THE IMPACT OF HARRY POTTER FILMS ON CHILDREN'S BEHAVIOR BASED ON CONCRETE OPERATIONAL CONCEPT BY JEAN PIAGET

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ABSTRACT

Exciting movies are films with components that can affect a person's psychology and emotions including towards children. The Harry Potter movie is basically a show aimed at children after being adapted from a novel. It is about a world that full of magic and beautiful personalities that even adults are amazed by the links made between the minute details within every scene. However, there are several different opinions related to the story that say that the story has either a negative or positive effect on the children. This research was done to analyse the relationship between element of concrete operational concept and the impactful scene from one of Harry Potter movie, which is *Harry Potter and the Sorcerer's Stone* (2001). This research uses qualitative approach to answer all the research objectives with applying the method of descriptive analysis and focus on the materials collection based on phenomenally recorded news and feed backs from public as well as the support with authors, newspapers, journal, and other sources. Also, the cognitive operational concept by Jean

Piaget's cognitive development theory is use in this research to draw the conclusion at the end of the study. Thus, *Harry Potter and the Sorcerer's Stone* (2001) can be watched by the children especially children under the age of 7 until 11 years old after analyzing through each scene and relate it with the theory mentioned above.

Keywords: Harry Potter's movie, children, behavior, children's psychology, cognitive development theory.

INTRODUCTION

Movies are the most accessible source of entertainment. It is also one of the top choices in the world. As such, filmmakers are racing to produce great films that will appeal to audiences. Interesting movies are films with elements that can affect a person's psychology and emotions. The focus of the film on the psychological effects is its unique art, which we must learn through attention, movement, and illusion. However, it also depends on the presentation of a film itself. Thus, the usage of the cognitive development theory by Piaget will help to delve into person's psychology and emotions.

Cognitive Development Theory was invented by the psychologist, named Jean Piaget. According to McLeod (2018), Piaget is the first psychologist to carry out a systematic study of cognitive development and his developments include the stage theory of cognitive development in infants, detailed observational analyses of cognition in children, and a set of basic but ingenious assessments to reveal various cognitive abilities. This theory explains how an infant builds the world's conceptual image. Piaget disagreed with the notion that intelligence was a fixed characteristic and found cognitive maturity to be a mechanism that happens due to biological maturation and contact with the environment. Thus, Piaget has demonstrated that young children think differently from adults in striking ways. According to Piaget, children are born with a very simple mental system that is genetically inherited and developed from which all subsequent learning and understanding is focused. Jean Piaget's theory has four stages of cognitive development which are;

a. Sensorimotor   -   0 to 2 years old
b. Preoperational   -   2 to 7 years old

c. Concrete Operational   -   7 to 11 years old
d. Formal Operational   -   11 until adulthood

The other basic components to this theory are schemas which means building blocks of knowledge. Also, equilibrium, assimilation, and accommodation, which means adaptation processes that make the transition from one stage to the next that the researcher will explain further in the essay. As this paper intend to analyse the relationship between element of concrete operational concept and the impactful scene from *Harry Potter* movie by identify the elements of concrete operational concept by Piaget's Cognitive Development Theory and recognize the impactful scenes from *Harry Potter* movie towards children under the age 7 to 11 years old to analyse the relationship between element of concrete operational concept and the impactful scene from *Harry Potter* movie.

Harry Potter is a most popular book series written by J. K. Rowling that has been adapted into a movie. *Harry Potter* movies are very well-known that no one in the world would not know about these movies. The movies adapted from the books were quite successful and by "fairly famous". By all mean they are the most popular films franchise ever. The sequence of the series in order are:

i.   *Harry Potter and the Sorcerer's Stone (2001)*
        An orphaned boy enrolls in a school of sorcery, where he discovers the truth about himself, his family, and the horrible darkness that haunts the enchanted world.

ii.   *Harry Potter and the Chamber of Secrets (2002)*
        An old story appears to come true as a sinister entity begins roaming the halls of a school of magic and leaving its victims terrified.

iii.   *Harry Potter and the Prisoner of Azkaban (2004)*
        Harry Potter, Ron Weasley and Hermione Granger back to Hogwarts School of Witchcraft and Wizardry for their third year of studies, where they were investigating the mystery of an escaping prisoner posing a deadly threat to the young wizard.

iv.   *Harry Potter and the Goblet of Fire (2005)*
        Harry Potter finds himself involved in a deadly tournament involving rival schools of magic, but he is disturbed by night terrors.

v.   *Harry Potter and the Order of the Phoenix (2007)*
      With their threat of Lord Voldemort's return sneered at, Harry Potter and Professor Dumbledore were attacked by the Wizard administrators as the oppressive bureaucrat slowly gained power at Hogwarts.

vi.   *Harry Potter and the Half-Blood Prince (2009)*
      As Harry Potter starts his sixth year at Hogwarts, he finds an ancient book named "the property of the Half-Blood Prince" and tries to discover more about the sinister history of Lord Voldemort.

vii. *Harry Potter and the Deathly Hallows Part 1 (2010)*
      As Harry Potter, Ron Weasley, and Hermione Granger race against time and evil to break the Horcruxes, they discover the presence of the three most important structures in the magic world which is the Deathly Hallows.

viii. *Harry Potter and the Deathly Hallows Part 2 (2011)*

Harry Potter, Ron Weasley, and Hermione Granger are searching for Voldemort's remaining Horcruxes to defeat the Dark Lord as the final war rages in Hogwarts.

