Perceptions of Education Role in Developing Society: A Case Study at Riau, Indonesia

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Abstract

The purpose of this study was to determine the role of education and how the involvement of governments, companies and communities themselves in promoting education in the area, which in this case took the case to at Riau, Indonesia. Total population of this research was that people in the district of Pinggir Bengkalis, and the samples were 24 people who were in the villages of Pinggir. The research methodology was descriptive quantitative. The research data was collected through questionnaires and documentation. The calculation of data indicated that the public perception on role of education in promoting the society generally looked very good with most of percentage above 90%. Then, the achievement showed good results in the involvement of the company in advancing education. Then, the government has completed educational facilities in the area according to public perception showed the lowest yield with enough categories or 65.8%. The average score showed that the role of education was in very good category or 90.5%. Therefore, it certainly needs to be given priority in local government.

Keywords: role of education, developing, society

1. Introduction

1.1 Background

The development of education in Indonesia is still far from expectations. Data on the number of students who completed high school education is also a little. This condition can indirectly hamper the progress of society. Often we meet with expressions that progress in education is supported by the economic progress of the country itself. However, on the other hand there are opinions on the contrary, that economic progress is supported by the advancement of education in the country itself. Both of these thoughts have different arguments and neither is wrong. However, the researchers have another opinion which may mediate both the opinion is to integrate two of them. In our perception, economic progress was supported by the success of educational goals, and the success of any educational goals supported by economic progress. That is, the advancement of education go hand in hand with economic progress. However, we should focus on what can be donated to educational economics and vice versa. Talking about education in Indonesia today is very alarming and we must admit, with very poor education conditions, all parties will require the advancement of education, in terms of both quality and quantity of education. However, it is always just point it is borne by the government. Starting from the general public, parents until the student are always demanded of the position of government responsibility. So many demands of society are deliberately raised to constantly blame the government for the current education conditions. It is true that education today is very worrying, even so much a group of people who claimed that education in Indonesia is likely to fail. It is evident from the high unemployment rate in Indonesia.

Now the unemployed not only the unemployed who are not highly educated, but also many of the unemployed who have higher education. From this reality, more and more people always involve their selfishness to seek a solution to this problem. Whenever we talk about or even fail, we are always busy blaming the other side. As if someone else's fault entirely. All that is proven by the failure of the state we experience in the field of education. When education in Indonesia is considered a failure, most people are busy blaming the government. Chaos occured everywhere, demanding the government's responsibility for the failure of education in Indonesia is currently very

minimal effort without seeing the individual communities themselves. Is it not selfish society? And with the attitude of the majority of society thus, raises a big question, justified this failure is entirely the government's fault? If people judge that the government has failed to achieve the goals of education, why as a public good and moral, not trying to contribute in improving educational failures that have occurred? If only society also contribute to free Indonesia from educational failure, so we thought of failure will begin to decrease. Now, it arises a question of what enterprises can be done by the community to share in this, as well as the role of government and the involvement of employers in the area. So far the above phenomenon, which still raised questions about the role of education and how the involvement of governments, companies and communities themselves in promoting education in the region, the researchers are interested to conduct a study on the role of education in promoting the community in District of Pinggir Bengkalis, Riau.

1.2 Identification of Problems

From the various phenomenon as mentioned above, the researchers identified the problem as follows:

1) Community awareness of the role of education is still not optimal.

2) Advances in local communities still not optimally socialized.

3) The role of government in education is still limited.

1.3 Formulation of the Problem

Based on the background and the identification of the problems mentioned above, it can be concluded formulation of the problem as follows:

1) How does the public view of the role of education in District of Pinggir, Bengkalis?

2) How is the public's view of government's role in promoting the role of education?

1.4 Research Purposes

This study aimed to find out people's views on the role of education in the district of Pinggir Bengkalis and also to get a settlement related efforts to further enhance the role of education for the community.

1.5 Benefits of Research

After this research, the benefit for:

1) This research is expected to provide a valuable contribution in enriching scope of science for research and education among others that require the study of the problems, particularly regarding the role of education.

2) Knowing how the role of education for the public.

3) Knowing how the government's role in improving the quality of public education.

