

THE EFFECT OF FAMILY DISCRIMINATION ON ASPECTS OF PSYCHOLOGY IN THE MAIN CHARACTER OF *HARRY POTTER AND THE SORCERER'S STONE* MOVIE

Dya Putri Kusumawati¹, Mutmainnah Mustofa², Dzulfikri³

Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Malang

Email: ¹22101073044@unisma.ac.id

Abstract

Family discrimination is one of the major factors influencing children's psychological development and personality formation. Literary works, particularly films, provide meaningful representations of how discriminatory experiences shape human behavior and psychological responses. This study aims to identify the types of family discrimination experienced by Harry Potter in *Harry Potter and the Sorcerer's Stone* and to analyze how these experiences influence the psychological aspects of the main character through Sigmund Freud's psychoanalytic theory. This research employed a qualitative descriptive design using a literary psychology approach. The primary data consisted of dialogues, monologues, narrative descriptions, and significant scenes taken from *Harry Potter and the Sorcerer's Stone* movie. Data were collected through repeated watching and note-taking techniques and analyzed using Freud's concepts of the id, ego, and superego. The findings reveal two major forms of discrimination experienced by Harry Potter: racial/identity discrimination and social discrimination. These discriminatory experiences significantly shape Harry's psychological structure. The id appears through instinctive desires for safety, food, identity, and acceptance; the ego develops through adaptive responses, emotional control, and realistic decision-making; while the superego emerges through Harry's moral values, empathy, courage, and willingness to protect others despite continuous injustice. The study concludes that prolonged family discrimination contributes not only to psychological conflict but also to the development of resilience, emotional maturity, and strong moral integrity. Freud's psychoanalytic theory effectively explains how environmental experiences influence the interaction between instinctive impulses, rational behavior, and moral consciousness in literary characters.

Keywords: *Family Discrimination, Psychological Aspects, Id, Ego, Superego, Literary Psychology, Character Development*

INTRODUCTION

The family is widely recognized as the first social environment in which children develop their emotional, cognitive, and moral capacities. Through continuous interaction with parents and family members, children acquire values, behavioral norms, and psychological security that contribute to healthy personality development. Conversely, unequal treatment, neglect, emotional abuse, and discrimination within the family may generate long-lasting psychological consequences, including emotional insecurity, low self-esteem, anxiety, and difficulties in social adjustment. These experiences often influence how individuals perceive themselves, regulate emotions, and interact with others throughout their lives.

Family discrimination refers to unfair treatment directed toward certain family members based on prejudice, favoritism, social status, or other personal characteristics. Such discrimination may manifest through emotional neglect, verbal abuse, unequal access to basic needs, exclusion from family activities, or denial of educational opportunities. Previous psychological studies indicate that children who experience discrimination within their families are more vulnerable to emotional trauma, insecurity, and impaired personality development. Nevertheless, individual responses to discrimination vary considerably, with some victims developing resilience and adaptive coping strategies despite prolonged adversity.

One literary work that vividly portrays family discrimination is *Harry Potter and the Sorcerer's Stone*. Before entering Hogwarts School of Witchcraft and Wizardry, Harry Potter lives with the Dursley family after the death of his parents. Throughout his childhood, Harry experiences continuous neglect, emotional abuse, social exclusion, and unequal treatment. He is forced to sleep in a cupboard under the stairs, denied affection, assigned excessive household responsibilities, and constantly compared unfavorably with Dudley Dursley, who receives excessive care and privileges. These experiences provide a compelling representation of how discrimination within the family influences an individual's psychological development.

From the perspective of literary psychology, literary texts and films function not only as artistic works but also as representations of human psychological experiences. Literary psychology enables researchers to examine the relationship between fictional characters and psychological theories, allowing deeper understanding of motivations, emotional conflicts, personality development, and behavioral responses. Among various psychological approaches, Sigmund Freud's psychoanalytic theory remains one of the most influential frameworks for

interpreting literary characters because it explains personality as the interaction of three fundamental structures: the id, ego, and superego.