Rowling created a world that is so attractive that adults are amazed by the links she made between all the minute details, one full of magic and beautiful personalities. The books are about the adventures of a young wizard, Harry Potter, and his friends Ronald Weasley and Hermione Granger. The three of them are students at Hogwarts School of Witchcraft and Wizardry. The three friends are eleven years old when the first book begins and nearly eighteen at the end of the final book in the series. Some may claim that children behavior under that age of 7 until 11 can differentiate between real and fantasy on the shows that they watched on television. To get more understanding about the statement and whether it gives a positive effect or not, using the concrete operational stage by Jean Piaget's theory, this researcher will use this stage throughout the study until finally getting the answer. The concrete operational stage is the third in Piaget's cognitive development theory. This stage lasts from seven to eleven years of age and is described by the emergence of organised and rational thought from McLeod (2018). He adds that Piaget believed the concrete stage

to be a significant turning point in the cognitive growth of the infant, since it marks the beginning of logical or operational reasoning. The kid is now mature enough to be using logical thinking or operations, for example, rules, but can only extend logic to physical objects. The researcher chooses this stage because 11 years old considered under the stage of concrete operational in Piaget's theory, also Harry Potter was 11-year-old when he played the character in the movie at that time. Besides, it is interesting to know about the developmental stage of theory that plays a critical and involved role in human development by delving into Piaget's theory.

According to Brown (2007), most of parents do not suggest *Harry Potter* movies to their children because the sequels are getting darker as they are moving forward. Both films and their source materials, J.K. Rowling's collection of books are gradually started to integrate dark and violent topics. This is supported by Henderson (2011), says that 15% people in America agreed the film had a negative effect on children as it depicted witchcraft. The plot become more serious and certain parts of the story getting too intense for the kids who enjoyed it based on Sanderson (2017), while Curtis (2016) reported that the headmaster of the Acorn School, Graeme Whiting advises students not to get involve with *Harry Potter* after suggesting that stories induce mental illness and that encouraging them to become addicted to fantasy novels as harmful as to feed them a load of sugar. He adds that the movies contain highly inappropriate and addictive contents which, it is clear, encourages problematic behavior in children and may destroy the fragile subconscious minds of young children. Whiting claims that he stands for 'old-fashioned principles of classic literature rather than new 'evil, twisted literature,' which might distort children's subconscious minds.

However, In *Journal of Applied Psychology,* Troy-Pryde (2019) research suggests that *Harry Potter*'s fans are more likely to embrace and consider others because of the quality of the subject matter. Holmes (2017) also states that research suggests that there are several psychological health advantages of jumping into the mysterious world of Hogwarts. According to his study, watching the *Harry Potter* movies greatly change young people's view of stigmatized communities such as foreigners, gays, or refugees. Taylor (2017) also says that Harry Potter movies are not dangerous as it is a life-changing experience, and many people grew up enjoying the movies.

According to Henderson (2011), 39% people in America believe it is a good story and has meaningful lessons to learn. The magnificent, magical dimension of coming-of-age, adventure, and mystery ignites and activates the imagination of the child. He adds *Harry Potter* demonstrates the basic lessons of life such as true friends will stick together no matter what happen, do not selfish and always think of others too, be a good person and accept others who are different as well as be brave and stand up for what is right and act on it.

These two different perspectives toward *Harry Potter* movies are the main gap for this research paper as Rymanowicz (2018) clearly mentions seeing a certain behaviour does not actually imply that a child practices a behaviour of its own; seeing someone smash a toy does not inherently indicate that the child may start breaking items. While some people stick with their belief that *Harry Potter* movies give negative impact on their children's mind as LaFond (2017) says in her article that the stories promote elitism in presenting a very deceptive image of someone who does not practise witchcraft who they called "Muggles" as they are looked down upon as being at best clueless, and at worst mean-spirited and narrow-minded. Harry does not demonstrate how to forgive his cruel Muggle relatives – however, he imagines vengeance on them, and he sees himself and his peers greater than they are. Therefore, this study is to identify the elements of concrete operational concept by Piaget's Cognitive Development Theory and to recognize the impactful scenes from *Harry Potter* movie towards children under the age 7 to 11 years old. After that, the researcher will analyse the relationship between element of concrete operational concept and the impactful scene from *Harry Potter* movie.

