

**Moral Values in Harry Potter Series: An Example from the
First Novel, *Harry Potter and the Sorcerer's Stone*: A Critical
and Comparative Study**

القيم الأخلاقية في سلسلة هاري بوتر. مثال من الرواية الأولى،
هاري بوتر وحجر المشعوذ. دراسة نقدية ومقارنة

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**A Thesis Submitted in Partial Fulfillment of the Requirement for the
Degree of Master in English Literature**

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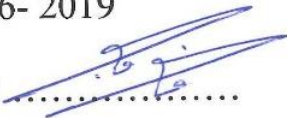
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Authorization

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Thesis Committee Decision

This thesis “Moral Values in Harry Potter Series: An Example from the First Novel, Harry Potter and the Sorcerer's Stone: A Critical and Comparing Study”. Was discussed and certified on: 11/06/2019.

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Dedication

To my beloved Mother, Fayzah Sulaiman Alkaabnah, and to my beloved family, who has borne all my actions during writing this thesis. This thesis is dedicated to all people who helped me to face all the obstacles and believed that for each beginning there is an incredible end.

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Abstract

The main objective of this study is to investigate the moral values in the first novel of the Harry Potter Series: *Harry Potter and the Sorcerer's Stone*, which was written by J.K. Rowling in the year 1997. This critical review aims at mainly illustrating an unbiased picture of how valuable Harry Potter series would be for the Arabs, especially children and its reflection on their daily lives. (To achieve this objective, the analysis was centered on a close textual reading where the practical reading is based on the literary theory, which refers not only to the meaning but also to the theories that reveal what a text can mean). The results revealed that there is a wide range of positive values that spread over the whole story. The results showed that Harry Potter, if carefully and seriously handled, through translation, can be fitting to our culture in accordance with Arab Islamic cultural values and norms. Finally, the researcher recommended a purposive translation and explanation, especially for children and pointed out that, this novel has to be taken and understood as vague.

Keywords: *Harry Potter and the Sorcerer's Stone*, J.K. Rowling, Moral values, Arabic Islamic culture.

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الملخص

الهدف الرئيسي من هذه الدراسة هو التحقق من القيم الأخلاقية في الرواية الأولى من سلسلة هاري بوتر (Harry Potter): هاري بوتر وحجر الساحر، التي كتبها ج. ك. رولينج (J.K. Rowling) في العام 1997. هدفت هذه المراجعة النقدية إلى توضيح صورة غير متحيزة لمدى أهمية سلسلة هاري بوتر للعرب، وخاصة الأطفال في حياتهم اليومية. ولتحقيق ذلك، تمحور التحليل حول قراءة نصية قريبة تستند على النظرية الأدبية، التي لا تشير فقط إلى المعنى فحسب، ولكن أيضاً إلى النظريات التي تكشف عن معنى النص. كشفت النتائج أن هناك مجموعة واسعة من القيم الجيدة التي تنتشر في القصة كلها. تتضمن هذه القيم: القيم الأساسية والقيم الشخصية والعوامل التي تنشئها. كما بين التحليل أن هذه الرواية مناسبة لمناقشة قيم الخير والشر. بالإضافة إلى ذلك، أظهرت النتائج أنه إذا ما تم التعامل مع رواية هاري بوتر بحذر وبشكل جدي، من خلال الترجمة، فإنها ستكون مناسبة لثقافتنا وفقاً للقيم والمعايير الثقافية الإسلامية العربية. وأخيراً، أوصى الباحث بترجمتها وتوضيح مفاهيمها على نحو هادف، خاصة للأطفال، وأشار إلى أن هذه الرواية يجب أن تؤخذ وتُفهم على أنها رمزية كمشكلة تحتاج إلى حل.

الكلمات المفتاحية: هاري بوتر وحجر الفيلسوف، ج. ك. رولينج، قيم أخلاقية، ثقافة عربية إسلامية

CHAPTER 1: Introduction and Background

1.1. Introduction

Harry Potter and the Sorcerer's Stone is one of the novels of Harry Potter series. Indeed, it is the first novel authored in this series by the English author Joanne K. Rowling. This great literary work provides us with a better picture and information about our world (Czubek and Greenwald, 2000). According to the novel and depending on culture and knowledge, it mostly indicates that part of our life that based on sorcery. Indeed, this series is full of fantasy tales. It is associated with magic and sorcery; however, it is a tale that is not very much different from other literary works. Harry Potter is not welcomed by some people especially in the Eastern communities. This is mainly because of being associated with sorcery. Nevertheless, the whole series fame and success have never saved it from critics. It, especially the first novel, *Harry Potter and the Sorcerer's Stone* has been encountering critiques by religious people, whether from the West or the East. An example of this is banning the whole series in countries such as some Arab countries, and in schools in America (Smith: 2007, p. 47).

This critique was because of the possibility that the series is capable of promoting witchcraft that is not acceptable in schools between students. This

was even though some Western critics claimed and insisted that it exemplifies valuable concepts such as self-concept, and self-sacrifice.

Indeed, many Arab thinkers support this point of view. An example, Abu Ibrahim Ismail, in his influential websites, listed beneficial lessons which can be extracted from Harry Potter. He said: "Insha'Allah, we'll see that the boy with the scar can teach us something after all"(muslimmatters.org). Therefore, religious attacks are not always negative on this series.

This heated debate is a considerable part of what drives Rowling and her whole series to the hall of fame as well. Indeed, it is the reason for what exaggeratedly is about the series. "The Harry Potter books, so mind-boggling popular in England, the United States, and all over the world, are not just good literature but a treasury of wordplay and invention" (Randall: 2001, p. 2).

Therefore, this thesis attempts to show that in spite of this series being associated with Western values and is based on witchcraft, a list of educational and moral lessons can still be extracted from it.

1.2. Biography

The writer, Joanne Rowling grew up as an orphan with inconsiderate relatives (Duriez 2003). The idea of Harry Potter was born during a train trip. This series has become commercialized and translated into many languages

including Arabic. After graduating from the University of Exeter in 1986, Rowling began working for Amnesty International in London, where she started to write the Harry Potter adventures. In the early 1990s she traveled to Portugal to teach English as a foreign language, but, after a brief marriage and the birth of her daughter, she returned to the United Kingdom, settling in Edinburgh. Living on public assistance between stints as a French teacher, she continued to write. . In Arabic, it was published by Dār Nahḍat Egypt, reviewed by Dāliyā Muḥammad Ibrāhīm supervised by Saḥar Jabr Maḥmūd and translated by Rajā AbdAllāh (2013). The series won many awards in the United States and the UK. In 1999; it entered the best-sellers list. Indeed, there has been made several adaptations to this series, including: games, audio books, and finally, a movie, in 2001, as a movie that is the most influential.

1.3. Statement of the Problem

As Harry Potter series has been criticized by some Muslims and Christians. This study attempts to defend this critique. This defense is based on the fact that even though this novel is associated with western values and full of magic, it can still be fit to Arabic/Islamic readers because they are moral values that can be taught. These moral values such as: love, friends' support, bravery and smartness, honesty, free will etc..

