A DESCRIPTIVE ANALYSIS OF MORAL VALUES IN "HARRY POTTER
AND THE PRISONER OF AZKABAN'S" NOVEL

A Graduating Paper
Submitted to the Board of Examiners in Partial Fulfillment
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In the English and Education Department

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ENGLISH DEPARTMENT OF EDUCATION FACULTY
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SALATIGA
2011
DECLARATION

"In The Name of Allah the Most Gracious and the Most Merciful"

Hereby the writer fully declares that this paper is composed by the writer herself, and it does not contain materials written or having been published by other people, and that from other people's idea except the information cited from references.

The writer is capable of accounting for this paper if in the future, this is proved of containing others' ideas, or in fact, the writer imitates the others' paper. This declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, August 8th 2011

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ATTENTIVE COUNSELOR NOTES
Case: Fajar Kurniayati’s Graduating Paper

Dear

The Head of State Islamic Studies Institute of Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Fajar Kurniayati’s graduating paper entitled “A DESCRIPTIVE ANALYSIS OF MORAL VALUES IN HARRY POTTER AND THE PRISONER OF AZKABAN’S NOVEL”; I have dedicated and would like to propose that if could be accepted by education faculty; I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

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"HARRY POTTER AND THE PRISONER OF AZKABAN'S" NOVEL.

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MOTTO

"THERE IS SOMETHING INTERESTING INSIDE OF YOU
JUST MAKE IT OUT SO THAT EVERYONE KNOWS THAT YOU CAN"
DEDICATIONS

1. My beloved father (in late) and mother (Mr. Dahwan Sholeh and Mrs. Kiswati Amijatun).


5. My best friend "Eny Nurhayati", finally we finish our study.

6. All of my friends in TBI '05 (DUPER community, the devil of TBI), I miss you, all of you.

7. All people in PMII lovely home, thank you so much.

8. My friends and partners in SD Pringapus 03 (Pak Kiman, Bu Ani, Bu Eny, Bu Utami, Bu Prapti, Bu Endang, Bu Umi, Bu Wahyu, Mas Joko, Pak Bambang, Pak Takim, Mas Fandhy).


10. The readers read my paper.
ACKNOWLEDGEMENT

Assalamu'alaikum wr. wb

In the names of Allah, the Lord of universe. Alhamdulillahirabil’alamin, everlasting thanks’ to Allah. The writer must be deeply grateful to Allah for His blessing, which’s without help the writer would have not been able to finish the paper. Our blessing and praises go to our prophet Muhammad who brings us from the darkness to the lightness.

This paper is presented to English Department of State Islamic Studies Institute (STAIN) of Salatiga as partial fulfillment for the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I). It is important for the writer to thank to people behind this paper. The writer would like to thank to:

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Salatiga, August 8th 2011

The writer

_Fajar Kurniyati_

11305048
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ABSTRACT

Fajar Kurniyati (11305048) A DESCRIPTIVE ANALYSIS OF MORAL VALUES IN "HARRY POTTER AND THE PRISONER OF AZKABAN’S" NOVEL

The aims of this research are to find out of the moral values that are told in the novel "Harry Potter and the Prisoner of Azkaban", knowing the biography of the author, J. K. Rowling, and to find the implementation of moral values in education.

To find out the moral values that are told in the novel "Harry Potter and the Prisoner of Azkaban", the writer reads and finds some important notes in the novel. After finding the moral values, the writer needs the biography of the author to know the reasons of the author why wrote the novel. The last is finding the implementation of moral values in education from the novel.

She can conclude that novel is one of the ways to provide moral education to children through other means.

Key word: moral values
CHAPTER I
INTRODUCTION

A. Background of the Study

Moral damage is the "very worrying" thing, because it occurs on all societies, in the bureaucracy of government, law enforcement officials, and the general public. If this condition keeps unchecked, the country is going to run.

Positive moral values are important because they allow us to have an overall feeling of peace and joy. Moral values can give meaning and purpose to our life. We are able to direct our behavior towards beneficial and fulfilling activities.

When we live our life according to moral values that are based on honesty, compassion, courage, modesty, and forgiveness, then we can also form positive bonds with other people.

Incorporating the moral value of honesty in our life makes us trustworthy. We will have a clear conscience because we can respect ourselves. The people that we come into contact with will be able to count on us to be fair and sincere. Our integrity will allow us to advance in both our personal and professional life. There are more opportunities for us to fully experience life when we are an honest person.

In addition to honesty, we also need to incorporate the moral value of compassion into our life. Compassion allows us to have sympathy for the
misfortunes of other people. It also motivates us to want to give them any type of assistance that we can. Compassion results in us having feelings of mercy towards other people. When we have compassion as a moral value people are more likely to put their trust in us because we will be non-judgmental of their circumstances.

The moral value of courage gives us the determination to face anything that impedes our progress through life. We will also be able to overcome any obstacles because we will not let fear hold us back. Others will feel confident relying on us for encouragement because we find solutions to whatever problems arise in our life. When courage is one of our moral values, we can bravely face the world.

In life it is essential to our survival to have modesty especially in respect to courage. Modesty allows us to realize what our limits are. It helps us to stay focused and keeps us from becoming overconfident and reckless. People will feel comfortable around us because we are humble and we do not try to belittle them.

It is also important to incorporate the moral value of forgiveness in our life. Forgiveness allows us to move past hurtful or damaging situations. It allows us to abandon feelings of anger or resentment against others or ourselves. We can be emotionally healthy when we practice forgiveness because it keeps us from holding onto pain and resentment.

Moral values are extremely important for our overall well-being. Moral values provide a structure for our life. Honesty makes us respectable.
Compassion makes us sympathetic to others. Courage gives us the bravery to overcome life's challenges. Modesty keeps us focused and humble. Forgiveness allows us to be emotionally stable because we do not hold onto anger and resentment. These attributes will allow us to live our life in a way that reduces our stress levels. We will also have peace and harmony in our life. Moral values allow us to live our life in a manner that we can be proud of. The bonds that we form with others will also be more fulfilling because we live our life according to honesty, compassion, courage, modesty and forgiveness.

Modeling should begin at home. However, it is being nothing if the system around it does not support. It should be carried out remedial measures to address this issue. If morality is destroyed, then this nation was threatened on the verge of collapse.

