



SCHOOL RESILIENCY AND SOCIAL CAPITAL OF REGROUPING POLICY AFTER MERAPI ERUPTION IN THE SPECIAL DISTRICT OF YOGYAKARTA OF INDONESIA (A CASE STUDY AT SD UMBULHARJO 2, SLEMAN, SPECIAL DISTRICT OF YOGYAKARTA)

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ABSTRACT

Regrouping is a government's policy to solve educational problems existing at the location of Merapi eruption by uniting / regrouping some schools in the eruption zone due to severe destruction at the former school buildings. The aims of the study were 1) to describe the process of regrouping policy and resiliency; 2) to describe the role of social capital of the school resiliency, 3) to describe the usefulness of social capital regarding the development of school's programs after the eruption.

This qualitative research was conducted in SD N Umbulharjo 2 as one of the schools implementing the regrouping policy after the catastrophe. The data analysis techniques involved observation, in-depth interview, focused-group discussion and documentation. The data were analyzed through data reduction technique, data display, conclusion and data verification. The validity was obtained through the triangulation methods considering the source of information and time allocation.

The result of the research showed that; Firstly, regrouping is a government's policy regarding the solution regarding educational problems in the eruption zone dealing with creating effective teaching and learning process. Moreover, regrouping can also help the schools' principals, teachers and the students to build school resiliency. Secondly, the school resiliency needs social capital to energize the school's stakeholders collectively after the eruption to create better teaching and learning process. Thirdly, social capital is very useful for the development of school's programs, especially after the eruption, to keep the students' engagement and passion in the process of learning.

Contribution/ Originality:

Keywords: *School resiliency, Social capital, Regrouping, Disaster, Mitigation, Risk Management, Eruption.*

Dear Siti Irene Astuti Dwiningrum

It is my pleasure to inform you that your article titled "School Resiliency and Social Capital of Regrouping Policy After Merapi Eruption in the Special District of Yogyakarta of Indonesia (A Case study at SD Umbulharjo 2, Sleman, Special District of Yogyakarta)" have been accepted for publication in the *International Journal of Asian Social Science*. Your article was evaluated in a blind review process by two referees in addition to the input from the editor. Find the reviewer comments in attachment and please make all changes according to the reviewers' comments.

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1. INTRODUCTION

The disaster mitigation system in Indonesia is considered not optimal yet. This shows that Indonesia as a disaster-prone areas still have two major problems: 1) The low performance of disaster management; 2) Low attention toward the need for disaster risk mitigation. Two of these issues is a challenge for Indonesia to seriously be able to design a risk management creatively and proactively. To design disaster mitigation programs paradigm shift in disaster management in Indonesia is required. The paradigm shift in disaster risk mitigation system in Indonesia today requires some thoughts. They are (Dwiningrum , 2010, p 31; 2011, p 10):

“a) Disaster management is no longer emphasizes the aspects of emergency response, rather the overall emphasis on risk management; b) Protection of the public from the threat of disaster by the government is a form of protection as the rights of the people, and not merely because the obligation of government; c) Disaster management is no longer solely the responsibility of the government but also the common affairs of society.”

The paradigm shift of disaster risk reduction (DRR) is emphasizing the importance of knowledge, innovation and education to build a culture of safety and resilience at all levels. In this case it is important to intensify the integration of DRR in the school curriculum and school safety culture. The learning process in all levels of society to build awareness of disaster risk knowledge will be a discourse that continues to grow in the life of Indonesian society. Furthermore, it will have an impact on disaster risk reduction (Dwiningrum, 2010, p.32; 2011, p.11) However, the process of disaster mitigation is not optimal yet. The eruption of Mount Merapi started at October 26th 2010 and it reached the worst peak at November 5th. The catastrophe was a tragic tragedy resulting severe destruction on buildings and death to people. Based on the data, there were hundreds of houses and public facilities affected by the eruption. Most of them cannot be utilized anymore. (<http://ugm.ac.id/seminar/75-keberlanjutan-pendidikan-anak-pasca-erupsi-merapi.htm>)

The solution to solve problems regarding the education of the children after the eruption is by rebuilding the school buildings that have been severely destroyed by the eruption. After the children and their parents are allowed to go back home from the refugee camps, the children cannot instantly go to school since their schools were severely destructed and need to be rebuilt. Regarding this, the first priority of the government is to rebuild houses for the refugees, while rebuilding schools is the next priority.

