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

#### **THESIS**



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#### **Abstract**

Nurwahyudi. 2020. Albus' Behavior Affecting his Decision Making in J.K. Rowling's Harry Potter and The Cursed Child. English Department, UIN Sunan Ampel Surabaya. Advisor: Sufi Ikrima Sa'adah, M.Hum. Keywords: Behavior, Decision Making

This Thesis aims to explain Albus' behavior in *Harry Potter and the Cursed Child* drama. This research also describes how Albus' behavior based on stimulus and response. Thus, this research focuses on one research problem: (1) how Albus's behavior describes based on stimulus and response in *Harry Potter and the Cursed Child* is?

This research is a qualitative approach and uses behaviorism theory initiated by Pavlov, especially about Classical Conditioning.

The researcher found that Albus, as the main character, shows several behaviors in this drama. He behaves nervously because he is worried if he would enter the Slytherin dormitory. Albus also shows friendly behavior, which is based on Albus' sincerity in making friends with someone. Albus then exhibits an insistent behavior when he strongly desires to help save Cedric Diggory. Albus behaves ignorantly when his schoolmates talk about him being the only Potter family to enter the Slytherin dormitory. Finally, Albus behaves rudely and resentfully when he has a quarrel with Harry as his father, in which Harry is overly imposing his will on Albus.

#### **Abstrak**

Nurwahyudi. 2020. Perilaku Albus yang ditinjau dari Stimulus dan Response dalam Harry Potter and The Cursed Child oleh J.K. Rowling.

Prodi Sastra Inggris, UIN Sunan Ampel Surabaya.

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Kata Kunci: Perilaku, Pengambilan Keputusan

Skripsi ini bertujuan untuk menjelaskan perilaku Albus dalam drama *Harry Potter and the Cursed Child*. Penelitian ini juga menjelaskan tentang bagaimana perilaku Albus yang kemudian akan mempengaruhinya dalam mengambil sebuah keputusan yang penting. Penelitian ini akan berfokus pada satu rumusan masalah, yaitu; (1) bagaimana perilaku Albus berdasarkan stimulus dan response digambarkan pada *Harry Potter and the Cursed Child?* 

Penelitian ini menggunakan pendekatan kualitatif dan penelitian ini menggunakan konsep teori Behaviorism yang digagas oleh Pavlov's terutama tentang Classical Conditioning. Peneliti menemukan kutipan-kutipan yang sesuai dengan landasan theory.

Peneliti menemukan bahwa Albus sebagai karakter utama memiliki beberapa perilaku yang ditunjukkan di dalam drama ini. Albus memiliki perilaku yang gugup karena ia kekhawatir jika dia akan masuk kedalam asrama Slytherin. Albus juga menunjukkan perilaku ramah, hal ini didasari oleh ketulusan Albus dalam berteman dengan seseorang. Albus kemudian menunjukkan perilaku yang suka mendesak ketika Albus memiliki keinginan kuat untuk membantu menyelamatkan Cedric Diggory. Albus memiliki berperilaku acuh ketika teman-teman Albus membicarakan dia jika ia satu-satunya keluarga Potter yang masuk ke asrama Slytherin. Terakhir, Albus memiliki perilaku yang mudah marah dan mudah kesal, hal ini disebabkan oleh pertengkaran Albus dengan Harry selaku ayahnya, yang mana Harry terlalu memaksakan kehendaknya kepada Albus.

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#### **CHAPTER I**

#### INTRODUCTION

#### 1.1. Background of the Study

Behavior is a matter that comes out of human beings, one of which response from others' actions. Bergner (2001) defines behavior as an attempt to bring about some state of affairs - either to effect a change from one state of affairs to another or to maintain a currently existing one (p. 148). The term 'state of affairs' here can be interpreted as a response that comes out of a person.

The behavior might also come in an activity that continues to be carried out from the past until now. One of the examples is when someone wants to cross a road. That kind of gesture might be something that someone has been familiar with since childhood. The example is a behavior maintained for a long time until now. Someone is always careful when crossing the road.

Procedures for behaving, either good or bad, all depend on the surrounding environment. A person can behave well when receiving a good stimulus from his environment to give a good response. On the contrary, someone misbehaves if someone gets a bad stimulus from the environment around it to give a bad response. Thus, the writer concludes that behavior is a reflection from within then conveyed to an environment based on the response given to a stimulus. Moreover, behavior can be continuously conducted if a person maintains the given response.

Someone has several factors that can affect his or her behavior. According to the Disaster Management institute, four factors influence a person's behavior

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

behavior will be good for someone. So, this is also related to someone's decision making.

The fourth factor is logical reasoning. Failures in reasoning and decision-making can have severe implications for complex systems such as chemical plants and maintenance and planning tasks. In logic, sometimes, a person is influenced by a concern for something. If the person learns a thing and knows the pros and cons, then someone's logic will play and sort out what is right and wrong. So, this has a big influence on the behavior and decisions taken by the person.

In the development of children's behavior, apart from the four factors that influence a person's behavior the environment around them will have a profound effect. According to Richards Gustafson (2020), how parents interact with each other establishes the family environment. The family is the initial environment in the child's growth and development, so the way parents interact with children is the first step in determining a child's behavior.

In addition to the family, the school can also greatly influence a child's behavior. According to Obaki, early childhood, including elementary school teachers, encounter both good and bad social behavior from their children (2017, p. 1). His interactions with peers greatly influence the good and bad behavior of a child in a school environment.

This behavior will have an impact on the child's mindset. This mindset can be in the form of a child's decision making. Although children still do not have a normal mindset, they will use their instincts and intuition to decide. Parents, schools, and their circle of friends are the triggers for making decisions about

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

Albus stranded in the past, Albus felt regret for all he had done. Albus then turned into a good child and obedient to his parents.