This study will use the theory of Jean Piaget's Cognitive Development and it has four stages of cognitive development as one of their basic components. However, this research will focus only on the concrete operational stages which is for children under the age of 7 until 11 years old. The research is to determine the result of the objective research only for the children under the age of 7 until 11 years old. This study will not cover other problems that are not consider as children's psychology. The other children who do not fall as part of the age between 7 to 11-year-old are not within the scope of this research. Also, this study will focus on one of eight movies from *Harry Potter* which is *Harry Potter and the Sorcerer's Stone (2001)* as Harry

Potter was 11-year-old when he played the movie at that time. The research would be done through the descriptive analysis and focus on the materials collection based on phenomenally recorded news and feed backs from public. Also, the support with authors, newspapers, journal, and other sources.

This study was conducted to achieve the following objectives which are, to identify the elements of concrete operational concept by Piaget's Cognitive Development Theory. Next, to recognize the impactful scenes from *Harry Potter* movie towards children under the age 7 to 11 years old and after that, to analyse the relationship between element of concrete operational concept and the impactful scene from *Harry Potter* movie. This research was intended to study whether this film has either negative or positive impact on children. Also, this study will be undertaken to analyse the stages of cognitive development as it is one of the basic components in Piaget's theory and to relate it to children's psychology based on the *Harry Potter* movie. The results of this study also should return to the benefit of society specially to parents out there considering whether Harry Potter's films can be watched by children or vice versa.

Children Psychology: Emotional

Wilson (2008) in the journal article entitled *Media and Children's Aggression, Fear, and Altruism* that children's vulnerability to media control can differ based on their gender, age, how realistic they consider the media to be, and how much they interact with the characters and people on the screen. It ends with recommendations to help parents maximize the beneficial impact of the media while minimizing the dangers associated with those forms of content. She reviews the analysis evidence on how media technologies affect children's mental and social well-being. It can conclude that not all children are affected in the same manner by the media. For example, a child's age or cognitive stage makes a difference. In certain cases, younger children are more prone to media influence than older children. Yet older children and teenagers are still not immune. Media content that is complicated or extremely abstract is likely to impact only those with more advanced cognitive ability that can interpret the message. The gender, race, attitude, and home life of the child often come into play.

Surprisingly, there is no evidence that electronic media has an impact on emotional growth. More recent research suggests that elementary school children, particularly girls, may learn social emotional lessons from television. The sort of material that is viewed makes a difference. Programs rated as E/I teach emotional lessons more successfully than programmes focused on movies. Any scientific research shows that children can convert what they experience from TV-based emotional portrayals to their confidence in real-life emotional events. Data reveals that most pre-schoolers and primary school students have encountered short-term fearful responses to the media.

Harry Potter and the Order of the Phoenix (2007) are only a few examples of horror-filled entertainment directed at adolescents. Researchers have also found that the younger kid took a longer time for the anxiety to lasted after being expose to the horror film. However, older grade school children which is eight to twelve years old are more terrified by scenes of injuries, abuse, and personal hurt. Older children are also more reactive than younger children to television incidents that appear realistic or may happen in real life. This improved responsiveness is associated with their more mature perception of the difference between fantasy and reality. In a matter of fact, some researchers have shown that older children which is 8 to 12 years old are more terrified by television news than younger children. Kids under the age of eight are most intimidated by imaginary portrayals involving scary or ugly-looking protagonists. Children over eight are more disturbed by actual portrayals, like news, involving personal injuries and abuse.

Based on this article, a child's age or cognitive stage play a role to their emotion while watching television. The children under the group of concrete operational, one of the stages of cognitive development by Jean Piaget's theory, they may have encountered short-term fearful responses to media. They are more scared by the scenes of injuries, abuse, and personal hurt. They are also more reactive that younger children to television incident that appear realistic. Absolutely, in this age, they can differentiate between fantasy and real life. Also, they are more terrified by television news, when they are witnessed any crimes nearby them, it will give them a great trauma and fear.

Children Psychology: Reflection

In the same journal article entitled *Media and Children's Aggression, Fear, and Altruism* by Wilson (2008) has mentioned that there are two

hypotheses useful in addressing the concern of what happened when a child was subjected to violent movies. First, Social Cognitive Theory (formerly named Social Learning) by Albert Bandura, is that children develop thoughts, beliefs, feelings, and even actions by watching people in their social world. According to Wilson (2008), she finds that children will copy individuals in their immediate environment or imitate roles in the media. Indeed, children as young as one are capable of imitating basic actions seen on television. According to the principle of social learning, children are more likely to copy observable behaviours that are rewarded than those that are punished.

Children may often mimic actions that have no implications and particularly in the case of antisocial activities, absence of discipline will function as an implicit reward. The style of television role model also makes a difference. Children are more likely to benefit from models that are appealing and considered to be like themselves. Hence, the children will not imitate the character on the television if they know it is wrong and watch them being punished.

