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Erikson's Fourth Stage of Development: A Deep Dive into Harry Potter's Character Progression

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Abstract

This comprehensive study delves into the character progression of Harry Potter, the protagonist of J.K. Rowling's renowned series, from the perspective of psychosocial development, Industry vs. Inferiority as proposed by Erikson. The primary objectives are to discern the character personality that Harry Potter embodies and to elucidate how this pivotal stage of Erikson's theory is manifested in the narrative. The writers employed a qualitative research methodology. This study offers a comprehensive portrayal of an event or incident that is directly pertinent to the research focus, providing a precise and unbiased depiction of it. The principal character is evaluated using an intrinsic and objective method. The research underscores the profound impact of external influences on Harry's journey towards industry, overcoming feelings of inferiority, and ultimately, fostering a robust sense of self. Harry Potter effectively completes the fourth stage, which leads to a healthy personality, by establishing a sense of pride in his work and accomplishment. The findings show that Harry Potter experienced the fourth phase of Erikson's psychological development. Harry Potter is a heroic protagonist who effectively accomplishes his purpose and demonstrates bravery. Harry Potter is currently in the fourth stage of Erikson's psychosocial development, known as the stage of school-age children. The findings offer valuable insights into the intricate interplay between literature and psychology, shedding light on the nuanced character development in the Harry Potter series.

Keywords: *Character, Erikson's theory, narrative research, novel analysis, personality development, personality stages, psychosocial stages*

Introduction

Literature is the manifestation of concepts, ideas, emotions, personal encounters, and creativity conveyed by an individual through written expression, employing eloquent language that is meticulously organised by an imaginative procedure(Agm et al., 2020) . Literature as a collection of written works is used as a medium for human expression. A creative literary work is an element of literature that utilizes words to form a coherent and meaningful idea, image, or story (Rexroth, 2020). According to Kennedy and Gioia (2009), literature encompasses all written works and is considered a kind of artistic expression that offers both entertainment and education. The terminology used in literary works carries profound significance, and readers have the possibility to experience a wide range of emotions. There are many kinds of literary works, such as novels, plays, and

poems. One of the three genres of literature that will be the object of analysis of this current study is the novel.

A novel is a form of literary work that encompasses essential components of literature. The key elements of a narrative are character, narration, plot, setting, theme, tone, and mood.). The novel is written in an imaginative setting. The character, narrative, place, point of view, theme, tone, and style are essential elements that collectively shape the structure of a novel.. This aligns with the argument made by Kennedy and Gioia (2009) that fiction refers to narratives that are not completely based on facts, but rather partially constructed, fabricated, or imagined.

This study focused on analysing a specific element, namely the character, with a special emphasis on the psychological development of Harry Potter, the main character in the book "Harry Potter and the Philosopher's Stone. (Diyanni, 2008a) shares his idea about the definition of character. He emphasizes that characters are the essence of literature: they captivate our curiosity and fascination, evoke both attachment and contempt, and elicit admiration or condemnation. Our affinity with literary characters is so profound that they often transcend being just "objects". By means of identification, compassion, and hostility, individuals can integrate into our self-perception and become an integral aspect of our identity(Diyanni, 2008a).

While on the other hand, Griffith (2006) argues that characters might represent not only humans but also other entities such as animals, robots, or other things. Characterization, on the other hand, refers to the author's portrayal of the characteristics of these characters. He also adds that characters are the individuals in stories, and characterization refers to the way the author presents and develops the qualities of these characters. In certain instances, such as in the genre of fantasy fiction, the characters depicted are not human beings. Regardless of whether they are animals, robots, or aliens from outer space, the author imbues them with human capabilities and human psychological characteristics. They possess all the characteristics of human beings except for their physical appearance (Griffith, 2006).

Various characters will engage the reader's attention and form a captivating and thorough storyline. Subhan, B (2003) classifies the characters in the book into two distinct groups: major or main characters and minor characters, based on their portrayal. The prose novel consists of two distinct groups of characters: major or primary characters, and minor characters. The primary characters usually capture the reader's attention because of their substantial impact on the storyline or book. The protagonist refers to the primary character or the principal performer, typically the central figure in a story or play. The given text is incomplete and does not provide enough information to rewrite it in a straightforward and precise (Subhan, B, 2003). The protagonist of a didactic novel is typically the hero or heroine who occupies a significant position in the narrative. A good man with excellent characteristics is typically the hero. (Subhan, B, 2003). The antagonist in a novel typically denotes the antagonist's adversary or adversary. In educational literary works, the opposing character is typically portrayed as immoral or evil, contrasting with the protagonist who is typically seen as virtuous and genuine. In a novel, the main character usually has a partner or buddy who helps them in their pursuit of their duty, vocation, struggle, or desire.. A close companion or a reputable individual typically provides assistance to a protagonist who is oppressed. The companion of a protagonist character may function as the lover of the protagonist (Subhan, B, 2003).