2. Theoretical Framework

2.1 Role of Education

Education implies guidance given to children. Education is: "Activity and human effort to improve his personality to foster the potential of personal (thought, initiative, creativity and kindness conscience) and physical (the five senses and skills)". Education also means that agencies responsible for setting goals/educational objectives, content, and organization of the education system, these institutions include: family, school, and community (state). In the opinion of Abraham Maslow is famous for its andregogic that a child is considered to have the potential and capability as well as experience and education task is to actualize. Education according to the guidelines is: "a conscious effort to develop the personality and ability inside and outside the school and lasts a lifetime" (Abu Ahmadi et al., 1991, pp. 69-70). According to Imam Sutari Barnadib, that works to educate and be educated load factor-certain factors which affect and determine, namely:

- The objectives to be achieved

- The existence of human subjects (educators and students) who undertake education

- Living together in a certain environment

- The use of certain tools to achieve goals

From the perspective of some experts that globalization has had a profound effect on educational systems in developed and developing nations, with many of its consequences being unanticipated. Contemporary societies are in a period of profound changes, where the national space-time has been lost, gradually, since the 1970s. The

primacy in relation to the growing importance of space-time globally and locally has led to the crisis of national social contracts, which formed the basis of the modern development of central states (Dworkin et al., 2013).

Based on Türkkahraman's opinion that Societal and natural conditions determine the role and the function of education. Within the relationship between education and society, the most salient feature of education is its communial side. The social context is imperative for education to function well. Society and education complete each other. Society cannot carry on without education and vice versa. Education affects not only the person being educated but also the whole community by starting from his/her family. In other words, raising sufficient number of efficient people for more prosperous society is the duty of education and educational institutions which have certain functions in the community. Each educational institution establishes relationships throughout mutual interactions.

Then according to his idea that education as a phenomenon is both a social foundation and a process occuring in the society. If established a prior and hierarchical sequence, society can be regarded as the objective and the education can be considered as the indispensible means of this objective. In this respect, to research into the functional relationship between education and society and its other institutions is of great importance for community development (Mimar Türkkahraman, 2012).

There is a long and broad tradition of social science and sociological theories, beginning with the coining of the word "sociology" by August Comte in 1838. These theories provide a range of explanations that can be used to examine issues and problems in educational systems and better understand the role of teachers and teaching in schools and society. All theories evolve. As described, interaction, functional, and conflict theories have gone through stages that attempted to explain the educational systems of the time and to react to previous theories that were inadequate to explain concerns of the education system. Recent trends see schools as "contested terrain" for determining curricula that meet diverse needs. Race, class, and gender issues have become dominant themes in this recent literature. Sadovnik discusses postmodern theory and trends in the next reading. In short, different theorists help us to think differently as we attempt to explain why schools work as they do. This broad range of theories presents many alternative ways of thinking about schools and is valuable as policy makers and researchers try to find solutions to the multitude of problems plaguing education today, in both developed and developing countries Understanding Education Through Sociological Theory (Jeanne and Joan).

The education as an institution conservatives have functions as follows: (1) The function of socialization, (2) The function of social control, (3) Function culture preservation society, (4) Functions training and workforce development, (5) The function of selection and allocation, (6) The function of education and social change, (7) The function of cultural reproduction, (8) The function of cultural diffusion, (9) The function of social improvement, and (10) The function of social modification. The function of education in society was as follows: (1) the function of socialization, (2) the selection function, exercise and allocation, (3) the function of innovation and social change, (4) personal development and social function (Jeanne in Wuradji, 1988).

From the various opinions mentioned above, there is no difference but the complementarity between the opinion of the opinions of others in their practical implementation in Indonesia can be described as above.

2.1.1 The Function of Socialization

In the pre-industrial society, the new generation learn to follow the patterns of behavior of previous generations not through institutions such as the school today. In the pre-industrial society that children learn by following or engaging in activities of people who have been more mature. Children observe what they are doing, and imitate and children learn by doing or doing something as done by people who have grown up. For this purpose the children learn a language or symbols that apply to the older generation, adapt himself with the prevailing values, followed his gaze and acquire certain skills which are all obtained through the culture of the people. In a situation like that all adults are teachers, a place where children imitate, follow and do what is done by people who are more mature. Starting from the beginning, the children had been accustomed to doing, as is done by the older generation. It was part of the fight of his life. Everything learned is a useful and directly affect the daily life. This all happened because of the prevailing culture in the society, in which the child is a member, is to be stable, unchanging and time, and static. The rapid advancement of society causing cultural patterns become more complex and has a differentiation between groups of people with each other, between which is held by one individual to another individual. In other words, the society has undergone social changes. The provisions for this change, as mentioned in the pages of the website before, resulted in any cultural transmission and generation to the next generation always encounter problems. In a school community has been institutionalized so strong, then the school became indispensable for fostering/spawned new cultural values (cultural reproduction).