Moral degradation it should get more attention. Moral learning becomes very important for the teens and children. Moral education is not only presented through discussions in schools, but we also can provide moral education to children through other means. One way is to provide interesting reading to them.

Harry Potter is one of the popular fictional novels. It is not only for the children, even those who are older or married adolescents. This novel may be an alternative reading to them, because it is not merely an art and story novel, but also economics, cultural, religion, ethnic, religious, language, and so on.
By taking moral values from the novel *Harry Potter and the Prisoner of Azkaban*, it is hoped that readers get apply moral educations in of their life. They can take the values as one of alternatives in making better life. For such a purpose, the writer is interested to a research entitled **DESCRIPTIVE ANALYSIS OF MORAL VALUES IN “HARRY POTTER AND THE PRISONER OF AZKABAN’S” NOVEL.**

B. **Problem Statements**

1. What are the moral values of the novel?
2. Why did the author write such kind of novel?
3. How is the implementation of moral values in education?

C. **Objectives of the Study**

The objectives of the study are as follows:

1. To find out the moral values in the novel.
2. To find out the reasons of the author wrote the novel.
3. To find out the implementation of moral education.

D. **Significance of the Study**

1. Theoretically

   The writer expects the study can give contribution toward the development of literary study. The writer also expects that the readers
2. Practically

The writer finding of the novel makes the readers interest to read more beneficial books and find the positive values of the books and can practice it in their life.

E. Definition of Key Terms

This research entitled **A DESCRIPTIVE ANALYSIS OF MORAL VALUES IN "HARRY POTTER AND THE PRISONER OF AZKABAN'S" NOVEL.** Then, the writer needs to define terms used in this study as follows:

1. Descriptive analysis

   A method of sensory testing in which a food product is rated and placed on a scale for different qualities alongside its competitors (http://www.food-dictionary.com/definition/quantitative-descriptive-analysis.html).

2. Moral values

   Moral behavior means behavior inconformity with the moral code of the social group. “Moral” comes from the Latin word *mores*; meaning *manners, customs, and folkways*. Moral behavior means behavior in conformity with the moral code of the social group. It is controlled by moral concepts. The rules of behavior to which the members of a culture
have become accustomed and which determine the expected behavior patterns of all group members (Hurlock, 1977: 386).

About the values, every society has values to arrange their life that contains some principles, ideal on standards (Hurlock, 1977: 386). Halstead convinces that values acts as general guides to behavior or action and which are closely connected to personal integrity and personal identity (Tayler and Halstead, 1996: 5).

For the explanation above, moral values mean the standard that help us to determine what kind of good behavior and which are not.

F. Limitation of the Study

This graduating paper especially focuses on how far moral values in

Harry Potter and the Prisoner of Azkaban novel.

G. Review of Related Researches

Indri Astuti, a student of TBI State Institute for Islamic Studies, in her thesis entitled An Analysis of Moral Values of Habiburrahman El shiarzy’s Ayat-ayat Cinta. She tried to analyze moral values in Ayat-ayat Cinta. She concluded that it contains message for the reader that love is not only between man and woman, but also affection between a student to his or her teacher, love between a son to his father or mother, up to love to our country. Ayat-ayat Cinta is Indonesian novel about love (Astuti, 2007).
The other researcher is Widiastuti, the student of TBI State Institute for Islamic Studies; the title is *The Moral Values in Novel Ketika Cinta Bertasbih*. She found some moral values that cover to believe in Allah, Prophet Muhammad, and respect to parent especially mother and also our brothers and sisters (Widiastuti, 2008).

Another study that deals with analysis of the novel is done by Muhammad Shol Syamsuri, the student of TBI State Institute for Islamic Studies in *Moral Values in Kingdom of Heaven Movie*. In this research, his analysis of the moral values that for human life is very great for building good relationship between Muslim and Christian. The implications of the moral values are good consciousness and faith, striving and hard work, kindness, tolerance, and forgiveness, patience and thankful, responsibility and keeping commitment, brave heart (Syamsuri, 2007).

Previous research, it deals with the values of novel is done by Hasan Ashari the student of TBI State Institute for Islamic Studies in *An Analysis of the Moral Values and Language Style Found in Ed Wallace's Short Story (A Case of Suspicion and Its Contribution to Extensive Reading)*. He found some moral values in the story. The first essential in learning to be a moral is learning what the social group expects of its members. These expections are spelled out for all group members in the form of laws, customs, and rules. In every social group, certain acts are considered either "right" or "wrong" because they can be binder to the welfare of the group members (Ashari, 2004).
The writer also found the researcher that studied about the moral values. He is a student of Muhammadiyah University of Surakarta namely Muhammad Rosid Anwar. He found some moral values which cover four lessons. People should be responsible, should help others in needs, should be polite, and should not judge other only from their appearances (Anwar, 2004).

In this thesis, the writer wants to analyze novel *Harry Potter and the Prisoner of Azkaban* by JK Rowling to found the moral values.

**H. Research Method**

In analyzing the novel, the writer presents qualitative method as the following:

1. Research Object

   The research object in this study is the main character in *Harry Potter and the Prisoner of Azkaban* novel.

2. Data Source

   a. Primary data source

   It is a source of data related to the object of the research. The primary data source is essential derived from book or the object of the *Harry Potter and the Prisoner of Azkaban* novel by J. K. Rowling, published by Listiana Srisanti (Indonesian publisher).
b. Secondary data source

Secondary data sources support and complete the primary data sources. This data are taken from any kinds of literary books and sources, deal with underlying theories of literary works and articles. The writer takes some references to complete the primary data source; they are from internet, some books literature, and other relevant books about moral values.

3. Technique of Data Collection

   The techniques are:
   
a. Reading the novel.
b. Taking important note from the novel as the data source.
c. Writing down the important data.
d. Arranging data into several parts based on classification of its discussion.
e. Concluding based on data analyzed.

4. Method of Data Analysis

   The method of data analysis in this study is descriptive and the interpretation of the text is content analysis. The methods are:

b. Extracting the reason of JK Rowling exposes the moral values as the theme of the novel.
c. Extracting the moral values from the story.
d. Extracting the implication of moral values in the novel toward the reader.

e. Concluding based on data analysis.

