STUDY OF "*FUNCTIONAL STRUCTURE*" EMILIE DURKHEIM REVIEWED FROM EDUCATIONAL ANTHROPOLOGY ON CHARACTER AND BEHAVIOR SOCIETY

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ABSTRACT

Emile Durkheim saw the social order of society emphasizes the importance of consensus, harmony, and equilibrium. To emerge the consensus harmony and equality of community-oriented should do creating the homogeneity and cultural values aimed for maintaining the social community order. This paper reveals the thought of Durkheim about the theory of consensus harmony and equilibrium based on maintaining a balance between knowledge, moral practice reasoning with ethical values in the society through character education. The thinking side revealed how the public responds to changes in a dynamic culture of uncertainty with built social and cultural functions based on functional structure theory. This study discovers the education role in creating a moral being in modern society and moral being in building harmonic. It balanced with social functions through the solution to prevent and resolve any social pathology as the impact of the negative perception from social media. This expected explanation from this library research providing a positive contribution to character education and behavior to the society reviewed from the anthropological education study. The implication of this study for educators is the importance of building character and behavior order in the community comprehensively, kept up-to instill moral values, virtues, honest, law-abiding, and tolerance in creating a Madani's social life.

Keywords: Character, Behavior, Modern Society, Functional Structure

INTRODUCTION

The role of parents, families, and schools in educating children is very important in preparing a good individual and character in the community. The role of families and communities in the social order childbirth views expressed the institution of family is important in society. It has the principles of functionally was separated from structurally. These functional principles regulate diverse social life. It was known as the theory of functional-structure later. The functional-theory approach had a vivid color structure, which acknowledges all the diversity in social life. Diversity is a necessity that became the main source of the formation of the social structure. Diversity at the end of the function is under a person's position within the structure of a system.

An educational organization would more segments its membership ranks. No one can be a leader, there is a manager and there are only became executor. Of course, the position of a person in the organization will determine the structure of their respective functions and responsibilities are different. But the difference of this function is not to serve the interests of the person concerned, but to achieve the goals of the organization as a whole, which will not escape the influence of culture, norms, and values that underlie the educational system within the community itself. Structural functionalism approach, Emile Durkheim views of the social order emphasizes the importance of consensus harmony and equilibrium. Emile Durkheim looked at the people and institutions that are in it, such as educational institutions, health, religious, political, and others, as part of the inter-dependent. Each performs on its function and contributes to the realization of a harmonious society.

Education is an important part of maintaining the continuity of life. The professor of pedagogy comes from Paris, he is Emilie Durkheim, and he is introducing the study of the sociology of education into one of the studies. The study was executed as an anthropological approach to the study of sociology and education. Durkheim's sociological carried his study in the education world first in France(Prus 2019).

There are some great works of Durkheim in the sociology of education which was unpublished. They are Moral Education (1961), The Evaluation of Educational Thought (1977), and Education and Sociology (1956). In his books, Durkheim defined the concept of functional education structure. The sociology Durkheim concept uses lengthy explanation about the education role in maintaining the moral values that underlie civilization growth.

Durkheim described how the younger generation needs educational assistance to prepare for entry into life in a society that has a value system. Preparation was necessary because young people are not ready to enter public life. The goal of education is to develop physical strength, intellectual and moral needed by society. Durkheim noted as follows:

Education is the influence exercised by adult generations on Reviews those that are not yet ready for social life. The object is to arouse and to develop in the child. A Certain number of physical, intellectual, and moral states roommates acre demanded of him by both the political society as a whole and the specific milieu for the which he is specifically destined (Durkheim 1956).

According to Durkheim, society is built together through cooperation among the members. Individuals cannot achieve their desires. Individuals in the community have their specifications. They are divided into the division of labor in which manufacture certain goods and services are needed by others. They mutually exchange between them, including in terms of services and products(Davies 2020).

The complexity of the division of labor force interdependent living community, work together, collaborate and contribute to each other in creating stability. Durkheim recognizes the economic interdependence alone is not enough. According to him, there should be no agreement and consensus on what should be done. Within this framework, then each individual must participate voluntarily with priority to public interest higher than personal interests. The concept of Durkheim saw man destined to become asocial beings so that among the citizens must be interdependent(Herzog 2018).