J.K. Rowling, the author, has written a series of seven fantasy books that are commonly referred to as Harry Potter. The volumes document the endeavours of a wizard named Harry Potter and his companions Ronald Weasley and Hermione Granger, both of whom

are enrolled as students at Hogwarts School of Witchcraft and Wizardry.. This novel primarily focuses on the occurrences within the realm of wizardry, while also acknowledging the existence of Muggles (humans) in the story. Following the introduction chapter, the book swiftly advances to a period just prior to Harry Potter's eleventh birthday, where the revelation of his origins commences. Harry Potter, the main character in this story, overcomes magical, social, and emotional issues, including teenage issues like friendships and exams and the greater obstacle of preparing for the confrontation he has faced since birth. Harry Potter, the main character in this story, undergoes several personality changes influenced by his environment, including the Dursleys, his childhood family, his best friends Ron Weasley and Hermione Granger, and his Hogwarts School friends and teachers, who bring the story to life.

Personality development is essential both in real life and in the context of a novel, as well as during the process of learning English. Based on the studies conducted by Eysenck and Allport, as cited in Abbott (2001), personality is constantly influenced by persistent features that may or may not be individualised for each person. Personality development facilitates the cultivation of distinct individual personalities in students or readers, enhance their confidence and self-esteem, refine their communication skills, and cultivate a favorable personality for improved social and professional success. By employing a literary psychology methodology, the writers are able to scrutinise the protagonist's personality in the novel Harry Potter and the Philosopher's Stone. Hence, the formation of an individual's character is influenced by the individuals and the surroundings in their vicinity. This study examines the formation of personality, specifically focusing on Erikson's fourth psychosocial crisis, which involves the conflict between industry (competence) and inferiority. This crisis typically happens during childhood, namely between the ages of five and twelve. During this developmental phase, children engage in the process of evaluating their own abilities and value by making comparisons with their peers. Specifically, the novel featuring Harry Potter is influenced on Erik Erikson's four-stage theory of psychological development (Erikson & Erikson, 1998).

The writers will utilize Erik Erikson's Stages of Psychosocial Development theory to examine the character of Harry Potter in the book "Harry Potter and the Philosopher's Stone". The writers quote Erik Erikson's theory in Valerie Simanowitz and Peter Pearce's book Personality Development. According to Simanowitz and Pearce (2003), Erikson coined the term "psychosocial," which is essentially a combination of the terms "psychological" (mind) and "social" (connection). Erikson's theory is essentially based on two terms: social (external interactions and environment) and psychological (or the root, 'psycho', which refers to the mind, brain, and personality). The term 'psychosocial' is derived from these terms. Erikson is of the opinion that his psychosocial principle is inherently predetermined in its influence on human development. It is present in all individuals. Erikson (2003) developed a theory of human development that demonstrates the gradual progression of the social, emotional, and cognitive abilities that individuals employ in their interactions with significant others over the course of their lives. Erikson's perspective on the ego's maturation through eight life phases, with a particular emphasis on adolescence and identity.

Erikson (2003) incorporates his developmental concepts into his theory, which involves a comprehensive examination of the human life cycle through eight distinct stages as outlined below. This theory of human development delineates the sequential advancement of the social, emotional, and cognitive abilities that individuals employ in their interactions with important individuals throughout their entire lives. Nevertheless, the writers will concentrate on Erik Erikson's fourth psychosocial crisis, which pertains

to industry (competence) versus. Between the ages of five and twelve, inferiority manifests itself during childhood ((Pratt & Matsuba, 2018)

Erikson (2003) discusses the emergence of conflict during the industry period, where teachers and parents encourage children to develop their skills, leading to a sense of industry. This sense refers to a feeling of competence and confidence in their talents. They begin to develop the ability to work together and engage in collaboration while also recognizing their potential to use their skills to complete different tasks. Consequently, individuals cultivate a sense of confidence in their ability to achieve goals. Conversely, in the Inferiority stage: On the other hand, if young people receive negative feedback or are not given the chance to demonstrate their ability, they may develop a sense of inferiority. They may acquire a feeling of inadequacy and reduced self-esteem, viewing themselves as less capable than others.Several prior investigations have also examined the application of psychoanalysis in literary works. In Ratnasari's (2012) analysis, the author explored the progression of Emed's personality from childhood to adulthood in Samsoedi's work, Babalik. The theory employed is Erikson's developmental theory. While, (Wardani, 2018) analyses the psychological elements of the main character in the novel Rindu, who possessed direct experience of living aboard a Dutch ship at Blitar. The protagonist of this literary piece highlights religious principles as a means of elucidating his character to the audience. Cicilia, et al., (2020) provided a detailed account of the main character's progression and growth in the movie Gifted Hands. Using qualitative descriptive approaches, their research revealed that the main character experiences a significant change, becoming a robust and powerful individual.