The researcher chooses *Harry Potter and the Cursed Child* because this play portrays Albus' behavior and decision-making, which may help the readers understand a child's behavior and the stimulus that causes. Thus, the researcher is interested in exploring more about the issue that is depicted in this play.

#### 1.2. Statement of the Problem

This research focuses on Albus Severus Potter as the main character. Thus, the researcher formulates the statement of the problem below:

1.2.1 How is Albus' behavior described based on Stimulus and Response in Harry Potter and the Cursed Child?

#### 1.3 Significance of the Study

This research is expected to fulfill the gap found in previous researches. This research explores more about Albus' behavior through the perspective of behaviorism theory. Thus, the researcher also hopes that this research could provide more insight into someone's behavior.

#### 1.4 Scope and Limitation

This research's scope is *Harry Potter and the cursed child*, focusing on Albus Severus Potter as the main character. This research limits on Albus' behavior as the response to the stimulus that comes from his environment.

#### 1.5 Method of the Study

#### 1.5.1 Research Design

This study applies a descriptive qualitative method to answer the questions previously started. This study uses Qualitative research using electronic books, Thesis, websites as references, and printed books of *Harry Potter and the Cursed Child*.

#### 1.5.2 Data and Data Source

In this research, the researcher divided the data into primary data that involve the manuscript of plays and secondary data that involves a theory about behavior and decision making. The primary data were taken from the play under the title *Harry Potter and the Cursed Child*. This research's secondary data were journals, related books, and websites used as supporting data for this research.

#### 1.5.3 Data Collection

- 1.5.3.1 Read the play for a full understanding.
- 1.5.3.2 Take a note of the manuscript related to Albus' behavior while he was at home and school as data.
- 1.5.3.3 Classify the data based on the statement of the problem.
- 1.5.4 Data Analysis
- 1.5.4.1 Analyze the data about Albus's behavior that were suitable for the concept of Pavlov's Behaviourism.
- 1.5.4.2 Analyze the data about Albus' decision-making, which is affected by his behavior based on decision-making theory.

#### **CHAPTER II**

#### THEORETICAL FRAMEWORK

#### 2.1 Behaviorism

Psychology is a system and science that examines habits and mental processes. The word psychology itself derived from the ancient Greek roots, *psyche* means "mind," and *logos*, which means "knowledge or study" (Coon, 2010). Psychology means the study of minds. Other experts define psychology as the "scientific study of behavior in humans and animals" (Blink, 2018).

According to Cross (2010), psychology has related to many scientific disciplines. The first is Neuropsychology, which concerns how the brain and the rest of the nervous system influence a person's cognition and behavior. The second is Clinical Psychology, which integrates science, theory, and clinical knowledge to understand, prevent, and relieve psychologically-based distress or dysfunction and promote subjective well-being and personal development. The third is Abnormal Psychology, which studies unusual behavior patterns, emotions, and thoughts, which may or may not be understood as precipitating a mental disorder. The fourth is Learning Theory, which describes how students absorb, process, and retains knowledge during learning. The fifth is the Personality Theory, which studies personality and its variation among individuals. The sixth is Intelligence Theory, which studies the ability to benefit from the experience, act purposefully, solve problems, and adapt to new situations. The seventh is Developmental Psychology, a scientific study of how and why human beings change throughout their lives. The eighth is Cognitive Psychology, a scientific

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

will feel depressed, which makes him feel isolated. This will cause a teenager to feel uncomfortable as a response when interacting. A teenager will isolate himself from the environment that has provided the bullying, and he will only want to be friends with someone who can accept his situation. The child will tend to ignore his environment within the scope of friendship and the family sphere.

#### 2.2 Review of Related Literature

In this subchapter, the researcher reviews previous studies that discuss similar literary work, which is *Harry Potter and the Cursed Childs*. The review is conducted to help the researcher find the gap between previous research and the present research.

The first reviewed study is an undergraduate thesis from UIN Sunan Ampel Surabaya. This Thesis is written by Nurdiana Kholida Wahid, which discussed the character of Albus Severus Potter as the main character in this research and the heroic values of Albus as the main character. She used New criticism as her main approach to analyze her findings. She used the Heroic Values approach as her supportive approach. She finds that Albus is a sympathetic, optimistic, smart, unconfident, stubborn, and impulsive boy. She also finds that Albus is a boy who is brave against the opposition.

The second is an undergraduate thesis from UIN Sunan Ampel Surabaya. This Thesis is written by Ahmad Abdullah Rosyid, which discussed the experience of Albus Severus Potter as the main character and the changes of Albus' character through his experience. He used phenomenology as his main approach. He used the New Criticism

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 Universita 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.

#### **CHAPTER III**

#### **ANALYSIS**

#### 3.1 Albus' Anxious Behavior

The stimulus towards Albus' anxious behavior might be starting from his name, Albus Severus Potter. His name contains Slytherin elements through the name Severus, a teacher who teaches dark magic and the head of the Slytherin boarding house. The name becomes an unconditioned stimulus that will unconsciously make Albus experience anxiety when entering Hogwarts to attend school.

Another stimulus that made Albus even more anxious was that his brother kept teasing him as if Albus had entered the Slytherin dormitory, "he might be in Slytherin" (Rowling, 2016, 1.1.8). Conditioned stimulus like this, which is done consciously and repeatedly, will make the person who is given the stimulus imprint that it will become a reality.

What James had said that Albus would enter the Slytherin house when he went to Hogwarts schools was a stimulus that made it possible for Albus to have a chaotic mindset and significantly impact his life. Similarly, when a child unexpectedly gets a bad grade at school, his/her parents might scold them and accidentally say bad words to them. What the parents say to the child is a stimulus that might result in the child become discouraged and lazy. Although the child might have the potential to get a good grade, he/she might change their habit because of the stimulus. The condition is similar to what Albus feels because of what James says.

