

## Educational Management of Natural Disaster Response At Lapindo Mudsidoarjo East Java

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### ABSTRACT

The purpose of this study to determine the education management of natural disaster response. Aspects studied were the educational process or management functions: planning, implementation, and evaluation of disaster response. This study used a qualitative design through a case study approach. Type of case studies (case studies) used one case study namely disaster management mudflow in Porong Sidoarjo. The location covers an area of research and educational sites affected Lapindo mudflow. The results showed that educational planning disaster response seen in a number of activities set out previously, the process, the result to be achieved, and the decision to take action on the future of relations internally and externally in a system of education that is directed to the achievement purposes, in a disaster situation with urgent time, unhurried, the atmosphere of anxiety, chaotic irregular and less system working normally. Implementation of disaster response education related to the determination of resources, assignment of responsibilities, activities, delegation of authority, and development is needed to achieve the goal of education in disaster situations, does not appear to be formally coordinated. Educational evaluation of the response, in general is a process of collecting and processing data and information that will be used as the basis of decision making, management and development of education, at the time of the disaster is ongoing.

**KEYWORDS:** educational management, disaster respon management, lapindo mudflow

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### INTRODUCTION

The natural disaster that became known as the mudflow been in the news over the last few years. Mud source until the current continues to flow, the impact of the Lapindo mudflow disaster, this continues to adorn the print media, television, and online media. The issue of replacement indemnity unfinished, environmental impact, and the impact on the education sector are not few in number. Lapindo mudflow disaster also provide valuable lessons on how to handle educational disaster situation, exactly how the management of disaster education.

The situation and conditions in the disaster caused much tension and chaos that could potentially cause problems, including management education. Conditions established educational management can be difficult to control. Education management functions which include planning, organizing, monitoring, and evaluation of education would be difficult to implement as normal when a disaster occurs. The substance of education management or educational activities in the form of curriculum and learning, learners, educators and education personnel, education finance, infrastructure, community participation, and school culture would be difficult to implement.

During this time in normal circumstances, curriculum and learning management policies in line with national standards of education, especially as a base or standard in the educational process, so this type of curriculum management and of the activities conform with those standards. In normal circumstances also, school learners make sense of quality management with nonakademik indicator, then planning, organizing, monitoring, and evaluation to develop the potential of students to be learners management principles. Encourage the achievement of indicators through organizational activities with the regular agenda, extracurricular with target achievement, the Olympic team to jump-start the achievements, and other incidental activities.

If the management of teachers and aims to create a harmonious working conditions without compromising the human elements involved in educational activities, the principles of management in the form of cooperative efforts in educational organizations to achieve the goal. Educational institutions during this spirit careful in managing, teamwork, careful calculation, and supervision in the financial services education is an understanding of managers in the management of education funding. There is a relationship fulfillment, implementation, infrastructure management principles on behavior management and the achievement of national education standards. If the school has a principle that it is necessary there is a mutual benefit relationship and provide direct benefits which can be felt by the school and the community, the school offers social activities, coaching, and education and also build schools for excellence with community involvement.

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Schools, units of local technical services, and educational services - in the national education system - ideally conducting the planning, organizing, monitoring, and evaluation of the implementation of the program or school activities with appropriate procedures, as well as follow-up plans. Programs or activities at school level is carried out under the control of the school principal who is a top management level at the school, while at the level of local technical service units and top management education office at the head of technical services unit area and heads of authorities. Rosmiati and Kurniady [1] states that at the level of top management in the ability of looking at things as a whole which can then formulate it, as in taking decisions and set policy. In this connection it should be emphasized that a leader (due to the level of top management is leadership) is good, is a leader who does not carry his own actions that are operational. More formulate concepts. These skills there is also mentioned as managerial skills.

Related to the above presentation, the study aims to determine educational management of natural disaster response. Aspects studied were in education management functions: planning, organizing, monitoring, and evaluation of disaster response education. Every function in it contains the substance of educational management component: curriculum and learning, learners, educators and education personnel, education finance, infrastructure, community participation, and school culture.