Durkheim saw values and ideas in every society as a tribute to common sense, science, and democratic morality. The current diversity is a necessity and recognized. The division of labor in society the cause of the values and ideas diversity. Differences in jobs spawned different attitudes, actions, and how to see the world. However, he stressed that it should be subject to consensus value and confidence if you want to maintain the harmony of life(Carls 2019).

Consensus values and beliefs in maintaining life balance are needed. Then how to make it happen? How to shape the character of socially responsible individuals? Durkheim concluded that the creation of responsible behavior and readiness of children entering the social functions is through moral education. Loading moral education and socialization of experience gained directly from the public internalize the values and central ideas of society. Internalization will succeed if there is social control because basic societal norms and behaviors are assessed correctly. Therefore, the individual must be a cop for himself. Violation of internalizing beliefs and value-value will cause a sense of guilt and shame(Umanailo et al. 2019).

Based on the explanation above, the author is interested to discuss the role of education in building the character and behavior of modern society in terms of Emilie Durkheim's "Functional Structure" Theory.

METHOD

The method of the research is descriptive qualitative with library research(Chun Tie, Birks, and Francis 2019). The primary data is a literature review related to Emilie Durkheim Works covered Education and Society(Durkheim 1956), Moral Education (Durkheim 2012), and Evolutional of Educational Thought (Durkheim 2013).Analysis data used classification, coding, data interpretation, data validation, and reduction of conclusions.

FINDING AND DISCUSSION

A. Durkheim And Theory of functional Structure

Structural functionalism is a broad viewpoint in sociology and anthropology that seeks to interpret society as a structure with parts that are interconnected. Functionalism interprets society as a whole in terms of the functions of the constituent elements; especially norms, customs, traditions, and institutions. An analogy commonly popularized by Herbert Spencer to show parts of this society as "organ" that works towards the functioning of the entire "body" of natural causes(Ostro 2019). In a sense the most fundamental, it emphasizes "the linking of each feature, custom or practices, with the functions and effects in a system that is stable and cohesive. "According to Talcott Parsons", "structural functionalism"(Izadi et al. 2020,Ormerod 2020)

One of the characters of the theory concerns Emile Durkheim's theory. Durkheim describes this concept in his book Education and Society(Durkheim 1956), Moral Education (Durkheim 2012), and Evolutional of Educational Thought (Durkheim 2013). He is one of the leading French sociologists who suggested that studying education use a sociological approach.

According to Durkheim, education is a social fact (social fact) thus making education an object of sociological studies that need to be done. The social fact that has three main features:

a. He is beyond the individual
   Social facts are "enduring" in the sense that he had been there before the individual was born, and remained there even though the individual had left the world (ex. Language, customs, and religion). It will all continue to live even though we were not there anymore.

b. It has forced on individuals to implement and comply.
   People use specific language to communicate with others, to implement certain customary for the religious activates in running their daily activities.

c. Spread among the people, belongs to the people.
   To survive, he had to learn everything necessary for that of the community in conjunction with physical development. It is the people that make up a person becomes a social being "a social being". It is the people who change a person from "an asocial being" to become "a social being" the process is called socialization

A society can survive because there is certain homogeneity. The socialization process is an "organized social homogenization process to prepare every citizen of a society. On this basis, Durkheim defines "education as a process of influencing performed by the children they are not ready to perform social functions"(Arit and Sekinat 2020).

The goal is to give birth to several physical conditions, intellect, and character under the demands of the political community as a whole and to fulfill the specific needs of the social environment where he will live and be

Education is a means of preparation for life for a society that is prepared by the community itself. Other characteristics found in the sociology of Durkheim are the emphasis on the division of labor in society there (a division of labor) and social solidarity (social solidarity). The more advanced the society, the sharper the differences in the division of labor, the more specialization for particular fields. In this case, people need good coordination, and if not there will be social disorganization and anomie(Gautam and Yadav 2020).