I. Paper Outlines

The study consists of five chapters:

Chapter I start with introduction, which consists of background of the study, problem statements, objective of the study, significance of the study, definition of key terms, limitation of the study, literature review, research method, and paper outlines.

Chapter II is literature review, which contains of description of values, moral, moral values, education, and relation between moral values and education, and also theoretical framework.

Chapter III certain of biography of the author, which presents the childhood and adulthood of the author, and the synopsis of the novel.

Chapter IV presents the discussion, which consist of data presentation, data analysis, implication of moral values and education, and research summary.

Chapter V is closure that deals with conclusion and suggestion.

The last part is bibliography and appendix.
CHAPTER II

LITERATURE REVIEW OF MORAL VALUES

A. Moral

A moral is a message conveyed or a lesson to be learned from a story or event. The moral may be left to the hearer, reader or viewer to determine for themselves, or may be explicitly encapsulated in a maxim (http://www.Moral.htm). As an example of the latter, at the end of Aesop's fable of the Tortoise and the Hare, in which the plodding and determined tortoise wins a race against the much-faster yet extremely arrogant hare, the stated moral is "slow and steady wins the race". However, other morals can often be taken from the story itself; for instance, that "arrogance or overconfidence in one's abilities may lead to failure or the loss of an event, race, or contest". The use of stock characters is a means of conveying the moral of the story by eliminating complexity of personality and so spelling out the issues arising in the interplay between the characters, enables the writer to generate a clear message (http://www.Moral-in-literature.htm). With more rounded characters, such as those typically found in Shakespeare's plays, the moral may be more nuanced but no less present, and the writer may point it up in other ways (see, for example, the Prologue to Romeo and Juliet).

Throughout the history of recorded literature, the majority of fictional writing has served not only to entertain but also to instruct, inform
or improve their audiences or readership (http://www.Moral-in-literature.htm). In classical drama, for example, the role of the chorus was to comment on the proceedings and draw out a message for the audience to take away with them.

Morals have typically been more obvious in children's literature, sometimes even being introduced with the phrase: "The moral of the story is ..." Such explicit techniques have grown increasingly out of fashion in modern storytelling, and are now usually only included for ironic purposes.

Some examples are: "Better to be safe than sorry", "The evil deserves no aid", "Be friends with whom you don't like", "Don't judge people by the way they look", "Sticks and stones will break my bones, but words will never hurt me", "Slow and steady wins the race", "Once started down the dark path, forever will it hold your destiny", and "Your overconfidence is your weakness".

1. Moral building

To build moral, there are some essential virtues that teach us to do the right things (http://www.7virtues.htm):

a. Empathy, it is for identifying with and feeling other people's concerns, by fostering awareness and an emotional vocabulary, enhancing sensitivity to the feelings of others, and developing empathy for another person's point of view.

b. Conscience, is for knowing the right and decent way to act and acting in that way, by creating the context for moral growth, teaching
virtues to strengthen conscience and guiding behavior, and fostering moral discipline to help ourselves learn right from wrong.

c. Self-control is regulating our thoughts and actions so that we stop any pressures from within or without and act the way we know and feel is right, by modeling and prioritizing self-control to us, encouraging us to become ourselves motivator, and teaching ourselves ways to deal with temptation and think before acting.

d. Respect, it is showing us value others by treating them in a courteous and considerate way, by conveying the meaning of respect by modeling and teaching it, enhancing respect for authority and squelch rudeness, and emphasizing good manners and courtesy.

c. Kindness is demonstrating concern about the welfare and feelings of others, by teaching the meaning and value of kindness, establishing a zero tolerance for meanness and nastiness, and encouraging kindness and point out its positive effect.

f. Tolerance, it is respecting the dignity and rights of all persons, even those beliefs and behaviors we may disagree with, by modeling and nurturing tolerance from an early age, instilling an appreciation for diversity, and countering stereotypes and do not tolerate prejudice.

g. Fairness, it is choosing to be open-minded and to act in a just and fair way, by treating ourselves fairly, helping ourselves learn to behave fairly, and teaching ourselves ways to stand up against unfairness and injustice.
2. The characteristic of good moral

Characteristic of moral or immoral human being, when seen from the definition and some related terms characterize the moral. Characteristic of moral and immoral person is if a person acts in accordance with the taste and culture prevailing in the society and be accepted in the living environment in accordance with regulations applicable then that person is judged to have morals.

Moral or character word is often used to show a good or bad behavior, politeness and conformity with the values in a person's life.

Regardless of the differences in words used good morals, ethics, manners have the same emphasis, namely the existence of good qualities applied in a person's behavior in daily life, both traits that exist in themselves and in relation to social life (N. J. Bull, 1969: 93).

Good value as well as characteristics of moral person as an individual can be seen in the presence of behaviors such as honest, trustworthy, fair, responsible and others, as well as social beings in relation to society, such as honesty, respect for fellow human beings, responsibility, harmony, solidarity, social solidarity and so on.

Moral is also understood as an individual understanding or translation of mannerisms at which they abide.

1. The definition of moral

Moral, is something relating to duty or obligation; pertaining to those intentions and actions of which right and wrong, virtue and vice, are
predicated, or to the rules by which such intentions and actions ought to be
directed; relating to the practice, manners, or conduct of men as social
beings in relation to each other, as respects right and wrong, so far as they are properly subject to rules (http://www.choice101.com.2000).

Moral is an act which has a positive value. Humans who have no morals called immoral and he has no positive value in the eyes of other humans.

So the moral is the absolute thing that must be owned by humans. Explicitly, moral are related to the socialization process of individuals, without a moral someone cannot make the process of socialization. Moral is a basic nature taught in schools and people should have the moral if he wants to be respected by others. Moral is the absolute value in social life.

An assessment of the moral is measured from the culture of society. Moral is an act/behavior/greeting someone in her interaction with humans. If someone has done it, in accordance with the value in society and be acceptable and pleasing community, then that person is judged to have good morals, vice versa. Moral is a product of culture and religion. Each culture has a moral standard that varies in accordance with the prevailing value system and has built a long time. It can also be interpreted as moral attitudes, behaviors, actions, behavior that a person does when trying to do something based on experience, interpretation, conscience, and advice, etc. Moral is a state of mind, feeling, speech, and human behavior associated with the values of good and bad (http://www.Mora.wikipedia.htm).
2. The importance of moral in human life

Moral is a requirement for human life. It is our means of deciding a course of action. Without it, our actions would be random and aimless. There would be no way to work towards a goal because there would be no way to pick between a limitless numbers of goals. Even with a moral standard, we may be unable to pursue our goals with the possibility of success. To the degree which a rational moral standard is taken, we are able to correctly organize our goals and actions to accomplish our most important values. Any flaw in our moral will reduce our ability to be successful in our endeavors (Hans Jihan, 1992: 48).