Garry, Tyler, Carskadon, Bretz, Crothers, Goldenson, and Shayon (1957) in their journal article entitled *Television for Children* say that they agree that a child can and does acquire morals from sharing stories of hero's characters. Children know how to act under other situations. If nothing in his other training disproves the moral implications of a hero 's actions, the child will store up ideas about proper behaviour and bring on them in the future on appropriate occasions. This journal article is about a study of television show and its effect on children, the product options were so diverse that a preparation session appeared ideal. Based on Garry et al., (1957), the young child has a language of feeling, but a limited language of words, ideas, concepts, and understanding. Children learn a great deal from other adolescents, parents, and people, television, with its colourful, dramatic, emotional-producing process, may have a significant impact on the child's behaviour and comprehension of social ideas and concepts. They added the children are not mere small humans, so it is a mistake to measure the effect of programmes on them by adult criteria as the child is more emotional than the adult. Perceptions that are purely intellectual, or emotionally neutral, for an adult are often filled with a joyful or sad feeling for a child. As a result, an adult seeing a broken chair may think, "I must have that fixed." But if a child is seeing it, may say, "Poor thing!" Attributing emotions to the chair and expressing them with affection. Furthermore, the child is

encouraged to show anger in socially acceptable ways, or concerns are temporarily triggered, and then the child has the privilege of seeing the concerns overcome. Like a roller coaster, this method operates on the principle that the danger is past. There are a variety of items that can be known regarding children's interactions that are important for learning. Most of the explanations in this journal by Garry et al., (1957) can be agreed and this applied in this research paper. As people know, *Harry Potter* is a children's movie especially their first movies. With this information from this journal, parents should know that all children are different regarding their point of view.

Children Psychology: Imagination

Valkenburg & Van Der Voort (1994) in their journal article entitled *Influence of TV on daydreaming and creative imagination: A review of research,* has made a review on previous research. The research undertaken by Himmelweit et al., (1958) was incomplete in a statistical context and could not be viewed as proof that television had little impact on artistic creativity. Harrison and Williams (1986) research, which was better planned, presented proof that television's arrival was counterproductive to children's divergent thought, as assessed by a verbal examination. Though there is no proof that television promotes creative creativity, it cannot be ruled out that forms of television programmes can trigger creative imagination. No evidence has been found in the related field of television science that television stimulates fantasy play; however, it has been seen that fantasy play can be braved by services that have been expressly developed to promote fantasy play. Much of the association findings have not been able to investigate whether the television-creative creativity partnership is sensitive to the form of programming being viewed.

In a television contrast trial carried out in a laboratory environment, an indirect measure of the challenges faced by audiences disassociating themselves from television representations can be gained by means of an inference test testing the degree to which children's thinking is focused on visual knowledge transmitted in programmes that have just been viewed. Media comparative tests should pay mind to the two rival hypotheses previously discussed to find that verbal signals contribute to more novel reactions than television messages. The rival 'less knowledge' theory can be answered by testing if the television photos contain important additional information that is omitted

from the verbal message. The second rival theory, which applies the supremacy of the verbal message to the fact that it is less well recalled, may be checked by adding an extra verbal condition in which children are abler to recall the verbal message, for example, when it is introduced twice. Based on this article, it says that violent movie gives them less creative imagination to those children who watched. But still there is no evidence that can prove it.

In the journal article *The Medium and the message: Effects of Television on Children*, Dieterich and Ladevich (1977) attempts to improve this method by explaining research about the essence of television watching behaviour and discussing some of the adverse impact that television may have on youth. It is appropriate to pay more serious attention to the effects of television on the individual, culture, and society. I further claimed that the language arts instructor, concerned with connectivity, would strongly acknowledge the effect that television has on youngsters. To recognize the importance of television, the language arts instructor will research the perception of television watching, evaluate the impacts it has on pupils, and decide how best to improve positive results and minimize or remove negative effects, both through direct classroom intervention and by collaboration with parents, to enhancing children's watching habits and skills. Children are educated and convinced by television programs, films, situation comedies, animated series, action programs, instructional series and other advertisements including advertising programming. In this context, it is important to understand that children watch much more than just children's shows. Several research has found that certain children's television shows promote unique pro-social behaviors to adolescents. It should be remembered that children will develop pro-social actions only because the entertainment shows they view demonstrate these habits. While children's shows aim to communicate pro-social messages, children do not just watch children's television, and most of the adult content they see does not express pro-social values.

Dieterich and Ladevich (1977) stated that the influence of television on the production of children's languages is of considerable interest to language art teachers. They claimed that there is significant evidence for the argument that some instructional services improve unique language skills in adolescents. There was a slight negative correlation between viewing and all but one of the language variables. Based

on Dieterich and Ladevich (1977), television content tends to impair the child's language production and to have the greatest detrimental effects across the eight to eleven-year age group. While this should not be taken as proof that all television programming is harmful to the language learning of all children, it does indicate that more work is required in this field.

METHODOLOGY

This research will be conducted to know the impact of *Harry Potter* movies on children's psychology based on Jean Piaget's Cognitive Development theory by analyse the relationship between element of concrete operational concept and the impactful scene from *Harry Potter* movie. Also, this study will answer the research objective of this topic. As the first objective is to identify the elements of concrete operational concept by Piaget's Cognitive Development Theory. While the second objective is to recognize the impactful scenes from *Harry Potter* movie towards children under the age 7 to 11 years old and after that analyse the relationship between element of concrete operational concept and the impactful scene from *Harry Potter* movie.