According to Freud, the id represents instinctive desires governed by the pleasure principle, seeking immediate gratification of biological and emotional needs. The ego functions according to the reality principle, mediating between instinctive impulses and environmental constraints while maintaining psychological balance. The superego embodies moral values and social norms that regulate behavior through conscience and ethical judgment. The dynamic interaction among these three structures determines how individuals respond to internal conflicts and external pressures. Consequently, Freud's psychoanalytic framework offers an appropriate theoretical perspective for examining how prolonged family discrimination shapes Harry Potter's psychological development throughout the film.

Previous studies have explored psychological conflicts and childhood abuse in literary works. Almutadho (2023) demonstrated that traumatic experiences significantly influence personality development through the interaction of the id, ego, and superego, while Guldbrandsen (2024) analyzed the representation of child abuse in the Harry Potter series and emphasized its psychological consequences for Harry Potter and Severus Snape. However, previous research has paid limited attention to family discrimination as the primary factor influencing Harry Potter's psychological structure through Freud's psychoanalytic perspective. This study therefore fills that gap by examining both the forms of family discrimination portrayed in the film and their influence on Harry Potter's personality development.

Accordingly, this study addresses two research questions: (1) What types of family discrimination are experienced by the main character in Harry Potter and the Sorcerer's Stone? and (2) How does family discrimination influence the psychological aspects of Harry Potter based on Sigmund Freud's concepts of the id, ego, and superego? Through answering these questions, this study contributes to literary psychology by demonstrating how fictional narratives reflect the complex interaction between environmental discrimination and human psychological development while expanding the application of Freud's psychoanalytic theory in film analysis.

METHOD

This study employed a qualitative descriptive design within the framework of literary psychology to investigate the influence of family discrimination on the psychological development of the main character in Harry Potter and the Sorcerer's Stone. A qualitative approach was selected because the research focused on interpreting meanings embedded in dialogues, monologues, narrative descriptions, and cinematic scenes that represent the

psychological experiences of the protagonist rather than measuring variables quantitatively. The literary psychology approach enabled the researcher to examine the relationship between literary representation and psychological theory by interpreting the character's thoughts, emotions, motivations, and behavioral responses.

The primary data source of this research was *Harry Potter and the Sorcerer's Stone* (2001), produced by Warner Bros. Entertainment and based on J.K. Rowling's novel. The data consisted of verbal and visual elements, including dialogues, monologues, narrative sequences, and significant scenes depicting family discrimination and Harry Potter's psychological responses. These data were selected because they explicitly illustrated discriminatory experiences within the Dursley family and reflected the psychological dynamics analyzed through Sigmund Freud's psychoanalytic theory.

Data were collected using repeated viewing and note-taking techniques. The film was watched several times to obtain a comprehensive understanding of the storyline and to identify scenes relevant to the research objectives. During each viewing, dialogues, character interactions, narrative descriptions, and visual representations associated with family discrimination and psychological development were systematically recorded. Important scenes were documented according to their chronological sequence and contextual relevance to ensure consistency throughout the analysis.

The collected data were analyzed through qualitative content analysis guided by Sigmund Freud's psychoanalytic theory, particularly the concepts of the id, ego, and superego. The analysis began by identifying scenes portraying discriminatory treatment experienced by Harry Potter. These scenes were subsequently classified according to the forms of family discrimination represented in the film. The researcher then interpreted Harry's psychological responses by examining how instinctive desires (id), rational decision-making (ego), and moral considerations (superego) interacted in response to continuous discrimination. Finally, the findings were interpreted to explain the relationship between discriminatory experiences and the psychological development of the main character.

To enhance the credibility of the findings, the researcher repeatedly reviewed the identified scenes and compared dialogues with their narrative context to ensure that each interpretation accurately reflected the events portrayed in the film. The analytical process emphasized consistency between textual evidence and Freud's psychoanalytic framework, allowing psychological interpretations to remain grounded in the narrative while maintaining theoretical coherence. This systematic procedure enabled the researcher to provide a

comprehensive explanation of how family discrimination influenced Harry Potter's personality development throughout the film.