Unfortunately, the government's needs to consider several things before deciding to rebuild the schools. One of the most important considerations is the teaching and learning process. Moreover, the continuity of children's education after a disaster is a mandatory of the Convention on the Rights of Child of 1989, which states 4 principles of children's right. Firstly, every child has right to be treated fairly by the government. Secondly, any public policy should be regarding the children's needs. Thirdly, right to live and to be independent. The children also have rights in terms of citizenship, economy, society and culture. The fourth is children's right to participate in giving their ideas and opinions and to be heard as well.

(<http://ugm.ac.id/seminar/75-keberlanjutan-pendidikan-anak-pasca-erupsi-merapi.htm>)

The safety of the teaching learning process after the eruption is alongside with the ratification of 168 countries, including Indonesia, regarding the Hyogo Framework for Action 2005-2015 (HFA) which was committed to agreements of: decreasing the potential of the number of victims and environmental, economic and social assets due to the eruption. The success of the plan really depends on the political commitment and also the social element, including the institutions of education as the stakeholder of the action (Wuryanti, 2007, p.10). One of the HFA priorities is the importance of using knowledge, innovation and education to develop the culture of safety in all levels (further, it is expected that the program will lead the society to the awareness of all educational levels on mitigating the disaster). One of the priorities of PRB action of is, merely, the importance using knowledge, innovation and education to develop the culture of safety in all levels of resiliency. Regarding these, it is essential to improve the quality of education at schools in the matter of school curriculum and school safety (Dwiningrum, 2010, p. 33) . Safety culture at schools has not been well developed that the efforts to solve post-disaster educational problems are still restricted to situational and contextual plans. To solve the risks due to the eruption the district government has declared a policy to regroup/re unite school buildings in the eruption zone. According to the *Surat Keputusan Bupati Sleman Nomor 253/Kep. KDH/A/2011* dealing with uniting and renaming the schools of elementary education, the government decides that the schools in the eruption zone will be regrouped and renamed.

Regrouping is considered necessary to solve problems related to education in the disaster zone. As many as 244 school buildings in Sleman regency, Yogyakarta were severely affected by Merapi eruption. Those included 72 kindergarten buildings, 90 elementary school buildings, 26 JHS school buildings, 16 buildings of Senior High School, 15 Vocational high school buildings and 5 school buildings of special education. Those schools are located 3-20 km from Merapi, which make them be relocated. There are 15 schools to relocate and other 4 schools are to be regrouped. As a follow up, the government socialize it.

One of the relocated schools is SD N Pengukrejo which is moved to SD N Gondang. The name of the regrouped schools was also changed into SD Umbulharjo 2. Other regrouped schools are SD Petung which is grouped by SD Batur. The newly regrouped school is named as SD Kepuharjo. The process of regrouping in SD Umbulharjo 2 has been running well. The school management and structure has been reorganized after a new headmaster is elected in January, 7th 2011. All school stakeholders support this regrouping policy since the district government of Sleman has legitimized this policy in July, 29th 2011. The school building of SD Gondang is still under renovation. Therefore, teaching and learning activity is still managed in different places. The teaching and learning activities of SD Gondang are conducted in the former building, meanwhile those of SD Pangkurejo are conducted in a shelter built by the government as a temporary place to do teaching since the former school building was totally destructed by the eruption. Such that destruction affected the process of the school(Widowati, 2012, p.7).

The policy of regrouping emphasizes the school as critical environment which is expected to develop students' potentials optimally, and increasing their ability to follow the academic challenges including vocational and social aspects. This fact is alongside with a statement:

“ Resilience can be defined the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic, and vocational, competence despite exposure to serve stress or simply to the stress that is inherent in today's world” (Ririkin and Hoopman in Nan Handerson (2003, p.210)).

The ability to be resilient is always distinctive. Referring to that, it can be derived that everyone must be able to develop his/her own resiliency to face social changes in order to survive and maintain his existence to cope with social problems and changes. Everyone will have different ability in developing his resiliency. The school is an actual example of a place that can be utilized to develop the resiliency of the teachers and the students. However, in the existence of school is a great solution to be a means of developing teachers' and students' resiliency in order to face global changes.. In the process of resiliency development at school, social capital that can empower the school elements after eruption is essentially needed.