While , in respect of success and failure in stage four, Erikson (2003) argues that Success leads to the development of proficiency, while failure of success leads to emotions of inadequacy.When youngsters are motivated and rewarded for their proactive behaviour, they develop a sense of industriousness (competence) and self-assurance in their capacity to accomplish objectives.If this initiative is not fostered, and parents or teachers impose restrictions, the child may develop feelings of inferiority, doubting their own capabilities, and thus may fail to achieve their full potential. If a youngster is unable to acquire a certain skill that society expects them to possess, such as athleticism, they may develop a feeling of inferiority. Occasional failures may be essential for the child to cultivate a sense of modesty (Erikson, 2003). Yet again, it is crucial to strike a harmonious equilibrium between proficiency and humility. The balance between industry and inferiority allows youngsters to recognise their abilities and understand that they have the capability to work hard and achieve their goals, even in the face of challenges along the way.

The feeling of being inferior or inadequate that arises during school years can be transformed into perseverance by consistent encouragement and support from one's environment., namely from the mother, who consistently inspires the individual to cultivate self-confidence. According to the previous study, it demonstrated the significance of personality development in real life. It revealed that when individuals develop their personality, they experience an increase in confidence, self-esteem, uniqueness, and an improvement in their social and professional lives.

Although (Septiarini & Sembiring, 2017) looked into another facet of the same work, they focused on the main character's personality type, collective awareness and unconsciousness levels, and behaviour as she deals with the mental anguish brought on by her father's crime. The fact that this behaviour can stand in for real life was uncovered. In (Maree, 2021) analysis, Erikson's place in the research on human development, especially early child development, is further explored and expanded upon. A brief

qualitative theoretical overview offers a comprehensive comprehension of Erikson's scholarly background, his recognized contributions, his perspectives on individuals as sentient beings, and essential biographical information. The text examines the individual's substantial but frequently disregarded contribution to the disciplines of self- and career counseling, as well as life design-related science, practice, and profession.

It also examines the development of his psychosocial development theory and its core research, as well as its potential influence on theory and practice. Although there is extensive literature discussing Erik Erikson's impact on education, there is a lack of attention given to his role in shaping the overall theoretical understanding of human nature. Extending the previous research, the writers concentrate on the phases of psychosocial development of Harry Potter, the protagonist of Harry Potter and the Philosopher's Stone, because, in her opinion, these changes or transformations are comparable to the metamorphosis process of a butterfly. Initially, it is an egg that is dropped by a butterfly, and it grows into a caterpillar afterward. The caterpillar subsequently transforms into a pupa or cocoon. Finally, a butterfly emerges from a pupa. This metamorphosis is strikingly identical to the personality development of Harry Potter, the narrative's protagonist, which is influenced by his social experiences and the environment in which he lives. Harry Potter's journey from birth to heroism is a complex one. He begins as a baby boy who survives the murder of his parents by Voldemort, and he is treated unjustly by the Dursleys, his relatives, as an orphan. He becomes a student after his eleventh birthday without realising it, and he becomes an exceptional Quidditch player at Hogwarts School. Ultimately, he is compelled to confront Voldemort, who has killed his parents. Harry Potter's character underwent a gradual transformation from a timid, shy child to a confident and powerful individual. From zero to hero. From nobody to somebody.

The objective of this article is to expand the current discourse on Erikson's perspective within the context of human development research, with a particular emphasis on the development of fictional characters. The writers put the research questions by addressing two important problems to solve, namely what type of character did Harry Potter embody, and how did the fourth stage of Erikson's psychosocial development relate to the Harry Potter series?

In addition to Harry Potter, the novel contains a variety of characters that are worth examining. The narrative contains approximately fourteen additional characters, each of whom possesses a unique set of attributes. Complex literary characters, each with their own personality traits and behaviours, will captivate us as readers of a literary work. The narrative of the story will be concluded by the variety of intriguing, distinctive, and mysterious characterizations.

Only one character is the subject of the writers' analysis. In this investigation, the author intends to disclose numerous discoveries. Initially, the writers will determine the character type of Harry Potter, the protagonist of the narrative.

Secondly, the writers will employ the fourth stage of Erikson's psychosocial development theory to the character of Harry Potter in order to observe the personality development of the character.

Method

The writers utilized a qualitative research approach, which is characterised by a descriptive nature and does not rely on statistical data. This study provides a detailed account of an event or occurrence that is directly relevant to the research emphasis,

presenting an accurate and objective description of it. The primary character is examined using an objective and intrinsic approach (Nurgiyantoro, 2014). The writers engaged in library research to examine the psychosocial development of the main character, Harry Potter, in the story. The theory of Psychological Criticism proposed by (Diyanni, 2008b) is employed to analyse and assess the novel, "Harry Potter and the Philosopher's Stone." Besides that, the writers undertook extensive library research, gathering data from many theories, articles, and books that are relevant to the object of analysis. This involves browsing, reading, and collecting theories, articles, and books that support the study and analysis. Subsequently, the writers engaged in extensive reading and study to acquire and compile the necessary data that would substantiate the analysis and research endeavour.