Normal circumstances, without a plan, Suratman [2] study showed that in order to improve the achievement of learners needed service support many aspects of education. These aspects include the principal managerial competencies, service facilities and infrastructure, educators capabilities, and support for parents. Chairunnisa [3] of the research results prove the effectiveness of school organization is affected by the leadership principals. Conclusion of Siswono et al [4] research, emphasizes that in order to encourage creative thinking needed learners educators who have been empowered and have the ability to develop learning.

## METHODS

The design of this research approach is qualitative case study. Type of case studies (case studies) used one case study, management of Lapindo mudflow disaster in Porong Sidoarjo. The substance of the case itself can be program, event, process (activity), or groups of individuals [5].

In order to collect the information from the source, the researchers conducted alone or plunge and interact directly. Location of research in Lapindo mud disaster affected areas in the village Ronokenongo, Porong, Sidoarjo district of East Java Province. Affected areas means therein are educational institutions affected by the mudflow, educational institutions such as schools, technical steward unit area, non-formal education institutions, and other education. Mudflow start date at May 29, 2006 in Porong, Sidoarjo regency, East Java.

This technique is used to select and choose informants correctly and control of information. Sampling is not a sampling of the population, but according to the relevance, actualization, and control of information. Through purposive technique, then the source of the data used in this study are: education office employees, supervisors, school committees, principals, teachers, students, parents, community leaders, and victims of Lapindo mudflow. In addition to the above purposive technique, also used snowball sampling technique used to focus the relevant information. Informant different destination so that the informant who require the foresight to look for the right information. The other technique used is the technique of sampling time (time sampling) that the adjustment time when met the informant to obtain the desired data, except for the events that are accidental.

Data collection is done by researcher, as revealed by Sukardi [6] that the purpose of data collection conducted by researchers in order to obtain primary data derived from the first to experience for themselves or from the first, namely the informant in question to the fullest. Three techniques to collect data in this study are: interviews, observation, and documentation study.

Data analysis was performed with a systematic search for and organize the interview transcripts, field notes, and other materials that have been collected by researchers. Analytical work was continued by examining the data, groom, divide into units that can be managed so as to produce meaningful information. Data analysis techniques through three steps that occur simultaneously: data reduction, data presentation, and conclusion/verification.

Validity of the data in this study conducted to obtain reliability and objectivity is done through four test criteria used to test the validity of the data, namely the degree of confidence (credibility), keteralihan (transferability), dependability (dependability), and certainty (confirmability). Researchers use triangulation data or sources and triangulation methods. Triangulation is collecting from different people, different times and different situations.

## RESULTS AND DISCUSSION

The goal of educational planning is to optimize the implementation of education effectively and efficiently to achieve the goals of education. Suddenly in the middle of the road, the implementation of ongoing education in disaster interruptions, the time did not know when the completion of, the educational planning deflected into

the effort to save themselves and their assets. The effort, in educational planning, still reach relevant institutions. Schools as a system, interwoven with the educational system, both in the category of supra and subsystems. Supra system because the school has a department of education at the district or provincial level, and the ministry of education as the top policy makers in education. Subsystem because the school has teachers, students, parents, and community are intertwined. Likewise when a disaster occurs, a school submerged by mud invite others to get involved, and without recourse.

The results showed educational planning disaster response seen in a number of activities set out previously, the process, the result to be achieved, and the decision to take action on the future of relations internally and externally in a system of education that is directed to the achievement of the objectives, in a disaster situation with urgent time, unhurried, the atmosphere of anxiety, chaotic irregular and less system working normally. Inequality occurs in the educational planning process, results to be achieved, and the decision to take action. In the end, the inequality in educational planning will have an impact on educational inequality. The circumstances in which the graduates of uneven conditions in a region compared to other regions.

Educational inequality occurs, by Sholikah, et al [7] is caused by factors that contribute and have a strong relationship. That there is a positive correlation between government spending in education with educational inequality. Gender gap is seen from literacy inequalities between men and women has nothing to do with education inequality. In addition, the low factor of educational expenditure of households have consequences on the high or low educational inequality.