1.4. Significance of the Study

The importance of this study comes from the fact that Harry Potter series is becoming more popular all over the world including Arab states. Hence, the researcher believes that more attention and investigations should be paid to the values presented in the characters, events and context of this series, especially, the first novel, *Harry Potter and the Philosopher's Stone*. This topic has been examined by several universities in England and America in terms of adoption of the Harry Potter series as a scientific study and need to criticism and analysis, or it is not. Especially since very few Arab critics have criticized it. From here, my study and analysis of the novel support the idea that it is an academic material and can be taught and analyzed.

1.5. Objectives of the Study

The main objectives of this study are:

1. Extracting moral values from *Harry Potter and the Sorcerer's Stone*.
2. Introducing an unbiased picture of the value of Harry Potter series and how could it be reflected into children daily life.
3. Comparing Arab fiction literature with western fiction literature, past and present, and evaluating it for the Arab/Islamic world.
4. Difference *Harry Potter and the Sorcerer's Stone* from Arab Islamic values.

1.6. Questions of the Study

1. What moral values can be extracted from *Harry Potter and the Sorcerer's Stone*, the first novel of Harry Potter series?
2. How can such moral values be fit to our culture?
3. How valuable could this novel be to Arab children and how could it be reflected on their daily lives?
4. What distinguishes Arabic fiction from western fiction and how to enhance it?
5. Can *Harry Potter and the Sorcerer's Stone* be fitted into Arab Islamic culture in accordance with Arab values and norms?

Chapter 2: Conceptual framework and Literature review

2.1. Introduction

Values are the principles that guide the lives of people, values have varying significance. Moreover, they are the essence of the personality of people and influence them to make decisions, arrange their time and their energy in social life (Sharma, 2015).

2.2. Conceptual Framework

2.2.1. What do Values Mean?

Values indicate, according to Williams (1970), the thing, which is good and valuable. Values characterize people and social collectives, such as religious collections, nations and business organizations. People values called personal values and they are broad and desirable goals. **Personal values** motivate the actions of people and guide the rules and principles in their life (Kluckhohn, (1951); Rokeach, (1973); Schwartz, (1992). The preferences and behaviors of people are influenced over time by those values. **Social collectives' values** called cultural values and they represent the goals that the social collective's members are encouraged to follow. In addition, these values work on justifying procedures that the members and leaders take for attaining those goals (Schwartz, 1992).

Schwartz (1992) said that values represent the motivational goals cognitively, where all the values represent goals, where not all goals represent values. According to the values' subjective importance, values are arranged in hierarchies as guiding principles. For example, everyone has his/her own hierarchy for value priorities; people are different in the significance that they assign to these values, where some of the values are very important and some moderate in the importance. Furthermore, some people are similar, where the most significant value for most individuals in most communities was the motivation to care for close others. On another hand, the motivation to control others was the least significant value (Schwartz & Bardi, 2001).

2.2.2. The Emergence of the Arabic Novel

The novel in a simplified definition: A literary experimentation, expressed in prose style; narration and dialogue, through the portrayal of the life of a group of individuals (or characters) moving within a specific social context in its time and place, and it has a quantitative and specific extension, which determine its nature (Wadi, 1996).

The first Arab novel appeared in the last third of the nineteenth century (1867 and beyond). Since its inception, it has been under the influence of two factors: nostalgia for the past and the attempt to integrate it once again, and the devotion for the West and submission to its dominance. The critic Mustafa

Abdul Ghani sees that the appearance of the novel in the Arab world was linked to two factors, one of which is the impact of both Egypt and Lebanon on the emergence of this genre, whether influenced by the West or influence in the Arab countries, the other factor is that the development of this novel art was associated with the emergence of the Arab nationalist trend and maturity more than any other factor (Abdulghani, Mustafa, 1994)

2.2.3. Children Literature

There are several definitions of Children literature based on the visions of their owners and their scientific background, as a literature that is no different from adult literature except in the form of language and some colors. Among these definitions, children literature is: "That intellectual production directed at children and young people at various stages of their ages, from materials (books and magazines) and non-printed materials, films and recordings (Mahfouz, 1997).

Furthermore, children literature is "Works of art that transmitted to children through various means of communication, they include ideas and they express the feelings which consistent with child levels and growth" (Taima, 2001).

2.2.4. Power and Evil in the Ministry of Magic: Introduction to the Ministry of Magic in Harry Potter

According to Birgit (2007), it is the representative organ in the UK; it is responsible for the process of making decisions about the wizards in the Kingdom. Furthermore, the Ministry supervises operating the magic world in Britain. It is a part of the Wizards' International Confederation, it obeys the International codes and laws of it such as the Secrecy's International Code, which stated that Muggles must not know that there is a magic, wizards and witches. The Ministry has seven various departments, a department for (1) Magical Games and Sports, (2) Magical Transportation, (3) Magical Law Enforcement, (4) International Magical Co-operation, (5) Magical Accidents and Catastrophes, (6) Regulation and Control of Magical Creatures, (7) Mysteries Department.

The form of evil in the world of Harry Potter was mostly shown in one character in the series. Harry was the face of good and Voldemort was the face of evil, where Harry must fight and conquer him because he killed his parents as we mentioned before. In each series, Harry managed to escape from him and survive but in the last seventh series, the end of the war between evil and good, one of them must die.

2.3. Literature Review

The state of the art was chosen between the times (2007 - 2017), to look at some previous studies regarding the concept of the value of the series of Harry Potter. Literature was arranged according to context, not date, starting with the studies revolving around values and then the studies revolving around Harry Potter.

2.2.2. The Eleven Values' Nature that are Embedded in the Recent Journal Literature

Discussions based on values are conducted inside every community's part approximately, where the society-wide focusing on values surely influences the librarianship's professional world. Rebecca K. Miller (2007) tried in her thesis "The Value of Values-Based Literature: An Exploration of Librarianship's Professional Discussion of Core Values to analyze the eleven values' nature that embedded in the recent journal literature (public good, democracy, access, diversity, professionalism, intellectual freedom, social responsibility, confidentiality, preservation, education and lifelong learning, service). For that purpose, Rebecca analyzed one hundred and fourteen articles from four library publications from the year 2002 to the year 2006. She found through her analysis that the eleven values had repeated inside the 114

articles, moreover, those values were discussed in the articles in a complex way.

2.2.3. Personal values

Values are considered as an essential aspect of the identity of individuals, where they influence their behaviors and attitudes. Sagiv et al (2017), pages 281-296, discussed the polygenetic and ontogenetic perspectives in their research "Personal values in human life". They reviewed the evidence on that significant issue. Sagiv and his colleagues mentioned that there are two factors refer to the personal values; the genetic heritage and the exposure to different social environments such as schools. They showed that the values might act as a unifying construct that links the psychology's sub-disciplines. Furthermore, they showed that values may predict behavior across various social contexts because of their absolute nature. Moreover value may predict diverse behaviors. They also showed that the looking for values' results is useful for predicting the behaviors and for understanding the motivations behind those behaviors.