Based on the cultural reproduction process, efforts to educate children to love and respect the order of social institutions and traditions that have been established is the duty of the school. Included in these social institutions including the family, religious institutions, government agencies and economic institutions. In the beginning of the period of education, is a crucial time for the formation and development of the adoption of these values. Period for formation and development efforts carried out prior to the adoption of these children are able to have the ability to critique and evaluation in a rational way. Schools promise to the children an idea of what is aspired by social institutions. Children are encouraged, guided and directed to follow the patterns of behavior of adults in ways specific rituals, through drama, dance, singing and so on, all of which constitute the real intentions of the prevailing culture. Through means such children, children are taught to be polite to the elderly, respect and adhere to the norms in force. Religious institutions teach how adherents worship the Lord by any particular procedure. Governmental agencies teaches how child later once it had become a full citizen, fulfilling the obligations of the state, has a patriotic spirit and consciousness are citizens. All the teachings and habituation in the beginning takes place through a process of emotional, not cognitive processes. In the process of learning to follow the pattern of reference for the social order that has been established and institutionalized, children learn to adjust to the traditional values where traditional institutions are built. The entire process in which children learn to follow the patterns and values prevailing culture is called socialization process.

The socialization process should go along with natural and smooth because we all know how important the early stages of the socialization process. Parents and family hope the school can implement the socialization process well. In these institutions the teachers at the school is seen as a model and is considered to be undertaking the parent (family and community) in order to children-understand and then adopt the cultural values of the society. Willard Waller in this connection consider the school, especially in rural areas as a museum that stores about the virtues (museum of virtue). With these assumptions, the public wants and their school teaching staff should be able to teach the virtues of the community (the old virtues), or overall values and is believed to be a fad and a view of society. To provide education about discipline, respect and obey the leadership, willingness to work hard, statehood and democratic life, respect, values of national struggle, a sense of fairness and equality, the rule of law and legislation and so, presumably the main agencies. The most competent are educational institutions. Schools took on the task to carry out efforts to divert the cultural values of society by teaching the values that become a way of life of society and nation. To fulfill the functions and duties of the school establish educational programs and curriculum, along with methods and techniques are pedagogic, so that the transmission of these values to run smoothly and seamlessly.

2.1.2 The Function of Social Control

Schools in instilling values and loyalty to the traditional order of society should also serve as a school service agencies to conduct social control mechanisms. Durheim explained that moral education can be used to restrain or reduce the properties of selfishness in children to be individual is an integral part of the community in which the child should have an awareness and social responsibility (Jeane, 1983, p. 8). Through this kind of education individuals adopt social values and the interaction of the niiai values in daily life then as an individual as a member of society he is also required to provide support and trying to maintain social order prevailing. School as an institution that serves to maintain and develop the orders of social and social control using programs assimilation and values of diverse subgroups, into the dominant values which have and become a fad pattern for society. Schools serves to unite the values and way of life of diverse ethnic become one acceptable view of the entire ethnic. Therefore, it can be said that the school serves as a means of unifying and every stream and view of life embraced by the students. For example, schools in Indonesia, schools must inculcate the values of Pancasila embraced by the nation of Indonesia to children at school.

2.1.3 The Function of Cultural Preservation Society

In addition to the school has a duty to unite cultures of diverse ethnic should also to preserve cultural values are still worth keeping areas like local language, local arts, manners and an effort to leverage local resources for the benefit of schools and so on. School functions related to the conservation of cultural values of this area there are two functions of the school is the first school was used as one of the institutions of society to defend the traditional values of society from a society in a particular area for example a school in Central Java, are used to maintain the values culture of Central Java, school in West Java to defend the values of Sundanese culture, schools in West Sumatra to defend the values of Minangkabau culture and so on, and both schools have a duty to maintain the cultural values of the nation by uniting the values of existing diverse for the sake of national interests. To meet the demands of the two will need to establish a standardized curriculum that applies to all areas and curricula adapted

to the conditions and values of a particular area. Therefore schools must instill valuesthat can make it into a child who loves the area and loves the nation and homeland.