Educational inequality is very possible and easy to find at schools in disaster environments, so the goal in educational planning will be difficult to realize. The results showed that the school management is interrupted, from the initial planning for education be planning to anticipate the damage caused by mudslides. Schools in the lesson plan have trouble, especially because teachers mutations begin to occur. The situation is not stabilized and anxiety about the future in their school work, make some teachers filed a mutation into other areas. Almost all school assets, from tables and chairs, labs, sports fields to textbooks is not much that can be saved. In addition there are efforts from Education Office Sidoarjo District merging several schools in mud locations. The saddest fact that afflicts children mudflow victims become double victims.

To achieve the goal of education in normal circumstances it requires real effort and do not know despair, especially in an atmosphere of disaster. In fact, as revealed in research Sujawo, Mulyadi, and Tohani [8] that until now there is no guidance in the management of education when a disaster occurs. In particular, the central curriculum was never made a learning model of secondary education in areas affected by natural disasters. But indeed that in wandering by the guidelines of the curriculum centers on learning models, rather than the management of disaster education. Disaster is an event or series of events that threaten and disrupt the lives and livelihoods caused by both natural factors and or non-natural factors and human factors that resulted in the emergence of human fatalities, environmental damage, loss of property, and the psychological impact (Permendiknas No. 24 2007).

Disaster realize educational goals shifted, principals and teachers create new priorities are set out in a hurry. planning in disaster situations is the work made by calculation and estimation urgent and rush. However, planning in school management becomes the measure of success remains the principal leadership. Disaster into a tough test work for the principal, to save and ensure the educational process is still running. Zapeda, Bengtson, and Parylo [10] states that educational planning is important, as important as the management and success of principals establish leadership. Principals must be able to bring the aspirations for the identification of the critical aspects of planning under the control of his leadership towards a successful school management. Mentoring, collaboration between residents of the school, the cooperation with outside organizations, is the most fundamental practices for successful planning and management of the school.

Educational planning practice as described above, in accordance with the proportion (P1) of this study (Table 1). That if educational planning disaster response is directed as the process of providing support, especially ready at any time, to be used as emergency place of learning of the victims, and education persists, it is done at the time of the disaster, it is an activity, processes, products, and time to survive and keep the learning process continues as long as possible at school.

**Table 1 Comparative Constant of Research Result**

Educational Management Process	Schools Affected Directly	Some Unaffected Schools
Education Planning	<ul style="list-style-type: none"> <li>• Educational planning is done at the time of the mud disaster, it is an activity, process, outcomes, and time to survive and keep the learning process continues as long as possible at school.</li> <li>• Teachers have difficulties but still struggling, despite lesson plan documents were destroyed, but not the barrier to continue to carry out the study.</li> <li>• School planning activities carried out, among others, to reduce the adverse effects of disasters on students and teachers.</li> <li>• The process of transfer of students and teachers are relatively fast and suddenly became one of the obstacles (mainly psychological because togetherness face of disaster is increasingly torn).</li> <li>• Rescue efforts of school infrastructure, issues related to the mudflow disaster and create uncertainty towards school education policies therefore take measures schools are not under the coordination of the education office.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning directed education as a process of providing support, especially ready at any time, to be used as shelters learning of the victims, so that education continues.</li> <li>• School support management efforts undertaken by the education department merged done with consideration of emergency to continue running the learning process.</li> <li>• Involved in providing assistance and education to help manage the schools were flooded with mud.</li> <li>• Many students do not attend school because of the mud disaster, because these students follow the displaced. Nearby schools receiving the transfer students.</li> <li>• Conscious and fast process, lend the rooms for the school which mud, to be used as an emergency place to learn.</li> </ul>
Implementation of Education	<ul style="list-style-type: none"> <li>• Most schools, though it has become a victim of the Lapindo mud, the learning process is still running. in the last run the learning process is to find a safe area, looking for a spacious building for teaching and learning, school rescue assets.</li> <li>• Difficult conditions, people helped by the provision of vehicles from the Sidoarjo Government and army to shuttle them to school.</li> <li>• A number of public schools in Sidoarjo mud threatened to disband. Some schools are relocated, regrouped with other schools, or dismissed because the number of students dwindled dramatically due to move to other areas to follow the parent to flee.</li> <li>• Schools, mainly buildings and land, does not vary much with the house and the land residents, the compensation process has become the most controversial and complicated will the social compensation programs related to the Lapindo mud.</li> <li>• Distribution of compensation among the regions that enter the affected area map (PAT) and the outside PAT resulted in neglect and split at the level of citizens.</li> <li>• For the construction of school buildings, office building, while to fill this building, the school's own self.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools around is not affected, is very involved in the evacuation of practice equipment, books, instructional media, tables, and other tools that still be able to saved.</li> <li>• To survive in the learning process, the students are always given the spirit of learning in a variety of forms, such as is often done in the form of outbound learning, so that students are happy and keep the spirit, and there happens to be the Organization and schools adjacent to lend their land.</li> <li>• Determination of resources made more visible around the school, the role of district education offices coordinative and informative to the development of cutting-edge disaster and its impact on schools. Schools around the disaster with existing resources to make assignments for teachers, conducting emergency response, principals provide delegates authority to assist students and their parents by teachers, as well as schools continue to implement the learning in the middle of limitations.</li> </ul>
Education Evaluation	<ul style="list-style-type: none"> <li>• Students mudflow victims still face the National Examination with inadequate learning facilities.</li> <li>• Regular assessment run in school are learning evaluation, particularly the evaluation of learners, while the evaluation of teachers and principals associated with leaning was minimally done.</li> <li>• Rooms that did not sink used as a test place, although to get to the space should be opened shoes and clothes.</li> <li>• The handling of student psychological problems caused by the disaster.</li> <li>• Handling drop out of school, who also becomes a monster for student mudflow victims.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools around unaffected give reinforcement to students and visit to give mental strength to the submerged school.</li> <li>• Preparation for the exam, some schools around is not affected, providing a place for students to learn which school began to sink by the mud.</li> <li>• Students of schools began to sink in mud partially participate in unaffected school, especially for the preparation of the national exam.</li> </ul>