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).

Albus' response indicates that he denied his mother's stimulus because it was not the same as what James had said to him. Albus was worried that he would only be sent a letter once a month. "We wrote to your brother three times a week last year" (Rowling, 2016, 1.1.14). Harry tried to explain and give Albus a stimulus that what he had heard from his brother was wrong. They sent letters to James three times a week, which gave Albus a stimulus that there was nothing to worry about. When he heard Harry's explanation, Albus looked very upset with his brother: "What? James!" (Rowling, 2016, 1.1.15).

"Albus looks accusingly at JAMES" (Rowling, 2016, 1.1.16). Albus was distraught with his brother, who always gave him a lousy stimulus. After that, his mother advised, "Yes. You may not want to believe everything he tells you about Hogwarts. He likes a laugh, your brother" (Rowling, 2016, 1.1.17-18). Ginny advised Albus not to listen too much to his brother's words because both she and her husband had provided the evidence. James said to him a lie only because James was happy to see his brother worried and nervous. So, James could laugh at the response Albus gives to James' stimulus.

Albus was a bit relieved because of the explanation. The stimulus given to Albus could calm him down. However, Albus could not hide that he was still feeling nervous when leaving for the platform that would lead him to the Hogwarts train. "ALBUS looks at his dad, and then his mum" (Rowling, 2016, 1.1.20).

James' words about Albus entering Slytherin made Albus very disturbed, and he always thought about them. That is why, before he went to the train to go to

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

dormitory, Albus would be selected by the Sorting Hat based on his personality, level of intelligence, and desire: "If it matters to you, *you*, the Sorting Hat will take your feelings into account." (Rowling, 2016, 1.2.52-53).

According to Harry's own experience, when he first entered Hogwarts, he hoped to Sorting Hat so that he was not put into the Slytherin dormitory. Immediately Sorting Hat listened to Harry's wishes he said in his heart, so Sorting Hat put him in the Gryffindor dormitory. Also, Harry tried to calm Albus, who felt nervous when he was about to enter Hogwarts. This was proven through Harry's next conversation.

ALBUS: Really?

HARRY: It did for me

This is something he's never said before, it resonates around his head a moment.

Hogwarts will be the making of you, Albus. I promise you, there is nothing to be frightened of there. (Rowling, 2016, 1.2.54-59).

Harry tried to prove his words to calm Albus, who felt anxious that his mind became frantic. Albus kept thinking if what James said was true, then he would enter the Slytherin dormitory. In addition to the conversation above, Harry also calms his son by saying: "Listen to your professors, *don't* listen to James, and remember to enjoy yourself. Now, if you don't want this train to leave without you, you should leap on . . ." (Rowling, 2016, 1.2.62-64). Harry calms Albus and emphasizes not to listen to what James is saying. However, Albus did not show his anxiety to make his father not to worry about him.

When Albus was at Hogwarts in his first year, he had to go through a sorting that would determine which house Albus would be entered. Some new kids are very interested in Albus, the son of Harry Potter, a famous wizard who

also works in the Ministry of Magic. Nevertheless, Albus' anxiety about him going to the Slytherin dormitory finally happened. When the sorting hat chose Albus to enter the Slytherin Dormitory, all the kids were very shocked. Albus seemed disappointed that his anxiety had happened to him.

Albus looks out, unsure.

Albus (thoroughly discombobulated). (Rowling, 2016, 1.4.45 and 48).

It is an Unconditioned Response that occurs unconsciously because Albus spontaneously describes his anxiety and disappointment because he is a Potter who alone entered the Slytherin dormitory.

Albus's anxiety behavior continued not only when he was about to enter the Slytherin dormitory. Nevertheless, Albus's next anxiety was when Albus was trying to save Cedric, but it turned out that things went awry. It begins when Scorpius gives a Conditioned Stimulus in the form of a warning to Albus, "Albus, something is going wrong. The Time-Turner, it's shaking" (Rowling, 2016, 2.7.59-60). Scorpius gives this warning because he realizes that it will limit their time with the Time-Turner's little time so that the effort they will do will not be maximized to affect the results in the present day.

Albus, who had been focused on annoying Cedric so that he would fail the task when he returned to the present day he began to realize that something was wrong, so Albus gave a Conditional Response "What happened?" (Rowling, 2016, 2.7.79). Albus's response stated that he was starting to feel anxious because of something strange, and the next Albus response reinforced, "Do you think we've done it? Do think we've changed anything" (Rowling, 2016, 2.7.82-83).

However, Albus's anxiety has not been proven because Albus feels right now has not yet passed the initial phase. Later, he will enter the Gryffindor dormitory, which is the opposite of what Albus experienced before returning to the past to save Cedric.

Albus's anxiety about the chaos caused during the mission to save Cedric seemed to come true when his father gave Albus a Conditioned Stimulus "I need you to stay away from Scorpius Malfoy" (Rowling, 2016, 2.8.88). Albus then immediately gave an unconditioned response, which was carried out unconsciously.

ALBUS: What? Scorpius?

ALBUS: My best friend? My only friend? (Rowling, 2016, 2.7.8.89 and 92).

Albus was shocked by his father's statement because before he saved Cedric, his father had said that Albus could be friends with anyone. Albus's anxiety seemed to increase after his father's statement forbade him to be friends with Scorpius because his condition was currently chaotic. This is confirmed by the statement of his father, who said that "you will stay in the Gryffindor common room!" (Rowling, 2016, 2.8.114-115). Albus immediately gave a Conditioned Response that, according to Albus, he should not be there, "You can't make me go into Gryffindor! I'm Slytherin!" (Rowling, 2016, 2.8.116).