FINDINGS

The results of the study present the types of information such as monologues, dialogues, and narratives that have been processed into table form. The researcher divides the data into two categories: the shape of discrimination family and the effect of discrimination family through the main character of Harry Potter and The Sorcerer's Stone Movie. The second set of findings, obtained through recording techniques, distinguishes the psychological aspects of the character, namely the Id, Ego, and Superego. After the researcher watched, analyzed movie and examined the transcription, the researcher presents the results in diagrams for each category and describes the utterances found in the Harry Potter and The Sorcerer's Stone Movie based on the identified strategies.

The researcher reveals how character interactions are shaped by the movie using a diagram.

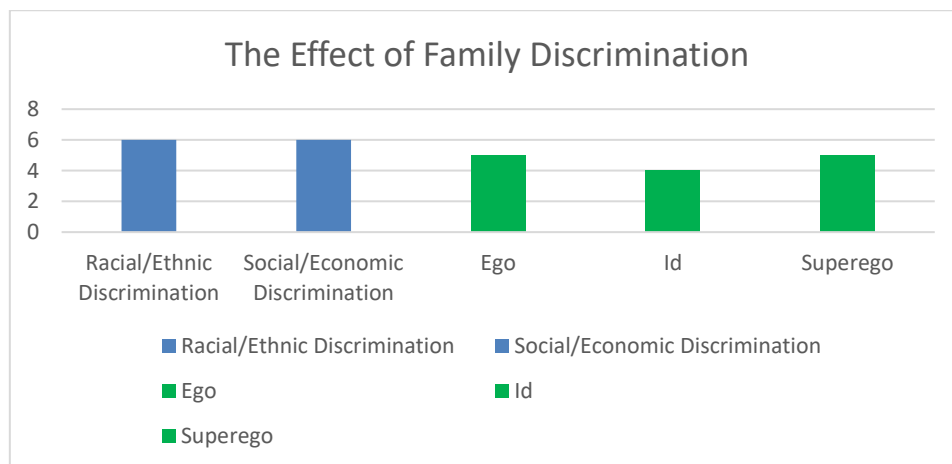


Table 1 Finding the data

The first finding demonstrates that Harry experiences racial or identity discrimination, represented through the Dursley family's rejection of his magical identity. Vernon and Petunia consistently suppress Harry's connection with the wizarding world by forbidding discussions about magic, intercepting Hogwarts letters, preventing him from attending Hogwarts, and portraying his parents' magical background as abnormal. These actions function as systematic attempts to erase Harry's identity as a wizard. The discrimination extends beyond verbal rejection to the denial of Harry's right to understand his family heritage and personal identity.

Such treatment reflects how identity-based discrimination operates through exclusion, social isolation, and the suppression of cultural or personal identity.

The second finding identifies social discrimination within the Dursley household. Harry is repeatedly positioned as an inferior family member despite living under the same roof as Dudley. He is required to perform household chores, sleeps in a cupboard under the stairs, receives inadequate food and clothing, and is denied equal educational opportunities. The unequal treatment is reinforced through continuous comparisons with Dudley, who enjoys privileges, affection, and material comfort unavailable to Harry. Furthermore, discrimination continues after Harry enters Hogwarts, where characters such as Draco Malfoy and Professor Snape initially judge him based on his background rather than his personal qualities. These findings indicate that social discrimination in the film is manifested through unequal access to resources, authority, education, and social recognition.

From Freud's psychoanalytic perspective, these discriminatory experiences initially activate the id, the instinctive component of personality governed by the pleasure principle. Harry's repeated experiences of hunger, emotional neglect, physical intimidation, and identity suppression generate fundamental desires for security, acceptance, justice, and belonging. His attempts to obtain food, recover his Hogwarts letter, and respond instinctively when pushed by Dudley illustrate unconscious impulses seeking immediate satisfaction of biological and emotional needs. These reactions demonstrate that prolonged deprivation intensifies instinctual desires rather than eliminating them. However, unlike aggressive characters who openly express hostility, Harry's instinctive responses remain relatively restrained, reflecting the influence of subsequent personality development.