Social solidarity is an emotional bond between the citizens of a society. People who do not have a division of labor is called mechanical solidarity, while the people who are familiar with the division of labor in which people need each other and depend on each other is called organic solidarity. Interdependence is not built alone but through individual roles in society. Each role has a collective representation of society, which means there are complementary science is developed in the civilization of a society /. Judging from the division of labor "serves the education community to make heterogenic or to make eternize functions and roles of citizens". If there is no certain homogeneity of society would not exist(Gubanov and Gubanov 2018,Gautam and Yadav 2020.).

Specialization means selection because it puts people in certain positions according to their talents, interests, and opportunities available in the community. Further specialization spawned social stratification. Durkheim saw "education as stakeholders in the process of socialization or homogenization, selection, heterogenous allocation and distribution of social roles, resulting in much the social structure which distributes the roles of individuals in society"(Chankseliani and Silova 2018).

One of the works of Durkheim is to merit this concept from the point of moral education. Durkheim's emphasis on the role of the individual and society in education is to maintain social order and social equilibrium (social order and social equilibrium). Education Durkheim's models give teachers a dominant position as representative of the state, the nation, and adults in preparing young people can act as full citizens in their communities. Instead, it puts students in the position of "educating", through a rule model to maintain the viability of society and social order. The ideal society is a society that puts its citizens into consensus on shared values (collective consciousness),. Educational function and was instrumental in creating consensus values are realized(Durkheim 2012, Malczewski 2019).

B. Concept of Culture

In the concept of culture, social scientists have a view and a different definition. This is due to a variety of views in delineating a global culture for every person who talks about culture will provide a different view. Therefore AL Kroeber and C. Cluckholn suggest there are at least 160 scientific formulas about their culture, including:

"The essential core of culture consists of traditional (ie historically derived and selected) ideas and especially Reviews their attached values; system cultures may, on the other hand, be Considered of action " (Gell 2021).

While it is viewed from the perspective of culture is the source of the ideas of the EB Tylor argued:

Culture or civilization in the complex include knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by men as a member of society " (Devi 2018, Rivers 1918).

Nevertheless, whatever its form cultural definition, will give a different definition reviewed from the perspective of the individual in accordance with the roles and functions played in their lives. For the whole day in the lives of people might not deal with the results of the culture. Culture includes all of which were obtained and studied by humans as members of the community and the natural environment and society itself. Culture consists of everything and patterns of behavior that normative regulation, which covers all the ways or patterns of thought and action.

Their cultural linkages with social order setting people's behavior can be seen from the existing customs rules, the prevailing social order, and the function of the existing structures in the community. In this view often also said that the social order and arrangement are in cultural community space. Therefore if my study of the social order and the applicable rules in the social environment, then education studies can answer these problems sociology

An anthropologist, for example, would not want to pay attention to patterns of behavior, that behavior-behavior that arise as a result of dynamic social interaction in society(Lee et al. 2018),Doehlerformulate as culture results and work, taste, and the copyright society (Doehler, Wagner, and González-Martínez 2018).

Results and community papers obtained from an education system that produces technology and "material culture" or "culture material needed by humans to harness the natural surroundings, in order to provide power that can be utilized for public purposes.

While the sense of covering the human soul embodies all-volunteer and social values and culture needed to regulate the problems of society in a broad sense. In the sense of covering the soul are important elements that are the expression of the human psyche. These psychological elements of life in the form of society eventually gave birth to the character and certain behaviors in society. Further copyright, mental ability, and thinking

ability. Upon ability of individuals living in a society not leaps from the study of philosophy and science that have been designed based on the theories and empirical evidence used as the basis to achieve practical and useful in people's lives.

In short, if the culture defines Greek origin, the definition of culture is taken from the word "sense" rules and then produce language in a society that naturally creates a normative structure. Ralph Linton says with a design for living(Reus-Smit 2018) this means that culture is something "blueprint of behavior (DeSocio, Garzon, and Hicks 2019) that provides guidelines for what should be done and what should be avoided.

