



The Role of the School Principal in the Sahabat Bencana Program at SDN Tambakrejo 03

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ABSTRACT

This study aims to analyze the role of the school principal in the implementation of the Sahabat Bencana program at SDN Tambakrejo 03, an elementary school in a coastal area vulnerable to flood disasters. Employing a qualitative approach with a case study design, data were collected through interviews, observations, and document analysis. The research informants included the school principal, teachers, staff, and local community members. The results indicate that the school principal plays a key role in leading the development of disaster preparedness plans, conducting training, and coordinating with external parties such as the Regional Disaster Management Agency (BPBD) and local government. The principal also ensures that all school members are actively involved in the program. However, the study identifies challenges related to limited resources, staff knowledge of emergency procedures, and suboptimal coordination with external parties. Despite these challenges, the Sahabat Bencana program has had positive impacts, such as increased awareness and preparedness among students, teachers, and staff. The program has also strengthened cooperation between the school and the community in disaster preparedness. This study contributes to disaster education management in coastal schools by providing insights into the key role of school leadership and the importance of collaboration with external agencies. The study recommends improvements in school infrastructure, more intensive training for staff, and better coordination with external parties to enhance the effectiveness of the program in the future.

Keywords: The Role of the School Principal, Disaster Preparedness, *Sahabat Bencana* Program

INTRODUCTION

The increasing vulnerability of coastal areas to the impacts of climate change, particularly hydrometeorological phenomena such as floods, has driven various sectors to adopt disaster risk reduction measures. According to Smith and Jone [1], Coastal areas are among the most vulnerable to climate change due to rising sea levels and increased storm intensity. In educational institutions, particularly those located in coastal areas, disaster preparedness is a critical element in ensuring the continuity of education and protecting the well-being of students and staff. This study focuses on the role of the school principal in implementing the Sahabat Bencana program at SDN Tambakrejo 03, an elementary school located in a coastal area vulnerable to floodin. Schools in coastal areas face significant risks due to their geographical location, exposure to rising sea levels, storm surges, and other climate-related risks. Harris and Wong [2] emphasize that schools located in coastal zones are at higher risk of damage due to tidal fluctuations, coastal erosion, and storm surges, which further complicates efforts to maintain regular educational operations. These risks are exacerbated by the flat topography of the area, which worsens flooding conditions by slowing down water flow and extending the

duration of floods. School infrastructure, including buildings and facilities, is often not designed to withstand such conditions, leading to potential disruptions in teaching and learning activities.

Flooding can also disrupt teaching and learning activities, damage school infrastructure, and pose health risks to the community. According to Green [3], Flood disasters not only damage physical infrastructure but also disrupt the continuity of education by displacing students and creating health hazards. This situation creates a dangerous cycle in which school communities struggle to recover, and the impact on student performance as well as their mental health is significant. Furthermore, the socio-economic implications of such disasters are vast. Less privileged families are more vulnerable due to limited resources for recovery, as noted by Wulandari [4], which states that low-income families are less prepared to recover from flood damage, exacerbating educational inequality. In an ideal situation, school principals are expected to lead by integrating disaster preparedness into the school curriculum, engaging with the local community to strengthen resilience against disasters, and implementing policies that ensure the school is prepared to handle such risks [5]. Effective leadership involves not only strengthening school buildings to withstand disasters but also promoting a culture of disaster awareness and proactive measures among the school community [6]. This leadership must also include training for teachers, the development of evacuation plans, and ensuring that emergency supplies are available when needed.

