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Emile Durkheim's Theory of Social Facts on Moral and Character Education

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ABSTRACT

Character education has been carried out for a long time, but over time it has been eroded by modernization. Morals are provisions for developing oneself. Moral problems are problems that concern humans everywhere, both in advanced societies and in underdeveloped societies. This is because one person's moral damage disturbs the peace of others. The aim of this research is to determine moral education and individual character based on Emile Durkheim's theory of social facts. The research method used is a qualitative method and the data collection technique is using library research. The results of this research show that Durkheim suggested that social research, including educational research, should be carried out based on empirical standards, with social facts as the main focus. Durkheim believed that morality is the result of social interaction between individuals and collective consciousness. Character education is education that develops good character.

Keywords: Moral Education, Character Formation.

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INTRODUCTION

The National Education System in Indonesia as stated in Law no. 2 of 1989 the National Education System firmly sets the goal in Chapter II, Article 4 which reads "Developing Indonesian people as a whole". The complete Indonesian human being referred to includes, among other characteristics, faith and devotion to God Almighty and noble character, knowledge and skills, physical and spiritual health, a stable and independent personality, as well as a sense of social and national responsibility. This goal is actually very complete, to educate individuals to become complete and independent individuals based on noble morals and character, but it seems that the moral aspect is very lacking. The result is that negative external culture is easily absorbed without a strong enough filter.

The consumeristic-capitalistic and hedonistic lifestyle that is not based on the noble morals and character of this nation is quickly entering and is easily imitated by the younger generation. It is shown that there are indicators of poor character and morals, namely, the large number of sexual encounters carried out by underage school children. In this case, it could happen that the perpetrator and victim are thinking sexually about children who still believe in it. This is truly ironic and worrying (Zuriah, 2007). A

consumer lifestyle, wanting to get rich quickly by taking shortcuts, by bumping left and right, weakening social solidarity and so on are symptoms that are almost considered normal by most people whose economic status is much better than other groups of society (Abdullah, 1992).

Education is a process carried out by each individual towards a better direction in accordance with human potential. Driyarkara defines education as humanizing young people, forming young people to develop into complete, moral, social, personable and knowledgeable human beings. Likewise, education creates new creatures according to Durkheim. Therefore, this research aims to determine students' moral and character education based on Emile Durkheim's theory of social facts.

According to Durkheim, the task of sociologists is to study what he called "social facts", namely forces and structures that are external, but capable of influencing individual behavior. In other words, social facts are ways of acting, thinking and feeling, which are outside the individual, and have a coercive force that controls them. The social facts presented here are not only material, but also non-material, such as culture, religion or social institutions. Durkheim believed that society could be studied scientifically. He rejects the individual approach in understanding phenomena in society and prefers a social approach.

According to Durkheim, it is hoped that providing moral education to children can change children's behavior, so that when they are adults they are more responsible and respectful of each other and able to face the challenges of rapidly changing times. Here the importance of moral values which function as a medium for the transformation of Indonesian people so that they are better, have excellence and intelligence in various fields, including emotional intelligence, social intelligence, spiritual intelligence.

Character is the main aspect in shaping a person's qualities to become a noble person. If a person's personal qualities are good and continuously developed, then that person can become a human being who is beneficial to the surrounding environment and the progress of the nation. Hidayatullah, (2010) stated that "character is the mental or moral quality or strength, morals or manners of an individual which is a special personality that is the driving force or driving force and what differentiates him from other individuals."

Meanwhile Samani and Hariyanto, (2012) interpret "character education as a system of instilling character values in school members which includes components of knowledge, awareness or ability and action to implement these values both towards God Almighty, oneself, fellow human beings, the environment and nationality so that we become human beings." Thus, it can be interpreted that character education must be pursued by educational units, to improve the quality of implementation and educational outcomes in schools which leads to achieving the formation of student character.

Character is character or habits. Character is seen as a solution to be implemented in every educational institution. Considering that the current education system still prioritizes academic aspects alone. In fact, education should have the potential of participants developed comprehensively. Intellectual, emotional and

spiritual intelligence need to be developed together. If only intellectual intelligence is developed As a result, this intelligence will be eroded by developments over time due to the fragility of emotional and spiritual intelligence. In fact, there are still many schools that prioritize students' intellectual intelligence. Character needs to be echoed so that a collective awareness arises of the importance of building the character of the nation's generation.

Education experts generally agree on the importance of efforts to improve character education in formal education channels. However, there are differences of opinion between them regarding their educational approach and model. Some experts tend to use moral education approaches from western countries such as cognitive moral development, value analysis approach, and value clarification approach. Others tend to use a traditional approach, namely through instilling certain social values in students (Gunawan, 2022). Intensive character formation and education of students is a must and cannot be postponed. This can be done if students have more time at school. So this allows teachers to provide direction, habituation and guidance to students such as how to behave towards older, younger and their peers.