2.1.4 The Function of the Selection, Training and Workforce Development

If we observe what is happening in society in order to prepare the workforce for a particular position, then there will be three activities, namely activities, training for a position and specific workforce development. The selection process is happening in all areas of both want to go to school and want to go on a certain position. To enter a particular school must follow certain exams, to get in a certain position must follow certain proficiency testing. For example in order to go to a certain high school must submit real score of NEM (*Original Score of Final Examination*) and the value of the entry selected NEM high value of particular value to lowest value. If instead the value of the strict requirements but school fees are unaffordable to enter a particular school. Therefore children underweight and weak economy did not get a high quality school. Similarly to assume office at a particular job, they are required to follow the selection in ways that aim to obtain skilled labor and skilled accordance with the position that will be handled. School as an institution that serves to training and workforce development has two things.

The first school is used to prepare skilled professionals in the field of specialization ape particular. To meet these various fields of study opened to prepare experts and high skilled and capable in their fields. Both can be used to motivate workers to have the responsibility to career and assigned work. However, school teachings are the one to hold a certain position, adhere to the leadership, a sense of responsibility for the task, the task of discipline in accordance with predefined rules. Schools also educate so that one can appreciate the dignity of human beings, treating human beings as human beings, taking into account all the talents for the sake of success in his duties. School has the function of teaching, training and education. Teaching function to prepare skilled personnel in the field of expertise is practiced. Function to get the training of skilled personnel in accordance with their fields, being the function of education to prepare a good person to be a worker in accordance with the field. So the function of education is a social personal development.

2.1.5 The Function of Education and Social Change

Education has a function to hold social change has the function (1) reproduction of culture, (2) diffusion of culture, (3) develop cultural analysis of the institutional-traditional institutions, (4) make changes or modifications to the economic level of the traditional social, and (5) make changes more fundamental to the traditional institutions that have been missed. School serves as cultural reproduction put school as a center of research and development. This kind of functionality is a function of the college. At schools are lower, this function is not as high as at the level of higher education. At times the process of industrialization and modernization of education has taught values and new habits, such as economic orientation, orientation independence, competition mechanism of healthy, hard-working attitude, awareness of the life of a small family, where the values are all indispensable for the social economic development of a nation. The efforts of the school to teach the value system and scientific perspective and rational as opposed and values and outlook on life long, let go and surrender to fate, lack the courage to risk, it has been taught by schools since the modernization process of social change. Using scientific ways of thinking, ways of analysis and rational considerations as well as the ability of a critical evaluation of people will tend to think objectively and more successful in mastering the natural surroundings. Educational institutions in addition to functioning as a producer of new cultural values also serves producers of new cultural values, also serves as the diffusion of culture (cultural diffussion). Social policies are then taken based on the results of culture and cultural diffusion.

The schools are not only spreading discoveries and new information but also inculcate attitudes, values and way of life that everything new can provide easiness and provide impetus for sustainable social change. The function of education in social change in order to improve the ability of critical analysis serves to instill the beliefs and values of a new way of thinking humans. Education in the era of the modern age has succeeded in creating a new generation of creative and critical thinking skills, attitudes not easily give up on the existing situation and replaced with an attitude that responsive to changes. Ways of thinking and attitudes that will break away from dependency and shelter habits on others, especially on those in power. Education is primarily directed to get a political independence, social and economic, as proposed by Paulo Friere. In many countries, especially countries that have developed, adult education has been developed in such a way so that the problems of this critical capability have been extremely intense. Such education has succeeded in opening the eyes of the public, especially in rural areas in the application of advanced technologies and the deployment of other new discoveries.

Influence and development efforts critical thinking can provide modification (change) the socio-economic hierarchy. Therefore, the development of critical think not only effective in the development of individual critical

thinking like attitude, also affect the public appreciation of the value of human struggle towards equality rights of both political, social and economic. If the traditional society institutions and social economy is dominated by the nobility and the ruling elite, then by the rapid process of modernization orders of socio-economic and political are governed by considerations and reasoning are rational. Hence arises the institutions of economic, social and political which are based on justice, equity and equality. Presence can occur throughout the social strata obtained through means objective and openness, for example in the form of vertical mobility competitive.

2.1.6 Function in Public Schools

In advance has been discussed about the three forms of education: formal education, informal education and non-formal education. Formal education is also called the school. Therefore, schools are not the only institutions that provide education but there are other agencies that also provide education. School as an education provider has two functions: (1) as a community partner, and (2) as a producer of labor. School as a community partner will be influenced by the style of one's experience in a community environment. The experience on various groups of people, the type of reading, viewing and other activities in the community can affect the function played by school education. Schools are also concerned about the environmental changes in a person in society. Changes in the environment, among others, can be done through guidance service function, providing a forum for communication between the school and other social institutions in the community. Instead of conscious participation of a person to always learn from society, to a certain extent influenced by the learning tasks and directives study carried out in schools. School functions as a community partner will be influenced by a slight amount as well as the absence of functional utilization of learning resources in the community. A wealth of learning resources in the community such as the existence of those sources, libraries, museums, newspapers, magazines and so on can be used by schools to fulfill the function of education.