However, in reality, many schools, particularly those located in vulnerable coastal areas, face significant challenges in implementing comprehensive disaster preparedness programs. SDN Tambakrejo 03, like many other schools in flood-prone areas, struggles with limited resources, inadequate infrastructure, and a lack of sufficient training for teachers and staff. As observed by Setiawan [7], The implementation of disaster preparedness programs in schools is often hindered by limited financial resources and a lack of specialized knowledge in disaster risk management among school leaders. Despite facing these challenges, the Sahabat Bencana program at SDN Tambakrejo 03 has been implemented with the active involvement of the school principal, who plays a crucial role in mobilizing resources, coordinating disaster preparedness training for staff and students, and collaborating with the local community to enhance disaster resilience. The leadership of the school principal is essential in fostering a culture of preparedness and ensuring that the school is ready to face disruptions caused by disasters. Data from SDN Tambakrejo 03 shows that the school has experienced several major flood events in the past five years, with the worst occurring in 2023 when the school was submerged for over 36 hours. This caused a delay in classes for a week and significant damage to educational facilities. Despite facing these difficulties, the school principal collaborated with the local government and the community to improve flood preparedness measures, including the construction of temporary flood barriers, better drainage systems, and regular emergency drills for students and staff. **Table 1** is the data of major floods experienced by SDN Tambakrejo 03

Table 1. Flood Events at SDN Tambakrejo 03

Year	Flood Events	Duration	Affected Classes
2023	Banjir Besar	36 hours	36 hours 4 days
2022	Banjir Sedang	18 hours	18 hours 3 days
2021	Banjir Ringan	8 hours	8 hours 1 days
2020	Banjir Parah	6 hours	48 hours 6 days

Table 1 shows an increase in the duration and impact of the flood event that occurred in 2023 compared to the previous years. In 2023, the school faced a major flood that lasted for 36 hours, causing a disruption in learning for 4 days. This indicates that the longer the flood duration, the greater the impact on academic activities. Meanwhile, the flood events in 2022 and 2021 had shorter durations and only affected learning activities for a few days. The data presented in this table shows several limitations that should be considered when analyzing the impact of flood events on the school. First, the use of terms to categorize the severity of floods such as "Major Flood," "Moderate Flood," "Light Flood," and "Severe Flood" is not accompanied by clear definitions or criteria. This can lead to difficulty in comparing the severity of flood events across years. Additionally, the flood duration data presented in hours is inconsistent with the data on the disruption to school activities, which is presented in both hours and days. This inconsistency may confuse readers in relating the flood duration to its impact on school activities. The table also does not include information on the number of classes or students affected, which is an important factor in assessing the extent of the disruption. Furthermore, although this table presents data on the immediate impact of the floods, there is no information on long-term effects, such as damage to infrastructure or the recovery required after the floods. Data related to mitigation actions or the preparedness measures taken by the school to handle the floods is also not provided, yet this could help explain how effectively the school handled the flood events. Lastly, the absence of data for the year 2021 makes the analysis of flood trends incomplete. All of these limitations need to be considered to achieve a more accurate and comprehensive analysis

This study aims to explore the role of the school principal in the Sahabat Bencana program, investigating their responsibilities in managing disaster risks, organizing training, and ensuring the continuity of school operations during a crisis. As stated by Mulyadi [8], Strong leadership in facing disaster challenges is crucial in maintaining the educational functions of the school and ensuring that students and staff can continue their activities despite facing difficulties. This study will also assess the impact of the program on the school community, including teachers, students, and parents, to understand how effective the strategies implemented are in enhancing disaster resilience. According to Ariyanto, [9], Effective disaster preparedness strategies require active participation from all stakeholders, including students, parents, and the local community. The findings of this study will provide valuable insights into the importance of school leadership in strengthening disaster resilience, particularly in vulnerable areas, and will contribute to the broader discussion on disaster risk management in educational settings.

Given the vulnerability of coastal areas, this study is crucial to understanding the unique challenges faced by schools in these regions, particularly regarding flood risks. As shown by Sukardi, [10], Schools in coastal areas face unique challenges that require tailored disaster management strategies, given their high exposure to floods and other climate change-related disasters. These findings will contribute to the development of targeted solutions for disaster adaptation and mitigation in the school environment. These solutions could include flood-resistant building designs, improved drainage systems, and local ecological strategies such as mangrove planting. In addition, this study will provide information for the development of effective disaster preparedness protocols, including evacuation plans and early warning systems, tailored to the specific needs of schools in flood-prone areas. According to Pratama [11], Well-coordinated early warning systems and evacuation protocols are crucial for reducing the negative impacts of flooding on schools. This study will also help raise awareness of flood risks and climate change among

students, teachers, and the local community, while promoting a culture of resilience that extends beyond the school gates.