RESEARCH METHODS

This research is a literature review in the form of journal research results and reports along with qualitative analysis results to support the author's thoughts. Library study is a study used to collect information and data with the help of various kinds of materials available in libraries such as documents, books, magazines, historical stories, etc. (Mardalis, 1999). According to Sugiyono, library studies are theoretical studies, references and other scientific literature related to culture, values and norms that develop in the social situation being studied (Sugiyono, 2012).

Literature study is also related to theoretical studies and several references that cannot be separated from scientific literature so that its preparation is carried out by systematically identifying, finding and analyzing in detail documents that contain and are strongly related to problems in research carried out related to moral education based on behavioral values. This research was carried out using a qualitative method, namely research that aims to understand the object being studied in depth using a narrative study approach, namely collecting relevant data information taken from various literature sources, namely books, journals, magazines, the internet which are in accordance with the focus of the problem being discussed. appointed (Cresswell, 2008).

REUSLT AND DISCUSSION

Durkheim, was born on April 15 1858 in the town of Epinal, Lorraine Province near Strasbourg, North Eastern France. At the age of 21, Durkheim entered the famous Ecole Normale Superieure school in Paris in 1879. At this university he was a genius, serious and critical student. This is also where Durkheim's thinking was formed and influenced by two prominent professors, namely, Fustel De Coulanges and Emile Boutroux.

Durkheim was the first French sociologist to pursue the most academic level of sociology. He was given a position as a Social and Education scientist, especially in his social research. Then Durkheim lived in Germany for fifteen years in Bordeaux, and produced three major works which were published in book form. In 1893 Durkheim published his doctoral thesis in French, namely "The Division of Labor in Society" and his thesis in Latin about Montesquieu.

There are several important sources that provide the background that determines Durkheim's way of thinking, including Auguste Comte (1798-1857). Apart from Comte, Durkheim was also influenced by and followed the traditions outlined by Saint Simon, Ernests Renan and his own teacher Fustel de Coulanges. Apart from that, the situation and conditions of modern France, which experienced a major revolution at the end of the 1800s, also had its own influence on the development of Durkheim's thought.

Comte's influence on Durkheim's thoughts can be seen in the pattern of "reorganization of society" put forward by Comte which was later perfected by Durkheim. Durkheim saw Comte's concept as tending to be "speculative" and "pragmatic". Durkheim tried to fix the weaknesses in Comte's thinking by trying to maintain the general goals desired by Comte. According to Durkheim, in particular social science can be applied to the problem of re-establishing the social order on the verge of the revolutionary upheavals of the 18th century and the detrimental effects of industrialization on society. Durkheim hoped to show how a new social consensus could recreate community values and social order, without sacrificing human emancipation stemming from the collapse of feudalism.

By adopting the organic framework put forward by Comte, who had a positivist character, Durkheim's thinking was also thick with positivist nuances. Because the characteristic of Durkheim's positivist thinking is its sole attempt to approach society as an independent, organic reality that has its own laws. Durkheim also combined scientific distancing and causal determinism with the belief that a science of society provided some kind of answer to the normative ethical problems of traditional philosophy. The implications of Durkheim's "positivistic" view on "morals in application" are then categorized as "social facts". Durkheim held the view that social facts are far more fundamental than individual facts.

In Durkheim's perspective, which is also known as the functional structural perspective, consensus, harmony and also equilibrium theory, views society and the institutions within it, such as education, health, religion, politics, etc., as interdependent parts. Each carries out its function and contributes to the realization of a harmonious society. Education was perceived by Durkheim as an integral part of society as a whole. Education as the basis of society determines the process of allocation and distribution of sources of change. Education is also seen as an institution that functions as "baby-sitting", whose task is to ensure that members of society do not have deviant behavior, for example becoming street children, unemployment and other socially deviant behavior.

Durkheim, described how the younger generation needs educational assistance to prepare themselves to enter life in a society that has certain values. This preparation is necessary because the younger generation is basically seen as not yet ready to enter society. The goal of education is to develop the physical, intellectual and moral strengths required by the social environment in which they live. Apart from that, for Durkheim, individuals are also social creatures, so that society must be interdependent. Therefore, their task is to socialize with each other, interact, and learn the language, skills, customs and collective values that exist in society in order to survive.

Education can be defined as guidance, formation, direction, intelligence, training aimed at students formally and non-formally with the aim of forming these students to be intelligent, have personality, have skills or expertise as a provision for their life at home.

society (Rubini, 2019).