Design for a living eventually builds an intellectual man of character following the normal rules of culture and norms prevailing in a nation. In Indonesia, the implementation of character education is aimed at building human intellectual who has properties under the values and norms of society as honest, diligent, industrious, disciplined, law-abiding, democratic, mutual respect, respect and help each other as well and responsible and law-abiding people. In this case, culture and objectives are named the value system of morals and good character. This description provides an overview of the relationship between education, culture, and adherence to the law, all of whom are synergized build human character is being following the fundamentals of the prevailing culture in the community.

C. Concept of Education

The concept of education is a system where cultural values and cognitive development. Educational outcomes, affect human development. Related to character education in Indonesia today, the government implant all cultures as a source of moral values and culture through moral reasoning that is dynamic, with a set of social order within the community so that they can live in harmony and dynamic.

In this regard, UNESCO (United Nations for Education, Scientific and Cultural Organization) proposes four pillars of education: "learning to know, learning to do, learning to be, and learning to live together" (Jose 2019). The implementation of the four pillars, in the learning process, allowing learners to master how to acquire knowledge, the opportunity to apply the knowledge they have acquired, and the opportunity to interact actively with fellow learners so that they can find him. A learning model like this can only take place through a process of education between teacher and pupil. The education process will be done well when supported with material, educational facilities, and sufficient time.

There is a strong impression that teachers, parents, and students are always encouraged to pursue and collect as scientific information as possible, but forget about the educational aspects Fundamental aspect, namely how to live life with dignity. When education is no longer put the principles of morality grand as it should, it will produce a person who is always pursuing the matter and the fulfillment of the demands of physical happiness tends to cause the human out of character that has been built means that the

orientation of the material can damage a person's character when their moral reasoning is low(Chowdhury 2018).

Character education, consciously helps students feel, appreciate, and respect all people, well-behaved and fair to all person, helpful, honest, disciplined, responsible, and religious (Wibawa 2013). If education is understood as a cultural action (familiarization), then the function cannot be limited to the classroom alone. He should extend its role in creating a more democratic public life. Thus, there must be contextualization of learning in the classroom. Text is taught in the classroom should be linked to real life. In other words, there must be a dialectic between text and context, text and reality (Ichsan 2019).

The question is how to involve students participate in real social life so that they can be involved in resolving social problems of society, can find solutions to the various problems that exist in society. To answer that needed a holistic education that can involve all potential students and their learning environment promoting character education for men scored high moral and civilized.

Looking at the situation and the conditions in the community and the school environment, society to be demanded enable to reorganize and reconstruct the educational model and civilizing moral values are taught and target to be expected as its output.

Learning tends to be to guide the student in the direction of indoctrination and theoretical familiarization students on a more democratic and more oriented to the everyday practice. This atmosphere will encourage people to do various changes in vision, mission, and pedagogical strategies to achieve the target of education that can inculcate ethical values and morals (Hartono, Haryanto, and Asrowi 2018, Diwan and Vartanova 2020).

D. Challenge of Value Education In The Globalization Era

In the current era of globalization, not least the original values of the culture of a nation eroded by the influx of foreign culture that is easily absorbed by teenagers who are learners of communication. Referring to the structural-functional theory, Durkheimof the society the need to preserve the native culture. The cultural preservation action can be done to implement character education that starts from the family and school. People who believe that the values and norms of customary in society evolve and are influenced by social values of the family because there is a relationship of human between parents and children in families with inherited values of ethics and morals are intensive in every child's activity in a family, either through the attitudes and actions and thoughts, as well as in schools(Ma, Nolan, and Smith 2018). Thomas Lickona (1991: 33) resigns the need for parents to communicate with their children for at least two minutes. The goal is to build a closeness and rule model for the child so that the child can follow Louis Raths et al. (1978: 17), to discuss the role of parents and the school environment will be effective when the

child accept and internalize the values from the outside, one of them from their peers(Pike et al. 2020).