The data used in this study is supported by multiple sources, including papers, books, and journal articles. The main data source is the novel *"Harry Potter and the Philosopher's Stone*." (Creswell, 2012) defines data analysis approach as the systematic organisation of sequential data through the classification into patterns, categories, and fundamental descriptive units. In this study, data gathering is conducted by qualitative analysis. The writers analysed the data by collecting the information conveyed in the novel through the protagonist, Harry Potter's actions and talks. The data is presented in a descriptive fashion, and the writers have supplied conclusions to facilitate data comparison.

Results and Discussion

The Character Type of Harry Potter

Table1. Types of Harry Potter'c character

No.	Category of Protagonist	Quotation
1.	Hero - Do the brave things (sacrifice for his friends)	I Harry did something that was very brave and very stupid: he took a great running jump and managed to fasten his arms around the troll's neck from behind. ... With Harry clinging on for dear life. I "... They were looking for me .. If they hadn't found me, I'd be dead now. ...'
2.	Hero - Do the brave things (the winner of a game)	I ... And something gold fell into his hand. 'I've got the Snitch!' he shouted, waving it above his head, and the game ended in complete confusion.
3.	Play an important role - Break the mystery	I 'We won! You won! ... So were right, it is the Philosopher's Stone and Snape trying to force Quirrell to help him get it.'
4.	Good characteristics -Humble person	I Hermione did a sort of jig. 'Malfoy's got detention! I could sing!' 'Don't,' Harry advised her.
5.	Play an important role - Save the stone successfully	I 'Calm yourself, dear boy, you are a little behind the times,' said Dumbledore. 'Quirrell does not have the Stone.'

Erikson's Psychosocial Development Theory's Fourth Stage in Harry Potter

Table 2, The Application of the Fourth Stage of Erikson's Psychosocial Development

No.	Sense of Industry	Quotation
1.	Develop sense of pride	Harry stretched out his hand at last to take the yellowish envelope, addressed in emerald green to Mr H.Potter, The Floor, Hut-on-the-Rock, The Sea. He pulled out a letter and read: ... 'There, look.' 'Where?' "Next to the tall kid with the red hair.' 'Wearing the glasses?' 'Did you see his face?' 'Did you see his scar?' Whispers followed Harry from the moment he left his dormitory next day.
2.	Encouraged by parents or teachers to develop skills	Harry Potter ... What an honour.' ... 'Welcome back Mr Potter, welcome back.' ... Everyone was looking at him. ... 'So proud, Mr Potter, I'm just so proud.' 'Always wanted to shake your hand - I'm all of a flutter.' 'Delighted, Mr Potter, just can't tell you. Harry - you're a great wizard, you know.' 'I'm not as good as you,' said Harry very embarrassed, as she let go of him Potter, Harry!' 'Potter, did she say?' 'The Harry Potter?' ... Percy the Prefect got up and shook his hand vigorously, while the Weasley twins yelled, 'We got Potter! We got Potter!' 'HARRY POTTER!' ... Professor McGonagall was running towards them. ... 'Never - in all my time at Hogwarts -' ... 'Potter, this is Oliver Wood - I've found you a Seeker.'
3.	Begin to understand that they can use their skills to complete tasks	'Not a wizard, eh? Never made things happen when you was scared, or angry?' ... Now he came to think about it ... . Harry looked back at Hagrid, smiling, and saw that Hagrid was positively beaming at him. 'See?' said Hagrid. 'Harry Potter, not a wizard - you wait, you'll be right famous at Hogwarts.
4.	Start learning to work and cooperate with others	Harry was speeding towards the ground when the crowd saw him clap his hand to his mouth as though he was about to be sick - he hit the pitch on all fours - coughed - and something gold fell into his hand. 'I've got the Snitch!' he shouted, waving it above his head, and the game ended in complete confusion. You drink that,' said Harry. No, listen - get back and get Ron - grab brooms from the flying-key room, they'll get you out of the trapdoor and past Fluffy - go straight to the owlery and send Hedwig to Dumbledore, we need him. I might be able to hold Snape off for a while, but I'm no match for him really. Harry knew; Quirrell couldn't touch his bare skin, not without suffering terrible pain - his only chance was to keep hold of Quirrell, keep him enough in pain to stop him doing a curse. ... 'Calm yourself dear boy, you are a little behind the times,' said Dumbledore. 'Quirrell does not have the Stone.