Morals according to the Big Indonesian Dictionary, (2017) are: (1) Teachings about good and bad that are generally accepted regarding actions, attitudes, obligations, and so on. (2) mental conditions that make people brave, enthusiastic, disciplined, and so on; the contents of the heart or state of feeling as expressed in actions. (3) moral teachings that can be drawn from a story.

According to Sauri, (2010) morals have the following meaning: (1) morals are the teachings of decency, namely everything related to guidance to carry out good actions and abandon bad actions that are contrary to the provisions in force in society, (2) morals are rules, namely provisions used by society to assess whether a person's actions fall into the category of good or bad actions, (3) morals are psychological symptoms that arise in the form of actions such as honesty, patience, courage, and so on. Morals are values related to the good and bad of human behavior. Therefore, morals are related to values, especially affective values (attitudes).

Morality is an aspect of a person's personality in relation to social life in a harmonious, just and balanced manner. Moral behavior is very necessary for the realization of a peaceful, orderly, orderly and harmonious life (Rubini, 2019). Morals according to Suseno in (Ananda, 2017) are a measure of a person's good and bad as a person, community member and citizen, while the definition of moral education is education to make humans moral and humane. According to Ouska and Whellan in (Kurnia, 2015) morals are principles of good and bad that exist and are inherent in a person and exist in a system that exists as a rule.

Talking about human values, of course it cannot be separated from human character and personality. Humans are creatures with various characters. There are those with good character, and there are also those with bad character. The meaning of character contains the meaning of personality that humans have or can also be interpreted as human actions that are always carried out repeatedly. Therefore, character does not come by itself, because character is not innate. Character cannot be inherited through offspring, but character must be built and formed.

Character formation factors are the final psychological factors that express themselves in the form of behavior and the whole person. This is partly due to innate

talents and hereditary traits from birth. Others are influenced by the environment. These characters display striking human, unique characteristics with individual traits. Character is not formed just like that, but is formed through several influencing factors, namely (1) biological factors, namely factors that come from within the person himself. owned by one of the two and (2) environmental factors include heredity factors (endogenous factors) which are relatively constant, the nature of which consists of, among other things, living environment, education, living conditions and situations and community conditions (all of which are exogenous factors) all of which influence great impact on character formation.

Character education is important because every child has differences in attitudes, behavior and thinking. It is hoped that character education through habituation can equip children to become children who are broad-minded, have good personalities and character. Character education does not just teach good and bad, but teaches children to feel these values and be able to carry them out. Habituation is an effective way in the process of forming a child's character. Habit is attitudes and behavior that are relatively persistent through a repetitive process.

Character education is education that develops good character in children by practicing and teaching moral values and implementing decisions that have been taken in a civilized manner in relation to fellow humans and to God (Hariyanto, 2013). Character values that need to be applied to children include religious, honest, tolerance, discipline, hard work, creative, independent, democracy, curiosity, national spirit, love of the country, respect, friendship, love of peace, love of reading, care for the environment, social care, and responsibility (Zubaedi, 2011).

Instilling character education is not the responsibility of schools alone, the family as the first form of education for children has a more important role than educational institutions. Developing a child's character and potential requires understanding the characteristics of each child. Parents are the closest people who know the child's development and characteristics in detail. Success of Character education is determined by the parenting style applied by parents, mistakes in parenting will result in failure to shape the child's character (Hasanah et al, 2017). Collaboration between parents, educational institutions and the community is very necessary, these three elements support each other well so that the cultivation of character education will be created optimally.

CONCLUSION

Based on the descriptions that have been put forward, several conclusions can be drawn as follows:

1. Durkheim contributed to the formation of an educational system based on a functional-structural approach and a sociological approach to social facts, social solidarity and moral theory. Durkheim emphasized the formation of education based on the values of strengthening collective consciousness to equip students with the knowledge and skills necessary for survival.
2. Durkheim also made a significant contribution in constructing sociological thinking

- methods based on philosophical ideas into a science based on observable facts. Durkheim suggested that social research, including educational research, should be conducted based on empirical standards, with social facts as the main focus.
3. Durkheim contributed to the formation of an educational system based on a functional-structural approach and a sociological approach to social facts, social solidarity, and moral theory. Durkheim emphasized the formation of education based on the values of strengthening collective consciousness to equip students with the knowledge and skills necessary for survival.
 4. Durkheim believed that morality cannot be separated from society. Morality is the result of social interaction between individuals and collective consciousness. Collective consciousness is a shared understanding of the values and norms that bind members of a society.
 5. Character education is education that develops good character through the practice and teaching of moral values.

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