Association with peers will add to his information, which will affect the types of beliefs held by a subsidiary (Civitillo, Juang, and Schachner 2018). Set the trust that children will form an attitude that can encourage them to choose or reject something. Crystallize attitudes will be of value, and this value will affect the child's behavior. Information, attitudes, and habits of their peers are also very powerful because many of them are relatively more open and relatively frequent interaction intensity, good social relationships at school and in the community. The peer group has its own rules, and children who tend to conform to the rules of the game are hoping to be accepted by the group.

Political figures, celebrities, and public officials are one part of society that can affect a child's behavior. Each figure offers a different value, even less so contrary to the behavior shown the noble values of morality. This problem adds to the confusion of children. Confusion children to value expanded with the rapid flow of information from the communications media.

At the end of the 20th century, these communication tools so dominant introduced into the spirituality of family life. If the value representing the perspective of life, or gives direction to life, as well as make life changes, everyone hopes for special attention to the development of their self dream. This value changed by developing communications media today(Muninger, Hammedi, and Mahr 2019).

Therefore, the latest communication media should develop the same view of life to provide good stability in the child. However, the media provide a variety of outlook on life that was never found in the family, so that refract the view of life that should be diversification, be lost. Today, the media often uses the principle of "bad issues are good news", while everyone watching, listening, and digest it. In this context Stanley Cohen (1972: 16) and Keith Tester (2003: 14) clearly states that the media plays an important role in influencing the occurrence to have a bad character and depravity, if not supervised(Horst and Miller 2020).

Increasing crime and declining morality among adolescents are generally the influence of the current name of communication media. The spread of foreign cultural influences which do not necessarily correspond with the core culture will affect the values and norms prevailing in a society. If this is allowed, it will certainly occur imbalance and disharmony in the life of society as it says Durkheim in its functional structure theory about cultural education serves to maintain the balance and harmony of human life in a community.

A cultural shift that is not matched by the development of character education in schools. It causes outwardly students difficult to build a strong intellectual. But inwardly they do not have a strong fortress that guides their behavior, attack foreign cultures which

expose them and to environmental influences peers who behave outside of the order and the norms in force causes the child out of character values that are already built. One is the impact of drugs on the behavior and moral development of children, as well as other crimes triggered by negative communication media influence that gave rise to violence, sexual abuse, and even murder.

In Indonesia, this issue needs special attention from education experts, education experts especially moral values. The development of education character oriented to the implant of ethical values, moral value and nationalism rule which is in implementing into the Law No. 20 of 2003 on National Education objectives, namely to develop the ability and character development and a dignified civilization. At least four moral roles can be embedded in schools, namely: (1) building a moral or cognitive-developmental theory; (2) moral value inherited social or social learning theory; (3) developing moral ideals through exemplary life; and (4) establish ethical, moral and socialism in the school community (Meindl, Quirk, and Graham 2018).

Ethical education and moral values should be taught as early as possible. Learning the value of ethics, morals, and nationalism of attitudes at this age have strong influences on the building of a child's character because at this age, inculcate ethical and moral values in children is a crucial period. In the national character education, the first formal education will determine the direction of the development of children's potential. Therefore, methodological errors in values-moral education in schools will go a long way in the moral life of individuals that can disrupt the balance and harmony of life in society in the future. In this context, Bourke, Kinsella, and Prendeville (2020) states that the failure of the education value (religious and moral) cannot be separated from the ineffectiveness of the declaration set out in the character education curriculum.

In order to create an atmosphere of moral being required grade students and schools conducive for moral values are applied in everyday life. Tasks such a demanding school into an institution that created the insane were cultured and ethical values and morals, not only as a moral teaching and training institutions moral but rather on institutions that prepare the ethical generation, moral and had high nationalism (Sosler 2019).

In short, the role of education are: the first, in judicial formal curricula, to prepare instrument in the world of education, second, educational institutions demanded an active role in fostering and developing reasoning ethical values, moral and self-learners nationalism in a systematic and programmed; The third school institution is the first institution that has the role of building the foundation of science and morality learners.