3. Moral decline

Moral decline is typically characterized as reduced adherence to cultural or social norms or values and widespread lapses in ethical behavior. Moral decline (or degeneration) refers to the process of declining from a higher to a lower level of morality. The condition of moral decline is seen as preceding or concomitant with the decline in quality of life, as well as the decline of nations. An established morality is as necessary as good government to the welfare of society. Societies disintegrate from within more frequently than they are broken up by external pressures (Kompas, June 17th 2011).
B. Values

Values are formed during three significant periods:

a. Imprint period from birth to 7 years of age,
b. Modeling period from 8 -14 years,
c. Socialization period from 15 -21 years.

Personal Values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable, constructive, etc. Values generate behavior and help solve common human problems for survival by comparative rankings of value; the results of which provide answers to questions of why people do what they do and in what order they choose to do them.

Over time the public expression of personal values, that groups of people find important in their day-to-day lives, laid the foundations of law, custom and tradition. Personal Values in this way exist in relation to cultural values, either in agreement with or divergent from prevailing norms. A culture is a social system that shares a set of common values, in which such values permit social expectations and collective understandings of the good, beautiful, constructive, etc. Without normative personal values there would be no cultural reference against which to measure the virtue of individual values and so culture identity would disintegrate.

Values relate then to what one wants and in what order one wants them, criteria can only refer to the evidences for achieving values and act as
a comparative standard that one applies in order to evaluate whether goals have been met/values satisfied (http://Value_personal_and_cultural.htm).

Values are obtained in many different ways. The most important piece for building values is a person's family. Family is responsible for teaching children what is right and wrong long before there are other influences. As a child starts school, school helps some to shape the values of children. Then there is religion that the family introduces a child to that plays a role in teaching the right and wrong behaviors.

Cultures have values that are largely shared by their members. The values of a society can often be identified by noting which people receive honor or respect. In the US, for example, professional athletes at the top levels in some sports are honored (in the form of monetary payment) more than college professors. Surveys show that voters in the United States would be reluctant to elect an atheist as a president, suggesting that belief in God is a value. There is a difference between values clarification and cognitive moral education. Values clarification is, "helping people clarify what their lives are for and what is worth working for. Students are encouraged to define their own values and understand others' values. Cognitive moral education is based on the belief that students should learn to value things like democracy and justice as their moral reasoning develops. Personal and cultural values can be varied by the living standards of a man (Kick Andy, May 5th 2011).
Values are related to the norms of a culture, but they are more global and abstract than norms. Norms are rules for behavior in specific situations, while values identify what should be judged as good or evil. Flying the national flag on a holiday is a norm, but it reflects the value of patriotism. Wearing dark clothing and appearing solemn are normative behaviors at a funeral. In certain cultures they reflect the values of respect and support of friends and family. Different cultures reflect different values. Over the last three decades, traditional-age college students have shown an increased interest in personal well-being and a decreased interest in the welfare of others. Values seemed to have changed, affecting the beliefs, and attitudes of college students (Jack R. Fraenkel, 1977: 101).

Members take part in a culture even if each member's personal values do not entirely agree with some of the normative values sanctioned in the culture. This reflects an individual's ability to synthesize and extract aspects valuable to them from the multiple subcultures they belong to (http://Value_personal_and_cultural.htm).

If a group member expresses a value that is in serious conflict with the group's norms, the group's authority may carry out various ways of encouraging conformity or stigmatizing the non-conforming behavior of its members. For example, imprisonment can result from conflict with social norms that have been established as law.
1. Definition of values

If we talk about value we will give conclude that value is something interest, something which search by everyone, something nice, or something necessity. Value is identical with a positive thing. Value is “the addressee of a yes”; it means that something that always shown by word “yes” (Hans Jinas, 1992: 36). All of people have agreed if they look for value in their life, and of course it’s a good value.

According to Frankel (1977: 7) “a value is an idea, a concept about what someone thinks is important in life”. When a person values something, they seem it worth work, worth having, worth doing or anything to be obtained. Furthermore, Frankel asserts that the study of values is usually divided into aesthetics and ethics. Aesthetic refers to the study and justification of what human being consider beautiful, what they enjoy, then ethics refers to the study and justification of conduct, how people behave. The basic of ethics is the moral question and reflective consideration of what is right and what is wrong.

In generally value divide into two parts, there are values of being and values of giving. A value of being is values in each person itself which will increase become a character and how someone acts to the other. While a value of giving is value has to be practiced or be given, as the result will accept as much as has given (Zaim Elmubarak, 2008: 7).

Literature itself has a value. Begin from art values until values from massage that will we get. Values in literature are the same as value
in life. For literature as it is best in life. It is not just about life, it is life itself (Chase, 1965: 1).

2. The differences between moral and values

Morals and values are a part of the behavioral aspect of a person. There is not much difference between morals and values but both are correlated to each other. Morals are formed from the inborn values. Moral is a system of beliefs that is taught for deciding good or bad whereas values are personal beliefs or something that comes from within. These are emotionally related for deciding right or wrong. Morals have more social value and acceptance than values, therefore a person is judged more for his moral character than the values. One is said to be immoral for a person without morals but no such term is there for the person without values (http://www.differencebetween.net/miscellaneous/difference-between-morals-and-values/).

Another difference between the morals and values is that moral is a motivation or a key for leading a good life in right direction whereas value is imbibed within a person, it can be bad or good depending on the person’s choice. It can also be called as intuition or the call of the heart. Morals do not determine the values but are formed because of the values. Morals contribute to the system of beliefs and are the values which we get from the society.
Morals can be related to ones’ religion, politics, system or a business society. Business morals include prompt service, excellence, quality and safety. One practices all the morals while running a business, but the values may not coincide with them. Therefore these morals do not come from within a person but are taught by the social group and has to be followed. On the other hand, values are the standards to judge the right or wrong, good or bad, just or unjust. They are the fundamental principles that give guidance to a person to evaluate the merits and demerits of a thing. Values include courage, respect, patriotism, honesty, honor, compassion etc. All these are not mandatory by society but depend on individual’s choice (http://www.differencebetween.net/miscellaneous/difference-between-morals-and-values/).