Social capital is really fundamental to be developed within social network patterns occurring in the process of teaching and learning both in family environment and school ones after the eruption of Merapi. However, there is still a tendency what and how to apply the social capital to refine the quality of the school and education after the eruption. A phenomenon that attracts our concern is that the society considers social capital as something trivial. Such this reality shows that there is a paradox concerning the importance of social capital, especially the quality assurance of education after the eruption in the special district of Yogyakarta, Indonesia.

1.1. Objectives of the Study

- a. To describe regrouping policy and school resiliency
- b. To describe the role of social capital in school resiliency
- c. To describe the usefulness of social capital in the post-disaster school development.

2. LITERATURE REVIEW

2.1. School Regrouping

The basis of school regrouping is the government decrees No.25 /2000 about national Development in the year of 2000-2004 which suggest a way to develop schools after the eruption, of basic education , that is by revitalizing and regrouping schools, especially elementary school to create more effective teaching and learning process supported by sufficient facilities. The regrouping is also aimed at creating effective educational service. Henceforth, it is essential to regroup, dismiss and/or rename the elementary schools. The action has been stated in the *Surat Edaran Dinas Pendidikan dan Kebudayaan Provinsi Daerah Istimewa Yogyakarta* No. 953/900 dated at 30 June 2000 regarding the policy to regroup, dismiss, establish and rename some elementary school institutions due to the eruption. (Widiowati, 2012, p. 16)

School regrouping is a solution to manage schools better. School management is a process of making a school become an institution authorized to make decisions regarding the vision, missions and the agreed objectives bringing implication to the school curriculum development and other school activities. It is also supported by Walle (2004) who asserts that regrouping can create

effective learning process as stated in: *project in order to seek out more effective instructional strategies, activities, and curricula in the hope of helping students more easily and more deeply, understand the skills involved in solving mathematical problems which require regrouping.* Regrouping is actually a project to find effective instructional strategy, both activities and curriculum to help students to deeply understand and acquire ability to solve math problems (Widiowati, 2012, p.17).

School regrouping is also expected to increase the effectiveness and efficiency of a school. Dealing with school efficiency as a goal, funding is an essential aspect to consider. Regarding the term of efficiency, it deals with appropriate use of school resources. Appropriate use of school facilities will decrease the possibility of wasting money. Besides, the efficiency of educational management as a relationship with limited educational resources usage as optimal as possible. It further means that making se of school resources (teacher, facilities and money) as optimal as possible can result relevant, qualified and profitable achievement (Widiowati, 2012, p. 28). Based on the aforementioned explanation, it can be concluded that school regrouping is a means of developing schools by making use of educational resources to achieve school effectiveness.

2.2. School Resiliency

Resiliency is an ability to be resilient, grow up and adapt himself in difficult situation well (Helton and Smith, 2004). An individual who possess great resiliency will be able to recover himself from a traumatic exposure, can cope with negative situation and adapt himself in an extremely stressful condition (Holaday, 1997). This is alongside with Newcomb's perspective (1992) in LaFramboise and Teresa (2006) asserting resiliency as a protection mechanism which modifies an individual's response to cope with critical situation in his life (Widiowati, 2012, p.39).

According to Block (Papalia, 2001), resiliency is conceptualized as a personality with the characteristics of possessing good recovery, self-confident, independent, talkative, attentive, helpful and work oriented. Garmesy (Damon, 1998) sees the concept of resiliency from different perspective, stating that resiliency is not a permanent personality of an individual, yet a result of dynamic transaction between inner and outer strength of an individual. Moreover, resiliency is seen as a temporary personality of an individual, yet a dynamic process developing continuously (Everall, 2006).

As stated by Sudaryono (2006, p.5), in brief, he said that resiliency is about how an individual recover himself after being exposed by stressful and traumatic condition and other life risks. The basic idea of resiliency is changes of paradigm regarding that resiliency is not restricted to former condition of an individual, yet it deals with how an individual copes with stressful condition and other life risks. It is, further, explained that to gain our resiliency we need to identify several risky and protective factors to gain self-protection optimally.