2.3.3 How to Deal with the Mind of the Arab Child in terms of Literature

Mohammed Daoud (2017) conducted a study entitled "Towards a New Methodology for the Arab Child's Literary Mindset " which handled a new literary methodology to shape the mindset of the Arab child, derived from the

linguistics of the text and a number of other inter-sciences. The study focused on the stages of producing literary material for children and their types, it presented literary texts randomly selected from the curricula of kindergartens in Sudan and Saudi Arabia, and those literary texts were treated descriptively in light of the linguistic texts. The following new methodological dimensions were derived from these materials. The text should include mind-cognitive processes, the material should fit into the child's social environment, and the article should focus on the realistic and applicable speech actions. The study found that the problem of children's literature lies in its post-production and text linguistics could offer some solutions.

2.2.4. Hogwarts' Professors Characters

There have been few types of research that conducted for the aim of analyzing the characters of the teacher inside the staff of the school and for analyzing the messages contained in the novels, although there have been lots of stories and novels published for young-adult and children which deal with this topic. Einar (2014) presented a thesis aimed to examine the Hogwarts' professors and to reveal whether the author of Harry Potter series (Rowling) has created a series of complex teacher's characters or not. In addition, Einar aimed at his thesis " The Magic of Hogwarts: A Critical Examination of Teachers in Harry Potter" to study how the teacher characters have been adapted from (the Page

to the Screen). Einar relied upon the criteria of Muchmore in order to label the teacher characters' identities throughout the series of Harry Potter. He focused on the characters of the teacher, which make repeated appearances. Moreover, teachers whose characters were analyzed were Professor Snape, McGonagall and Dumbledore, Lupin and Hagrid. Einar found that Professor Snape, McGonagall and Dumbledore were complicated characters and they were full of small differences but that complexity did not translate to the screen.

2.2.5. Power and Evil in the Ministry of Magic

In order to understand the evil's concepts and their relationship with Harry Potter series, Birgit (2007) wrote a thesis entitled "Power and Evil in J. K. Rowling's Harry Potter Novels". Her thesis aimed to discover the evil's various concepts and their relationship with the world of Harry Potter. The author of Harry Potter series, Rowling, has applied various theories of evil in the series, so, Birgit focused on analyzing Rowling's way of constructing goodness' and evilness' concepts. Birgit's thesis found that the world of Harry Potter especially the Magic Ministry is imperfect, where the Ministry unfair and puts racist laws. Besides, the justice system is corrupt. She stated that Rowling wanted to deliver a message to the readers of Harry Potter that the real world is not the optimal one as what happens in the wizard world. Another message is that people must not surrender themselves to evil forces.

Chapter 3: Methodology

3.1. Method

In order to achieve the goals of the study, the researcher has employed the close textual reading approach to investigate Harry Potter universe of J.K. Rowling. The research is based on the literary theory. This refers to the meaning and the theories that uncover what a text may mean. Not only this but the analysis doesn't depend on one literary theory in particular. Indeed, this theory works in association with other schools such as, the Traditional Literary Criticism. Nevertheless, the study has used a combination of various theories such as Sociological, Historical and cultural criticism, Archetypal criticism as well as Reader-Response criticism. However, the analysis considered in its investigation, whenever possible, the influence of time and place on the text, the influence of the culture of the writer as well as how the different values such as social class, racism and stereotypes of the characters were represented in the novel. Moreover, Archetypal criticism was used to explore the sequence of events in the novel, the universal values, and their influence on the characters (innocent, hero, magician. etc.) and how they were introduced into the novel. Finally, in addition to this, Reader-Response criticism was based and employed on the assumption that texts have not a

specific meaning where the meaning becomes based and derived based from the experiences, the perspectives and the expectations of the reader as well.

3.1. Organization of the Study:

- **Chapter One:** This chapter contains an introduction and a general background of the study. The introduction sheds some lights on Joanne Kathleen Rowling and her authorship related to Harry Potter series, followed by a summary for Harry Potter and the Philosopher's Stone.
- **Chapter Two:** This chapter includes:
 - Theoretical perspectives of fiction in Arab Literature compared to Western Children Literature.
 - Literature review relevant to discussing moral values in Harry Potter.
- **Chapter Three:** This chapter presents the methodology in searching for any moral values within the novel
- **Chapter Four:** This chapter focuses on the
 - Analysis of Harry Potter moral values immersed in the:
 - Characters.
 - Events.
 - The context of the novel, *Harry Potter and the Sorcerer's Stone*.

- **Chapter five:** This chapter focuses on:
 - Fitting Harry Potter series into our culture in accordance with Eastern Values and Norms.
 - Summarizing all of the findings.
 - Conclusion and recommendations.

Chapter 4: Results and Discussion

4.1. Introduction:

The analysis of ethics in the Harry Potter novel portrays the positive effect in the mind of children, in terms of application or distance from. Here in this master thesis, the ethics found in this novel "*Harry Potter and the Sorcerer's Stone*" will be analyzed to show the moral impact and extent of the influence of this morality in society as a whole and not just children.

The reader will know who Harry Potter is, how he embodied his personality, good morals and hated bad morals, and here everyone who reads or watches the novel will follow the hero's footsteps in the novel (Harry Potter).

4.2. Who is Harry Potter?

The series of Harry Potter which were written by Rowling contains seven books, each book deals with every year of school Harry spends at Hogwarts. Harry is a little boy and he does not know that he is a wizard. He lived and grew up in his Aunt Petunia's house. Harry was prohibited to ask questions in this house, and they made him live and sleep in the cupboard under the stairs. When he turned 11, everything changed in his life. A huge man called Hagrid came and told him that he is a wizard, he went with him to buy the supplies of Hogwarts school in which he studied magic, and he gave him a ticket to the

train to reach it. Harry's parents were killed by a wicked wizard "Voldemort" and he was the only survivor. Harry discovered his life secret by entering the wizarding world, which was not a peaceful world, where Voldemort becomes stronger in every year and Harry had to fight him to prevent him from reaching the power of the Sorcerer's stone.

This chapter focuses on the results of the analysis of the characters values mentioned in "*Harry Potter and the Sorcerer's Stone*".

The following points will list the results of chapter 1 to chapter 5, while every point contains a value:

4.1. Analysis of Harry Potter's moral values contained in "Harry Potter and the Sorcerer's Stone:

Value of Abashment

The reader can find the value of abashment in different positions in the book, this value makes children know that being "abashed" is a negative value especially in Arab Islamic culture, that Prophet Mohammed said" Let him be, for modesty is part of faith" Sahih Bukhari (p,24). This means that we have to teach our children and adult to be abashed in some cases. And here we can find that this novel recommends readers to have this value in their real life and

in dealing with others, especially children, for example, when Professor McGonagall praised Dumbledore's abilities and he felt abashed, because it is the first time he was praised, especially all the students of the school were standing and hearing him. In addition, this value

Re-appeared when Harry felt abashed when he knew that Hagrid wants to buy him a present for his birthday, he didn't expect that present from Hagrid, that he was angry with Harry before that. Harry felt abashed when the boys looked at him surprisingly when they knew that he is Harry Potter, he saw himself as famous person. From forgoing it is clear for us that one of the character traits of hero Harry Potter, where there appeared some physiological cases and expressions on his face at every shameful position exposed by some characters, and this is one of the most important moral values in the novel. Hence, good morals began to appear in some characters of the story.

Mr. Dursley did not bother his wife when he heard the name of Harry in the street because he did not know Harry's real name, where Harry" was a common name among people". Here we can see that Mr. Dursley was shy from his wife, so that he didn't say anything not to make her feeling abashed of him.