Lastly, the difference between the morals and values is that morals are like commandments set by the elders and to be followed by the descendants. They can be set by ones elders or religious teachers or leaders of society who want to lead people away from immoral thoughts. One always treasures the morals throughout his life and they never change with time or conditions. While on the other hand values are not set by the society or teachers, but are governed by an individual. Values do not mean that it is always right to do so. Whatever is valuable for one person may not be the same for the other. Hence it is personal aspect and changes according to different situations with time and needs.
From the statements above, we can conclude that:

a. Morals are generally taught by the society to the individual whereas values come from within.

b. Morals act as a motivation for leading a good life while values can be called as an intuition.

c. Morals are related to one's religion, business or politics whereas values are personal fundamental beliefs or principles.

d. Morals are deep seated whereas values keep on changing with time and needs.

C. Description of Moral Values

Moral values are the standards of good and evil, which govern an individual's behavior and choices. Individual's morals may derive from society and government, religion, or self. Value theory encompasses a range of approaches to understanding how, why, and to what degree humans should or do value things, whether the thing is a person, idea, object, or anything else. This investigation began in ancient philosophy, where it is called axiology or ethics. Early philosophical investigations sought to understand good and evil, and the concept of "the good" (http://moral_wikipedia_thefreeencyclopedia/moral.htm).

We always want good things in life, good servant, good driver; good employee that means everyone will respect 'goodness' in the world. So there is still value system in the world. In the world goodness always
dominates badly. At the end of the day truth and moral values prevail upon bad and unethical thing.

As technology advanced, we were forced to drift away. Ironically, newer and modern transportation and communication systems saw to the dissipation of the physical human contact and hence even a moral code. The law of the land and perhaps our own individual religious beliefs represented whatever minimum morals we needed to survive and get along with one another. I believe deeply that the desire to maintain morals is deep rooted within all of us. But it's the technological developments which have eroded this and will continue to do so even more as we become more advanced. Why should one imitate western culture for bad things, take good things from western culture, their work culture, their dignity of labor, not pub culture and violence? Preserve your culture. And add good things to your culture. Give good to the society, good will come back to you. For everything should be in limits, any things which goes beyond limits is bad. Earlier there is moral code of conduct to the society; all people abide by the moral conduct. The moral values become individualistic, it become personal. Whatever moral values of one person may not be moral value to other person. This is because the society has transformed a lot. The urge for money and materialistic things are eroding the values. The “corruption” may not be moral value to someone but “not be corrupt” may be moral value to others. At some point of time the immoral value person may be caught and punished under land of law (http://www.aprilin_moral.com.htm).
Why moral values are eroding:

1. Parents have hardly time to teach the children the value system and they are busy in earning money.
2. With modernity children are exposed to media like Television, where they learn the immoral things.
3. There are hardly any moral lessons in school curriculum.
4. Children are busy with the education system which is only a marks earning system.

How to revive value system:

1. Parents should tell the children about our culture and value system.
2. Take good things from western culture and not bad things
3. The school curriculum should include moral education.
4. Children should be taught which is good and which is bad and as an individual he has to decide which is good and which is bad.
5. The government should take action on the immoral things done by people as per law so that people will not repeat the things again (http://Tahap_perkembangan_moral_Kohlberg.htm).

There is still respect to the value system in the society one should not dishearten and blame everyone in the society.
D. Education and Moral Education

To know the correlation between moral values and education, better we know the meaning of moral education.

Before we talk about moral education, for the first it is better if we know about the meaning of education. According to Mudiyaharjo education is all of life situations that affect to individual growth (Ara Hidayat, 2010: 29). Indeed education in general can be understood in two senses are unlimited to broadly and narrowly limited. The broad’s understanding of education is life. Education is some learning experiences that take place in all environments and in a whole life. It implies that education has been started since the human being on earth or even from within the womb.

Whereas the general meaning of education is “all of the act and effort from the older generation for transferring knowledge, experience, proficiency and also skill to younger generations that have aim to prepare fulfilling their life’s needec” (Soegarda Poerbakawaca & Harahap, H. A. H., 1981: 257).

According to the Laws of National Education System of Republic Indonesia No. 20 of 2003 article 1 say that the meaning of education is:

"Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara."

(Education is aware effort and planned to make atmosphere and learning process to students to be increasing actively their potentials, to have power religiusitas, self control, personality,
intelligence, a good behavior and skills which are needed by them, society, and nation).

After we know about the meaning of education, now let's we see to the meaning of moral education itself. Mark and Terence (via Zaim Elmubarok, 2008: 13) said:

"Morality is directed and constructed to perform a large range of independent functions to prohibit destruction and harm, to promote harmony and stability, to develop what is best in us. It promotes the social and economic conditions that sustain mutually beneficial trust and cooperation, articulates ideals and excel lences, sets priorities among the activities that constitute our lives".

Statement above explain that planting awareness of moral education is important to form person or citizen to get right in justice, be able to give differences which are good or bad, to get awards in human right, tolerant with the others and also loyalty.

From the explanation above, the writer can take a conclusion that the moral education is aware effort of mature that has planned to give change for pupils (young generation) to implant a divinity, values of ethics and aesthetic, good and bad values, right and wrong, about attitude, act and obligation, morals and morality to get their maturity and responsible.

E. The Correlation between Moral Values and Education

Education is an important part of life that at once distinguishes man from other living beings. Animals also studied, but it is determined more by instinct. Human learns to mean a series of events leading to maturation into a more meaningful life. Children receive education from their parents, and
when children are grown and have families, they will educate their children. As well as in schools and colleges, students taught by teachers and lecturers.

There is a fundamental difference between educating and teaching. It can simply be said to be good teaching is to educate. In other words, educating can use teaching process as a means to achieve maximum results in achieving educational goals. Education is an integrative activity if thought, the taste, and the intention is in synergy with the development of reasoning levels of learners. Educating the wight is the formation of mental attitude/personality for the students. Teaching is the mastery of knowledge, skills, and expertise that goes for all men at all ages (Zamroni, 200: 187).