As the producer of the educational needs of the school community and the public have a rational relationship bond between the two. First, the function compatibility between education played by school with what society needs. Second, the accuracy of the target or targets of education handled by institutional schooling will be determined also by the clarity of the formulation of a contract between the school as a waiter with the public as the buyer. Third, the successful fulfillment of the function of the school as a community service order will be partly influenced by objective bond between the two parties. This objective ties can be a concern, and the award of certain benefits such as funding, facilities and other objective guarantees that provide essential meaning of existence and school products.

3. Methodology

The research conducted using descriptive quantitative method. In the application of this method there are important points which include the design of research, time and location of research, data collection techniques and data analysis techniques.

3.1 Research Design

The study design a concerned attitude that have a clear picture of how the relationship between the variables that exist in the task of research and what was to be done by researchers conducting research of data. The research is done by developing a theory of the role of education for the advancement of society. Data obtained from instruments developed and disseminated to the public. Furthermore, the quantitative data was processed. Then, it was given the descriptive explanation of the results of the data that have been tabulated. It can be understood that researchers study evaluating the social and cultural issues tend to use qualitative research methods to solve the problems because the social problems that are around the globe since the data is descriptive qualitative.

3.2 Location of the Researh

This research was done in the District of Pinggir, Bengkalis, Riau, Indonesia and is one area that has a range very far from the county so it was appropriate to be a research location.

3.3 Data Collection Technique

3.3.1 Primary Data

Primary data was data obtained and collected directly from original sources, in this case the village government and the whole society that can provide the required data according to the researchers that the problem in the research. Ways of collecting primary data as follows.

a) The interview was used as data collection techniques if researchers want to get and to analyze the matters of respondents in greater depth and number of respondents slightly.

b) Observation was a complex process, a process that was composed of various biological and psychological processes. Two of the most important was the processes of observation and memory. In terms of the implementation process of data collection, observation can be distinguished to be two namely participant observation (observation participation) and non-participant observation, then in this case, the researchers used observation participant in order the researchers got involved during the process of the research.

c) Documentation according Moleong (Moleong, 2004, p. 161) that the documentation is any written questions drawn up by a person or institution for testing purposes or accounting events. So it can be concluded that the method of documentation is a data collection techniques that are used as a reference in seeking and references relating directly to the issues in research. As for the supporting data used in this study is in the form of books, records or other types of written documentation, such as village profiles, photos, and notes or agenda made by leaders in the village.

3.3.2 Secondary Data

Secondary data is data that has been collected by the relevant institutions and published in the form of reading or literature relating to this study. Secondary data collection one of which can be done with the study of literature.

Once the data has been collected and tested its validity then the data need to be organized, selected, and then compiled in written form. Although data are quite varied but by doing checking the validity of the data with the criteria previously set the data obtained truly valid and accurate. In this study the data that have been obtained in the field later will be compared, and analyzed to draw generalizations or conclusions.

3.4 Data Analysis

The descriptive qualitative method used for the first, adjusting the methods easier when faced with a double reality. Second, this method presents the direct nature of the relationship between researcher and respondent. Third, this method is more sensitive and more able to adjust to a lot of sharpening influences together and to patterns of values encountered, and the fourth method is more concerned in terms of "process" rather than "outcomes" this is due to the relationships of the parts being studied would be much clearer if the observed Bongdan and Biklen in Moleong (2004, p. 7).

The steps of the data analysis will be done in this study are as follows:

a) Identification, identification is the determination or determination of identity. Identification is meant here is to identify the data that has been collected in field notes made by researchers.

b) Classification, after the identification of the data, the next step is to classify the meanings contained in the data obtained from the field and then collected in a sub-study problems. Meaning that the data has the same meaning classification will be collected in a single sub discussion.

c) Interpretation and presentation of data, at this stage the author then interpret the data based on the problems and basic theories exist to later after analysis one can draw a conclusion.