Discussion on the character type of Harry Potter

Harry Potter is a character that occurs regularly throughout the novel. He is the focal point of the novel's actions and comments. He is a character that exhibits his dedication to his friends with a passion founded in the spirit of friendship, and he is brave enough to fight for honesty and humility, especially when his friends are in need. In contrast, Harry Potter never expects to receive acclaim for his actions.

Despite his ascent to stardom, Harry Potter remains a modest and humble person with uncomplicated goals. At the end of the story, Harry Potter successfully recovers the

Philosopher's Stone and survives an attack by Voldemort, the Dark Wizard who attempted to murder him. Based on the provided attributes, the authors infer that Harry Potter is the protagonist in the book "Harry Potter and the Philosopher's Stone", as he never expects to be acknowledged for his achievements. Harry Potter, initially lacking confidence in his own skills, remains humble and modest despite becoming a famous wizard, successfully saving the Philosopher's Stone, and surviving Voldemort's attempt to kill him. His heroism is partly attributed to the straightforwardness of his ambition. Harry Potter has consistently shown a readiness to help his friends by engaging in brave actions. Nevertheless, he committed a selfless act. Occasionally, he exposed himself to perilous situations in a reckless manner, solely to protect his companions. It occurs as he confronts a troll in battle to save his friend.

> *" Confuse it!'Harry said desperately to Ron, and seizing a tap he threw it as hard as he could against the wall." (10:129).*
> *"Harry did something that was both very brave and very stupid: he took a great running jump and managed to fasten his arms around the troll's neck from behind. ... ,with Harry clinging on for dear life..." (10:130).*
> *" 'Is it - dead?' ... 'I don't think so,' said Harry. 'I think it's just been knocked out.' (10:130).*
> *"Then a small voice came out of the shadows. 'Please, Professor McGonagall - they were looking for me. ... If they hadn't found me , I'd be dead now. Harry stuck his wand up uts nose and Ron knocked out it with its own club. They didn't have time to come and fetch anyone. It was about to finish me off when they arrived.' "(10:131).*

Furthermore, as the central character, Harry Potter consistently demonstrates his willingness to assist his friends by engaging in acts of bravery. This is exemplified by his commitment to spending a significant amount of time fulfilling the role of a Quidditch player, namely as the Seeker. His exertion leads his team to victory in the Quidditch match. This can be clearly seen from the following excerpt.

> *"His broom was vibrating so hard, it ws almost impossible for him to hang on much longer. ... Up in the air, Harry Potter was suddenly able to clamber back on to his broom. ... Harry was speeding towards the ground when the crowd saw him clap his hand to his mouth as though he was about to be sick - he hit the pitch on all fours - coughed - and something gold fell into his hand. 'I've got the Snitch!' he shouted, waving it above his head, and the game ended in complete confusion." (11:140,141).*

Harry Potter is also the protagonist who effectively unravels one of the mysteries at Hogwarts Academy.

> *'We won! You won! ... Let's find an empty room, you wait 'til you hear this.' ... He told them what he'd seen and heard. 'So we were right, it' is the Philosopher's Stone and Snape's trying to force Quirrell to help him get it. ... I reckon there are other things guarding the stone apart from Fluffy, loads of enchantments, probably, and Quirrell would have done some anti-Dark- Arts spell which Snape needs to break through -'." (13:166).*

However, Harry Potter, the protagonist of the narrative, maintains his modesty and humility even after achieving fame. Harry Potter, the protagonist with a humility, is the modest individual. This occurs when Harry Potter forbids Hermione from performing a routine when Malfoy is granted detention.

> *"Hermione did a sort of jig. 'Malfoy's got detention! I could sing!' 'Don't,' Harry advised her." (14:176).*

While another humility shows up when Harry Potter decides to resign from the Quidditch game when he feels so ashamed of himself.

> *"It was a bit late to repair the damage, but Harry swore to himself not to meddle in things that weren't his business from now on. ... He felt so ashamed of himself that he went to Wood and offered to resign from the Quidditch team. 'Resign? Wood thundered." (15:179)*

Although Harry Potter is the most recognised character in the series, he is also rejected by his peers at Hogwarts School. Chapter 15 is the chapter in which he and his companions from Gryffindor House are subjected to detention by Professor McGonagall for being out of bed more than one night. They violate the regulations of Hogwarts School. They have abruptly lost one hundred and fifty points compared to the previous day.

> *"And then the story started to spread. Harry Potter, the famous Harry Potter, their hero of two Quidditch matches, had lost them all those points, him and couple of other stupid first-years." (15:178)*

Harry Potter becomes the most despised student at Hogwarts as a result of his detention. Harry Potter is subjected to yet another rejection when individuals point at him at every opportunity and refrain from lowering their voices when discussing him.

> *"From being one of the most popular and admire people at the school, Harry was suddenly the most hated. ... Everywhere Harry went, people pointed and didn't trouble to lower their voices as they insulted him. ... Only Ron stood by him." (15:179)*

Another rejection is received from his pals who are members of a Quidditch team. They are adamant about not conversing with Harry Potter during practice, as they may refer to him as "the Seeker" instead of his given name.