Based on the research findings and the results of comparative constant above can be formulated propositions (P) the following research. (P1) If educational planning disaster response is directed as the process of providing support, especially ready at any time, to be used as emergency place of learning of the victims, and education persists, it is done at the time of the disaster, it is an activity, processes, products, and time to survive and keep the learning process continues as long as possible in school; (P2); There is support from unaffected schools around, communities, governments, and NGOs provide support to the schools affected directly to persist in the learning process, the students are always given the spirit of learning in a variety of forms, including often held learning in the form of outbound, so that students are happy and keep the spirit; and (P3) There are several variables that affect educational evaluation of disaster response are rooms that have not been sunk or damaged are still used as a test place, although to get to the space should be opened shoes and clothes, education evaluation which includes a variety of resources which can not done well because of its focus into the mud to

survive the disaster, dropping out of school (drop out) also becomes a monster for the students victims of the mud, and the conditions around schools is not affected, although not directly affected by the mud but disturbed from the psychological side, especially students.

Novenanto [11] states that the hot mudflow has stockpiled hundreds of hectares of land, causing thousands of residents forced to flee, hitting the East Java economy, and affect the political dynamics of the central government. Until now, there is no certainty about when bursts will stop, mudflow was a threat that terrorized anyone who lived in the surrounding areas. It becomes clear that the Lapindo case is not simply a problem of physical damage caused by the mud which kept overflowing it, but also a social disaster because of the formation of structure and socio-political processes in society as a consequence of the destruction of the physical spaces. Therefore, in studies about the Lapindo case it is necessary to incorporate several variables such as: culture, poverty, social status, political structures, social dynamics, and other variables, as an analytic tool that can provide a more varied description and details about the case.

Dynamic school environment, including disaster therein, into a deep learning of forward better planning. Schechter [12] states that the lessons learned from the problems and successful school leadership in building leadership capacity that requires a dynamic environment. In the context of educational planning disaster response, dynamic educational environment is an ecosystem in building leadership capacity, obtained from the problems and build leadership capacity. Catastrophic situation unpredictable and chaotic, the more dominant performance of principals conduct guidance and counseling to students and teachers. However, it is like Luddin's [13] findings the performance of principals in guidance and counseling activities is still far from complete, especially the planning and the availability of supporting instruments for operational activities of guidance and counseling.

Implementation of education, including in disaster areas, under the control of the principal as the highest person in charge in the school. Principals successful variable to realize the goal of education is increasing in the disaster area. Research results of Dewi [14] found that the performance of school principals is causally influenced by three variables, namely transformational leadership, self-efficacy, and conflict. Transformational leadership has a role on the efficacy of self-principal. The better level of transformational leadership, the greater level of self-efficacy principal.