Not every teacher can teach even though he was good at teaching. Becoming an educator is not only master the course material and teaching skills, but he need to understand the basics of religion and norms in society, so the teacher in learning is capable of connecting the material conveyed by the attitude and personality which should grow in accordance with religious teachings and norms in society.

So, if the results of teaching can be seen in a short time or a maximum of three years, the output of education can not be seen as a result segmentatif. The results of education is reflected in the attitudes, traits, behaviors, actions, style of reasoning, force responding to, and decision-making style of learners over a case (Syafiu', 2003: 85).

Educate (pedagogy) which is said by some people as institutions that can run three fungi as well:
1. Prepare the younger generation to hold specific roles in the future;
2. The transfer of knowledge, in accordance with the expected role;
3. The transfer values in order to maintain the integrity and unity of society as a prerequisite for the survival of society and civilization.

The second and third items above provide a definition that educating is not only the transfer of knowledge, but also the transfer of value. Thus education can be a helper for humankind. While teaching at the level of transfer of knowledge (Syafiful, 2003: 89).

Modelling is commendable attitude that should be attached to all teachers. So every teacher should be a model to encourage learners. Therefor, commendable attitude formation rather than simply teaching duties of teachers are very technical, but rather to educate younger generations to be a human being who behaves decent, honest, and able to develop the potential possessed by students.

F. The Importance of Moral Values in education

When teachers introduce basic moral lessons at school, the children are learning how to handle challenging situations. Because of these lessons, children may be more behaved, and discipline problems may decrease substantially. Moral-related activities that teach children the right ways to solve problems teach them that instead of using physical violence as a way to handle a problem, they could instead tell an adult or solve the problem by having a mature discussion.
Moral lessons, such as role playing activities, classroom debates or discussions help children learn the difference between doing the right thing versus the wrong thing. These lessons may help children take a look at situations from a new perspective, making them aware of everyday wrong decisions, such as back-talking to a parent or yelling at a sibling. Children may take a step back and analyze behaviors, and based on this assessment, they may get a better idea of how to improve and begin making better decisions.

Children who are introduced to character education consistently at school may be more likely to give back to the community by carrying out service projects by volunteering. Implementing a comprehensive approach that helps children connect real-world circumstances with school is a way that helps children to better understand the importance of making ethical decisions daily and living a morally-sound life. Taking children on volunteering field trips is a way for educators to teach the importance of helping others.

Implementing character education lessons in the classrooms helps enhance children's critical thinking skills. Moral decisions in the classroom allow youth to determine whether a not-so-clear ethical issue can be justified. Children learn to form their own opinions and make decisions based on a moral concern. Thinking critically may help children become open minded and solution driven, and therefore, they may be able to tackle tough real-life issues as a child and later as an adult.
CHAPTER III

BIOGRAPHY OF THE AUTHOR


A. Childhood

Joanne Kathleen Rowling was born on July 31, 1965, in Gloucestershire, England. The daughter of Peter and Anne Rowling, an engineer and laboratory technician, she developed her interest in literature and writing during her childhood in rural southwestern England. In addition to her parents buying books, mostly British children’s classics, and reading aloud to Joanne and her sister Diana, Rowling created fantasy tales about rabbits, one of her favorite animals, to amuse her sister. Rowling enjoyed roaming the countryside near her home, viewing historical sites and castles that sparked her imagination. She also played with neighbor children named the Potters. Their games often involved fantastical elements such as pretending to be wizards and witches much like Rowling’s fictional protagonist and his friends (http://www.Harry Potter and the Prisoner of Azkaban Novel Summary, Literary Analysis, Review Novel Summaries Analysis.htm).
B. Adulthood

She attended St Michael's Primary School, a school founded by abolitionist William Wilberforce and education reformer Hannah More. She attended secondary school at Wydean School and College, where her mother, Anne, had worked as a technician in the Science Department. In 1990, while she was on a four-hour-delayed train trip from Manchester to London, the idea for a story of a young boy attending a school of wizardry "came fully formed" into her mind.

Rowling then moved to Porto, Portugal to teach English as a foreign language. While there, on 16 October 1992, she married Portuguese television journalist Jorge Arantes. Their child, Jessica Isabel Rowling Arantes (named after Jessica Mitford), was born on 27 July 1993 in Portugal. They separated in November 1993. In December 1993, Rowling and her daughter moved to be near her sister in Edinburgh, Scotland. Forbes has named Rowling as the first person to become a U.S.-dollar billionaire by writing books, the second-richest female entertainer and the 1,062nd richest person in the world. On 26 December 2001, Rowling married Neil Michael Murray (born 30 June 1971), anaesthetist, in a private ceremony at her Aberfeldy home. This was a second marriage for both Rowling and Murray, as Murray had previously been married to Dr. Fiona Duncan in 1996. Murray and Duncan separated in 1999 and divorced in the summer of 2001. Rowling's and Murray's son, David Gordon Rowling Murray, was born on

C. Synopsis of the Novel

Harry starts off his third year at Hogwarts rather eventfully. He inadvertently blows up his Aunt Marge, goes on the run and is then personally absolved by the Minister of Magic himself. He then learns that mass murderer, Sirius Black, is intent on killing him, and Mr. Weasley makes him promise a strange thing, that no matter what he hears he won't go looking for Black. Confused, Harry agrees.

As he heads back to school armed with this knowledge, he learns that dementors, evil, soul-sucking creatures, have been stationed around Hogwarts for protection against Black. They affect Harry much more than the others students because of his terrible past, and he quickly resolves to learn to defend himself when he begins collapsing every time they come near. He finds a willing teacher in Professor Lupin, the new Defense Against the Dark Arts professor, who begins teaching Harry the Patronus Charm, which is the only spell that will work against the foul creatures.
As the school year progresses and the third years are buried under mounds of homework, Ron and Hermione start a bitter feud over their pets. Hermione is already stressed out due to her enormous course load, and none of them can figure out how she’s getting to all her classes. It doesn’t help that Hermione’s cat, Crookshanks, repeatedly tries to eat Ron’s rat, Scabbers, and the two friends argue ceaselessly about the animals. They stop speaking entirely when it’s discovered that Crookshanks seems to have eaten Scabbers for good, and Ron is devastated.