“He put the receiver.” (J.k . Rowling, 1999, p. 4). In this quotation Ron felt shy that he put it on the ground, because he couldn't show it to the Professor.

Finally, the value of abashment is considered as a method of living in all societies. At schools, homes, ...etc. Children will appreciate this value when they know that their parents or their teachers teach them this moral value and how it makes them be loved to others.

Value of Advice

According to this value, the reader can find it when Cornelius Fudge was sending his owl to Dumbledore asking for his advice, because he knows that Dumbledore knows more than him, and has more knowledge and experience of life. Percy also advised his group to be careful of Peeves because no one can control him except the Slytherins ghost "Do not come close to Peeves, you cannot control him"(J. k. Rowling, 1999, p. 29) he said that and advised them, because he know Peeves and they don't, in addition, Hermione advised Harry to go to Madam Pomfrey to treat the pain in his head scar" Oh, Harry am sorry but you have to go to Madam Pomfrey, she is the one who can help you with that"(J . k . Rowling, 1999, p. 34).

It can be seen from this, that the ethical value of asking for advice in *Harry Potter and the Sorcerer's Stone* is to take the others to avoid bad things that may occur later on. Some of the characters took advice and accepted the other opinion, which made it a very good value in this novel.

Dumbledore believes that the best for Harry is to live in his aunt's house until he becomes mature because he is a child and does not know the truth of himself, where Professor McGonagall agreed that point view.

The reader, especially a child, is affected by the scenes of advice when they see the results that occur after taking advice from others. We find that children are reluctant to take advice and disagree, but in this novel and in the beautiful way that children see how advice takes them on the right track, they will follow the advice of others.

Value of Altruism

This value appeared, despite the hurt caused by Ron to his friend at school (Hermione) (Bad words), she defended them in front of Prof. McGonagall and said that the fault was on her. She lost about 5 points to save them from punishment. This is the moral value of taking the blame in order to protect others. And when Ron found out that Hermione had been altruistic in order to protect him, he had a moral value that changed his way of dealing with it.

Thus we see that altruism is one of the common moral values in this novel and has a point of view between the Eastern and Western societies.

"you cannot do that to him, he did not mention that, leave him."(J. k. Rowling, 1999, p. 126).

"Uncle Vernon Intimidated Harry that if he does anything in the zoo, he will put him in the closet for a year."(J. k. Rowling, 1999, p. 126).

Value of Anger

"It was by that Mercy of Allah that you (Prophet Mohammed) dealt so leniently with them. Had you been harsh and hard-hearted, they would have surely deserted you" Al-Emran (Ayah.59). Allah said that about "Anger that it's not good value if we are always angry, we don't know what we say when we are angry, what we act. All what we say or act will be wrong, because we are angry; in this case we consider that "Anger" is a bad value. This value is seen in many scenes in this novel as follows: Uncle Vernon was very angry, because of the fall of the post letters in the kitchen, where he pulled lots of tufts out of his red moustache. Hagrid is angered by uncle Vernon's words to Harry, warning him from adding more. He also angered from Uncle Vernon because he abused Dumbledore. Here, what Uncle Vernon has acted was an inappropriate moral value because he was angry fast and for simple reasons did not deserve the anger that appeared on his face. Which surprised everyone from this act he did, hence the surprise appeared on the face of Harry by the wrath of Uncle Vernon and his warning to him.

Moral value (Anger) is a very bad value and is agreed by the Eastern and Western societies, but here we see that Uncle Vernon's wrath is justified for

some communities because of the fall of mail in the kitchen.

"Uncle Vernon was very angry because of the fall of the post letters in the kitchen, where he pulled lots of tufts out of his moustache."(J. k. Rowling, 1999, p. 41).

Harry was angry with Malfoy, where he ignored Hermione's advice not to fly, but he flew by his broomstick to compete with Malfoy in order to return Neville's ball. Professor McGonagall was also very angry when she saw Harry flies without permission, where she said that he could hurt himself.. All the above examples in the novel indicate that the anger of some characters with other characters is evidence that the value of the character may be good in bad and bad at another time, so the wrath of Harry is justified, because in the previous examples all was the motive of anger is their fear for their friends. Professor McGonagall was very angry when she saw Harry, Ron, and Hermione standing beside the dwarf in the bathroom. Moreover, Harry felt angry because Professor Snape took the book and decided 5 points from Grevenor.

Hagrid felt angry with himself when he told Harry and his friends by mistake that the thing guarded by the beast was a secret between Professor Dumbledore and a man named Nicholas Flamel. He made a mistake when he mentioned the name of Nicolas Flamel.

The reader could also find this value when Hagrid was angry because of both canteens; Ronan and Ban who did not give him an answer if they saw anything unusual in the Forbidden Forest. The value of the anger came when Professor McGonagh was outraged when Harry told her that they could not tell her why Professor Dumbledore had been interviewed because it was confidential. "Who has done that, I will cut his knick, I cannot accept, is that you Harry?"(J. k. Rowling, 1999, p. 34). "Hagrid angered Uncle Vernon because he abused to Dumbledore" From the above we see that many scenes in the novel have shown that anger is one of the bad values, which have a disastrous outcome on the individual and society. When children see that anger will be followed by remorse, they will try to control themselves so as not to happen with them like the testes of the novel. The reader of the novel has seen what happens when a man does not control his nerves, and that the result will be very expensive. So everyone will try to get away as much as possible from anger and think about it before feeling anger from it.

Value of Anxiety

We see that children when they see or read this novel and what is carried out of morality in a beautiful way is displayed in a new style unfamiliar and they follow this morality they see good and keep away from the bad ones. Anxiety may be a good moral value, as Harry was worried about Ron for fear of

Voldemort, and sometimes it was a bad moral value because it led to bad results, as Ron was worried that Harry would be better than him. The reader of this novel can in a very easy way distinguish between the good and bad of the anxiety of the person

Hermione is nervous about flying over the broomstick, because the plane needs a lot of effort and cannot be learned by reading books. When Hermione was speaking, anxiety and fear began to appear, he was worried that they cannot do it. Knowing the dire consequences of this, his features and words were indicative of the great anxiety and tension he was experienced. He also indicated this, fearing that the young people would ride the flying broom and fly. This moral value may be seen by some justify by Hermione, who was considered as a mentor and say to everyone to be careful of flying. This moral value in the Harry Potter novel shows a good impression, which no one else is saying that it is a good moral value.

"It's dangerous Ron, today is windy, you can fly tomorrow, it will be sunny, I promise."(J. k. Rowling, 1999, p. 156).

"Hagrid reassured Harry, he told him that living in Hufflepuff is better than Slytherin"(J. k. Rowling, 1999, p. 80).

This moral value teaches children not to be worried for nothing, this means we have to see why do some characters have worried? they will learn that we don't have to worry about others .

Value of Attention

This value appeared when Neville listened to Hermione with concentration when she read from "*Quidditch through the Ages*" to learn how to stay on the broomstick for a long time without any problems. Neville was the one who learned how to fly with a broom. Neville's attention was a good example of this moral value. She looked closely at Hermione and listened carefully to what he said without interruption, making Hermione happy with this pupil.