> *"But even Quidditch had lost its fun. The rest of the team wouldn't speak to Harry during practice, and if they had to speak about him, they called him 'the Seeker'." (15:179)*

However, Harry Potter ultimately demonstrates that he is a true hero, despite the fact that he never anticipated becoming the hero and does not revel in his success. He never anticipates receiving any recognition for his actions. He demonstrates this by posing a few factual inquiries to Dumbledore, the principal of Hogwarts School, and expressing satisfaction with the responses. His desire is only to get the magic stone, not to use it. He just wants to make sure that the magic stone and its power do not fall into the wrong hands. Unlike Voldemort who really wants that magic stone by trying to steal it because Voldemort knows that the magic stone has a magical power. People will never die if they own it.

Harry Potter does his very best effort to stop Voldemort who orders Quirrell to steal the stone, and he makes it by keeping hold of Quirrell in enough pain to stop him doing a curse on Harry Potter.

> *"Quirrell rolled off him, his face blistering too, and then Harry knew; Quirrell couldn't touch his bare skin, not without suffering terrible pain - his only chance was to keep hold of Quirrell, keep him in enough pain to stop him doing a curse. Harry jumped to his feet, caught Quirrell by the arm and hug on as tight as he could. Quirrell screamed and tried to throw Harry off - the pain in Harry's head was building - he couldn't see - he could only hear Quirrell terrible shrieks and Voldemort's yells of 'KILL HIM! KILL HIM!' and other voices, maybe in Harry's own head, crying, 'Harry! Harry!' He felt Quirrell's arm wrenched from his grasp, knew all was lost, and felt into blackness, down ... down ... down ..." (17:214).*

Where finally he success to save the stone. He knows it when he hears the explanation from Dumbledore, the headmaster of Hogwarts School.

> *" Harry stared at him. Then he remembered. 'Sir! The stone! It was Quirrell! He's got the stone! Sir, quick-'*
> *'Calm yourself, dear boy, you are a little behind the times,' said Dumbledore. 'Quirrell does not have the Stone.' " (17:214).*

In conclusion, the writers discover that Harry Potter is a kind of a humble and loyal person who fights for positive values such as honesty, loyalty, kindness, and bravery. Harry Potter does several brave things although he never expects any praise from what he does. He helps his friends when they a need help, wins the Quidditch game as the Seeker, and finally he succeeds to defeat Voldemort's plan to steal the Philosopher's stone. Harry Potter successfully keeps the Philosopher's Stone, not to fall into the wrong hands. Harry Potter is a hero in the story.

The Discussion of The Application of The Fourth Stage of Erikson's Psychosocial Development Theory to Harry Potter

The examination of Harry Potter's personality development is significantly influenced by Erikson's theory on Psychosocial Development. The author intends to employ Erikson's theory of Psychosocial Development to examine the personality development of Harry Potter in the inaugural volume of the series, "Harry Potter and the Philosopher's Stone." Specifically, the fourth stage of human development will be the primary focus, out of the eight stages. The fourth stage of Erik Erikson's Psychosocial Development Theory is distinguished by the writer's emphasis on the theme, narrative, setting, and character in Harry Potter and the Philosopher's Stone.

The fourth phase of Erik Erikson's psychosocial development paradigm involves the struggle between industry and inferiority (Erikson, 2003). Industry refers to useful or meaningful action, while inferiority is the feeling of being useless, incapable of contributing, cooperating, or working in a team to create something, accompanied by poor self-esteem. The development of competence or industry is the primary psychological endeavour in the fourth stage. In this stage, the term "industry" refers to the fact that children will not only persist in their curiosity about new experiences, but they will also endeavour to succeed in their learning and receive recognition for producing successful outcomes. The psychosocial conflict in the fourth stage of Erikson's psychosocial development is between industry and inferiority. During childhood, the stage is typically experienced between the ages of six and eleven. Social interaction and school play a critical role in the development of a child's sense of pride in their abilities and accomplishments during this period of their life. The primary inquiry is "How can I be good?". Harry Potter is approximately eleven years old when he enrols in Hogwarts School of Witchcraft and Wizardry. When he reaches his eleventh birthday, he receives a letter from the Hogwarts School of Witchcraft and Wizardry informing him that he has been accepted into the institution. The following excerpt illustrates this point:

> *Harry stretched out his hand at last to take the yellowish envelope, addressed in emerald green to Mr H.Potter, The Floor, Hut-on-the-Rock, The Sea. He pulled out a letter and read: ... " (4:42).*

When Harry receives the letter, it shows how Harry Potter starts to develop sense of pride. The letter represents the satisfaction of achievement to have Harry Potter as one of the students at Hogwarts School. This positive thing will move towards first successful negotiation of this crisis stage. When Harry Potter becomes the student of Hogwarts

School, he receives attention from his school friends. They talk about him, stare at him, and try to get a look at him. This condition also develops the sense of pride of Harry Potter.