4. Results and Discussion

4.1 Description Location Research

Table 1. The general description of the location of the research

Capital	Pinggir
Size	2.505,00 Km²
Sub District	2
Village	17
Population	81.912
Temperature	Minimum 25^0 C
	Maximum 34^0 C

The border of District of Pinggir is one of the districts included in the administrative region of Bengkalis located in Riau, Indonesia, which has boundaries:

- North side is bordered by District Mandau & Bukit Batu

- The Southern borders with Siak

- West borders with Rokan Hulu

- East side is bordered by District Bukit Batu

While the locations of the region are:

- 0 ° 56'12 North latitude s/d 1 ° 28'17 north latitude

- East Longitude 100 ° 56'10 s/d 101 ° 43'26 East Longitude

Overall District of Uptown consists of thirteen villages/wards whose legal status has become a village/villages where every village is led by the village head and village led by headman Judging from the status of Government District of Pinggir consists of two villages, namely the Kelurahan Balai Raja and Titian Antui, and 11 villages namely Desa Beringin, Balai Pungut, Melibur, Muara Basung, Kuala Penaso, Pinggir, Semunai, Serai wangi, Tasik Serai, Tengganau, Tasik Serai Timur. Government structures in the district of Pinggir consists of Head, Head Secretary and four section chiefs namely Section Government, Rural Community empowerment, Peace and Order, and Social Welfare and a treasurer. Women's participation in leadership sector in villages/wards in the district of Pinggir is still low, as seen from the number of village 21 female than of the total number of the village as much as 97 people. According to the classification of villages, villages in the district of Pinggir is a *Desa Swadaya*. In 2011, based on data from BPS PODES 2011, Bengkalis recorded 364 store/grocery shop, 2 market building permanent/semi-permanent, 8 market without permanent buildings, 18 restaurants, 165 shops/stalls of food and drinks, and one inn. As for the banks, there are two commercial banks in the district of Pinggir. Based on data from the Kimpraswil Office of the District of Pinggir, viewed from the conditions of roads, there are 3 Km types of surface concrete road, 25 Km dirt road and 10 Km gravel road in good condition. The reverse is that there are 7 km of concrete roads in severely damaged condition. Transport equipment used in rural areas/villages in the district of Pinggir, entirely using means of transportation between villages/wards, all villages/wards in the district of Pinggir using land transportation.

4.2 Data Analysis Research

4.2.1 Characteristics of Respondents

Based on the results of questionnaire distributed to respondents, the characteristics of respondents by gender are as the following table.

Table 2. Characteristics of respondents by gender

No	Gender	Frequency	Percentage
1	Male	18	75.0%
2	Female	6	25.0%
	Total	**24**	**100.0%**

Source. Research Data, 2015.

The results of Table 2 above, it can be seen that the respondents had male sex were 18 people or 75% of women and 6 or 25%. This indicated that the participation of female in this study was more than male from the different of participation in filling the questionare.

Table 3. Characteristics of respondents by age

No	Age of Respondents	Frequency	Percentage
1	Under 20 year old	1	4.1%
2	20-25 year old	3	12.6%
3	26-30 year old	2	8.3%
4	Above 30 year old	18	75.0%
	Total	24	100.0%

Source. Resource Data, 2015.

Table 3 shows that most of the respondents aged over 30 years, or 75%, followed by the age of 20-25 years as many as 3 people or 12.6%, age 26-30 years as many as 2 respondents or 8.3% and residing under 20 years amounted to 1 respondents or 4.1%.

Table 4. Characteristics of respondents by educational background

No	Education Background	Frequency	Percentage
1	Elementary School	5	20.8%
2	Junior High School	4	16.7%
3	Senior High School	5	20.8%
4	Diploma/Academy	9	37.5%
5	Degree (S-1)	1	4.2%
6	S-2/S-3	0	0.0%
	Total	24	100.0%

Source. Resource Data, 2015.

Table 4 about the educational background of the respondents shows the data that respondents most are diploma/academy with the number 9 respondents (37.5%), then the background of high school and elementary school each amounting to 5 respondents (20.8%), which 4 people or junior high school education and 16.7% of respondents educated only 1 S-1 or 4.2%.

Table 5. Characteristics of respondents by Job

No	Employment	Frequency	Percentage
1	Civil Servants/ABRI (Army)	2	8.3%
2	Teachers/Lecturers	6	25.0%
3	Employee/Labor	2	8.3%
4	Self Employee/Traders	3	12.5%
5	Farmers/Fishermen	10	41.7%
6	Others	1	4.2%
	Total	24	100.0%

Source. Resource Data, 2015.