When Albus reunited with Scorpius, he immediately asked the same thing after he thwarted Cedric for the first time "Did it work? Did any of it work?" (Rowling, 2016, 2.9.60). The question indicates that Albus is experiencing anxiety

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 Sorpius, 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

Albus has an insistence behavior because he wanted to prove that his father was not always right and seemed to be a hero. Based on incident at his house, Albus listened to his father's conversation with Amos about Cedric, who should bring back from the past. The conversation that Albus heard was a conditioned stimulus, which prompted Albus to immediately give a conditioned response in a way that wanted to help Amos bring his son back. So that the behavior shown by Albus is insistence behavior.

Albus, before the train boarding, had talked with Rose about the Time-Turner. Instantly Albus remembered that there were things he could do with the Time-Turner. Albus then rushed off the carriage and headed for Amos' residence. Albus showed his insistence in behavior because he was willing to run away from a train running to get to Amos' house. Albus wanted to show that he could be like his father and that his father had made a mistake by saying he could not bring Cedric back.

AMOS: So let me get this straight. You overhear a conversation — a conversation which was not meant for you to overhear — and you decide — without prompting, in fact, without leave — to interfere, and interfere hard, in someone else's business.

ALBUS: My father lied to you — I know he did. They do have a Time-Turner.

AMOS: Of course they do. You can move along now. (Rowling, 2016, 1.14.3-9).

When Albus and Scorpius arrived at Amos' house, Amos immediately started a conversation. Amos gave Albus an unconditioned stimulus to stay out of his business. However, Albus gave his conditioned response by saying that the magic ministry had a Time-Turner to bring Cedric back. Albus's behavior shows

that he is an insistence. He wants to prove that he can help Amos to restore Cedric.

Amos knew about this, but he immediately conditioned a stimulus by telling Albus to leave his house and no longer interfere in his business. Albus then immediately gave his conditioned response wanting to help him, this is evidence by the conversation quote below:

ALBUS: What? No. We're here to help.

AMOS: Help? What use could a pair of undersized teenagers be for me?

ALBUS: My father proved you don't have to be grown-up to change the wizarding world.

AMOS: So I should allow you to get involved because you're a Potter? Relying on your famous name, are you?

ALBUS: No!

AMOS: A Potter who is in Slytherin House — yes, I've read about you — and who brings a Malfoy with him to visit me — a Malfoy who may be a Voldemort? Who's to say you're not involved in Dark Magic?

ALBUS: But —

AMOS: Your information was obvious but the confirmation is useful. Your father did lie. Now leave. The pair of you. And stop wasting my time. (Rowling, 2016, 1.14.10-24.)

The conversation above proves that Albus shows his insistence behavior,

he actually wants to help Amos save Cedric and bring him back from the past.

Albus tried to convince Amos that he would accept the help he was giving.

Meanwhile, Albus failed to convince Amos that he wanted to bring Cedric home from the past. Amos insisted that Albus could not help him. Besides, Amos accused that what Albus has done by now was piggybacking on his father's famous name in the wizarding world. Amos did this wanting Albus to immediately leave his residence because, according to Amos, responding to minor's words is not essential and just wasting his time.

Albus assured Amos through his words that he wants to bring Cedric back from the past. He said that he tried to justify his father's mistake in the past that should never have happened. So Albus reemphasizes to Amos that his son was not supposed to be killed, making Albus confidently bring Cedric back from the past.

ALBUS (with power and strength): No, you need to listen to me, you said it yourself — how much blood is on my father's hands. Let me help you change that. Let me help correct one of his mistakes. Trust me. (Rowling, 2016, 1.14.25-28).

ALBUS: I know what it is to be the spare. Your son didn't deserve to be killed, Mr. Diggory. We can help you get him back. (Rowling, 2016, 1.14.50-51).

The conversation above shows Albus's seriousness in helping Amos to reunite with Cedric. And it shows that Albus's insistence behavior is based on his ambition to justify wrong things and so that Albus can be recognized that he cannot be looked down upon like what he feels now.

Hearing the explanation from Albus and seeing his seriousness in helping, Amos finally melted with Albus' words. Amos shed tears because his son is the only thing that is most valuable in this world. So, Amos considers that it is very unfair and can be fought back. To find out that Albus was severe, he asked again, and Albus answered that he was serious. When Amos was relieved, he warned Albus that it was hazardous, and Albus also knew that. Feeling helped by Albus, who wanted to bring his son home from the past, he sent his nephew Delphi to help Albus and Scorpius get Cedric home. This is evidenced by the conversation quote below:

AMOS (finally showing emotion): My son — my son was the best thing that ever happened to me — and you're right, it was an injustice — a gross injustice. If you're serious . . . ALBUS: We're deadly serious.

AMOS: This is going to be dangerous.

ALBUS: We know. SCORPIUS: Do we?

AMOS: Delphi — perhaps if you were prepared to accompany them?

DELPHI: If that would make you happy, Uncle.

She smiles at ALBUS, he smiles back.

AMOS: You do understand that even getting the Time-Turner will

risk your lives.

ALBUS: We're ready to put our lives at risk.

SCORPIUS: Are we?

AMOS (gravely): I hope you have it in you. (Rowling, 2016, 1.14.52-

66).

him.

The conversation above results from Albus's insistence behavior; Albus managed to convince Amos to bring Cedric back using Time-Turner. On the other hand, Amos also gave the conditioned stimulus a warning that what Albus would do was very dangerous. But Albus, who had shown an inconsistent behavior, did not heed the warning and would still help Cedric even though it was dangerous to

Delphi would gladly help his uncle. Once again, before Albus, Scorpius, and Delphi departed, Amos gave the last warning that returning to the past could take their lives. Albus very firmly informed him that he was ready to take all the risks involved. Amos, who heard the word, was very relieved and gave great hope to Albus.