Harry has a few close calls with Black when he breaks into the castle, but is not apprehended. Things come to a head at the end of the year when a number of events fall like dominoes up Harry and his friends. Ron’s rat, Scabbers, turns out to still be alive and is really a wizard in hiding, Peter Pettigrew, long thought dead. Harry learns that it was Peter, and not Sirius Black, that betrayed his parents to Voldemort.

Just when Harry is sure Peter is finally going to be punished for his crimes, he escapes into the night. Sirius, long thought to be a mass murderer and Voldemort supporter, turns out to be innocent, and Harry learns that Sirius is his godfather. He’s overjoyed when, for a moment, he thinks he might be finally free of the Dursleys, but Sirius has to go on the run from the Ministry to avoid being apprehended.

Professor Lupin, Harry’s favorite teacher, ends up resigning his post, when it’s discovered that he’s a werewolf. He narrowly avoids attacking the kids, and it’s Sirius that saves their lives when he turns into a huge shaggy
dog to protect them. It's an action-packed year to be sure, but Harry is very happy that Sirius makes it out safely and is finally free from Azkaban. He's comforted by the fact that he finally has a family-member, so to speak, out there watching over him (http://www.synopsis.potter.htm.)
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Data Presentation

There are some good moral values in our life:

1. Wise

Having the power of discernment and judging properly as to what is true or right; possessing discernment, judgment, or discretion (http://dictionary.reference.com/browse/wise).

Wise means one has a high average outcome across all situations. A wise person knows what to do in most situations.

2. Patience

Patience is the state of endurance under difficult circumstances, which can mean persevering in the face of delay or provocation without acting on annoyance/anger in a negative way; or exhibiting forbearance when under strain, especially when faced with longer-term difficulties. Patience is the level of endurance one's character can take before negativity. It is also used to refer to the character trait of being steadfast (http://en.wikipedia.org/wiki/Patience).

3. Hard working

Hard work is the process of changing both the world and ourself so that at the end we and the world have become more connected (http://c2.com/cgi/wiki?HardWork).
Throughout life it is important to work well and often this means being acknowledged as hardworking. When applying for a job, we need to show that we are a hard worker and conscientious, without being liable to stressing (http://www.wikihow.com/Be-a-Hard-Worker).

4. Solidarity

Solidarity is the integration, and degree and type of integration, shown by society or group with people and their neighbours. It refers to the ties in a society, social relations that bind people to another. The term is generally employed in sociology and the other social science.

What forms the basis of solidarity varies between societies. In simple societies it may be mainly based around kinship and shared values. In more complex societies there are various theories as to what contributes to a sense of social solidarity (http://en.wikipedia.org/wiki/Solidarity).

5. Curiosity

Curiosity is an important trait of a genius. We do not think we can find an intellectual giant who is not a curious person. Thomas Edison, Leonardo da Vinci, Albert Einstein, Richard Feynman, they are all curious characters. Richard Feynman was especially known for his adventures which came from his curiosity (http://www.lifehack.org/articles/productivity/4-reasons-why-curiosity-is-important-and-how-to-develop-it.html).
Curiosity so important, here are four reasons:

a. It makes our mind active instead of passive

Curious people always ask questions and search for answers in their minds. Their minds are always active. Since the mind is like a muscle which becomes stronger through continual exercise, the mental exercise caused by curiosity makes our mind stronger and stronger.

b. It makes our mind observant of new ideas

When we are curious about something, our mind expects and anticipates new ideas related to it. When the ideas come they will soon be recognized. Without curiosity, the ideas may pass right in front of us and yet we miss them because our mind is not prepared to recognize them.

c. It opens up new worlds and possibilities

By being curious we will be able to see new worlds and possibilities which are normally not visible. They are hidden behind the surface of normal life, and it takes a curious mind to look beneath the surface and discover these new worlds and possibilities.

d. It brings excitement into our life

The life of curious people is far from boring. It's neither dull nor routine. There are always new things that attract their attention;
there are always new ‘toys’ to play with. Instead of being bored, curious people have an adventurous life.

B. Data Analysis

1. Moral values of the novel

The writer found some moral values in the novel, as following:

a. Wise

Wise in having a certain attitude can give a good effect toward others. As Ron toward Dursleys after knowing that they dislike he calls them to talk with Harry. Ron decided to not call them anymore, so that the Dursleys stop acting up to Harry.

Ron realizes that he really made difficulties for Harry, because he does not call him anymore.

Another effect is on Mr. Lupin’s support to Neville so that he can be braver.

“I instead hope neville helps me in the beginning of my practice,” he says, “and I’m sure he will be done amazingly.”

Wise is also applied for having an idea. Choosing a best idea will help ourselves and perhaps to others. As Harry’s idea to Dursleys:

“But if you sign the form up,” Harry says, “I swear I will

Wise is also used by Harry in managing her own money. He just paid his money for getting all he needs, not for he wants.

“. . . he needs to forborns to not pays her money all at once. He rubs it in herself that he should have five years in Hogwarts . . .”
b. Patience

Patience is the key of heaven, because that’s the lordly attitude. Sometimes, people have patience to get what they want. As a conversation bellow:

Harry tries to concentrate on his meal, but his hands shakes and his face is reddish, angry. *Remember the form*, he rubs in herself. *Think about Hogsmeade. Don’t say anything. Don’t up.*

By controlling the anger, someone can be calm. It can help us to build a good relationship universally. As Mr. Lupin being an idol to the students because of his patience facing Peeves.

Peeves is usually still having an honour to the teachers, though he. Indeed, is rough and abusively. All students look at Mr. Lupin immediately. How amazed they are, Lupin is still smiling.

We will create our problems if we do not have this character.

... He sits, silence. He still full of anger... and the worst think, he just made a mistake, it means that he should be dropped out of Hogwarts.

c. Hard working

Hard work pays off, exactly. People learn a little from the succession, but more learning from the failure. It will be always happy ending in our hard work. Anything that we did it candidly, we can get the good achievement for it.

Hard working in this novel almost done by Hermione. She has a good spirit to study. She really likes reading. She got the best mark in all her lessons, and got a best nomination as a best student:
“I rewrote my entire opus for Wizard History by entering some thinks that I’ve got here. I hope it is not too long; it is two percaments longer than Mr. Binns asked.”