There are some expectations by gaining resiliency. First of all, teachers', staffs' and students' ability can be recalled, to prevent them from being trapped by traumatic memories due to the disaster. Secondly, schools can expand better networking with other schools without dichotomizing the society. Thirdly, schools will be able to identify risky factors as well as protective ones. In

addition to that, there are, at least, two strategies dealing with developing the school's resiliency. Firstly, minimizing risks as a result of individual relationship, creating norms with clear boundary, and also maximizing the life skills of school's elements. Moreover, resiliency may help school elements to gain awareness and supportive, creating high-yet-realistic obsessions and provide useful chances (Sudaryono, 2006, p.6).

The roles of teachers and the headmaster are also essential in the process of developing school resiliency since they have strategic roles to understand students' development optimally and continually and intensively. In addition, the school will be able to create good learning condition and to develop school management creatively and contextually after the eruption. To be successful teachers, a teacher must have profound abilities to: 1) maintain effective communication, 2) be emphatic, 3) listen affectively to student's aspiration, and 4) maintain private communication with students when needed (Dwiningrum, 2008,p.205).

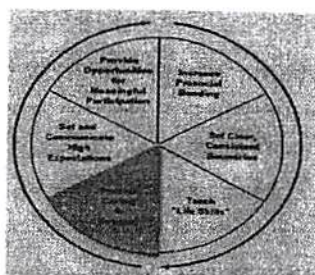
In effective communication, there is a message negotiation between the participants. Effective communication occurs when the one of the participants can get and interpret the conveyed message. Therefore, the one who delivers certain idea should deliver it clearly by using understandable word choices. In brief, effective communication among teacher and the students will occur when the teacher: a) understand what students want, b) know what students feel, c) appreciate what students experienced during their learning process, and d) act objectively by using understandable language for the students (Dwiningrum , 2008, p. 207-208). Empathy is an ability to know, and understand someone's needs, wants and views, by undergoing the experience. Understanding someone's feeling is different from feeling sorry for someone's misfortune. In order to be emphatic, a teacher needs to a) position himself/herself not higher than students' position; b) listen to students' saying carefully, c) prevent himself from judging students subjectively; d) prevent himself/herself from forcing students to do something beyond their current ability ,e) activate students' passion by giving motivational words(Dwiningrum, 2008,p.208-209).

Doing active listening is different from just listening. Active listening needs deep awareness, attention to someone's actual feelings. Henceforth, in active listening the teacher will not only try to get the message, but he/she is also giving attention to students' facial expressions. However non-active listening only includes attempt to get the message without considering more factors. To do active listening a teacher need to: a) give sufficient opportunities for the students to express their feelings, b)express his/her affection through body language (looking them exactly at their eyes, bowing head, being a bit expressive) c) give some simple-yet-expressive words showing that we care and appreciate them, d)give some open-minded questions to dig deeper information, e)restate what the students said concisely and f) reflect the feelings of students' story (Dwiningrum, 2008,p.210-211). Maintaining private dialogue with students is not easy. To do it successfully, the teacher will need to : a) introduce himself/herself well, b) make the students feel comfortable when they express their feelings , c) consider his/her appearance, d) identify, assure and focus on students' problems, e) understand students' feelings deeply, f) listen to what students say attentively, g)prevent himself/herself from expecting that the students know every single word

he/she has said, h) reformulate statements that s difficult to understand by the students ,and i) use simple and easy-to-understand language.

Teachers have crucial roles and key components in increasing a school's quality. They have direct roles in helping students to dig their potentials. Furthermore, teachers' involvement in the process of school development is also influenced by some aspects. Those are based on the teachers' roles which are really significant in developing school resiliency, which, further, may increase the students' achievement. In brief, regarding the explanation above, it can be seen that school resiliency is a dynamic condition of an organization involving teachers' determination and endurance to dig the school's potentials to, later, cope with threat, challenges and obstacles from either inside or outside the school environment which may be harmful for the school's existence (Dwiningrum, 2011,p. 212). According to Henderson (2003) school resiliency is a process involving six phases, as described in the following diagram:

Figure-1.The Resiliency Wheel



In details, resiliency is a process managed by a school by following phases as follows (Dwiningrum , 2011, p.212-214): a) tightening ties with the school; b) rules clarity; c) teaching life skills; d) awareness and support; e) communicate and realize expectations; f) opportunities to participate