Albus's insistence behavior then continues when they are in a world that is 180 degrees different from what they are experiencing now. After Albus stated that he wanted to return to save Cedric and Rose at the same time, Scorpius loudly rejected him, he gave Albus Conditioned Stimulus "No. We won't. Give it back, Albus! Give it back! " (Rowling, 2016, 2.16.67). Scorpius rejects it because he is afraid that things will turn out to be worse than what they are doing now.

However, Albus still insisted on saving Cedric and Rose by giving Conditioned Stimulus "I can't. This is too important "(Rowling, 2016, 2.16.68). What Albus had done made them quarrelled, but Albus cleverly persuaded Scorpius to do it a second time.

However, Albus's behavior, who always insisted on something, only made things even worse. Because Albus insisted that he wanted to save Cedric and Rose, it made Albus disappear too. Finally, Scorpius is confused about returning the three of them to normal conditions.

Another thing that shows that Albus has an insistence behavior is when Albus is trapped in the past. Albus shows this behavior as a response to a stimulus given by circumstances. Albus insisted that somehow he could communicate with the future so he could send messages to his father "So we need to talk to the future. We need to send Dad a message. Even he has to build a Time-Turner himself" (Rowling, 2016, 4.5.21-26).

In addition, Albus also shows insistence to everyone when Albus responds to everyone that the only way to capture Delphi without killing him is by turning someone into Voldemort. Because when everyone was confused about which thing was a stimulus, Albus immediately revealed the method, which was the only way out "We can Polyjuice into Voldemort and bring her to us. It's the only way" (Rowling, 2016, 4.10.18-28).

# 3.4 Albus' Ignorance Behavior

When Albus entered Hogwarts, Shorting-Hat's dormitory elections were held. Albus was chosen to enter the Slytherin dormitory. The hostel is famous for

giving birth to black magicians. Albus has a Potter family background; the family all belong to the Gryffindor dorms. This made Albus a victim of bullying by his friends. They gave Albus a conditioned stimulus of ridicule, as evidenced by the following conversation:

POLLY CHAPMAN: Slytherin?

CRAIG BOWKER JR.: Whoa! A Potter? In Slytherin.

YANN FREDERICKS: I suppose his hair isn't that similar.

ROSE: Albus? But this is wrong, Albus. This is not how it's supposed

to be. (Rowling, 2016, 1.4.43-51).

The conditioned stimulus they provide based on the above conversation is an expression of their distrust, but on the other hand, it is bullying. Before they entered, they were very interested because a Potter family would become their classmates. After being chosen by the Shorting-Hat, they suddenly changed their tone, and this made Albus depressed. Because of this stimulus, Albus immediately responded to himself because he did not believe it, but Albus chose to ignore it, "Albus (thoroughly discombobulated)" (Rowling, 2016, 1.4.48).

Albus also received bullying during the class, Polly Chapman and Karl Jenkins bullied Albus by giving him a conditioned stimulus that Albus did not look like his father and that Albus was just a disgrace to Slytherin. This is evidenced by the conversation below:

POLLY CHAPMAN: Oh Merlin's beard, how humiliating! He isn't like his father at all, is he?

KARL JENKINS: Albus Potter, the Slytherin Squib. (Rowling, 2016, 1.4.69-71).

ALBUS hunches over a potion.

ALBUS: And now we add — is it horn of bicorn? ALBUS: With just a little salamander blood . . .

The potion explodes loudly. (Rowling, 2016, 1.4.147-151.)

The above conversation proves that Albus is trying to ignore the bullying from his friends. Albus gave the conditioned response of making an explosion in the classroom to not to bully him anymore. Albus did this because he was annoyed with his friends, who always mocked him. This explosion was a negative response from Albus to the two because they had told an unpleasant thing about him being a Potter who enters Slytherin.

The student circle Albus again as suddenly a *Potions class* begins. (Rowling, 2016, 1.4.144).

POLLY CHAPMAN: Albus Potter. An irrelevance. Even portraits turn the other way when he comes up the stairs. (Rowling, 2016, 1.4.145-146).

KARL JENKINS: Leave him and Voldemort's child to it, I say. (Rowling, 2016, 1.4.149).

Polly's and Karl's words are trigger words that make Albus issue negative responses to the two people. Here Polly Chapman said that Albus was a Potter family who is an irrelevance child that failed because he entered the Slytherin dormitory. He is not as talented as their family. Moreover, Karl Jenkins told the whole class to leave Scorpius and Albus Potter because they had humiliated Potter by entering Slytherin's dormitory.

All the saying about him in the school environment becomes a trigger for Albus to turn into a quieter child, affecting his mindset. Later it will make him turn all good things into very negative things that parents and people around him very worried about him. The following sentence is a stimulus given by Polly Chapman and Karl Jenkins to Albus.

ALBUS: Everything.

And with that, time moves ever onwards — ALBUS's eyes become darker, his face grows more sallow. He's still an attractive boy, but he's trying not to admit it. (Rowling, 2016, 1.4.154-157).

After several events that occur – Albus entering the Slytherin dormitory,

being bullied by his surrounding at school because he was the only Potter who went into the Slytherin dormitory. Hearing Harry's conversation with Amos who wanted his son Cedric to return to the present - Albus began to avoid his father. So, when Harry wants to interact with Albus, there is a distance between them, and Harry feels a little awkward. Even so, it was a stimulus from Harry that showed that he wanted to be close to Albus and talk to him even though Harry felt awkward about the situation: "Hi. *There's an awkward pause between them.*GINNY appears in the doorway. She sees what's happening, she stays a moment.

Just delivering a pre-Hogwarts gift — gifts — Ron's sent this . . ." (Rowling, 2016, 1.7.14-17).