> *" 'There, look.' 'Where?' "Next to the tall kid with the red hair.' 'Wearing the glasses?' 'Did you see his face?' 'Did you see his scar?' Whispers followed Harry from the moment he left his dormitory next day. People queuing outside classrooms stood on tiptoe to get a look at him, or doubled back to pass him in the corridors again, staring." (8:98).*

It can be seen from chapter five, Diagon Alley. In this chapter, Harry also develops sense of pride.

> *" 'Good Lord,' said the barman, peering at Harry, 'is this - can this be -?' ... 'Bless my soul,' whispered the old barman, 'Harry Potter ... What an honour.' ... 'Welcome back Mr Potter, welcome back.' ... Everyone was looking at him. ... 'So proud, Mr Potter, I'm just so proud.' 'Always wanted to shake your hand - I'm all of a flutter.' 'Delighted, Mr Potter, just can't tell you. Diggle's the name, Dedalus Diggle.' " (5:54).*

The statements made in the aforementioned conversations demonstrate the level of pride that individuals have for Harry Potter. They extend a warm reception and hold him in high regard. The development of Harry Potter's personality is influenced by these conditions, as children begin to develop a sense of pride in their accomplishments and abilities.

When the Sorting Hat puts him at Gryffindor, the students of Gryffindor welcome him enthusiastically. It represents the encouragement that Harry Potter gets from his teacher to develop his skills.

> *" 'Potter, Harry!' 'Potter, did she say?' 'The Harry Potter?' ... Percy the Prefect got up and shook his hand vigorously, while the Weasley twins yelled, 'We got Potter! We got Potter!' (7:90,91).*

When Professor McGonagall accidentally finds that he is good in flying on a broomstick, and puts him as a Seeker in the Gryffindor team. It is also the encouragement that Harry Potter gets to develop his skills.

> *" 'HARRY POTTER!' ... Professor McGonagall was running towards them. ... 'Never - in all my time at Hogwarts -' ... 'Potter, this is Oliver Wood - I've found you a Seeker.' Wood expression changed from puzzlement to delight. 'Are you serious, Professor?' 'Absolutely,' said Professor McGonagall crisply. ... 'He caught that thing in his hand after a fifty-foot dive,' Professor McGonagall told Wood. 'Didn't even scratch himself. Charlie Weasley couldn't have done it.' ... 'Your father would have been proud,' she said. 'He was an excellent Quidditch player himself.' " (9:112, 113*).

Harry is unaware of his wizardhood until Hagrid informs him of his status. Harry later realises that he may be a wizard when Hagrid reminds him to use his skills to complete duties when he is scared or angry.

> *" Not a wizard, eh? Never made things happen when you was scared, or angry?' Harry looked into the fire. Now he came to think about it ... Every odd thing that had ever made his aunt and uncle furious with him happened when he, Harry, had been upset or angry ... . Harry looked back at Hagrid, smiling, and saw that Hagrid was positively beaming at him. 'See?' said Hagrid. 'Harry Potter, not a wizard - you wait, you'll be right famous at Hogwarts.' " (4:47).*

" 'Hermione!' 'Harry - you're a great wizard, you know.' 'I'm not as good as you,' said Harry very embarrassed, as she let go of him." (16:208).

Harry Potter also cultivates a sense of pride and accomplishment in his abilities and works by collaborating with his new academic and social responsibilities. In chapter 11, the writers discover it in the context of the Quidditch game, in which Harry Potter participates as the Seeker and secures the victory by capturing the Golden Snitch ball. It demonstrates that Harry Potter begins to develop the ability to collaborate and interact with others.

"Harry was speeding towards the ground when the crowd saw him clap his hand to his mouth as though he was about to be sick - he hit the pitch on all fours - coughed - and something gold fell into his hand. 'I've got the Snitch!' he shouted, waving it above his head, and the game ended in complete confusion." (11:140, 141).

Additionally, in chapter sixteen, he collaborates with his companions Ron and Hermione to protect the Stone at Hogwarts School from Professor Snape, whom he suspects of attempting to steal it.

"*Harry looked at the tiny bottle. 'There's only enough there for one of us,' he said. 'That's hardly one swallow.' ... 'You drink that,' said Harry. No, listen - get back and get Ron - grab brooms from the flying-key room, they'll get you out of the trapdoor and past Fluffy .... I might be able to hold Snape off for a while, but I'm no match for him really.' " (16:207,208).*

Harry Potter's ultimate achievement is his effective defeat of Voldemort's action by way of Professor Quirrell's attempt to steal the Philosopher's Stone.

