to his father if he does not want to be compared to his father when he was his age: “Listen, I’ve got quite a lot of packing to do, and you undoubtedly have Ministry work coming out of your ears, so . . .” (Rowling, 2016, 1.7.48-49). Even though Albus had rejected it, Harry still wanted Albus to have the blanket: “Albus, I want you to have the blanket.” (Rowling, 2016, 1.7.50). Albus was annoyed at his father, who had forced him to have a blanket, which he said was not important. Then Albus compared his father’s gift to his brother and younger sister. This includes a child's things when he does not get what is equivalent to his brother because almost all young children may have felt it. Besides that, here Albus began to add negative stimulus, which would then provoke a fight against him and his father: “And do what with it? Fairy wings make sense, Dad, invisibility cloaks, they also make sense — but this?” (Rowling, 2016, 1.7.51-52.)

Albus's ignorant behavior is when Albus is at Amos's house to talk about saving Cedric. This began with Amos' warning to Albus, this commemoration in the form of Conditioned Stimulus “You do understand even getting the Time-Turner will risk your lives” (Rowling, 2016, 1.14.62-63). Amos warned that doing so would cost lives. However, Albus ignored whatever Amos had said because he wanted to prove to his father that he can be like his father. So Albus also gave a Conditioned Response to Amos "We're ready to put our lives at risk" (Rowling, 1.14.64). Albus ignored his safety to save Cedric, but it is important to know that later lives are at stake and the chaos of timelines, this is what Albus ignores.

After Albus's actions in saving Cedric and him who had to be trapped in different timelines, Albus had another desire to save Cedric and Rose as well. However, because of the rejection from Scorpius in the form of Conditioned Stimulus “Because that's what we do. We mess things up. We lose. We're a loser” (Rowling, 2016, 2.16.72-73). Scorpius rejects it because he feels that the same thing will happen even if it has to be repeated many times. Albus immediately gave a Conditioned Response which stated that he was not a loser as Scorpius just said (Rowling, 2016, 2.16.74). Albus did this by ignoring Scorpius' unwillingness to return to save Cedric and Rose.

Albus showed an ignorance behavior in response to Delphi's stimulus that he wanted to return the ruler of darkness. Albus flatly refused, and he insisted not to return to the past. This shows that his sense of indifference towards Delphi is growing, even though Delphi forced him not to comply “We won't stop him- whatever you force us to do” (Rowlings, 2016, 3.19.19).

Because Albus had shown his disregard for Delphi, Albus had challenged Delphi to do the worst to him even though it was hazardous for Albus “Do your worst” (Rowlings, 2016, 3.19.36).

3.5 Albus' Rude and Resentful Behavior

Albus was a good boy, but that changed when Sorting Hat chose Albus to enter the Slytherin dormitory. It bothered Albus because many of his friends mocked him. He also felt a little burdened because Albus was the only Potter family who entered the Slytherin dormitory. So that made Albus' attitude change, both to his friends, relatives, and even worse to his parents, especially his father.

the stimulus is given to Albus, Albus still gives a friendly behavior unless the child who bullies him, he will try to ignore it.

Besides, the researcher also found that Albus behaves ignorantly. It happened for two reasons. Albus showed ignorant behavior when he started being bullied by his friends. The stimulus given by his friends at school triggered Albus's response to ignorance. Albus feels burdened because he has the name Potter and tries to get away from his family and tries to ignore whatever his family is doing. Not only that, but Albus also made decisions based on his will without heeding all the risks that would occur.

The researcher also found that Albus had behaved insistently. Albus showed insistence behavior at first to prove that Albus could be like his father and show that his father had done something wrong. Albus's stimulus, be it conditioned stimulus or unconditioned stimulus at the beginning to the end of the story, made Albus exhibit insistence behavior.

Finally, the authors found that Albus also exhibited violent and vengeful behavior. This happens because Albus is given a stimulus that triggers him to behave ignorant at first. Then, this spread to his family, besides that his father's anger by saying that he also did not want to have children like Albus was a stimulus that triggered this to happen. So that Albus responded by behaving rudely to his father.

Finally, the behavior shown by Albus in this story is due to repeated stimuli. This stimulus is either a conditioned stimulus or an unconditioned stimulus that Albus receives in every situation in this story from beginning to end.

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