Table 5 on respondents by employment data show that most respondents are farmers/fishermen amounted to 10 respondents, or 41.7%, followed by teachers/professors as much as 6 respondents or 25%, entrepreneurs/traders as much as 3 respondents (12.5 %), so Civil Servant/Army and Employee/Labor each 2 respondents or 8.3% and the latter are others as one of the respondents, or 4.2%.

4.2.2 Descriptive of Data Analysis

From the data of questionnaire for respondents in District of Pinggir, Bengkalis obtained the following results:

Table 6. Education and the school is important

No	Option	Frequency	Percentage
	Strongly Agree	22	91.0%
	Agree	2	8.0%
1	Netral	0	0%
	Less Agree	0	0%
	Disagree	0	0%
	Total	24	100%

Source. Research Data, 2015.

From the Table 6 above shows that respondents are generally strongly agree and agree states that education and school is important with the number of frequencies respectively 22 and 2 and a percentage of 91.0% and 8.0%.

Table 7. Education already providing benefits to the community

No	Option	Frequency	Percentage
	Strongly Agree	12	50.0%
	Agree	12	50.0%
2	Netral	0	0%
	Less Agree	0	0%
	Disagree	0	0%
	Total	24	100%

Source. Research Data, 2015.

The respondents' opinions about the education already provide benefits to society, cider Table 7 above shows that respondents are generally strongly agree and agree with each frequency number 12 with the percentage of 50.0%.

Table 8. Schools is a good place for education development

No	Option	Frequency	Percentage
	Strongly Agree	17	71.0%
	Agree	7	29.0%
3	Netral	0	0%
	Less Agree	0	0%
	Disagree	0	0%
	Total	24	100%

Source. Research Data, 2015.

Table 8 above shows that respondents are generally strongly agree and agree stating that the school is a good educational development with a number of frequencies respectively 17 and 7, and the percentage of 71.0% and 29.0%.

Table 9. Send their children, the future of children will be good

No	Option	Frequency	Percentage
	Strongly Agree	18	75.0%
	Agree	6	25.0%
4	Netral	0	0%
	Less Agree	0	0%
	Disagree	0	0%
	Total	24	100%

Source. Research Data, 2015.

From Table 9 above shows that respondents are generally strongly agree and agree claimed that by educating children, the children's future will be even better with the number of frequencies respectively 18 and 6 and a percentage of 75.0% and 25.0%.

Table 10. The government has completing education facility in the region

No	Option	Frequency	Percentage
	Strongly Agree	4	17.0%
	Agree	10	42.0%
5	Netral	0	0%
	Less Agree	9	38%
	Disagree	1	4%
	Total	24	100%

Source. Research Data, 2015.

Table 10 above shows that respondents agreed that the government has completed the educational facilities in the area, which could not agree with the number of frequency of 4 or 17%, and less agreed amount to 9 respondents or 38%. While stating disagree numbered 1 respondents or 4.0%.

Table 11. Development of infrastructures education in the area must be considered

No	Option	Frequency	Percentage
	Strongly Agree	21	87.5%
	Agree	3	12.5%
6	Netral	0	0%
	Less Agree	9	38%
	Disagree	1	4%
	Total	24	100%

Source. Research Data, 2015.

Table 11 above shows that the majority of respondents strongly agreed that the construction of educational facilities and infrastructure areas to be aware of the number of frequencies of 21 or 87.5%, and the agreed amount to 3 respondents or 12.5%.

Table 12. With good education, the economic community will also be the better

No	Option	Frequency	Percentage
	Strongly Agree	15	62.5%
	Agree	9	37.5%
7	Netral	0	0%
	Less Agree	0	0%
	Disagree	0	0%
	Total	24	100%

Source. Research Data, 2015.

Table 12 above shows that the majority of respondents strongly agreed that with a good education, the local economy will be better with the number of frequencies of 15 or 62.5%, and the agreed amount to 9 respondents or 37.5%.

Table 13. Parents have important role for children's education

No	Option	Frequency	Percentage
	Strongly Agree	17	71.0%
	Agree	7	29.0%
8	Netral	0	0%
	Less Agree	0	0%
	Disagree	0	0%
	Total	24	100%

Source. Research Data, 2015.

Furthermore, in Table 13 shows that most respondents strongly agree and agree that the Parent has an Important Role for Children's Education the number of frequencies of 17 or 71.0%, and the agreed amount to 7 respondents, or 29.0%.

Table 14. Employers need to be involved in the development of education in the region

No	Option	Frequency	Percentage
	Strongly Agree	7	29.0%
	Agree	15	63.0%
9	Netral	2	8.0%
	Less Agree	0	0%
	Disagree	0	0%
	Total	24	100%

Source. Research Data, 2015.