According to Dwiningrum (2011, pp. 212-213) , normatively, a teacher has a good ties with school. However, the disciplinary levels of the teacher are distinguished by the clarity of rules and punishment from the headmaster. Rules clarity of a school will be different from that of another school. The most distinctive difference is the effectiveness of the implementation of the rules. Regarding these, life skill should not only be given to the students, but also the teacher. Teacher awareness of his/her environment shows his/her involvement within school's project. It shows that a school with high support from the teacher will have better result for the schools are well-controlled. A visionary school has not always been an essential part for the teachers. Generally, teacher knows exactly the visions and missions of the school. However, most of them still do not have ideas about concrete ways to achieve the visions. There are two causes leading such misunderstanding; first, the teachers are not directly involved in the process of deciding the visions and missions of the school; secondly, the process of socialization is limited to the slogan instead of how to apply and operate the visions. Thus, if the teachers' understanding is limited to cognitive development of the students, the students' will not understand something emphatically since the concept of empathy has not been "informed" to the students intensively. Even more, the internal value inside the school's vision and mission gas not been internalized (Dwiningrum, 2011, p 213).

The process of decision making is open for teachers since there are some organizations to accommodate them, such as teachers' forum and subject-teachers forum. There are two tendencies in a teachers-headmaster meeting; firstly, the meeting deals with evaluating and planning school programs for better quality; secondly, as an opportunity for the headmaster to share what he/she feels dealing with inappropriateness of the teachers; thirdly, as a means to socialize new rules and policy. Thus, based on the aforementioned explanation, it can be concluded that a school's resistant to respond to any changes is determined by the school's resiliency. In brief, if one of the aspects is not reached optimally, the resiliency of the school will not be reached optimally as well.

2.3. Social Capital

In the matter of education, social capital has not been considered as a very important factor determining the quality of a school. There is a tendency that the schools do not see the role of social capital as a strategic factor to develop within social relationship pattern occurring both in family and school scales. Even worse, most of the society do not have idea of what and how social capital is implemented. An ironic phenomenon is that most of students' parents do not consider social capital as an essential aspect that may help their children improve their learning achievement. Such a reality shows that there is paradox existing in the society dealing with the usefulness of social capital as an important aspect to take into account to improve the quality of education.

Social capital is rooted in social networking and relationship and is seen as resources deeply planted in the social structure that can be accessed to do objective actions. Thus, there are three key components of social capital; structure, opportunities (accessibility in social relationship) and action (Lin, 2003, p 29). In the scope of school, the three aspects; resources, motivation and interaction are the basis of school dynamics. It is, thus, necessary to consider the dynamics of the three aspects. As Nan Lin said, that social capital should be useful for someone who is doing something for particular objectives. Further, the process of interaction is seen as a means to attain the objectives of the action. What teacher should do is understanding how the action is related to interaction and how a good institution mobilize social capital and take it into account. The aforementioned resources can be seen as a transfer from parents, relatives or other actors. Under the law of social institution, those actors can be optimally done. Another way is by getting their own capital to invest (Lin, 2003, pp 29-31). One of the ways to get private resources is by exchanging the capital.

According to Nan Lin (2003, p.44) , two important of social capital deserve further clarification; (1) resource can be accessed through direct and indirect ties, and (2) such resources may be in alters' possessions (their personal resources) or in their social positions (their positional resources). First, social capital includes the resources accessed through indirect ties. Resources of alters (direct ties) represent a relatively small portion of ego's social capital. Often social capital activates chains of multiple actors. In order to gain access to a certain resource, ego may go to someone who does not possess that information but who may know someone else who does. In this case, the initial contact's social network become resources for ego. Thus, social capital does not

come merely through direct connections or simple dyadic relationships. Both direct and indirect connections can afford access to resources. Through the direct and indirect ties of alters, actor's social capital extends as far as their social networks. That is, social capital is contingent on resource embedded in direct and indirect ties and accessible through these ties. Second, resource accessed through social ties include both these alter's more or less permanent resources and the resources they control through their positions in a hierarchical structure or organizational. In general, the positional resources of social ties are much more useful than personal resources to ego, because positional resources evoke not only the resources embedded in positions in organization, but also the power, wealth, and reputation of the organization itself (Lin, 2003, pp 44-45).