The two characters gained moral values in this scene of the novel On the one hand, Neville was a good listener, and on the other hand Hermione was interested in protecting the children from falling from the vacuum broom.

"And never look around when you are flying up, sometimes the sun come at your eyes, you have to wear a hat, if you are flying in the midday. " (J. k. Rowling, 1999, p. 96).

"Harry was afraid of Mr. Ollivander's words when he mentioned "Voldemort" and said that his actions were great"(J. k. Rowling, 1999, p. 85).

Readers and children learn that "attention" is a good moral value, because it leads some characters to care about what important for them now and in the future.

Value of Backbiting

"Do not fool each other" Sorat Al-hojorat(Ayah12),

The Islamic religion forbade talking about people in their absence, and it is a great sin. There is no society devoid of this bad moral value. It ignites enmity among people.

The reader can see this value, when Ron spoke about Hermione negatively, as a nightmare. This moral value is a bad value in all societies, and in this novel the effect about Ron's words on Hermione was bad to everyone to deny Ron's bad character when he spoke badly about others in their absence. Everyone had a different opinion with Ron because they knew Hermione and Ron's words did not change anything about the picture he had about Hermione, but the expressions at their faces showed dissatisfaction with the absence of Ron.

"What do you say Hermione is a nightmare."(J. k. Rowling, 1999, p. 85).

"Hagrid reassured Harry that Harry can send a message with the owl to Hagrid to let him know if anyone of the Dursleys tries to bother him."(J. k. Rowling, 1999, p. 85).

Through the "Backbiting" among characters in the novel, we see that other characters such as Harry have criticized this, making children who read the novel or watch it go away from "backbiting" because it provokes strife among people and violates their rights and personalities.

Value of Beauty

Prophet Mohammed was beautiful and loves beauty, he said that "Allah loves beauty" Muslim (p.244). He is the teacher of moral values, when he said that about beauty, he meant that it is a good moral value. That all human love beauty. "That how to control others is not just by showing good moral values" (Bardi, 2001).

The value (beauty) appeared in the novel to describe places and people, as the hall was very beautiful, with lots of trees, candles and lights to celebrate Christmas. This value appears when everyone was impressed by the grandeur of the hall when they entered it, and smiles of joy and wonder rose from the value of the beauty they saw. This moral value appears when welcoming a person as children were welcomed when they entered the room and the beauty covered the whole place. The value of beauty emanates from within the heart to welcome those coming, as Professor McGonagall did when he welcomed the children upon their arrival.

"Wow, its magnificent, this hall is a dream, I cannot believe Harry, do you see these candles."(J. k. Rowling, 1999, p. 76).

"Dudley's external shape is beautiful, where he has a large pink face, small, watery blue eyes, and thick blonde hair"(J. k. Rowling, 1999, p. 21).

Children as anyone who loves the beauty, but here they turned the fantasy to reality when they drew a picture about the beauty of places and people who were mentioned in the novel. It effected them to keep beautiful.

Value of Care

Attention to others is the spirit of cooperation. Hence, we see that this moral value has a positive effect, "the believer of the believer, as the building strengthens some of it," the Prophet Muhammad said, Bukhari, (P.6026). In this talk, caring for others and taking care of what they need is a duty for every human being. All societies support this value as a value that strengthens ethical values among people.

The mother warned her twins not to do anything bad at school, and to take care of their younger brother. In addition, Hermione reviews the answers of her exams after completion. And here the reader notice that the mother has shown interest in the little brother for fear of him and recommended Twins attention to him in her absence, and show the moral value in this novel in both examples of the previous to show the importance of attention to others and attention to them. As Hermione did, because she was interested in her exams and was sure to answer her after the exam. This is a good ethical value that appears in the novel as one of the most important ethical values that everyone has met.

"Do not do bad that again at class, and take care of him."(J. k. Rowling, 1999, p. 149).

"Dumbledore, Professor McGonagall and Hagrid were very sad for Harry's farewell and putting him on the doorstep of Mr. Dursley's house".

The audience of this novel, especially the children when they see how the mother cares about her sons and the friend cares about his friend, they see a positive impact on people, which make the child feel the spirit of love for others and help them and interest in their affairs.

Western and Eastern society supports this and wants everyone, young and old, to take care of each other, to be one society in all circumstances.

Value of Caution

Caution may be positive, or it may be negative. If caution is to stay away from danger, then it is positive, but if the caution without justification, then it is negative. So this moral value has taken a positive turn. And that it makes the owner to be careful of any mistake that Bahman to stay away from him.

This value came up when Harry tried to sneak out of his room at 6 am without lighting the lamps not to be discovered by any one of them, in order to take messages from the postman. He was walking on the tips of his fingers, trying not to make any sound so that no one would notice him and prevent him from doing so. This moral value is shown in the character of Harry only and is

moral because it shows care and prevention of something bad that may happen to him, and this moral value also has a clear impact in the statement of the importance of caution when doing a behavior that you do not want anyone to feel you.

"Give them to me, no one is here, they all sleep."(J. k. Rowling, 1999, p. 34).

Here in this novel we see that is considered as a good moral value. Children can see that "caution" helps them to be careful about what they do or try to do. All people would see the same thing, that this moral value saves us from making mistakes.

Value of Cleverness and Deception,

This value has two parts, sometimes it is on the side of good and sometimes it is on the side of evil. By exploiting this moral value for good for helping people, or even in helping ourselves, then it is a good moral value. But if we use this moral value to hurt others and not give them their right, then it is a bad moral value.

Harry deceived Biff and told him that he was the bloody Baron who was walking in an invisible way to safely cross the stairs. Harry's trick succeeded, as Beaves allowed them to cross the stairs. The smart Harry's trick he used to cross the stairs is of moral value, so that he used his mind and thought quickly

to accomplish the task required as they crossed the stairs. Harry did not show any kind of idioms that showed his trick, making Beavers believe the trick and allowing him to pass. Some may think it is not moral to deceive a person, but the necessities allow for inventions, and Harry had to cross the stairs and get rid of Peeves so as not to stop him.

"The bloody baron can walk without shape, we cannot feel him, he is invisible, I and Ron saw him yesterday making anew magic mix for that, right Ron? "(J. k. Rowling, 1999, p. 251).

In this novel, intelligence and deception were for good in some scenes as the work of Harry, but also by evil as the act of Voldemart. From here we see that children love Harry and hate Voldemort, so children apply good and leave evil.

The Eastern Muslim community calls for good thinking, the use of reason in good, and the denial of evil. And also all Western societies hate this value, if it is for evil.

Value of Compassion

A noble moral value, that makes the person sympathize with others trying to help them. This value in societies makes everyone one hand in standing against sadness and spreading happiness and joy among people. Many of the

situations that a person is subjected to are sad, and he goes beyond it when he finds someone who sympathizes with him.

This value emerged as Patonia sympathized with her son and assured him that his birthday would not spoil. This value gives hope to the person who has been sympathized with him with some kind words and sincere promises as a kind of hope for the other person, as Batonia did with her son who lost hope that his birthday is happy, but the mother sympathized with him and promised that his birthday will not spoil. In some of the characters in this novel, we find sympathy between Harry and his friends when they were losing hope for fear of losing more points.