This research will use qualitative approach. To answer all the research objectives, the researcher will use the method of descriptive analysis and focus on the materials collection based on phenomenally recorded news and feed backs from public. Also, the support with authors, newspapers, journal, and other sources. The qualitative approach will focus on identify whether the movie gives either positive impact or negative impact on children's psychology based on the theory that this research use.
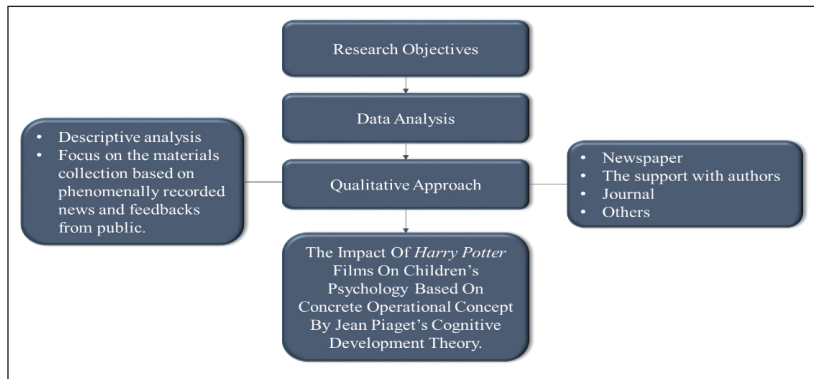
The researcher will use existing historical sources and secondary data as the bases of their comparative studies until they can answer all of the research objectives. For the three of research objectives, the researcher will collect the data from previous research such as journal, newspaper, or any recorded news that suitable and related to the study.

In a nutshell, the objectives will be the guideline for the researcher to make this study successful. As a solution, the researcher will go through the Piaget's theory to get to know the impact on the children's psychology from *Harry Potter* movie. This result of the research will

let the people know and more convince. In addition, the topic that will be discuss gives the researcher confidence to know more about this theory and its relevance to the film.

Figure 1

Research Design

Elements of Concrete Operational Concept

Jean Piaget's theory of cognitive development recommends that children travel through four distinct phases of mental turn of events. His theory centres around seeing how kids gain information, yet additionally on understanding the idea of insight. Piaget began to study on how children can think with their logical minds based on their ages. Thus, he introduces the four stages of cognitive development.

The first stage of cognitive development is the sensorimotor stage. The stage is for children specifically since birth to 2 years old. In this age, Piaget believed that the infants would know their surroundings through actions and feelings. They begin to understand the movement through actions such as listening, watching, grasping, and sucking. Also, the babies realised that things still exist even though they do not appear in front of them as well as realize that the things that happened on their surroundings are caused by their own actions. The second stage of cognitive development is the preoperational stage involving the children under the age of 2 years old until 7 years old. Based on the stage, children start to use symbolic plays, words, and pictures to characterize things. At this age, they will in general be egocentric and

battle to see things from the point of view of others. While they are improving with language and thinking, they will in general consider things in extremely solid terms.

Next, the third stage of cognitive development is the concrete operational stage which is children under the age 7 years old until 11 years old only. In this stage, the children start to ponder solid occasions. The stage where they will begin to know about conservation. Their minds turn out to be more coherent and coordinated, yet at the same time concrete. Also, the children start utilizing inductive rationale, or thinking from explicit data to an overall rule. The last stage of cognitive development is the formal operational stage that only specific for the children from 12 years old and above. During this stage, the teenage grown-up starts to contemplate speculative issues and their theoretical idea arises. The children start to ponder good, philosophical, moral, social, and policy driven issues that require hypothetical and theoretical thinking. In addition, they tend to utilize deductive rationale, or thinking from an overall standard to explicit data.

However, the data that will be discuss further is the third stage of cognitive development only for children under the age of 7 years old until 11 years old. This stage is described by the improvement of coordinated and sane reasoning. The main points of the concrete operational stage are discussed below:

i.   *Classification*
There are two sections for classification. One of them is separating data into groups. Your kid has already separated flora and animals into two different groups. They should go one step forward at this point. They recognize that there are sub-classes within a category, such as green and orange flowers or animals that can walk and animals that can swim.

ii.   *Logical understanding*
Piaget considered that this stage is a significant defining moment in the child's psychological turn of events since it denotes the start of consistent or operational idea. The child is currently adult enough to utilize legitimate idea or activities, for example rules, however, can just apply logic to actual items and thus it called concrete operational. Inductive rationale includes going from a particular encounter to an

overall rule. An example of inductive rationale would see that every time the child is eating peanuts, he has runny nose, itchy all over his body, also swollen throat. From that time, the child might have a reason to not eat the peanuts in other time and realise that he has an allergic to peanuts.