The school's awareness to develop social organization through several activities is a means of keeping its existence. This will become stronger if the teacher and the students as the actors can develop their potentials optimally. Optimizing their self-potentials accumulatively will be the power source of the social capital of the school to increase the quality of the school. As stated by Nan Lin that there is a tendency of using resources for particular purposes, which result to some consequences. There is a reason as the basis why the individual actor do something to gain motivation: to keep the valuable resources as well as to get additional resources. It can be assumed that rational acts and being motivated to keep or to maintain the valuable sources is for surviving purposes. The first motif determines the act to nurture the valuable resources. The second motif deals with promoting acts to get the resources (Lin, 2003 in Dwiningrum, 2013, p.151)

It is crucial for the school to build strong motivation regarding the differences among the students by giving more appreciations to the differences and by building social cohesion based on the trust and cooperation among the students to sustain the quality development together. Social capital as the basis to improve the school's quality comes from the social interaction which, further, develops academic activities that can accommodate all the students need. Those can be achieved by considering powerful association to reunite the spirit of togetherness to increase the achievement of the students.

Empowering the social capital can be done by all elements of the schools having the same perspective dealing with the importance of social capital for the development of the school's quality. The programs of the school which are created by following certain curriculum, e.g., extracurricular activities, require the implementation of social capital, since the students do not have idea regarding the result of what they learn. This will affect the students' ability to maintain network and relationship later. In other perspectives, the social capital is also needed to help students develop their emotions, especially to nurture the sense of belonging, prosperity and confidence. However, the problems faced by the school is to cope with exclusivist act which can weaken the role of social capital. Another thing to really concern is dealing with the school's rules giving punishment for the students who come late, and other obstacles faced by the students due to their minimum awareness to take part in any social event (Dwiningrum, 2013, p.152)

For the school, to empower the social capital there are some strategies to implement by considering the components of social capital possessed by the school. Firstly, the school must participate in any social network that can refine their existence as an educational institution which

is trusted by the society to develop the potentials of the students as the resources (participation and social network). Secondly, conducting *heterophilus* interaction to share goodness to develop students' reciprocity. Thirdly, sustaining the culture of discipline (social norm). Next, internalizing confidence and the sense of responsibility and cooperation as an invaluable capital to strengthen the social capital, and fifth, to develop the potentials of the stakeholders to do proactive actions in respond to any changes (Dwiningrum, 2013, p 152)

3. RESEARCH METHODOLOGY

A qualitative research is aiming at understanding rational reality as subjective reality, especially the school stakeholders (Moleong, 2006, p. 171-172). This research is conducted at SD N 2 Umbulharjo since the school implement the regrouping policy after the Eruption of Merapi. The research is conducted in the even semester of 2011/2012 in June-October 2012.

The data collection techniques include observation, in-depth interview, focused group discussion and documentation. The data analysis is carried out to organize, reorder and regroup by giving particular code to each group. The data organization is aimed at figuring out the theme and hypothesis which is used as the basis of creating substantive theories (Moleong, 2006, p. 171-172). The first step of the data analysis technique was obtaining the data. Secondly, the data were reduced by making summary of the raw data. The third step was displaying the data. This step is aiming at reorganizing the reduced data to make a flow. The data were displayed through narrative, diagram, inter-categories relationship, flow chart and so on. The last step was deriving conclusion based on the result of the research and doing data verification. The first conclusion is tentative. The triangulation of the data included methods, data resources, time and setting. The crosschecking was also done to check the methods used to obtain the data, both through interview and observation.

4. THE RESULT AND DISCUSSION

4.1. Regrouping Policy and School Resiliency

The policy of regrouping does not only develop the resiliency of the school, yet it is also aiming at realizing the school effectiveness and efficiency (Widiowati, 2012, p. 65). The result of the research shows that regrouping after the eruption of Merapi is aimed at conducting teaching and learning more effectively and efficiently in the disaster zone. This is supported by Pringle and Harris (Samosir, 2003) stating that regrouping will increase the efficiency of an organization. Efficiency, hence, is seen as fund raising and expenses. Considering the fund raising, most of the schools in the disaster zone do not do fund raising anymore since the government has decided that the school tuition is free. The school will not require money from students' parents. However, for particular purposes, such as adding book collection, the school allows the students to buy the books themselves. Otherwise, they need to provide some money for the school to buy the books. Fortunately, the government has already provided

The process of regrouping may help the school to gain its resiliency, especially for the headmaster, teacher and the students as stated by following explanation (Widiowati, 2012, p. 99)).