"Don't worry everything will be easy, you will celebrate your birthday with your friends Doudley."(J. k. Rowling, 1999, p. 34).

All the previous examples of the novel show that those who see this sympathy with the sad characters in the novel and how to spread happiness to them will see a positive impact should be applied by everyone. Children in these scenes feel with the sad person and are happy with him after the sympathy of others with him, so they will share with others and have good moral value to them.

All societies support this value in empathy with others because we live and feel with each other. Sympathy lasts for love and goodness.

Value of Confidence and Courage

This moral value means that we are confident and courageous in doing or saying good always. Self-confidence and courage are linked together, confident of himself being brave because he knows he is right. And knows that this moral value that he owns makes him stand in the face of evil and calls for good. "Confident footsteps walk a king" popular saying

The reader can see in Dumbledore's work a kind of courage and confidence, as he was not afraid to mention the name Voldemort despite the fear of people doing so. Here, in Dumbledore's character, he is shown to have confidence and courage, for he did not hide anything as the others did when Voldemort was mentioned. He was not afraid and showed no concern when he was named while people were even afraid to be named, making Dumbledore an example of trust and courage as a character in this novel.

"It all gets so confusing." (J. k. Rowling, 1999, p. 34).

Many people have no self-confidence or courage to say the truth or signify it, but the reader of this novel when he sees that some characters have influenced the whole society when they were confident in themselves, and courage to change evil to good. And to call to do good and do without fear or return.

Even when they see Harry's courage and self-confidence, they will put this moral value into their lifestyles. They are not afraid to speak the truth and have high self-confidence.

Value of Consolation

This value appeared at the consolation of Harry the boy who lost his frog and told him he would return to it. To stop crying, Harry stood beside him to rid him of this sad thing. Harry's work with the boy is a good moral value that rekindled the boy's happiness after the grief and despair of returning him to the frog, but Harry stood beside him. After Harry spoke to the boy, the smile began to appear on his face, given Harry, who brought him back to happiness.

"Dumbledore, Professor McGonagall and Hagrid were very sad for Harry's farewell and putting him on the doorstep of Mr. Dursley's house. "Exactly," said Dumbledore. (J. k. Rowling, 1999, p. 16).

The Islamic religion taught us to stand with each other in good and bad. And the Eastern community we see many steps in the duty of condolence and stand with the sad man, who was subjected to a position to support him in overcoming this matter. Eastern society has this advantage. In this novel and through the above examples, the consolation of the sad people gave them a new power and vision for life.

Children are influenced by the scenes in which people stand and how to help them rise again. They see it as a good moral value to make in their lives.

Value of Contempt of Others

This value is bad in every sense of the word. So it calls for vanity and arrogance among people. So that man feels better than others. Prophet Muhammad "There is no difference between the Arab and Ajami only piety". From here we see that the words of the Prophet mean that we should not despise others, especially in their absence, because it makes the speaker hated by people. This bad value evokes strife among people and communities.

This value appeared when the boy did not like what Harry said about Hagrid as a genius. The boy thought about Hagrid that he had bad morals, so Harry's words changed the idea in his mind about Hagrid. The boy started talking badly about him. Harry stopped him from stalking the cat, scaring the other boy out of Harry's words to defend him. Another bad ethical value appears to us in this novel after the position of Harry and the boy and shows that everyone discards this moral value.

"He gave his father a sharp."(J. k. Rowling, 1999, p. 35).

All Western and Eastern societies see this value as bad. We see evidence of this in the novel through the above examples, when the characters despise other characters in this novel. Children see it as a bad moral value and call for evil to move away from it.

Value of Control

This moral value comes in the sense of ability, effort, and arrogance. From here we see that this moral value has two aspects, the good aspect is the ability and effort to manage something. She may come next to evil while she was in order to acquire something and control it.

The reader can see the value of controlling the ability of Professor Snape as he has the ability to control the classroom without any effort. Here we see that Professor Snape has a rare character that it is a great effort to control those chapters alone and throughout the year. This moral value appears in the character of Professor Snape in this novel is an indication of the existence of reason, wisdom and endurance to accomplish this task alone. Everywhere, we find that there are very rare people who can do what Professor Snape has done by showing him control over all the seasons alone.

Children and adult agree that, this value in this novel came as "The ability", here in our novel we see how this value came here to encourage children to do control things.

Value of Cooperation

This value appeared when Harry helped Hagrid put coins in the bag. Hagrid was unable to reach the bag, prompting Harry, who has a good moral value, to love helping and helping others. Moreover, he appeared when Hagrid helped Harry put his purchases on the train and gave him instructions on how to reach Hogwarts in September. The response was known by Hagrid in this position, so that the cooperation between friends was one of the moral values that the writer focused on in this novel. Several positions between the person. The value of cooperation also emerged when Harry, Ron, and Hermione stood side by side to make Professor Snape unable to see the fire, to be a great example of cooperation in doing good and protecting others.

"But will it cover something useful, said Harry" (p.271).

Value of Courtesy

The compliment of others is a kind of moral motivates people, and also a kind of appreciation for what he did. Therefore, this value is a good moral value that all people like to be the basis of people; it is the opposite of vanity and criticism of people and their behavior, which is the antagonism between people and children in particular. "Basmatk in the face of your brother charity" The Prophet Muhammad said.

Harry and Ron ate the rock cake and showed Hagrid that they enjoyed eating it, although it was not delicious, they did not even feel bad about it. Ron looked at Harry as he ate with pleasure, although he had tasted it, and its taste was very bad. Here and in this scene of the novel, moral value is a compliment from Harry and Ron made Hagrid happy with what he did and painted the smile on his lips. Some of the characters in this novel had a courtesy to others in order to spread good and love between the school and the local population, and the others' ownership of Harry made him an example in winning the hearts of others.

"I'm going through the cake."(p.270). He glared at them.

The Eastern community may see it as a bad habit. So they make the mistake more if we support it with courtesy "a right word in the face of an unjust" saying. While Western society sees it as a moral value that increases moral motivation.

The children are affected by this and Ron through this novel is a good moral value that increased the morale of some people and become better.

Value of Curiosity

This may be good value sometimes and sometimes bad. The Prophet Muhammad says, "It is good for a man to leave what he does not belong to."

We see from this talk that this value is bad if you want to be related to

something that does not matter to you. It may be good when you love a survey to protect others or to increase your knowledge in a particular place to increase your knowledge. This value has been greatly repeated in the book, in many locations, the reader can see it clearly. For example, Mr. Dursley saw a cat when he was driving the car on the corner of the street, that cat was reading a map, he tried to look again to ensure of what he saw, and that may hurt him, that he was driving, where Professor McGonagall needed to make sure whether the rumors that revolve around Harry are right or not, if it was not he will do that again. In addition, where Both Dudley and Harry were curious, they tried repeatedly with Uncle Vernon to find out what Harry's message contained, he needed that to know more about himself. Moreover, when Dudley asked Harry about the people who need to contact with Harry. Harry wanted to know who was that strange man, where he asked him who are you. This value also appeared clearly as follows: Harry wanted to know from Hagrid what a " Muggle" means? Harry wondered and asked Hagrid: what the message was meant when it said "they await my owl"? Harry wanted to know from Hagrid what happened to his family, he wondered and wanted to know from Hagrid what happened to Voldemort, he wanted to know why Hagrid was prevented from doing magic Harry wanted to know why Hagrid was expelled from the school, he wanted to know how Hagrid reached to the

shack. He also wanted to know from Hagrid why no one can steal the banks of wizards. Furthermore, he also wanted to know if there were dragons at Gringotts and he wanted to know what are the duties of the ministry of magic. Harry wanted to know if Professor Quirrell is always nervous, and he tried to discover the dark bottom of the valley. Moreover, he wanted to know the period of checking the vaults and he also wanted to know what was inside the package which was lying on the vault's floor. He also asked Hagrid about Quidditch.