Control of principal, in the affected areas, growing and full of variables that affect the performance of the implementation of education. The results showed that the implementation of education related to the determination of disaster response resources, assignment of responsibilities, activities, delegation of authority, and development is needed to achieve the goal of education in disaster situations, does not appear to be formally coordinated. Determination of resources more visible around the school conducted a disaster, the role of district education offices coordinative and informative to the development of cutting-edge disaster and its impact on schools. Schools around the disaster with existing resources to make assignments for teachers, conducting emergency response, principals provide delegates authority to assist students and their parents by teachers, in addition to the school continue to implement the learning in the middle of limitations. Most school administrators confiscated, in addition to the obligation remains conduct learning, schools involved in the affairs of determining the amount of compensation, claims, management of land ownership records, and to mediate needs differences and desires of groups in society.

According Purwanto [15] school system in Indonesia in general, the principal is the highest position in the school so that the principal role and leadership of all things related to school work inside and outside. Therefore, the organizational structure of the school, the principal usually always mounted on the top spot.

To carry out the occupation, in the disaster area, the principal in addition to its central role in the schools, still requires collaboration with individuals, communities, and other institutions. Results of research propositions (P2) shows that there is support for schools around that are not affected, communities, governments, and NGOs to schools affected directly to persist in the learning process, the students are always given the spirit of learning in a variety of forms, of which are often carried out in the form of outbound learning, so that students are happy and keep the spirit.

The study of the issue of the principals' performance, especially in areas affected by the disaster, is still done minimally, it looks at the results Hallinger [16] states that over the last 40 years empirical research on the principal dwelling on the following themes: (1) The principal and leadership; (2) The head of the school is important, but to be successful needs to be encouragement for cooperation; (3) Building leadership capacity needs change; (4) understanding of contextual and strategic leadership; and (5) Empowerment and environmental leadership through time and the proper method.

Results of the study Thomas [17] show that the productivity of the utilization of school resources is influenced by the quality of the process, the competence of teachers, school organization culture, education funding, school leadership, and the role of the school committee. The quality of the process is the success rate of the utilization of school resources. Teacher competence is the ability in the field of pedagogical, personality, social, and professional. School organization culture is something that is understood and believed by the heart

and mind so that it can be used as guidelines when someone behaves (individual / group) in units of education in particular and the school environment in general.

Implementation of disaster response education requires the ability of principals, particularly to build the capacity of teacher knowledge and measuring student learning practice in the midst of a disaster taking place. In accordance with the statement Hollingworth [18] that the success of the school head teacher is the catalyst of knowledge and implementation of good measurement of students, healthy teachers and principals relationship, and under the supervision of the school principal, teachers conduct learning service optimally.

Research results of Andriani [19] states that the handling of mudflow victims in the village Renokenongo Porong-Sidoarjo still not good in terms of social, no treatment from the government through BPLS terms of both replacement livelihoods and assistance to the victims of Lapindo mud, while the issue of compensation is only 20% at the beginning and 80% in installment and even then not in accordance with the agreement and often occurs late payment. From here it is very noticeable that all sides seem mutually shifting the responsibility of hands. Lapindo mud disaster build difficult to find a job to support themselves. In terms of education, can be said smoothly done as in every education in auxiliary BOS that would help education for mudflow victims.

Suhardjo [20] found that education on disaster mitigation in the context of disaster risk reduction needs good management. The management includes: (1) must be done through formal education in the national education system with the design of the curriculum of the National Education Standards (BSNP); (2) to track informal education through the National Disaster Management Agency (BNPB) work with relevant agencies such as the Ministry of Internal Affairs, Ministry of Public Works, Ministry of Health, and the Ministry of Transportation; and (3) needs to be more research on people who are in the corridor Ring-1 or the most dangerous related mitigation efforts.

Evaluation of education should be used to assess the performance of the principal. Educational evaluation are used to assess management of work patterns and school management used was appropriate to achieve the objectives planned activities, knowing the links between school activities with the aim of education to obtain a measure of managerial performance principals progress, and adjusting school activities to the situation and the changing environment, without deviating from the goals set to the previous school.