“... I got more lessons than you both, right? ...

“. . . they wrong for arranging your scheduls. Look — you have to come into ten lessons a day. How can it be?”

Hermione’s bag is broken. Harry is not surprised. The bag contains more than a dozen big and thick books.

The Gryffindors’ hard working also pays off. They got score extra for their group:

“... Great, kids. Let me think ... five points to Gryffindor for each student who hands the Boggart, ten points to Neville because he hands twice, and five points to each Harry and Hermione.”

d. Solidarity

Human is a social creature. They need others in their life. Solidarity is an important characteristic in a relationship. Harry Potter has some special friends. They feel what he feels, and they help when he needs, conversely.

Finally Ron and Hermione forget their enmity about Crookshanks when they both feel Harry’s disappointed.

Ron, Hermione, and Hagrid worried when they knew that Harry is the killing target:

After Harry finishes his story, Ron and Hermione shocked. Finally Hermione says, “Sirius Black run away from prisoner to catch you? Oh, Harry, you have to really careful! Don’t make a mistake!”

Harry is happy when his friend, Hagrid, being a teacher in his school:
Harry, Ron, and Hermione have a look each others, amazed. Then they clap their hands, and see Hagrid's shy smile, happily.

e. Curiosity

One of Harry's characteristic is curiosity. He was willing to set the rule to know about surroundings, such as to go to Hogsmeade illegally, and anything that happened around him. But he found what he wants, because he has this character.

Harry leans closer on the door, wants to hear more details.

Harry follows a secret passage, the way to Honeydukes with his fingers. He goes on tiptoe, sneaks out to the one eye enchantress.

The important thing in this novel is: Harry is not perfect. He is not a "perfect" student, he gets into spats with his friends, he breaks rules, and he gets into trouble here and there. He also does not understand everything that is going on around him, and sometimes he makes mistakes. But the important thing seems to be that he keeps trying, he keeps learning, and he wants to do the right thing.

2. The reasons of the author wrote the novel

By reading the biography of the author, J. K. Rowling, we can conclude that the reason of her writing is caused of her writing hobby. She likes reading novel, and one day when she was on a train, she got the idea to write about a young boy attending a school of wizardry. That is the first time for Harry Potter on the first series.

"While she was on a four-hour-delayed train trip from Manchester to London, the idea for a story of a young boy attending a school of wizardry "came fully formed" into her mind." (http://www.J._K._Rowling.htm).
C. The Implementation of Moral Values in Education

Human beings have a process to be better in their life. They need education and knowledge to overcome it. They have to know about the property and the wrongness. All of these cannot be separated from family’s role, society, and their surroundings. A good surrounding will bring good influence to our day include personality, behavior, character, and habit. If children’s life in a good surrounding, so there is no difficulties for them to accept in all of places and their attitude appropriate with the norms in society.

Moral values have direct implication toward education process. After a baby is born, he or she gets moral value for the first a baby gets it from parents. Furthermore, when he or she is entering school age he or she will get the moral value in the school.

Human learn to understand about science in any aspects in this world. With good behaviors and always less of experience, people easy to share his knowledge to others, always learn until they die. There is no limited to study, it is become their principal. The knowledge that people getting, it has to make them more aware to do everything by good morality, not opposite.

The holy Qur’an has explains us long life learning, to see His creation rightly by using our mind and finally can make a person in a good morality. Science can not make a life happily; but it just can form a person’s morality. Although they have knowledge but low of morality, it has not
meaning in eye's God, because they will not be a wise people to manage their experiences. So, in this case, science has an important influence to make a person's morality. The holy Qur'an also explains, human have a freedom to choose right or wrong depends on their lustrous by God's guidance.

One way to get knowledge is by education either formal or informal. Despite to reach the goal of education, as an educator has to responsible to student's moral formed in education process. An educator and a student not only have just student-teacher relation but also have social interaction, in order to reach the goal of education.

By education, students more understand to theories and also direct application from social relation among teacher to student, student to student and student to nature. They will also realize that it is nice to know that sometimes the past is not a good one. It is important to tell the truth first though when it is unpredictable. In spite of it has a good purpose, it is better for us to tell the truth because there is no while to lie.
CHAPTER V
CLOSURE

A. Conclusion

After analyzing the novel *Harry Potter and the Prisoner of Azkaban*, in this chapter the writer would like to draw the conclusions as follows:

1. Moral values of the novel are:
   a. Trustworthy
   b. Forgiveness
   c. Wise
   d. Patient
   e. Hard working

2. The reasons of the author wrote the novel
   The reason is because of her hobby. The author, J. K. Rowling, has a hobby, it is writing. She wrote the novel, because of her interest in literature.

3. The implementation of moral education of the novel
   a. Moral learns good and bad that are accepted in a society such as acting, attitude, obligation, morals, and morality. Moral brings one’s attitude into right relationship to other. It is not only in our habits but also in our opinion or our conscience of what is right and what is wrong. So people can achieve a high morality.
b. Value is positive quality of anything whereby it is desirable, useful, interesting, good, and important.

c. Moral values have correlation with education, because education itself teaches about moral. Moral education is important to be implanted and teach earlier on child to form personality, behavior, character, and habit. And understanding a holy Qur’an is one way to form a good morality.

d. Many factors influence to human’s life development, there are family, religion, surrounding both in school and society. And most of these developments are influenced by external events, especially social interaction.

B. Suggestion

To close this paper, the writer would like to give some suggestions as follows:

1. Reading literature is not only for spending our leisure time, but we can get so many messages from it, because in literary works the author wants to convey something useful and valuable for the reader. Usually it consists of moral, education, motivation, and so on.

2. Moral is very important in someone’s life. So, moral values should be introduced to the children earlier. Family holds an important role to the children because it is the first place for children to grow up. And interaction in society give big influence to human’s life development.
3. Life is gift from God; we must use our time wisely because if it is gone, it will never back anymore. We must have spirit and be optimist in facing our life, so we still never regret.
Curriculum Vitae

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Kick Andy, May 5th 2011.

Kompas, June 17th 2011.
Mata Najwa, July 6th 2011.


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Salatiga, 12 Agustus 2011

Mengetahui

Pembimbing Mahasiswa Bidang Kemahasiswaan

[Signature]

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