iii.   Conservation

As mentioned above, this stage is the stage where children begin to know about conservation. Conservation is the agreement that something remains the equivalent in amount even though its appearance changes. To be more specialized, conservation is the capacity to comprehend that reallocating material does not influence its mass, volume, length, or number. For example, at this age, if the mother of the child put the water to two different cups, which each cup is taller and narrow, the child still know that they are still in the same amount of volume even though they are in a different cup.

iv.   Reversibility

The children begin to become aware or specifically called reversibility about things around them. Like mental gymnastics, the children can identify that his mother's car is a Toyota, and he knows that it is a car, also knows that that car is a vehicle.

v.   Less Egocentric

Children in this stage through the phases of decreasing in egocentric. They will become less egocentric and selfish as they become understand other people's feeling, thoughts, and emotions. For example, if the child's mother is crying on a couch, the children might bring her a tissue. This means the child starts thinking beyond what they want because he knows what other person needs.

Piaget's theory was developed in 1936, although it has long been published, the theory is still being used today in some educational and psychological branches. Educators utilize this information from Piaget to shape their educational programs and exercises to create a climate where children can learn from the experience. Based on the studies stated, it can be proven that Piaget's theory still relevance to use today despite the changes of era because cognitive development is a theory regarding with mental of children since the children are born until the age of 15 and above. Hence, the theory will be use throughout this research knowing its relevance until today to answer the questions for the topic.

RESULTS

Based on Wilson, Linz and Randall (1990), it has been shown that exposure to significant quantities of aggression induces effects of desensitization. Perhaps more important than the sheer number, though, is the way even minor quantities of violence are represented. A variety of structural aspects of aggression are essential determinants of whether such images would promote violent behavior. Wilson et al., (1990) in their journal entitled *Applying Social Science Research to Film Ratings: A Shift from Offensiveness to Harmful Effects* have listed the types of violence in movies that can cause children to imitate such actions.

Table 1

The Types of Violence in Movies that Can Cause Children to Imitate Such Actions

	Type of Violence	Description
a)	Reward for Violence	Numerous experiments have found that aggressive representations praised by the aggressor are more likely to create imitation results or promote behaviors that favour violence. When a violent act is praised or left unpunished, it is more likely to reinforce actions that promote violence. The denial of discipline functions as a sanction or incentive for abusive conduct.
b)	Reality of Violence	The more realistic a violent act is presented, the more likely it is to be imitated. Older adolescents are more socially sensitive to programmes that show true events and are more inspired by violent movies that portray scenarios that are humanly conceivable.
c)	Violent Role Models	Children are more inclined to mimic and look up characters whose use of violence is depicted as appropriate or appealing. In comparison, adolescents who closely associate with a violent television character are more likely to be abusive themselves.
d)	Justified Violence	The further acceptable the act of aggression is, the more likely it is to be copied. Young children are more likely to harm than to support a friend after seeing a cartoon with scenes of reasonable violence.

(continued)

	Type of Violence	Description
e)	Violent Connections	Audiences who see similarities in themselves and their acts and emotions as well as a violent act, motif or character in a film are more inclined to mimic or simulate violence in real life. That is especially true of youth.
f)	Amount of Violence	Extreme exposure to media violence can result in the psychological bluntness of typical emotional responses to violent incidents. It can can contribute to a lack of resilience to a real-life threat. Research noticed that children who were strong fans of media violence displayed less physiological excitement to a clip of recorded violence than did light-eye viewers.

Therefore, the inappropriate or violence scenes in the movie of *Harry Potter* which is *Harry Potter and the Sorcerer's Stone (2001*) will be highlighted to be discuss further:

i.   Scene 1

At the minute of five of the movies, Harry Potter's aunt shows her son, Dudley, his birthday presents. Suddenly, Dudley shouts at his parents for not accepting the fact that that year he only receives 36 boxes of presents instead of the previous year where he got 37 boxes of presents. The way that he shouts at his parents is not acceptable and inappropriate for a son to act like that towards his parents. Instead of appreciating it, he shouts at them.

ii.   Scene 2

At the beginning of the movie, Harry Potter's cousin, Dudley treated Harry Potter badly as well as acted as a spoiled kid. For example, Harry Potter's room is located at the small under stairs storage in his family relative's house. So, Dudley deliberately jumped on the stairs to make noise and the dust falls on Harry Potter. Also, while they were visiting the zoo, Dudley was behaving improperly. He knocked on the glass loudly just to make the snake move. However, it was not working. Minutes later, when he saw the snake moves, he pushed Harry Potter down to see the snakes on his own. Because of his improper manner towards Harry, he receives consequences immediately after Harry Potter gets angry and suddenly the glass become invisible and cause him to fall into a small pond where the snake was. When he tried to get out of the pond, the glass reappears and traps Dudley inside.

iii. Scene 3

There is one scene where Harry Potter's uncle pulled Harry's hair after suspecting him for bullying his son at the zoo. Harry Potter tried to explain to his uncle that that is not his doing. He tells his uncle that the glass become invisible like magic. His uncle did not believe it saying there is no such things like magic. Instead, he locked Harry Potter in his small under stairs storage.