Harry wanted to know from Hagrid how to curse Dudley. On the other side, Ron who is one of the brothers asked Harry if he is really Harry Potter and he wanted to know if Harry remembers anything from the past about the scar. But Harry wanted to know from Ron if all of their family are wizards.

Curiosity value appeared in these positions too, Harry wanted to know what the wizards do after finishing their studying in Hogwarts, and he also wanted to know, and asked Ron about the sorting method. On the other hand, Seamus Finnigan wanted to know how did the Slytherins ghost get covered in blood? and the pupils followed Harry everywhere to see him and his scar.

Harry also was a curious person, he wanted to know what was the story of stealing the bank; in addition, and he wanted to know whether Hagrid has a

relation or not, he had lots of questions that need answers. He asked Ron what the wizard's duel is and what means "the second?"

"Who on earth wants." (p.45)

"Harry looked up at the window." (p.47)

"Hagrid grunted: "I'd like ." (p.52)

The reader of this novel especially children, when they see this value follow the good ones and leave the bad ones. They see in these scenes that this value appeared that the one who follows the good of it increases his knowledge and love to explore, but the bad ones, it leads to the path of destruction. This helps them compare the good and the bad to this value.

Value of Defending Others

"Support your brother unjust or oppressed", and that means, you support him when he is unjust by telling that that is wrong or you are unjust. Also, you support him when he oppressed by defending on him. This value means that we have to help each other as possible as we can, "human is to human in one pain" common say.

The reader can see this value in several locations in the book when Ron and Harry stood before Malfoy to fight him and prevent him speaking to them badly. This value is shown in the love of defending others to be one of the

good moral values in this novel. Besides, Ron defended Mr. Quirrell every time the students made fun of his modern style, and quarreled with some of them for that reason. This good deed by Ron in defending others made every reader of this novel see Ron as a friend and in his good morals.

"Stop that you can't say that to him, he was talking to the Professor." (J. k. Rowling, 1999, p. 165).

The readers or the audience of Harry potter notice that, defending on other Strengthens social relations between people. It has a positive impact on the child's psyche through the spirit of cooperation and brotherhood and defending the weak as Harry did with Ron. And many characters in the novel that showed the value of defense as a duty among people. Children who see this moral value see it as helping to keep good among people, so children apply this moral value in society.

Value of Discipline

"Eat and drink and do not be distracted, he does not love the extravagant"
Sorat Almaaedah. Discipline is the principle of life, the organization of goals that the individual and the society seek to achieve. Hence, we see that the disciplined individual or the disciplined society is the society that achieves growth. An individual who has the value of moral discipline is the individual

who organizes his life. From the above we can say that discipline is a law that must be followed in all matters of life.

This value appeared clearly, as the strange man knocked at the door before entering it, here we see that he didn't enter the house without knocking the door, that it maybe no one at home. In addition, Hagrid was committed to buying items on the list just as they were written, which means that Hagrid knows that, if he brought more or less, it will be thrown in. So we see that this good moral value shows that some characters in this novel were disciplined in all aspects of life, and there were other characters in this novel who were not disciplined like Harry and Ron when they were sneaking in order to cross the stairs, and also the professor who was not disciplined in his work because he was busy with his effort in reading.

“Someone was outside, knocking to come in. “(J. k. Rowling, 1999, p. 45).

Value of Discrimination

“There is no difference between an Arab and a Persian except with piety” Prophet Mohammed says. We learn from that "Discrimination" is a bad habit, value, way of dealing with others, and born of hate between people. That when we prefer someone to another, that makes them the each other. The societies around world describe it as "Racism", and this value has damaged many cultures and still.

The reader can see this value clearly when Dudley and Harry live in the same house, only Dudley, who enjoys parental affection and has everything he wants. His parents did not care about him like Dudley, which made Harry feel sad and lack of interest from his family. He then wished to get out of the house and not go back to him, because he saw him as a prison for his happiness as he told his parents and did not care. We see in this bad deal that discrimination in all its forms has made Harry lose the love of life in his home, and change his dealings with his parents and Dudley. The reader can also see him as the Dursleys bought two large chocolate ice cream for Dudley and Piers while they bought Harry a small piece of ice cream with lemon, although he was satisfied that he was a good person but he sensed some sort of distinction between him and Dudley and Pierce.

Moreover, Aunt Petunia also went to London to buy Dudley costume while Harry left at Mrs. Vij's house although he would also go to school in September. Aunt Petunia prepared a good place for Dudley to sleep but did not do the same to Harry. Discrimination made the hero of our novel Harry Potter a person who hates and sometimes dislikes, and also feels bad about the act that he has done.

"This one is for Harry, the small one for him, and the big two are his brother's." (J. k. Rowling, 1999, p. 34).

The protagonist of the novel has been exposed to discrimination from his parents. When they see Harry Potter's psychological effect because of excellence, he will inevitably make them hate this racist act, which has led to a kind of hatred in Harry. The society that reads or watches the novel will be with Harry because of the discrimination he has been subjected to. All societies reject discrimination and regard it as a source of hatred among peoples.

Value of Optimism

Optimism is the source of life, and it is the most beautiful morality if we give optimism to others, as many feel despair and disappointment. Optimism is the only way to escape frustration, so creating optimism as a value given to others is one of the noblest morals that allows everyone to view life happily. There is hope if I must complete my path and that is the optimism.

These values emerged when Hagrid encouraged Harry and gave him positive energy that he would be a famous witch, and then Harry felt so happy he had felt sad because of the life he was living, Hagrid gave him a chance that everything will be his in the future. Which caused Harry to kill Elias who was inside because of the discrimination he saw every day at his home, and here we see that Harry actually became a famous witch and Hagrid's

encouragement, that moral value has encouraged Harry and gave him a dose of optimism that the next best. In addition, when Ron, Hermione, Neville, Dean and Shimos, Harry encouraged a big sign that said "Potter to the President" and they happily carried it through the game, it made a big impact on himself, making him a happy person after that they all did for him.

Moreover, when Wood encouraged the team with nice words before the game and was optimistic that they would win, we see the moral value of some of the characters in this novel as the cause of the success of other people who all agreed to be of good moral values.

In addition, Harry encouraged Professor Quirrell, where he smiled at him every time he saw him, prompting the professor to always like to attend and present his best. Harry was the reason why the professor did so after seeing Harry as his successor. Magic. On the other hand, Professor Dumbledore encouraged Harry to say the name of Voldemort and not to fear it, and then Harry became not afraid of anything after the professor gave these good words that made him brave.

"Don't be sad you are the master of magic in the future Harry, you will become the teacher son." (J. k. Rowling, 1999, p. 34).