Albus, who had already turned into an ignorant child, received Ron's gift, which Harry then gave to Albus, seemed to not care about the gift. Albus felt that it was only a love potion and that it was not important to him. So Albus' response is only: "Okay. A love potion. Okay." (Rowling, 2016, 1.7.18.)

The situation in Albus's room became even more awkward after his father gave him a love potion. The atmosphere suddenly became quiet, but Albus resumed packing his goods without paying heed to his father. Albus only gave an occasional response because the items he received from his father were not important to him. To break the silence, Harry then gives his blanket when he was a child to Albus while he gave Ron's love potions.

I think it's a joke about — I don't know what. Lily got farting gnomes, James got a comb that's made his hair turn a shade of pink. Ron — well, Ron's Ron, you know? *HARRY puts down ALBUS's love potion on his bed.* I also — this is from me . . . *He reveals a small blanket. GINNY looks at it, she sees HARRY is trying, and then she softly walks away.* " (Rowling, 2016, 1.7.18-25.)

Albus became increasingly confused by the situation because Albus had indirectly refused Ron's gift, who was entrusted to Harry. However, Harry instead gave an old blanket used by Harry when he was a child. Albus then asked his father. It suggests that Albus had responded to his administration, which, according to him, is not useful for him: "An old blanket?" (Rowling, 2016, 1.7.26.)

Albus refused all his father's gifts, Ron's love potion, and an old blanket from his father. Because of the refusal that Albus gave Harry, then Harry explained that he had given James a cloak that could make him disappear, then he gave a wing to Lily. Harry then gives the blanket to Albus, hoping that the blanket can give a fortune to Albus. It is a given stimulus Harry to Albus as his love for his son, to the extent that he was willing to give a blanket that becomes a memento of her late mother to Albus,

HARRY: 'I thought a lot about what to give you this year. James — well, James has been going on about the Invisibility Cloak since time itself, and Lily — I knew she'd love wings — but you. You're fourteen years old now, Albus, and I wanted to give you something which — meant something. This . . . is the last thing I had from my mum. The only thing. I was given to the Dursleys wrapped in it. I thought it had gone forever and then, when your great-aunt Petunia died, hidden amongst her possessions, surprisingly, Dudley found this and he kindly sent it on to me, and ever since then — well, anytime I've wanted luck I've found it and just tried to hold it and I wondered if you. .' (Rowling, 2016, 1.7.27-37.)

However, Albus refused the gift from his father; the way he refused was arguably impolite. At first, he agreed to accept the gift, and he seemed to hope the blanket would bring good luck to Albus. However, in the end, he gave the blanket back to his father. It was a bad response to his father's gift. It can also reflect Albus's way of giving a negative stimulus to his father. The latter can provoke his father's anger: "Wanted to hold it too? Okay. Done. Let's hope it brings me luck. I certainly need some. *He touches the blanket*. But you should keep it." (Rowling, 2016, 1.7.38-41.)

Harry then told Albus that the blanket was the most important thing in his life. Because with the blanket, he could feel the presence of his late mother even though Harry had never known her. When Harry was a child, Voldemort had killed his parents during Hallow's Eve celebration. After what happened in Harry's life, he felt that the blanket he gave Albus was a true gift so that Albus could always remember his father and his late grandmother. Also, according to Harry, maybe the blanket can provide good luck in Albus's life. The way Harry responded to the stimulus Albus gave him was also very good. Harry was able to hold back his anger and keep giving explanations nicely and gently.

"I think — belief — Petunia wanted me to have it, that's why she kept it, and now I want you to have it from me. I didn't know my mother — but I think she'd have wanted you to have it too. And maybe — I could come to find you — and it — on Hallows' Eve. I'd like to be with it on the night they died — and that could be good for the two of us . . ." (Rowling, 2016, 1.7.42-47.)

Albus was disgusted by his father's explanation for wanting to have the blanket. So Albus subtly expelled his father so as not to hurt his father's feelings. This is a negative stimulus given by Albus to his father indirectly and is a

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 himwhatever 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.

Albus began to behave rudely and resentfully to his parents because he felt ashamed of himself, "I'm just asking you, Dad, if you'll — if you'll just stand a little away from me" (Rowling, 2016, 1.4.77-78).

At that time, Albus was in his second year at Hogwarts school and told his father to be away. This happened because his condition was triggered when he was at school. His friends often gave bad remarks to him and excluded Albus from his environment. He responded to it with a little distance from anyone, including his parents, especially his father.

ALBUS: No. It's just — you're you and — and I'm me and — HARRY: It's just people looking, okay? People look. And they're looking at me, not you. The OVER-ATTENTIVE WIZARD proffers something for HARRY to sign — he signs it.

ALBUS: At Harry Potter and his disappointing son.

HARRY: What does that mean?

ALBUS: At Harry Potter and his Slytherin son. (Rowling, 2016, 1.4.82-89.)

Albus' sentence "you're you and I'm me" is his response to what his father said about Albus, who seems reluctant to be seen close with his father. The sentence can also be interpreted that Albus was not like his great and famous father. This feeling is triggered by the station's conditions where many magicians surround them, making Albus disturbed by their presence. Albus thought that being in Slytherin made him disappointing his parents.

HARRY: Al —

ALBUS: My name is Albus, not Al.

HARRY: Are the other kids being unkind? Is that it? Maybe if you tried making a few more friends . . . without Hermione and Ron, I wouldn't have survived Hogwarts, I wouldn't have survived at all. ALBUS: But I don't need a Ron and Hermione. I've — I've got a friend, Scorpius, and I know you don't like him but he's all I need. (Rowling, 2016, 1.4.96-102).