Based on the aforementioned data, it can be concluded that regrouping policy can develop school resiliency as the modal to recover after the eruption. There are some aspects to develop as stated by Henderson (2003); Strengthening the ties with schools; Rules clarity; teaching Life Skill; Awareness and Affection; Integrating and realizing plans/expectations; Opportunities to participate. The result of the research shows that the process to gain resiliency needs the synergy of the roles of all schools' stakeholders (the principals, teachers and students). It, further, means that the school resiliency requires the awareness of the schools elements.

Table-1. School Resiliency

Aspects	School Resiliency
Headmaster	The headmaster should create positive atmosphere at school to regain the rhythm of the school after the eruption. The headmaster develops the resiliency as a facilitator and administrator. The headmaster conducted some briefings for the teachers to discuss the progress of school development, as well as the decision making in arranging school's rules.
Teacher	Some examples of activities done by teachers to create the resiliency after the eruption were: 1) approaching the students to support them; 2) understanding the students' problem and helping them to figure out the solution 3) no punishment given 4) being attentive and patient in handling the students
Students	The actions of the students to gain the resiliency s by interacting with the new environment, new teachers and new friends. The students are also motivated to follow the rules in their new schools, even though some students did not seem ready to learn at the new school.

Source: Raw data of Widiowati (2012,p.100)

4.2. School Resiliency and Social Capital

Developing school's resiliency is not easy since it needs the action of school elements thoroughly. Developing school resiliency is a dynamic process needing synergy among the school components. The dynamics of the resiliency development needs social capital. Based on the analysis of the research and supported through FGD the resiliency development and social capital are related each other and can be explained as follows:

Table-2. School Resiliency and Social Capital

Aspek resiliensi sekolah	Deskripsi data	Unsur modal sosial
Strengthening ties with the school	Creating supportive atmosphere in any school activities	Gaining trustworthiness and proactive actions
Rule Clarity	Deriving the school rules through supportive discussion between the two schools	Social norms and cooperation
Teaching Life Skills	Understanding the students; problems and helping them to figure out the solution..	Trustworthiness and reciprocity
Awareness and Support	Maintaining interaction with the environment and obeying the agreed rules	Social norms
Communicating and realizing plans	- Revitalizing the process of teaching and learning by reuniting the students from the two schools - Approaching the students intensively	Cooperation and trustworthiness

Taken from primary data 2012 in Dwiningrum (2012 ,p. 61-63)

Based on the result of analysis above, it can be concluded that school resiliency can be gained if supported by social capital. In relation to the regrouping process it is assumed that such regrouping can strengthen the school resiliency due to the social capital emerged in the social life. It is essential to consider that the result of other studies also shows that school regrouping policy may lead to disharmony within the schools. However, the fact that is shown in SD Umbulharjo proves that school regrouping policy may help the school to gain its resiliency due to the values of: trust, cooperation, social norms, reciprocity and proactive acts. Those social capital components are the main components to strengthen the school capital of a school, as stated by Hasbullah (2006, p 9-15): as a sufficiency condition of social capital in a society needs some supportive aspects: a) taking part in the social network,(b) reciprocity, (c) social norms , (d) social values, and (e) proactive actions. As the result, the social capital gives more emphasis on the potentials of a group of people regarding the social network, norms, values and trustworthiness. It also reoccurs within the implementation of school regrouping policy which is particularly realized in disaster zone. Such a program will be successful if the social capital is strengthen as well. As such, the school needs to consider what and how social capital is utilized to maintain the quality of the school. However, the school needs to consult to the government as the authority in order to run the programs in good synergy.

4.3. The Usefulness of Regrouping for School Programs Development

Regarding the aforementioned fact, it shows that social capital is required in the school program development. The social capital will be optimal if the school creates the private resources as social resources. School also has undeniable roles in strengthening the social capital which is needed to help the students to dig their potentials. The policy of regrouping is seen to give benefits for the headmaster, the teachers, the students, the teaching and learning process, school facilities maintenance as explained in the following table;

Table-3. The Advantages of School Regrouping After the Eruption

Aspects	Advantages
Teacher and Students condition	They can work in supportive environment. The students meet new friends, there are more students, the number of teachers is sufficient. They can learn the habit of the new leader and new friends and it mean, there are more characteristics to concern. There will be more experiences to gain and more challenges.
Teaching and learning process	They can learn from new friends, creating new ideas, appreciating new friends despite the diversity, gaining more experiences, more work partners.
Facilities	The school buildings are new, the facilities are more sufficient. Teaching kits and media are more abundant. Physical facilities are much better.