We know that children wish many things, not just children but everyone else.

From this we see that optimism in this novel has emerged as a moral value

when given to others to rise again. Everyone learns from all the scenes in which optimism appeared that life would be better for everyone if they were optimistic that the next one was the nicest. This novel greatly affects the same children to grow with them that "do not despair with life, no life with despair" popular saying.

Value of Envy

It is that you wish yourself to redeem the grace of others, not for the hope that you have like him, but envy him because he has what you do not have. Envy itself is a value that belongs to the values of evil that corrupt the individual and society. Hence, it reflects the extent of the absence of conviction about the same person.

From Ron's point of view, Harry got this kind of broom easily, but Ron did not see this kind of life, so he was jealous of it because he did not have what Harry had, so we see envy as a bad moral value that makes others wish to disappear. The grace of others, as happened with Ron and Harry, where they were friends but envy was a barrier between them in this novel. This value also came out when I told Ron Hermione that she did not need to review books and study at all because she knew everything, although she was not, and we can see that from her behavior that she envies them to know these things and she does not know as much as it is boring.

"How did you get it, I need one, you always get the best Harry." (J. k. Rowling, 1999, p. 92).

"I know that," said (p.10).

When children see or readers envy has become among friends and that he is born jealous of the hand and the evil love of the friend on the other hand, they will be convinced that envy moral value end inevitably miserable. Readers of the novel will also greatly hate envy because it is unjustified to hate good for others. "The conviction is an inexhaustible treasure" popular saying.

Value of Evil

This moral value speaks of evil, and from the meaning of the name we can see that it is a moral value that is bad and bad for both the individual and society.

This value is the lack of good spirit and the predominance of evil in the soul in order to achieve the goals and targets harmful, when evil is dominated by good in self, the self tends to hatred and hatred and lack of good morals in society.

This value appeared in Voldemort when he was a wicked and bad witch, He used magic for evil purposes in order to hurt others and complicate things before them. His hatred was great for Harry and his friends, trying to harm them by various means, even if it was to eliminate them all as he did with

many before them. . In addition, McKinnons killed the bones and Brewets, and this evil embodied in this character, and he intended to kill Harry after his parents were killed. From the above we conclude that Voldemort was the one who embodied evil in this novel and the view of this bad moral value was that it was evil in comparison to other ethical values.

"I will kill you Harry, as I killed your parents." (J. K. Rowling, 1999, p. 114).

In this novel the children quote something wonderful, because they see that evil is a moral value is bad, and that the perpetrator of evil acts is a person not worthy of love and appreciation, and does not deserve to be role models for others. Hence the conviction in children to stay away from evil and the consequences of the act or say harm others. All religions and societies believe that evil is the destruction of this universe, and that the society in which this value is spread is a forest society and not a human society. And that whoever possesses this value (evil) is a man who is stripped of the values of all humanity.

CHAPTER 5: Conclusion and Recommendations

5.1. Fitting Harry Potter Series into Eastern Culture in Accordance with Eastern Values and Norms

The ethical values of the Harry Potter series, especially "*Harry Potter and the Sorcerer's Stone*", are positive and negative in all societies, and have an impact on children and on the whole society in both positive and negative terms.

The moral values that were analyzed are values in all Eastern and Western societies. We have seen that Eastern society sees that magic is a general negative thing, while Western societies see it as a kind of art.

Moral values were divided and analyzed into the novel. Evidence shows that societies differ in very simple matters for the moral values of societies.

Humans tend to good, but if evil enters their souls they change and become aggressive.

Birgit focused on analyzing Rowling's way of constructing good and evil concepts. Birgit's thesis found that the world of Harry Potter especially the Magic Ministry is imperfect, where the Ministry is unfair and puts racist laws. Besides, the justice system is corrupt. She stated that Rowling wanted to deliver a message to the readers of Harry Potter novel that the real world is not the optimal one as what happens in the wizard world. Another message is that

people must not surrender themselves to evil forces, Birgit (2007). This criticism showed that there are some values in the novel were delivered wrongly to the readers as Birgit says at his book the human values, beside he criticized the racism, which was the main value at the last chapter in the novel. He said that "Rowling depicts that magic is a good value, as she made the hero of the novel dreams to be a master of magic".

Einar relied on the Muchmore criteria in order to label the identities of the teacher characters via the Harry Potter series. Focus on the teacher's characters, which make repeated appearances. In addition, the teachers whose personalities were analyzed were Professor Snape, Makaganagal, Dumbledore, Lupine and Hagrid. Inar found that Professor Snape, Makaganagal and Dumbledore were complex characters and were full of small differences, but this complexity was not translated into the screen (Eaner, 2014). The critical thinking here is about the differences that Rowling did not show to the reader, since these characters should have been more explicit in the texts and role they played in the novel. According to the values' subjective importance, values are arranged in hierarchies as guiding principles. For example, everyone has his/her own hierarchy for value priorities, people are different in the significance that they assign to these values, where some of the values are very important, some moderate in the importance. Furthermore,

some people are similar, where the most significant value for most individuals in most communities was the motivation to care for close others. On another hand, the motivation to control others was the least significant value (Schwartz & Bardi, 2001).

5.1. Conclusion

After carefully investigating the moral values that can be extracted from the first novel of Harry Potter series, *Harry Potter and the Sorcerer's stone*, the researcher found that there is a wide spread and repetition of values over the whole story. These values include core values such as public good, abashment, beauty, discipline, defending others, courage, attention, confidentiality, advice, education and lifelong learning, service.. Indeed these values can positively enhance readers' response to Harry Potter Series.

The list of values uncovered, illustrate an unbiased picture of how valuable Harry Potter series would be for the Arabs, especially children and its reflection on their daily lives. Indeed this was better explained by assuring that values may only predict behavior across various social contexts. Harry Potter contained many educational values such as religion and behavior. Values are explained in an easy manner. Rowling wanted to deliver the message that the actual world is not the optimal one as what happens in the wizard world.

Another message is that people must not surrender themselves to evil forces.

This novel is suitable for use as a base to discuss goodness and evil values and the values.

In terms of benefits to children, the story of the child contains various benefits as it helps understand one's identity, be a good reader and listener and other capabilities as imagination and representation. In addition it helps to learn how to express properly developing the spiritual and religious values.

More importantly, the researcher has shown that values in terms of values in Harry Potter are equivalent to the values in Arab fiction literature, past and present, such as Ali Baba and the forty thieves, with western fiction literature and evaluating the suitability of Harry Potter for the Arab/Islamic world. This means that Harry Potter, if carefully and seriously handled, through translation, can be fitting to our culture in accordance with Arab Islamic cultural values and norms.

5.2.Recommendations

The researcher recommends a purposive translation, comparative and explanation, especially for children, that is based on the mentality and understanding of our children, such as familiar and short words, short and clear contextual sentences.

More importantly, this novel must be taken and understood as being symbolic, for magic and dealing with magic is prohibited in our Islamic culture. The researcher recommends that this material be taught to children, in order to consolidate the concept of morality, so that they apply good morals in their lives and keep away from bad morals, because the novel was written with all the attention and suspense. The material is studied in a scientific way beyond the knowledge, so that the imagination is transferred to reality.

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