Albus' unusual behavior started to worry about his father. Harry called his son Al, but Albus rejected the remark by saying that he preferred to be called Albus. Harry's anxiety about his son, who has no friends, is proven. Harry responded by giving a stimulus to Albus. Harry tells Albus to be friends with anyone, and he exemplifies his friendship with Ron and Hermione. Albus responded to Harry with resentment because he felt his father was comparing himself to his far different father. He had friends, namely Scorpius, and Albus felt that was enough, although he felt that his father would not like him.

Another occasion that shows Albus' behavior as being resentful is when he refused his father to come with to the station:

ALBUS: You didn't need to bring me to the station, Dad. *ALBUS picks up his case and makes it hard away*. HARRY: But I wanted to be here . . . *But ALBUS is gone*. (Rowling, 2016, 1.4.104-108).

Albus' refusal might indicate that Albus felt bitter about being the only Potter who stayed in Slytherin. Albus felt that if his father came to accompany him, he was afraid his friends would bully him. So Albus refused his father to accompany him. Besides that, Albus also felt that he had grown up and his parents should no longer take him to school.

HARRY: Third year. Big year. Here is your permission form for Hogsmeade.

ALBUS: I hate Hogsmeade.

HARRY: How can you hate a place you haven't visited yet? ALBUS: Because I know it'll be full of Hogwarts students. *ALBUS screws up the paper*. (Rowling, 2016, 1.4.161-166).

A year passed. When Albus moved into his third year at school, Harry permitted Albus to visit Hogsmeade. However, Albus responded that he did not

want to go to Hogsmeade by saying that he hated the place. Moreover, Albus screwed the permission Harry gave him. This behavior shows that Albus feels bitter because Hogsmeade will be full of Hogwarts students, which means many people knew him as the Potter who goes to Slytherin.

HARRY: Just give it a go — come on — this is your chance to go nuts in Honeydukes without your mum knowing — no, Albus, don't you dare.

ALBUS (pointing his wand): Incendio!

The ball of paper bursts into flame and ascends across the stage.

HARRY: Of all the stupid things! (Rowling, 2016, 1.4.167-172).

The above conversation shows that Albus shows his rude and resentful behavior. Harry conditioned stimulus that Albus should be able to visit Hogsmeade. However, Albus was annoyed with his father, and then he gave an unconditioned response by burning the permit. The behavior that Albus showed to his father was insulting and insolent. That should not have happened if Albus had not entered the Slytherin dormitory.

After Albus burned the letter, he experienced a little debate with his father, it is shown by the conversation quote below:

ALBUS: The ironic thing is I didn't expect it to work. I'm terrible at that spell.

HARRY: Al—Albus, I've been exchanging owls with Professor McGonagall — she says you're isolating yourself — you're uncooperative in lessons — you're sure — you're —

ALBUS: So what would you like me to do? Magic myself popular? Conjure me into a new House? Transfigure me into a better student? Just cast a spell, Dad, and change me into what you want me to be, okay? It'll work better for both of us. Got to go. Train to catch. Friend to find. (Rowling, 2016, 1.4.173-182).

In the above conversation, Albus shows his rude and resentful behavior.

His father conditioned stimulus, and he showed concern for Albus, who was

always shut up. However, Albus was already covered with anger, Albus then gave an angry conditioned response to his father because Albus thought that his father wanted to change himself as his father expected. This is a misunderstanding that occurs between Albus and Harry. Albus's anger results from a stimulus from those around him who are at school and his condition that he entered the Slytherin dormitory.

The longer Albus began to get bored with his father's request, he began to pour out his father's hatred. Albus then mentioned the dark life of his father when he was a child. Albus provided an increasingly negative stimulus meant to offend his father and make Harry angry with him. Nevertheless, his father was still able to reduce his anger. He asked his son not to continue his anger. The response built by Harry is still relatively good because he can still reduce his irritation even though he feels a little offended. Albus, who was entirely out of his control, did not heed the words of his father. He continued to continue to pry into the dark past of his father. However, Harry has said that his son's bait will not consume him to bring himself to his anger.

ALBUS: For you, it's the greatest place on earth. I know. The poor orphan, bullied by his uncle and aunt Dursley . . .

HARRY: Albus, please — can we just —

ALBUS: . . . traumatized by his cousin, Dudley, saved by Hogwarts.

I know it all, Dad. Blah, blah, blah.

HARRY: I'm not going to rise to your bait, Albus Potter. (Rowling, 2016, 1.7.57-62.)

The conversation above proves that Albus has a rude and resentful

behavior. Albus tries to intimidate his father by bringing up his father's dark past with his anger. Even though his father had conditioned the stimulus by asking him not to bring it up any longer, Albus, who had been shrouded in anger, continued with a harsh response.

Albus continued his anger towards his father that he was indeed different from the other Potter families. He felt he had his way to continue his life. In this section, Albus sheds all his differences through his anger. He gave his father a negative stimulus and acted as if he was hit the hardest by what had happened to him. However, Harry still tried to give a good response to his son. He tried to calm Albus and tried not to lose his emotions even though his son had reopened a deep wound when Harry was a child.

ALBUS: The poor orphan who went on to save us all. So may I say — on behalf of a wizarding kind — how grateful we are for your heroism. Should we bow now or will a curtsy do?

HARRY: Albus, please — you know, I've never wanted gratitude.

ALBUS: But right now I'm overflowing with it — it must be the kind gift of this moldy blanket that did it . . . (Rowling, 2016, 1.7.63-68.)

Even though in the previous conversation his father had conditioned the stimulus by not being consumed by the provocation of anger created by Albus. However, Albus continued to show his violent behavior by still intimidating his father to get angry with him. In the end, his father was still provoked by his anger by Albus, who gave his conditioned response by saying a rotten blanket. The blanket meant so much to Harry that he finally got hooked to get out his anger at Albus too.