The study found that the educational evaluation of the response, in general is a process of collecting and processing data and information that will be used as a basis for decision-making, management and development of education, at the time of the disaster is ongoing. Students mudflow victims face national exam with inadequate learning facilities. Routine evaluation runs in school are learning evaluation, particularly the evaluation of learners, while the evaluation of teachers and principals associated with learning done minimally. Rooms that have not been shunk used as a test place, although to get to the space should open shoes and clothes so as not to get wet. Education evaluation which includes the resource can not be done well because of its focus into the mud to survive the disaster. Dropping out of school also becomes a monster for students mudflow victims. Unaffected school conditions, although not directly affected by the mud but disturbed from the psychological side, especially students.

During this time, a regular assessment run in the school that is the evaluation of learning, especially for the evaluation of learners, while the evaluation of teachers and principals associated with learning done minimally. The results showed that if the educational evaluation was conducted to assess the performance of the principal then needed a clear set of rules that the parties / people who will judge, instruments for measuring, and the usefulness of the results. It means disaster response education evaluation to assess the performance of principals and the system requires an adequate instrument to use. In addition, from the results of the study also showed that awareness to perform the obligations that have been programmed are still lack, if the evaluation is carried out to assess the performance of the principal, the device needs clear rules. Obstacles, certain school programs sometimes difficult to implement, especially in the affected areas which are not under control. But for a long disaster, such as the case of Lapindo mud, then it should be considered to apply.

One of the results of research development model of school performance evaluation conducted by Khoeriyah [21]. The study states that there are seven components to evaluate the performance of the principal. Seven of these components include leadership, strategic planning, focusing on the adult learner, a needs analysis, focusing on teacher-staff, classroom management, and outcome. Results were also able to reveal the data in a comprehensive, factual, flexible and service-oriented diversity.

Actually a lot of evaluation techniques that can be used for quality improvement, including in it can be used to assess the performance of managerial principals. Usman [22] mentions at least there are 13 technical quality evaluation, the Quality Control (QC) or Quality Control Circle (QCC), Quality Assurance (QA), Total Quality Control (TQC), Deming, Juran, Crosby, Peter, Ishikawa, Malcolm Baldrige Award, European Quality Award, International Standard Organization (ISO) 9000, Total Quality Management (TQM), and the School Based Management (SBM).

In addition, the results of this study also showed propositions (P3) as follows, that the evaluation of education conducted also influenced by other variables. the study found that there are several variables that affect educational evaluation of disaster response are rooms that have not been sunk or damaged were used as a

test place, although to get to the space should open shoes and clothes so as not to get wet, education evaluation which includes a variety of resources can not be done well because of its focus into the mud to survive the disaster, dropping out of school also becomes a monster for the students victims of the mud, and unaffected school conditions, although not directly affected by the mud but disturbed from the psychological side, especially students.

To achieve a good education, education evaluation is needed as a basis for subsequent planning. In terms of achieving these objectives, Salfi [23] confirms that the majority of school principals successfully build schools because it can divide the vision and strengthen the culture of working together, mutual support and trust. In addition to strengthening and distribution of school leadership, also involving stakeholders in policy-making, build and manage the individuals in the school community, and build a professional teacher without forgetting the involvement of parents.

## CONCLUSION

Educational planning disaster response seen in a number of activities set out previously, the process, the results to be achieved, and the decision to take action in the future of relations internally and externally in an educational system for directed at the achievement of the objectives, in a disaster situation with the time constraint, unhurried, the atmosphere of anxiety, chaotic irregular and less system is working normally. Disrupted school management, from initial planning for education in normal circumstances be planning to anticipate the damage caused by mudslides. Implementation of disaster response education related to the determination of resources, assignment of responsibilities, activities, delegation of authority, and development is needed to achieve the goal of education in the disaster, did not appear formally coordinated. Pinpointing the source of power more visible around the school conducted a disaster, the role of district education offices coordinative. Information on the development of cutting-edge of disaster, and its impact on schools. Education evaluation of the response, in general is a process of collecting and processing data and information that will be used as the basis of decision making, management and development of education, at the time of the disaster is in progress.

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