As Harry encounters new social environments, particularly Hogwarts, the ego gradually becomes the dominant mechanism regulating his behavior. Instead of responding impulsively to discrimination, Harry consistently evaluates situations realistically before making decisions. He accepts temporary hardship, adapts to unfamiliar environments, and controls emotional reactions despite repeated injustice. His decision to trust Hagrid, develop friendships with Ron Weasley and Hermione Granger, and confront various challenges reflects the ego's function in balancing instinctive desires with external reality. Rather than seeking revenge against the Dursleys, Harry channels his emotional experiences into constructive adaptation and personal growth. This finding supports Freud's proposition that the ego functions according to the reality principle by mediating between instinctive impulses and environmental demands.

The analysis further reveals that the superego becomes increasingly evident as Harry develops strong moral values throughout the film. Although he experiences prolonged neglect

and discrimination, Harry consistently demonstrates empathy, fairness, courage, and concern for others. He willingly protects his friends, respects Hagrid despite social prejudice, rejects Draco Malfoy's discriminatory attitudes, and chooses ethical behavior even when facing personal risk. These actions indicate that Harry's moral development is not determined solely by his family environment but also by positive social relationships and internalized ethical principles. Freud argues that the superego represents internal moral standards that regulate behavior through conscience and ideals. In Harry's case, the emergence of the superego illustrates how adverse childhood experiences do not necessarily produce immoral behavior; instead, they may strengthen an individual's commitment to justice and compassion.

The interaction among the id, ego, and superego demonstrates that Harry's personality develops through continuous negotiation between instinctive needs, environmental realities, and moral values. Although discrimination initially produces psychological conflict, Harry gradually transforms these experiences into psychological resilience. This finding supports previous psychoanalytic research suggesting that traumatic experiences significantly influence personality formation through the interaction of Freud's personality structures. Likewise, it complements earlier studies on child abuse in the Harry Potter series by emphasizing that family discrimination functions as an important psychological determinant affecting identity formation and emotional development.

Overall, the findings indicate that family discrimination does not merely function as a narrative conflict but serves as the primary catalyst for Harry Potter's psychological development. The continuous interaction between discriminatory experiences and Freud's personality structures explains how the protagonist evolves from an emotionally neglected child into a morally responsible and psychologically resilient individual. Consequently, *Harry Potter and the Sorcerer's Stone* illustrates that adverse family environments may generate profound psychological conflict while simultaneously fostering resilience, emotional maturity, and strong ethical consciousness when individuals encounter supportive social environments and opportunities for personal growth.

CONCLUSION

This study examined the influence of family discrimination on the psychological aspects of Harry Potter in *Harry Potter and the Sorcerer's Stone* through the lens of Sigmund Freud's psychoanalytic theory. The findings indicate that the main character experiences two dominant forms of family discrimination: racial/identity discrimination and social discrimination. Racial discrimination is reflected in the Dursley family's persistent rejection of Harry's magical identity

through the suppression of his connection to the wizarding world, the destruction of Hogwarts letters, and derogatory attitudes toward his family background. Social discrimination is manifested through unequal treatment within the household, including emotional neglect, inadequate living conditions, unequal access to food and education, excessive domestic responsibilities, and continuous marginalization in comparison with Dudley.

The findings further demonstrate that these discriminatory experiences significantly influence Harry Potter's psychological development as represented by the interaction of the id, ego, and superego. The id emerges through Harry's instinctive desires for basic physiological needs, safety, identity, and emotional acceptance after prolonged neglect and deprivation. The ego develops as Harry learns to regulate his emotions, adapt to difficult circumstances, and make rational decisions despite experiencing continuous injustice. Meanwhile, the superego becomes increasingly dominant through the development of empathy, moral responsibility, courage, and a strong commitment to justice, enabling Harry to reject hatred and discrimination while protecting others. These findings suggest that although family discrimination creates psychological conflict, it also contributes to the formation of resilience and moral maturity when individuals encounter supportive social environments and positive interpersonal relationships. Overall, this study confirms that Freud's psychoanalytic theory provides an effective framework for explaining how discriminatory family experiences influence personality development and psychological behavior in literary characters.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to the supervisors and lecturers of the English Education Department, Faculty of Teacher Training and Education, Islamic University of Malang, for their invaluable guidance, constructive feedback, and continuous support throughout the completion of this research. The author also extends heartfelt appreciation to family and friends for their unwavering encouragement, patience, and motivation during every stage of this study. Finally, the author acknowledges the creators of Harry Potter and the Sorcerer's Stone for providing a literary work that offers rich psychological and social perspectives, which served as the foundation for this research. It is hoped that this study will contribute to the advancement of literary psychology and inspire future research on the relationship between family discrimination and psychological development in literary and cinematic works.