Disaster preparedness in schools is one of the key elements in building the resilience of the educational community against disaster risks. School disaster preparedness programs not only focus on physical protection but also on mental readiness and education about disaster mitigation [7]. Previous research has shown that the involvement of the school principal is crucial in driving and leading various preparedness initiatives at the school, whether through training, simulations, or the development of internal policies related to disasters [4]. Effective disaster preparedness in schools involves three key aspects: disaster risk reduction, preparedness during a disaster, and post-disaster recovery. Therefore, it is crucial for the school principal to play an active role in developing an integrated disaster management system and providing a comprehensive understanding to all members of the school community [11]. Experiences from various regions show that proactive leadership from school principals can enhance the effectiveness of disaster preparedness programs and reduce the negative impact of disasters on the teaching and learning process [5].

The school principal, as a leader, has a significant responsibility in directing and managing disaster mitigation and preparedness efforts at the school. According to Kustiawan, [6], The school principal not only acts as the operational manager of the school but also as a leader who can create a safe environment for students and staff in the face of potential disasters. As a leader, the principal needs to have the ability to plan, coordinate, and ensure that every part of the school plays a role in disaster preparedness [7]. Some of the key roles of the school principal in disaster management include developing contingency plans, conducting training and simulations, and managing communication with external parties, such as local government and the surrounding community. According to research by Sukardi [10], a school principal with knowledge of disaster mitigation and skills in communicating with various stakeholders can ensure that the school is prepared to face potential disasters.

The Sahabat Bencana program is one form of initiative aimed at enhancing school resilience against disasters. This program focuses on raising awareness and disaster preparedness among students, teachers, and the school community. In the context of SDN Tambakrejo 03, this program is highly relevant given the school's location in a coastal area vulnerable to flooding and other hydrometeorological disasters. Research by Jaya [12] explains that the Sahabat Bencana program in coastal schools can have a positive impact on fostering a state of alertness and a quick response to disasters. Through this program, schools not only prepare students and teachers to face disasters, but also involve parents and the surrounding community to increase awareness and coordination in addressing disaster risks. One of the key factors in the success of this program is the active role of the school principal in ensuring the sustainability and success of the Sahabat Bencana program implementation. The school principal is expected to coordinate training, awareness campaigns, and facilitate the development of disaster preparedness infrastructure, such as evacuation routes and temporary shelters. According to Santoso [13], The support of the school principal for this program is crucial in determining the effectiveness of the program in fostering a culture of preparedness within the school environment.

Successful disaster preparedness relies not only on the internal efforts of the school but also on the involvement of the surrounding community. Research by Green [3] shows

that the involvement of parents, the local community, and relevant agencies can strengthen the effectiveness of disaster preparedness programs in schools. In the context of SDN Tambakrejo 03, collaboration with local government and the community is crucial, especially in the development and implementation of the Sahabat Bencana program. The school principal, as the leader at the school level, plays a strategic role in building relationships with various external parties to ensure adequate resources and good coordination in facing disasters. According to Hidayat [14], Collaboration between the school and the community is crucial in enhancing disaster preparedness and ensuring that all parties have a shared understanding of the steps that need to be taken.