iv. Scene 4

At the minute of 55, Draco Malfoy took his classmate's belonging. Not just that, he even mocked his classmate, Neville and intended to hide Neville's belongings. This is happened while they were in a middle of flying lesson, where Neville fell from his broomstick and broken his wrist. Gladly, there was Harry Potter who stopped Draco.

v. Scene 5

There is one scene where Troll, a giant creature who escaped from his confinement and wandered around Wizadry. The troll had entered the women's toilet and tried to injure Hermione who happened to be in the toilet by trying to hit Hermione using his giant wood stick. He swung his giant wood stick on the toilet cubicle and even the sink until it shattered just because he wanted to hurt Hermione. Luckily, Harry and Ron came on time and tried to save Hermione. Harry inserted his magic wand into the troll's nose and caused him to knock out.

vi. Scene 6

At the end of the movie, Harry had confronted Voldemort while Harry tried to save Philosopher's Stone from being taken by Voldemort. Voldemort tried to take the stone from Harry's hand using the Professor Quirrell's body. But first, Voldemort ordered Professor Quirrell to kill Harry. So, Professor Quirrell strangled Harry. Harry restrained him with his hand. And suddenly Professor Quirrell's hand burned and became shattered when touched by Harry's hand.

The Impactful Scenes from *Harry Potter*

Harry Potter movie is said to have many scenes that are not suitable for children to watch. Among the scenes that are said to be violence scenes and inappropriate scenes. This is because people said that the possibility for the children to imitate the actions are high. The researcher had highlighted the impactful scenes from *Harry Potter and the Sorcerer's Stone (2001*). The scenes that had been highlighted will be analyse together with Piaget's theory, focuses only on the children under the age of 7 to 11 years old which categorized as the

third stage, concrete operational. So, the scenes that will be discuss are aimed to know whether they can be watch by the children under the age of 7 to 11 years old or the opposite.

Table 2

The findings of the relationship between element of concrete operational concept and the impactful scene from Harry Potter movie.

Scene	Findings
Scene 1	The scene where Dudley shouts at his parents for not accepting the fact that that year he only receives 36 boxes of presents instead of the previous year where he got 37 boxes of presents. Parents who watched the movie might be worried if their child follows the behavior shown by Dudley. However, according to Piaget's theory, children in this concrete operational stage through the phases of clarification, which is children already can differentiate things into categorize. For example, children already group clothes into different categories. They understand that there are clothes for women and men. Same goes to this case, children begin separate emotions. They understand that there are sub-classes within group like angry and happy emotions. According to the scene, Dudley is angry and clearly, the audiences can see that his parents are not happy with his reaction. And this goes to other characteristics of the concrete operational stage which is decreasing in egocentric. The children become less egocentric and selfish as they become understand other people's feeling, thoughts, and emotions. Children can understand someone emotions, thus, seeing Dudley's parents sad about his reaction makes the audiences feel sympathy. Hence, the children who watched that might not want to create the same situation that can make other people feel bad and unhappy. The reason why Dudley behaved like that probably because he was spoiled too much by his parents, plus he was the only child in the household. Thus, he had no sense of humanity and a sense of caring for the feelings of others because he was too selfish in getting whatever he wanted no matter what. Also, his father had persuaded him by saying that there were some gifts that bigger than last year's gifts, but Dudley did not care. For the children under the age of 7 until 11 years old, they will know the reason Dudley behaved like that. This is because they already have a logical understanding that make them understand and knew the act was wrong. Plus, they know that the act can hurt other peoples' feelings because they already become understand others' emotions.

Scene	Findings
Scene 2	Dudley behaved rudely while at the zoo and he even pushed Harry down because he was excited to see a snake moving. Dudley knocked the glass that separated him with the snake loudly and repeatedly just to make the snake move as he wants. And it is an inappropriate thing to do at the zoo. According to Piaget's theory, one of the characteristics of concrete operational stage, which is reversibility that means children become aware about the things around them. For example, the children know that candy can be eaten, and it tastes sweet. Same goes to this issue, children's age under the stage of concrete operational aware that snake is an animal, and it cannot interact with humans, thus, it cannot do what we want it to do. Also, Dudley was being rude to Harry after seeing Harry makes the snake moves with some sort of magic thing. He wanted to stand where Harry stood, and he pushed Harry down on the floor. Harry got mad, but instead he let it out to Dudley, he just kept quiet and hid his own feeling. However, Dudley got his punishment shortly after when he was trapped inside the place where the snake was placed and cannot get out of there. The children who watched that probably will not try to do the same thing after seeing Dudley got his punishment by his action. If they were in Dudley's shoes, they probably do not want to trap in the snake's cage by behaving such actions. Based on Piaget's theory, the children under the age of 7 until 11 years become aware of other people's feeling as their decreasing of egocentric. They know that doing bad things such as push other people can hurt them and make them angry. Same goes to this scene, when they see Dudley is being rude to Harry, and he gets trap soon after that, the audiences then reason from that scene that Dudley is having his punishment after being rude to someone. Thus, they will avoid doing such thing. This is because their reversibility power has thought that pushing other people is wrong, and if they still do it, they will get punish instantly.
Scene 3	Harry Potter's uncle pulled Harry's hair and locked him in under stairs storage which known to be Harry's room. Instead of imitating the Harry's uncle doing, the children under the age of 7 until 11 years old might feeling sorry to see what Harry Potter is going through. They do not want to be in a situation like Harry Potter. Because of their less egocentric that makes they consider other people's feelings and emotions. After observing Harry Potter wincing in pain makes the audiences know that Harry is in pain due to his uncle's behavior. Plus, they knew that Harry had done nothing wrong according to the previous scene. In addition, after seeing Harry locked in his room. Also, the children in this stage can think logically. They can finally differentiate between fantasy and reality.