REFERENCES

- Asquith, S. L., Wang, X., Quintana, D. S., & Abraham, A. (2022). The Role Of Personality Traits And Leisure Activities In Predicting Wellbeing In Young People. *BMC Psychology Journal*.
- Beyari, H. (2023). The Relationship between Social Media and the Increase in Mental Health Problems. *International Journal of Environmental Research and Public Health*.
- Blohm, S., Versace, S., Menthner, S., Wagner, V., Schlesewsky, M., & Menninghaus, W. (2022). Reading Poetry and Prose: Eye Movements and Acoustic Evidence. *Journal Creative Commons Attribution License*, 59.
- Bridson, L., Robinson, E., & Putra, I. G. N. E. (2024). Financial-Related Discrimination And Socioeconomic Inequalities In Psychological Well-Being Related Measures: A Longitudinal Study. *BMC Public Health Journal*.
- Carhart-Harris, R. L., & Friston, K. J. (2026). The Default-Mode, Ego-Functions And Free-Energy: A Neurobiological Account Of Freudian Ideas. *Brain: A Journal of Neurology*.
- Chen, S., Jiang, W., Zhang, G., & Chu, F. (2019). Spiritual Leadership on Proactive Workplace Behavior: The Role of Organizational Identification and Psychological Safety. *Frontiers Psychology Journal*.
- Cohen, G., Medina, E., Handysides, D., Shah, H., Arechiga, A., & Shih, W. (2023). The Impact Of Social Media Usage On Lifestyle Behaviors And Health. *Jurnal Lifestyle Medicine*.
- Daulay, F. T., Waskita, A. J., & Kurniawan, E. D. (2024). Analisis Id, Ego, Dan Superego Pada Tokoh Kefiandira Dalam Novel Mitomania Sudut Pandang Karya Ari Keling. 10.
- Davis, P., Corcoran, R., Billington, J., & Frank, A. (2023). Editorial: Reading, Literature, and Psychology in Action. *Journal Frontiers in Psychology*.
- Faizah, M., Mustofa, M., Ghafur, A., Nurhasanah, & Rafiqi, I. (2021). The Study of Gesture in Mind Your Language Movie Based on George Yule Perspective. *Jurnal Pendidikan Bahasa*, 8.
- Goleman, K. D. (2009). *Emotional Intelligence*.
- Hussain, U. F. F., Arif, R., Asif, N., Waris, A., Hadi, S., Amna, S., Nabi, S. M., & Almas, N. (2024). Exploring Through Freudian's Psychoanalysis, The Impact Of ID, Ego, And Superego On Amir's Transformation In The Novel The Kite Runner. *International Journal of Science and Research*.
- Isariyawat, C., Yenphech, C., & Intanoo, K. (2020). The Role Of Literature And Literary Texts In An EFL Context: Cultural Awareness And Language Skills. *Journal Of Language And Linguistic Studies*.