"Quirrell rolled off him, his face blistering, too, and then Harry knew; Quirrell couldn't touch his bare skin, not without suffering terrible pain - his only chance was to keep hold of Quirrell, keep him enough in pain to stop him doing a curse. ... 'Calm yourself dear boy, you are a little behind the times,' said Dumbledore. 'Quirrell does not have the Stone.' " (17:214).

This stage is essential for the development of self-confidence, as per Erikson. Children are rewarded and acknowledged for their accomplishments in a variety of activities, including problem-solving, during school and other social events. They begin to cultivate a sense of pride and accomplishment in their work and abilities. Children must adjust to their new academic and social requirements. Children who receive commendation, encouragement, and praise from their parents, teachers, or classmates will cultivate a perception of competence and self-assurance in their talents. Conversely, those who are discouraged, receive negative feedback from their parents, teachers, or peers will be left with a sense of inferiority and will doubt their ability to achieve success. Failure induces feelings of inferiority, while success induces a sense of competence.

Harry Potter is also experiencing the inferiority complex, which is characterised by the negative feedback he receives from his peers at Hogwarts School and society. They continue to disparage him, point at him, and discuss him.

"And then the story started to spread. Harry Potter, the famous Harry Potter, their hero of two Quidditch matches, had lost them all those points , him and couple of other stupid first-years. From being one of the most popular and admire people at the school, Harry was suddenly the most hated. ... Everywhere Harry went, people pointed and didn't trouble to lower their voices as they insulted him. ... Only Ron stood by him." (15:179).

The negative feedback also comes from his Quidditch team, another society of Harry Potter. They refuse to talk with him during practice, or if they must talk to him, they will call him 'the Seeker' instead of his name.

> *"But even Quidditch had lost its fun. The rest of the team wouldn't speak to Harry during practice, and if they had to speak about him, they called him 'the Seeker'." (15:179)*

The collection of quotations and explanations clearly demonstrates that Harry Potter has effectively achieved his healthy psychological growth, particularly in the fourth stage. Healthy personality development relies on achieving a rational equilibrium between 'positive' and 'negative' tendencies during each stage of crises, namely the conflict between industry and inferiority. Harry Potter attains a robust character development by striking a judicious equilibrium between favourable and unfavourable inclinations throughout the fourth stage. He confronts the industry versus inferiority dichotomy fully. His personality is shaped postnatally, with a significant impact during childhood. Harry Potter's personality is shaped by his relationship with society and his interactions with others. The protagonist's character is influenced by his social experiences during his entire lifespan, which have an impact on his society.

In the end, the writers conclude that Harry Potter effectively achieves a significant level of development in the fourth phase. The procedure begins with the reception of a letter informing the individual of their admission to Hogwarts School. The author notes that Harry Potter's sense of pride is enhanced by obtaining an acceptance letter from Hogwarts, corresponding to the fourth stage of Erikson's Psychosocial Development theory. Expanding on his contentment with Harry Potter's achievements, Harry Potter, as a pupil, encounters a deep feeling of fulfillment within the educational setting, prompting him to unveil his genuine nature as a sorcerer. Not only does he receive encouragement from teachers to improve his talents, but he also faces situations when he receives harsh comments. His personality develops further as he derives joy and satisfaction from emerging victorious in the Quidditch match and unraveling the mystery at Hogwarts. Ultimately, he successfully overcomes Voldemort's endeavor to steal the Philosopher's stone, and Harry Potter effectively safeguards the stone. The more adept individuals are at navigating each crisis, the more proficient they will be in handling future challenges. Harry Potter's ability to navigate future challenges will improve in direct proportion to his success in overcoming each crisis.

Conclusion

In summary, Harry Potter, as the protagonist, is undergoing the fourth stage of Erikson's psychosocial development. Harry Potter is a hero who successfully completes the mission and does the brave things as the protagonist. Harry Potter is undergoing the fourth stage of Erikson's psychosocial development, which is the stage of school-age children. He addresses the tension between industry and inferiority. Harry Potter also conveys the sense of inferiority and industry. During this stage, children begin to cultivate a sense of pride and are motivated by their instructors to further their abilities and begin to learn to work and cooperate with others. In addition, they begin to comprehend that they can employ their abilities to accomplish tasks, which in turn fosters a sense of confidence and competence in their capabilities and abilities. Furthermore, Harry Potter is the recipient of adverse criticism due to his inferiority complex.

Harry Potter effectively completes the fourth stage, which leads to a healthy personality, by establishing a sense of pride in his work and accomplishments. The teachers at his school encourage him, and he begins to develop the ability to work and collaborate with his peers. He also understands that he can use his skills to complete tasks, despite receiving negative feedback. He is developing his competence through his diligence. From naught to hero. The writers also find an intriguing point in the story where Harry Potter, an outcast who is treated unjustly by his relatives as he matures, ultimately confronts fame and becomes popular within his society, the wizard society. It transforms him from an anonymous individual into an individual.

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