E. Views nun Emilie Durkheim Character Development of Modern Society Education and Behavior

To build character and behavior in education, it can be asked the following questions how do people implement character education that matches people's behavior? Of course, every individual must teach values and norms that are under the values and beliefs that need to be absorbed. Educational institutions must set themselves up as the survival container socialization the collective values. In some communities, education takes place in the family. The family has a very big role. These days it takes place-a place of worship that also takes on that role. Along with industrialization, urbanization, and secularization of values and ideas that are taught places of worship and the way it is taught is no longer considered something important to the people-especially the French.

Thus, some new values emerged as the demands of the modern state. It is in addressing the development of character education is that school. Schools can lead us to change, solve selfishness, and teach discipline and self-control. They can encourage us to adapt to the Principles of our community-owned.

Education is perceived by Durkheim as a unified whole of society as a whole. Education as the foundation of society determines the allocation and distribution process-source source changes. Education also is viewed as an institution that serves as "babysitting", which is posted to ensure that citizens have no deviant behavior, such as becoming street children, unemployment, and other deviant social behavior. In order to package education to have such a role should be assigned the appropriate priority. Policy priorities determination is done based on meritocracy.

All in principle have the same opportunity in the development of competence, but the principle of meritocracy should be noted. Education should be able to maximize the talent of the students. Education must also be brought closer to the general public.

In arranging the educational planning according to Durkheim, it must be oriented to efforts providing him "human capital" - basic human capital in education can be seen as an investment. As far as possible, the possibility of obstacles to the achievement of educational goals should be set aside. Meanwhile, at the learning level, the design of learning is regulated by the principle of 'bank concept.' Schools or teachers, in this case, are assumed to be 'depositors.' Meanwhile, students are seen as the banks who receiving money from depositors

Durkheim saw in each community has different ways of selecting an educational format. In the course of a particular history, education took a particular format, and when history changes, education has changed. But whatever happens, education cannot be separated from society. Society and education interact and mutually influence especially the local character development itself. As he noted in France when he wrote The Evolution of Education, education is always closely linked to other social institutions. In the historical and sociological studies, he sees this education always is grown based on collective values and beliefs of society at that time.

Durkheim saw modern society as an organic whole that has its reality. The organic whole has a set of requirements or certain functions that must be met by the parts that

belong to that under normal circumstances remain sustainable. When certain requirements are not met then it will develop a pathological state.

Pathology in modern society, according to Durkheim, is the form of common morality that gave birth to slump anomie (Durkheim 1956). Public morality should be included in the character education curriculum and teachers must be committed to transforming the character education to students in the school, with the start of the teacher itself exemplifies the characters themselves under their social order. From here morally understandable why teachers should be a good rule model and imitated.' Durkheim saw education should be able to run the function 'baby-sitting' means education can maintain and prevent young people from the possibility of developing modern social pathologies, ie anomie. One way is to build character education that promotes moral values, the culture of shame.

The problem of modern society is more "treatment" or "cure." Therefore, a character education that emphasizes the development of moral values, religion, Cultural Studies shame and obey the law which should be able to function as a place of care and healing by building the spirit of learners with character strong values and social norms prevailing in society (the healing place in the society).

Specialization and a strict division of labor can cause reduced and isolated individuals, even a sense of uselessness (meaningless). This is where the emergence of suicidal ideation as anomic symptoms is a result of the decline of collective morality and the loss of effectiveness of the external structure that can control individual desires.

However, according to Durkheim, the division of labor cannot be circumvented. Social evolution occurred in the community. Changing society of mechanical solidarity or solidarity-based society that traditional ties, towards organic solidarity of society - namely the growing community-based division of labor.

Durkheim stated: Obviously, the laws of history show that mechanical solidarity that from the beginning present themselves quickly losing ground footing, and organic solidarity came to replace him little by little and then becoming stronger. (Durkheim 2013).

Traditional and primitive societies tend to run a public office or a position with duties and responsibilities are vast. They are more like sellers "bulk." Modern society is run with specializations position and limits the task to clear handedness. Thus if the mechanical solidarity, marked with a system that shows a collection of homogeneous, which have in common with each other and high collective conscience (Durkheim 1956).