Taken from primary data 2012 in Dwiningrum (2012,p 69-71)

The table above shows that the regrouped schools will give more benefits for the school, especially dealing with the sufficient facilities that is very useful in the process of school development after the eruption. Besides, the willingness of the teachers and the students to obey the

rules decided by the government is seen as social capital needed by the school to improve the quality of the school after the eruption. There are some benefits gained by the teacher and the students in terms of values, such as, trustworthiness, cooperation as the result of the regrouping.

With the social capital possessed by the school, the regrouping may motivate the teacher to formulate ideas for the development of the school. They are: a) .The teachers do not want to be given too many administrative assignments in order to focus on teaching process; participating in more seminars; designing planned learning program without burdening the students, b) The teachers want to be more professional; have chances to continue the study to the higher education; teach creatively, c) The teachers want to share their ideas to face the problems. They also want to create innovative and creative ways of teaching and teaching strategy by giving more examples for the students; d) The teacher wants to maximize and optimize the students' potentials; appreciating diversity of the students; increasing the intensity of extracurricular programs.

The school development programs are maintained by the headmaster and the teachers after the eruption. The quality of teaching and learning process are refined, and the problems are solved successfully. Generally, the condition of the students after the regrouping program is: a) students can interact with new students easily, b) they acted awkwardly at the first time to meet new friends, but now they are good friends, c) the students can learn the value of diversity, d) the students keep maintaining their friendship with new friends, e) the students who hesitated to meet new friends in the past has been more confident to meet new friends, f)at the first time, the students only interact with students coming from the same former school, but never hesitate to meet new friends from other schools.

However, there are still some problems should be overcome by the teachers after the schools are regrouped, such as some students still do not want to meet new friends from other schools. Fortunately, the problems do not seem to be too serious to take into account since the teacher will help them to meet new friends during the teaching and learning process. The role of social capital in the process of school adaptation is really essential, especially to maintain the school existence. Besides, the parents are also supportive by supporting the school policy. The parents do not have problems with the school regrouping.

The result of the research shows that the process of social adaptation is an essential component needed by the schools implementing school regrouping policy, particularly those that are regrouped due to particular disasters. The process of social adaptation will be easily managed by the existence of social capital, especially the existence of trust in developing social relationship of the school. Extracurricular activities as a way to fasten the process of social, environmental and cultural adaptation should be encouraged. Besides, the process of school adaptation also needs the roles of students' parents to support the school's programs.

5. CONCLUSION

Regrouping is a solution to overcome the educational problems at the disaster zone. The process of regrouping needs school adaptation which is resulted from school resiliency. Resiliency

can be defined as an ability to cope with severe problems. An individual who is resilient will be able to recover him/herself after having bad condition.

Resiliency is an ability to survive, recover and adapting self with hard condition. The school resiliency is a dynamic condition for a school with determination and strength to optimize the potentials of the organization to cope with threat and challenges as the result of both internal and external matters of the school. School resiliency needs support from the school elements to strengthen the ties with school, rules clarity, teaching life skills, awareness and support, communicating and realizing hopes and plans, and chances to participate.

Social capital is a crucial need in developing the school resiliency. Social capital is really essential as the power source to recover the school condition after the eruption. The school regrouping in Yogyakarta after the eruption needs the role of social capital in helping the society around the school. Especially, the school buildings severely destructed by the disaster need the social capital to reenergize the social function of the school, in order to create effective teaching and learning process.

6. SUGGESTION

School regrouping process is a government's proactive policy to refine the teaching and learning process after the eruption by creating supportive and safe learning environment to facilitate the teaching and learning process. The school regrouping policy can also be utilized to establish the resiliency of the school's elements to regain their learning encouragement. As such, the policy of school regrouping is considered applicable in other schools having the problems in maintaining the teaching and learning process after the disaster, especially those whose buildings and facilities are severely destructed which result to the problems of teaching-learning comfort and safety. The school regrouping policy will be successful if the school possesses the social capital.\

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