Harry begins to show that he is getting angry at what his son said when Albus said that the blanket was rotten. Although not very obvious, Harry's question shows that he is starting to feel angry. Harry began to give a slightly negative response to Albus: "Moldy blanket?" (Rowling, 2016, 1.7.69.)

It seems that Albus still does not know that his father gave a negative response, so he even cornered his father for gifts that were far from Albus's expectations. Furthermore, finally, Harry was utterly unable to quell his anger. Harry began to show that he was fed up with Albus' unhappiness. Although Harry has shown respect for it, Albus is still unhappy and makes Harry lose patience. Even though Harry has started to get angry but can always control his anger and tell Albus that he is not like Harry, who does not have a father and mother.

ALBUS: What did you think would happen? We'd hug. I'd tell you I always loved you. What? What? HARRY (*finally losing his temper*): You know what? I'm done with being made responsible for your unhappiness. At least you've got a dad. Because I didn't, okay? (Rowling, 2016, 1.7.70-74.)

Albus also did not want to be outdone by his father's anger. He also felt that it was unfortunate to be born with the big-name Potter, which was difficult when he could not meet expectations. Harry, who was also in a state of anger, also assumed that his son prayed for him to die like Harry's parents. It seems that Harry caught the wrong statement from his son so that Harry could think so.

ALBUS: And you think that was unlucky? I don't. HARRY: You wish me dead? (Rowling, 2016, 1.7.75-76.)

Then Albus said that he did not want Harry to be his father. Furthermore, Harry, who was already at a high level of emotion, listened to him even more furious. He also said that he did not want Albus to be his son because Harry felt Albus had gone too far. Albus' negative stimulus to his father was finally rewarded with a negative response also by Harry. Nevertheless, after saying that, Harry realized that what he said to his child was not appropriate for a child.

ALBUS: No! I just wish you weren't my dad.

HARRY (seeing red): Well, there are times I wish you weren't my son.

There's a silence. ALBUS nods. Pause. HARRY realizes what he's said.

No, I didn't mean that . . . (Rowling, 2016, 1.7.77-80.)

As a result of his father who lost his temper because Albus always gave negative stimuli. Albus then hopes that Harry is not his father. The phrases that Albus gave out showed that he had a rude and resentful behavior.

After Albus listened to his father's words, he interpreted that it was true that Albus was not wanted to be present in the world by his father. However, Harry apologized and said that it was just an angry expression and not the real intention of Albus to remain in his position. Albus was not angry at what he said because what his father meant and what he felt was the same. Soon Albus kicked out his father.

ALBUS: Yes. You did.

HARRY: Albus, you just know how to get under my skin . . .

ALBUS: You meant it, Dad. And, honestly, I don't blame you.

*There's a horrible pause.* You should probably leave me alone now.

(Rowling, 2016, 1.7.81-85.)

Albus didn't heed his father's words because Albus was already furious at the time and mixed with disappointment. After he finished packing his items, he threw a love potion gift from Ron and Harry's blanket. Albus then left his house to go to the station. Even though his father had called Albus, he ignored him and walked away from the house.

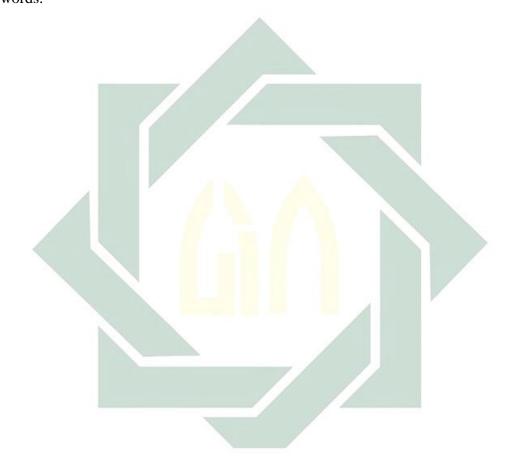
HARRY: Albus, please . . .

ALBUS picks up the blanket and throws it. It collides with RON's love potion, which spills all over the blanket and the bed, producing a small puff of smoke.

ALBUS: No luck or love for me, then.

ALBUS runs out of the room. HARRY goes after him.

HARRY: Albus. Albus... Please... (Rowling, 2016, 1.7.86-91.)
The conversation above also shows that Albus has a rude and resentful behavior. Albus responded to his father by throwing down his father's favorite blanket, and Albus immediately left his house without listening to his father's words.



### **CHAPTER IV**

# **CONCLUSION**

Harry Potter and the Cursed Child tells about a juvenile named Albus Severus Potter, who is experiencing a dilemma in behavior, affecting his decision-making. Albus has a friend who always accompanies him on his adventures, namely Scorpius Malfoy. Albus encountered significant obstacles in his journey that would change his behavior and decision-making, influenced by the surrounding environment.

This Thesis aims to complete the Thesis that has been written before (Kholida, 2019; Rosyid, 2017; Villa, 2017). The researcher elaborates on the discussion of the main character's behavior development through time as Albus grows up and how it influences his decision making. The older he is, the more mature he is in making decisions.

The researcher found that at the beginning of the story, Albus tends to show his anxiety behavior. Albus displays an anxiety behavior because of the many stimuli given to him, which can frighten him. So that Albus gave a response by behaving like a child who likes to worry about something. The responses and stimuli shown by and for Albus are valid continuously until the end of the story.

Albus also exhibits humble behavior towards almost everyone. The thing that shows Albus has a humble behavior begins when Albus refuses to give a bad rating to Scorpius at the beginning of the story. Besides that, no matter how bad

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.

Albus gave a response by showing his behavior that was easily worried, humble, ignorant, insistence, and rude and resentful. Thus the researcher concludes that The behavior shown by Albus will never change when he is a teenager, this is in accordance with Pavlov's concept.



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