The task of education in the organic community should determine the student can take the job because the job becomes a matter of choice. Education must give skill and specialization because the status enjoyed by members of the public depends on the specialization owned. Education must also provide a minimum skill standard required to be present in the community. Education must teach organic solidarity as a suitable mechanism for arranging an orderly society is organic solidarity. This is according to Durkheim's solidarity Mode foundation of morality public order(Durkheim 2013).

Education should be able to answer the demands of society, especially in industrialized societies. The curriculum is structured so that students can gain knowledge, so students can become a part of the expertise needed to take part in life. More directed learning in the classroom to develop the students' ability to establish consensus on the value-value constructed by society as a whole. We must build a social contract, and all the options, as embodied in the collective norms to be developed by the community.

In this case, Durkheim was much indebted to the authors of the earlier writers such as Auguste Comte and Herbert Spencer, and Ferdinand Tonnies who has made the development of society dichotomy Gemeinschaft and Gesellschaft is the collective community or individualistic society (Ostro 2019).

The implications of the emergence of two types of ideal types-mechanical solidarity and organic-so much. A society characterized by mechanical solidarity tends to unite because everyone generalist character. The boundary between people with others is exactly different in their activities and different responsibilities. Meanwhile, in the organic community, each activity establishing planning, so that different duties and responsibilities. Therefore, there is a difference it then raises the need for specialization. However, then bring the implications of competition, because each trying to be able to survive.

Other traits, people who embrace more mechanical solidarity are communal and instead people who organize themselves with a more individualized organic solidarity. In explaining the structure of society that adheres to the pattern of organic solidarity, in contrast with the public nature of mechanical solidarity, Durkheim stated: It is very different; the structure of organic solidarity is a very strong community. They are formed not based on repetition of things the same, homogeneous segments, but by different organ systems that each have a specific role, each formed of different parts. Not only the social elements that his character is not the same, but it is also not built in the same ways. As a result, individuals are grouped, which is no longer based on descent relations, but based on the properties of certain social activities, places where humans gather themselves. The basic environment in which they live is not to mention the environment based on birth, but the occupational environment. (Malczewski 2019).

In the case of formations and law enforcement, the public chose mechanical solidarity growing niche to favor repressive laws. This option Appears for each person equally own and holding a strong collective morality. Therefore, a violation of the collective morality into something sensitive. Fighting the collective moral repressive law will be sanctioned; thieves, for example, could be sentenced to hand amputation. Repressive laws that underlie the emergence of a view "hut paid and live his life," the is to enter the life of today's modern society, the practice of such practices Also was present.

In contrast to the model of the mechanical solidarity of society, people who organize themselves to fashion tend to choose the model of organic solidarity law. In this case, citizens are required to submit to the law agreed. The offenders are allowed to pay restitution as a result of the crime committed. Despite the repressive laws such as the death penalty can still be found in the organic community, but the dominant feature of the mode

chosen law is the law restitute. Repressive law is not thereby acquired moral support, and modern society is not emotional reactions when encounter crime or current offense law here need to balance the behavior of the course can only be built through a strong educational system to get good cultivation of moral values.

CONCLUSION

Emilie Durkheim's thinking about harmony and equilibrium consensus is based on maintaining a balance between knowledge, practice moral reasoning with ethical values , and morals in society through character education. The thinking side revealed how the public response to changes in a dynamic culture of the unpreparedness of society with social and cultural functions is built in terms of functional structure theory. Findings discovered that Durkheim sees the role of education in creating a moral being as very important in maintaining harmony and balance society modern for building the social functions of their civilization. Emilie Durham, offering the function of 'baby sitting' to solve the problems of social pathology. Education is an institution that preserves and passes on ethical values, moral and nationalism learners through character education. This is what underlies many practitioners and researchers developing the concept of moral education and behavior by referring to the consensus theory of harmony and equilibrium Emilie Durkheim in a plural society. Suggest to educational practitioneris the importance of building character and behavior order in the community comprehensively, kept up-to instill moral values, virtues, honest, law-abiding, and tolerance in creating a harmonic social life.

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