Scene	Findings
Scene 4	Draco Malfoy took his classmate's belonging. Not just that, he even mocked his classmate, Neville and intended to hide Neville's belongings. Taking other people belongings will not give people benefits. With their reversibility characteristic, they can understand what people will feel after someone took our belongings. Instead, the person who we took their belongings will be sad by our actions. Plus, Harry Potter being a heroic when he was voluntarily asked Draco to return the thing back to him. Using their logical mind, the children become understand that the action is wrong after seeing Harry asked Draco to give back to Neville. Because of Harry Potter's action, he was offered to be a Seeker in the Quidditch competition after Professor McGonagall saw Harry Potter catch the item thrown by Draco by using his broomstick. Instead of imitate Draco's action, the children will imitate Harry's action instead. This is because the children will know that they will get something good in return for helping a friend. They understand that Harry Potter helps Neville to get his thing back and because of that, Harry was appointed as a Seeker. Thus, helping other people with get good things in return.
Scene 5	The troll's action that trying to hurt Hermione, Harry and Ron is a bad action. Know that hitting someone can cause them hurt. Almost the people around the world knew about the myth of giants or trolls that loves to hurt others using their advantages of having a giant figure. The children under the stage of concrete operational can differentiate between fantasy and reality because of their ability to think logically after reaching the age. They obviously know that the troll character is just a fantasy character. Also, his action that tried to hurt others had been punished instantly when Harry Potter inserted his magic wand into the troll's nose and cause him to knock out. After reaching the age under the stage of concrete operational, the children started to reversibility. Which they know that hitting other people is bad and if they still do it, they will get punished.
Scene 6	Hurting others physically is a big issue and not many have such capabilities. Professor Quirrell chocked Harry Potter after Voldemort ordered him to kill Harry. Thus, he did that. The person who has any intention to strangle others must have a valid reason. Even though the actions still considered wrong. However, strangle someone still categorized as hurting others. People especially children under the age of 7 until 11 years old must know the fact because of their egocentric that have been decreasing. Plus, Professor Quirrell got his punishment soon after he did that. Hence, the possibility for the children to imitate the behavior is low. Being able to think logically is one of the characteristics in concrete operational stage once the children reached the age of 7 until 11 years old. Thus, killing someone is a big issue that people should avoid. In addition, after seeing the punishment Professor Quirrell have been received, the children might not try to imitate such action.

All the scenes that have been discussed only appear once throughout the film. In addition, most of the inappropriate scenes contained punishments that the person gets whenever they did something bad or wrong. According to Wilson et al., (1990), if the children watch the violent scenes repeatedly, the child begins to ask himself whether the act is wrong or not. Thus, based on the analysis that has been pointed, the probability of the children under the age of 7 until 11 years old to imitate such actions is very low.

CONCLUSION

In conclusion, according to Henderson (2011), 15% people in America agreed the film had a negative effect on children as it depicted witchcraft. While according to Taylor (2017), Harry Potter movies are not dangerous as it is a life-changing experience, and many people grew up enjoying the movies. The two different perspectives toward Harry Potter movies are the main gap for this research paper, thus, bringing the topic to discuss even further. This research intended to analyse the relationship between element of concrete operational concept and the impactful scene from Harry Potter movie by identify the elements of concrete operational concept by Piaget's Cognitive Development Theory and recognize the impactful scenes from Harry Potter movie towards children under the age to 7 to 11 years old. Collectively, concrete operational stage highlighted that the children start to ponder solid occasions, the stage where they will begin to know about conservation, logical understanding, reversibility and become less egocentric. Connected with Harry Potter film which is *Harry Potter and the Sorcerer's Stone (2001)*, the violence depicted in the film only appear once throughout the film and the punishment is instantly imposed on the perpetrator which made the act ignored by the children under the stage of concrete operational due to their mental development.

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famous novelist J.K. Rowling is chosen based on how successful both novels and films. Despite of how it manages to capture millions of hearts all around the world, there are few who disagree and that is where the idea begins to seek for more answers of the opposite dislikes using the psychology perspective. The dedication from student match to my background, children's content and without any further due, we soon develop chemistry to write, analyse and research for more.

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