Although the role of the school principal is crucial in ensuring the success of disaster preparedness programs, there are various challenges faced in its implementation. Some of the main challenges include limited resources, both in terms of funding and facilities, as well as a lack of training for teachers and school staff in disaster management. According to Prasetyo [15], The main challenge in implementing disaster preparedness is the limited budget for training and the infrastructure needed to support the success of the program. In addition, cultural factors and public perceptions about disasters can also act as barriers. Inadequate public education about disaster hazards and the necessary mitigation measures often hinder the success of programs like Sahabat Bencana. Therefore, it is important for the school principal to address these barriers by enhancing training, conducting regular disaster simulations, and strengthening communication with the surrounding community.

MATERIALS AND METHODS

This study aims to analyze the role of the school principal in the implementation of the Sahabat Bencana program at SDN Tambakrejo 03, located in a coastal area vulnerable to flooding. The research adopts a qualitative approach with a case study design, as this methodology allows the researcher to explore the specific context and gain an in-depth understanding of the phenomena occurring in the field.

Instrument

The instruments used in this study involve several tools to collect the necessary data to answer the research questions: (1) Interview Guidelines: In-depth interviews are used to gather information from the school principal, teachers, and staff involved in the Sahabat Bencana program. The interview guidelines consist of open-ended questions that allow informants to provide more comprehensive answers regarding the principal's role in leading, managing, and coordinating the program. These interviews are conducted semi-structurally to allow informants the flexibility to explore relevant related topics. This approach is in line with what is recommended by Moleong [16] which states that semi-structured interviews allow the researcher to explore a deeper understanding of a phenomenon. (2) Observation Sheet: Observations are used to record activities carried out in the field, particularly those related to the implementation of the Sahabat Bencana program. Observations are made during disaster simulation activities, preparedness training, and interactions between the school principal and the community. This observation sheet is used to document how the principal manages the program and

engages students and staff in disaster-related activities. As stated by Hidayat [14], Observations in qualitative research greatly assist researchers in understanding the interactions and dynamics that occur in the field. (3) School Documents: Existing school documents, such as the annual plan for the Sahabat Bencana program, evaluation reports, and records of disaster-related activities, are analyzed to obtain additional information about the implementation of the program. These documents also provide an overview of the school's policies related to disaster preparedness and the actions taken by the school principal to strengthen the school's resilience to disasters. According to Prasetyo [15], Document analysis is crucial for providing confirmation and a deeper understanding of the policies implemented within an organization or institution.

Procedures

This study uses three main techniques in data collection to obtain valid and complete information. (1) Interviews: Interviews are conducted with the school principal, teachers, school staff, and community members involved in the Sahabat Bencana program. The interviews are carried out face-to-face and recorded with the informants' consent to ensure the accuracy of the data collected. These interviews allow the researcher to explore the views and experiences of the informants regarding the role of the school principal in managing disaster preparedness at the school. According to Kusuma [17], In-depth interviews allow the researcher to gain a richer and more contextual perspective on a topic. (2) Observation: Observations are conducted by accompanying field activities related to disaster preparedness, such as evacuation simulations and disaster training. The purpose of this observation is to directly see how the Sahabat Bencana program is implemented at the school and how the school principal interacts with students, teachers, and the surrounding community in the context of disaster preparedness. As stated by Rini [18], Direct observation provides a clearer picture of the implementation of policies in the field. (3) Document Analysis: Data is also collected through the analysis of documents relevant to the Sahabat Bencana program. The documents analyzed include annual reports, program planning documents, and records of evaluations and training conducted at the school. These documents provide further insight into the strategies, policies, and actions taken by the school principal in carrying out the disaster preparedness program at the school. According to Setiawan [7], document analysis provides invaluable information for delving into the policies and practices implemented within an organization.