- Jelsma, E., Kebbeh, N., & Ahmad, M. (2024). The Influence of Children's Discrimination Experiences on Parents' Mental and Self-Rated Health: Results from the National Health Interview Survey. *Journal Children*.
- Karpenko, Y., Savko, N., Lialiuk, Y., & Kolisnyk, R. (2024). Emotional Intelligence in Organization of the Personality Motivation Structure. *Journal Insight: The Psychological Dimensions of Society*.
- Kumar, A., & Nayar, K. R. (2020). COVID-19: Stigma, Discrimination, And The Blame Game. *International Journal of Mental Health*.
- Metzner, G., Höhn, C., Waldeck, E., Stapel, M., & Glattacker, M. (2021). Rehabilitation-Related Treatment Beliefs In Adolescents:A Qualitative Study. *WILEY Journal*.
- Monjarás-Rodríguez, M. T., Romero-Godínez, E., Tejo, L. H., & Gómez-Silva, A. (2025). Coping Together To Reduce Internalized And Externalized Problems: An Intervention For Parents And Children. *International Journal of Developmental and Educational Psychology*.
- Mustofa, M., Ahmadi, R., & Karimullah, I. W. (2020). Islamic Character Education in E-Learning Model: How Should It be Implemented? *Jurnal Sains Sosio Humaniora*, 4.
- Newman, A., Chrispal, S., Dunwoodie, K., & Macaulay, L. (2025). Hidden Bias, Overt Impact: A Systematic Review of the Empirical Literature on Racial Microaggressions at Work. *Journal of Business Ethics*.
- Öztürk, H. K., & Ulu-Kalın, Ö. (2025). The Impact of Critical, Creative, Metacognitive, and Empathic Thinking Skills on High and Low Academic Achievements of Pre-Service Teachers. *Journal Intelligence*.
- Rodrigues, J., Rose, R., & Hewig, J. (2024). The Relation of Big Five Personality Traits on Academic Performance, Well-Being and Home Study Satisfaction in Corona Times. *Journal Invertigation in Health, Psychology and Education*.
- Sahiruddin, S., Junining, E., Ubaidillah, M. F., & Len, M. C. (2022). Does Reading Correlate with Students' Critical Thinking? A Bridge to Literacy Practices. *International Conference on Madrasah Reform 2021 (ICMR 2021)*.
- Salcido, V. V., & Stein, G. L. (2023). Proactive Coping With Discrimination: A Mediator Between Ethnic-Racial Socialization And Latinx Youth's Internalizing Symptoms. *Journal of Research on Adolescence*.
- Santo, C. D., Desmarais, A., & Christophe, N. K. (2024). Coping with ethnic-racial discrimination: Protective-reactive effects of shift-and-persist coping on internalizing

- symptoms among Black American adolescents. *Journal of Research on Adolescence*, 34(4), 1420–1430. <https://doi.org/10.1111/jora.13010>
- Santrock, J. W. (2007). *A Topical Approach To Life-Span Development*.
- Synder, H. (2019). Literature Review As A Research Methodology: An Overview And Guidelines. *Journal of Business Research*.
- Takahashi, Y., Himichi, T., Masuchi, A., & Nakanishi, D. (2023). Is reading fiction associated with a higher mind-reading ability? Two conceptual replication studies in Japan. *Journal PLOS ONE*.
- Tegegn, D. A. (2024). The Role Of Science And Technology In Reconstructing Human Social History: Effect Of Technology Change On Society. *Cogent SoCial SCienCeS*, 10.
- Thexton, T., Prasad, A., & Mills, A. J. (2019). Learning Empathy Through Literature. *Journal Culture and Organization*, 25.
- Tim Penyusun Statistik Kriminal. (2024). *Statistik Kriminal* (T. E. Rahayu, Ed.; Vol. 15). Badan Pusat Statistik. <https://www.bps.go.id>
- Wang, H., Liu, H., Zhou, L., Bi, X., Tao, J., & Jiang, Y. (2024). Harsh Parenting and Internet Addiction: The Chain Mediating Effect of Emotional Regulation Difficulties and Maladaptive Cognitions. *WILEY Journal*.
- Zhang, S. (2020). *Psychoanalysis: The Influence of Freud's Theory in Personality Psychology*. International Conference on Mental Health and Humanities Education (ICMHHE 2020).
- Zhang, Z., & Ye, Z. (2022). The Role Of Social-Psychological Factors Of Victimity On Victimization Of Online Fraud In China. *Frontiers in Psychology Journal*.
- Guldbrandsen, S.Ø. (2024). Exploring child abuse in the Harry Potter Series through the characters Harry Potter and Severus Snape. *The Arctic University of Norway*.

Malang, 6 August 2026
Advisor I,

Dr. Hj. Mutmainnah Mustofa, M.Pd.
NPP. 1890200017