Table 14 on whether employers should be involved in the development of education in the region shows that most respondents strongly agree and agree with the number of frequencies 7 or 29.0%, and the agreed amount to 15 respondents, or 63.0%, while stating neutral as much as 2 respondents or 8% only.

Table 15. Regional education budget needs to be improved

No	Option	Frequency	Percentage
	Strongly Agree	18	75.0%
	Agree	4	17.0%
10	Netral	2	8.0%
	Less Agree	0	0%
	Disagree	0	0%
	Total	24	100%

Source. Research Data, 2015.

In Table 15 on whether the education budget in the area needs to be improved is seen that most respondents strongly agree and agree with the number of frequencies of 18 or 17.0%, and the agreed amount to 4 respondents or 17.0%, while stating neutral only 2 respondents or 8% only.

4.2.3 Discussion

From the analysis of the data already described above shows that most of the recapitulation of the whole role of education in promoting the community can be seen from the table below:

Table 16. Summary of role of education in promoting community

No	Statements	%	Category
1	In my opinion, education and school is important	98.3%	**Very Good**
2	In my opinion, education is already providing benefits to the community	90.0%	**Very Good**
3	In my opinion, the school is a good educational development	94.2%	**Very Good**
4.	In my opinion, to educate a child, then the child's future will be even better	95%	**Very Good**
5	In my opinion, the government has completed the educational facilities in the region	65.8%	**Average**
6	In my opinion, the construction of educational facilities in the area must be considered	97.5%	**Very Good**
7	In my opinion, a good education, the local economy will be better	92.5%	**Very Good**
8	In my opinion, parents have an important role for children's education	94.2%	**Very Good**
9	In my opinion, entrepreneurs need to be involved in the development of education in the region	84.2%	**Good**
10	In my opinion, the education budget in the area needs to be improved	93.3%	**Very Good**
	Average	**90.5%**	**Very Good**

Source. Research Data, 2015.

From Table 16, it is visible results that the public perception of the role of education in promoting the public generally look very good. While showing good result is the involvement of the company in advancing education. But from the above indicators, the government has completed the educational facilities in the area showed the lowest yield with enough categories or 65.8%. These results can give the conclusion that the government's role in

complementing the educational facilities in the region are still far from the expected. This is evident from the limited formal education institutions in District of Pinggir, and Bengkalis in general.

The above table also provide input to the government that the budget for education should receive attention through an increase in the total budget in the education sector. It is still very limited given the existence of formal schools to improve the quality of human resources in the area. Parents and family are still the one who should receive significant attention from the development of education in this area. Not only the facilities and infrastructure that must be considered but also the involvement of the family and the environment should also be encouraged together.

5. Conclusion

From a study of people in District of Pinggir, Riau-Indonesia, then it can be concluded that:

a) The public perception of the role of education in promoting the public generally look very good with an average percentage of 90.5%. While showing good result is the involvement of the company in advancing education. But from the above indicators, the government has completed the educational facilities in the area showed the lowest yield with enough categories or 65.8%. Finally we concluded that Educational Sociology need the good interactions of different elements of the society with an individual. It emphasized the progress of the society through the medium of education. The institutions and organizations and on those social interactions were important in educational process. It used educational interactions that helped in the development of the personality of the individual so that he becomes a better social communication.

b) It was realized that though educational sociology made everyone realize the social nature of education, formulated ideals by which educational planning was guided, used the theoretical knowledge gathered by researches conducted by either sociologists or educational sociologists, there appeared to be confusion as to what the proper dimensions of educational sociology should be. There were differences of opinion regarding what types of researches are to be classified under the head of educational sociology. In the practical implementation, we found that the role of government in equipping of educational facilities in the region are still far from the expected. This is evident from the limited formal education institutions in District of Pinggir, and Bengkalis in general.

6. Recommendation

The recommendations offered in enhancing the role of education for the advancement of society are:

a) The government should pay more attention to the development of education, particularly in remote and under developed areas, since this remote areas has a limited infrastructure and other important supports to a better implementation included the additional manpower or human resources that an help the development of those areas.

b) The education budget should get attention through an increase in the total budget in the education sector. It is still very limited given the existence of formal schools to improve the quality of human resources in the area. We know that this is one of limitation of remote areas that sould be supported to develop.

c) Encouraging the public to be aware of the importance of the role of education for the advancement of society. Since, the role of public society also has a great effect to the development of whole society, not only from the government supports.

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