Data Analysis

The data obtained from interviews, observations, and document analysis are analyzed using thematic analysis. This technique is chosen because it allows the researcher to identify key themes emerging from the data and provide an in-depth understanding of the role of the school principal in the Sahabat Bencana program. The steps in data analysis are as follows: (1) Familiarization with the Data: The researcher rereads the interview transcripts, observation notes, and relevant documents to gain a comprehensive understanding of the collected data. (2) Initial Code Creation: At this stage, the researcher identifies relevant segments of data and assigns codes that represent the main topics or themes within the data. These codes cover aspects such as the principal's role in disaster management, strategies used, and challenges faced. (3) Searching for Themes: The created codes are grouped into larger themes. These themes reflect the main factors influencing the implementation of the *Sahabat Bencana* program, such as school leadership, community

participation, and resource management. (4) Reviewing Themes: After initial themes are created, the researcher revisits them to ensure that the themes accurately reflect the collected data. At this stage, the researcher may refine or merge themes to achieve clearer understanding. (5) Writing the Report: Once the main themes and emerging patterns are identified, the researcher prepares a report that explains the analysis results and discusses key findings. This report also includes quotes from interviews and observations that support these findings and addresses the implications of the school principal's role in improving disaster preparedness at the school.

To strengthen the validity and reliability of the study, the principles of credibility, transferability, dependability, and confirmability were incorporated. Credibility was enhanced through prolonged engagement with the research site, member checking, and triangulation of data sources, including interviews, observations, and document analysis. This approach allowed the researcher to verify and cross-check the information gathered, ensuring a more accurate and comprehensive understanding of the phenomenon. Transferability was ensured by providing a detailed description of the research context, participants, and methodology. This enabled readers to assess how the findings could be applicable to other settings, particularly to different schools in coastal areas or similar contexts. The dependability of the study was maintained by keeping a consistent research process, including the use of a clear audit trail to track data collection, analysis, and interpretation steps. Regular discussions with peers and advisors further validated the research process. Finally, confirmability was achieved by ensuring that the findings were derived from the data rather than the researcher's biases or preconceptions. Reflexivity was practiced throughout the research, which involved recognizing and addressing the researcher's role and potential influence on the data and conclusions.

RESULTS AND DISCUSSION

This study aims to analyze the role of the school principal in the Sahabat Bencana program at SDN Tambakrejo 03. Based on the data collection conducted through interviews, observations, and document analysis, the study identifies several key findings related to the principal's role, challenges faced in the implementation of the program, and the impact experienced by the school community. The findings show that the school principal plays a vital role in leading the development and implementation of the disaster preparedness program. This includes coordinating disaster simulation activities, ensuring active participation from teachers and students, and collaborating with external agencies such as the Regional Disaster Management Agency (BPBD) to improve the school's disaster resilience. However, the implementation of the program faces several challenges in the field. One of the key challenges is the low level of awareness among the local community regarding disaster preparedness. Despite the school's efforts, many parents and community members do not fully understand the importance of disaster education, which hampers their active involvement in the program. Additionally, the limited resources available for disaster preparedness, such as materials and equipment for training and simulation, further constrain the program's effectiveness. There is also a lack of staff knowledge regarding emergency protocols, which results in inefficient disaster response planning and execution. Finally, coordination challenges with external agencies and the local government have created delays in receiving necessary support and resources. Despite these challenges, the school principal's leadership has led to positive outcomes, such as greater awareness of disaster risks among students and staff, and improved

cooperation between the school and the community. The study concludes that while the principal's role is central to the program's success, addressing these implementation challenges is crucial for enhancing the effectiveness of the Sahabat Bencana program in the future.

The Role of the School Principal in the Sahabat Bencana Program.

The results of the study indicate that the school principal plays a critical role in the successful implementation of the Sahabat Bencana program. The principal acts as a leader who coordinates all disaster-related activities, from planning to the implementation of preparedness strategies. The key roles identified in this study are as follows: (1) Disaster Preparedness Planning: The school principal is responsible for developing a contingency plan that includes evacuation procedures, safe zone placement, and the logistical arrangements needed during a disaster. This plan is developed by considering the potential risks in the coastal area, particularly flooding, and adapting to the conditions of the school. (2) Training and Preparedness Simulations: The principal ensures that all members of the school community, including students, teachers, and staff, receive disaster preparedness training and simulations. This training includes emergency evacuation, first aid, and post-disaster psychological support. (3) Coordination with External Parties: The principal is also actively involved in establishing partnerships with relevant agencies such as the Regional Disaster Management Agency (BPBD), local government, and the surrounding community to support the implementation of the *Sahabat Bencana* program. This collaboration is crucial to ensure external support during a disaster, including logistics, medical assistance, and evacuation facilities. Summary of key findings on the role of the school principal shown in [Table 2](#).

Table 2. The Role of the Principal in the Sahabat Bencana Program

Faktor	Temuan
Disaster Preparedness Planning	The school principal develops a disaster preparedness plan that includes evacuation procedures, safe zones, and logistics
Training and Simulation	The school principal facilitates regular preparedness training and simulations.
Coordination With External Parties	The school principal establishes partnerships with BPBD, local government, and the community to support the program.

The role of the school principal in managing the Sahabat Bencana program at SDN Tambakrejo 03 is crucial in creating a school that is prepared to face disasters. This aligns with the research conducted by Setiawan [7] which states that the school principal, as the primary leader in the school, must have the ability to coordinate various parties and motivate them to actively participate in disaster preparedness programs. The development of a preparedness plan involving all components of the school demonstrates the principal's commitment to creating a safe environment that is ready to face disasters. As explained by Hidayat [14], a principal who is capable of leading the preparation of a disaster preparedness plan will create a school that is better prepared to handle disasters. By developing a well-prepared plan, SDN Tambakrejo 03 has been able to reduce the impact of disasters on students, staff, and school infrastructure. The routine training and simulations have also proven effective in improving the preparedness of all parties at the

school. Through these training sessions, students and staff not only gain knowledge but also practical skills in handling emergency situations, which in turn enhances their sense of safety and confidence.

Challenges in the Implementation of the Sahabat Bencana Program

This study also identifies various challenges faced by the school principal in the implementation of the Sahabat Bencana program at SDN Tambakrejo 03, including: (1) Limited Resources: One of the biggest challenges faced by the school principal is the lack of budget and adequate facilities to support the disaster preparedness program. The school's infrastructure, which is not sufficiently resilient to disasters such as flooding, becomes a barrier in enhancing the school's capacity to cope with disasters. (2) Limited Knowledge and Skills of Staff: Although training has been conducted, many teachers and staff still feel insecure when facing a disaster. The lack of skills in first aid and handling emergency situations hinders the effectiveness of the program. (3) Ineffective Coordination: Although cooperation with some external parties, such as BPBD, has been established, the coordination remains insufficiently effective. Some respondents revealed that assistance from external parties often arrives late and is not well-organized. It shown in [Table 3](#).

Table 3. Challenges in the Implementation of the *Sahabat Bencana* Program

Faktor	Findings
Disaster Preparedness Planning	Limited budget and school facilities are the main obstacles.
Training and Simulations	Many teachers and staff still lack confidence in handling disasters.
Coordination with External Parties	Coordination with BPBD and the community is not optimal, and assistance often arrives late.

Although the Sahabat Bencana program at SDN Tambakrejo 03 has had a positive impact, there are several challenges that must be addressed to improve the effectiveness of the program. One of the main challenges is the limitation of resources, both in terms of budget and infrastructure. According to the findings of this study, the school's infrastructure, which is vulnerable to flooding, is one of the major obstacles in creating an environment that is truly prepared to face disasters. This aligns with what Prasetyo [15], stated, which mentions that the limited budget for improving infrastructure is one of the hindering factors in the implementation of disaster preparedness programs. Additionally, the lack of knowledge and skills among the staff is also a challenge that needs to be addressed promptly. The school principal needs to enhance the quality of the training provided, not only for teachers but also for other school staff. Strengthening more intensive and continuous training can improve the quality of staff responses when facing a disaster.

Impact of the Sahabat Bencana Program on the School and Community

Overall, the Sahabat Bencana program has had a significant impact on the school's preparedness and increased the awareness and participation of the school community in disaster response. These impacts include: (1) Increased Awareness and Preparedness: The program has successfully raised awareness among all parties about the importance of disaster preparedness. Students, teachers, and staff are now better prepared and know

what to do in emergency situations. As a result, they feel more confident and ready to face potential disasters. (2) Improved Collaboration with the Community: The school principal has successfully encouraged better collaboration between the school, students' parents, and the surrounding community. This is evident from the community's support in improving infrastructure that is vulnerable to disasters, as well as their participation in disaster preparedness simulations and training. (3) Reduction of Psychological Impact: With the disaster preparedness training, both students and staff feel more ready to handle emergency situations, which in turn reduces the psychological impact caused by disasters. It show in [Table 4](#).

Table 4. Impact of the Sahabat Bencana Program

Faktor	Temuan
Disaster Preparedness Planning	Awareness among students, teachers, and staff has increased; they are more prepared to face disasters.
Training and Simulations	Closer collaboration between the school and the surrounding community in facing disasters.
Coordination with External Parties	The psychological impact following a disaster is reduced due to good preparedness.

The *Sahabat Bencana* program at SDN Tambakrejo 03 has had a significant impact on the school's preparedness. The increased awareness among students and staff serves as evidence of the program's success in fostering a culture of disaster vigilance. As explained by Green [3], preparedness programs involving all members of the school can enhance awareness and participation in disaster mitigation efforts. Improved collaboration between the school and the community is also a positive outcome that has been observed. This collaboration is crucial as it engages parents and the local community in the school's disaster mitigation efforts. The strengthened cooperation also demonstrates that the *Sahabat Bencana* program not only impacts the internal school environment but also the relationship between the school and the surrounding community. Although the *Sahabat Bencana* program has yielded positive outcomes, this study offers several recommendations to enhance its effectiveness in the future. One of the main recommendations is to improve school infrastructure, particularly in terms of drainage and safer evacuation sites. Additionally, more intensive and continuous training for staff and teachers is necessary to improve their skills in disaster response. Coordination with external parties should also be enhanced to ensure that assistance is provided more promptly and in an organized manner. The school principal should strengthen collaboration with BPBD and local government to secure better support in disaster response efforts.

CONCLUSIONS

This study reveals that the role of the school principal in the *Sahabat Bencana* program at SDN Tambakrejo 03 is vital in building effective disaster preparedness within the school. The principal plays not only the role of manager and guide but also as a leader who coordinates all preparedness efforts, from developing contingency plans, conducting training, to coordinating with external parties such as BPBD and local government. This program demonstrates that with strong and directed leadership, schools can create an environment that is better prepared to face disasters. However, the implementation of the

Sahabat Bencana program is not without challenges. Limited resources, both in terms of funding and physical facilities, remain major obstacles faced by the school. The lack of knowledge and skills among the staff also affects the program's effectiveness, necessitating improvements in continuous training for staff and teachers. Additionally, while coordination with external parties has been established, its effectiveness still needs to be enhanced to ensure that support is provided more quickly and in a well-organized manner.

Nevertheless, this program has had a positive impact, both in raising awareness of disaster preparedness among students, teachers, and staff, as well as strengthening the collaboration between the school and the surrounding community. The psychological impact caused by disasters can also be reduced through effective training and clear evacuation procedures. Moving forward, it is recommended that the Sahabat Bencana program at SDN Tambakrejo 03 be strengthened by improving the school's infrastructure, providing more intensive training for staff and teachers, and enhancing coordination with external parties. Furthermore, it is essential to emphasize the managerial implications for school principals in disaster-prone areas. School leaders in such areas must ensure that disaster preparedness is integrated into the school's strategic planning, constantly monitor the effectiveness of disaster management practices, and foster strong relationships with local authorities and community organizations to support disaster resilience. By doing so, the school will be better prepared to face potential disasters in the future and could serve as a model for other schools in disaster-prone areas.

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