

A Moment With Former Leaders In Special Education

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Abstract: Experienced school leaders are always a reference by young leaders in managing special education. The experience they have is able to help the next generation of leaders to lead special education better. There are various obstacles and challenges in leading a unique special education. Every knowledge, skill and assistance is needed at all times in providing the best service to special education. This brief study was conducted aimed at exploring the challenges faced by school leaders in leading special education. This qualitative study interviews former leaders in special education regarding the challenges they face when implementing their leadership. The findings of the study found that there are five main challenges in leading special education, namely the diversity of special students, the variety of teachers, facilities, funds and community views. It is hoped that the findings of this study can help future researchers in conducting further research.

Keywords: Education leadership, special education, special education leaderships, effective leaders, leadership challenges

1. INTRODUCTION

For some, leading is easy and profitable. They argue that, with leadership, we have the power to determine everything for our subordinates. We have a strong mandate in giving direction and gathering strength. However, in reality, leading is not an easy thing, because it involves human beings and not human beings. Leading human beings with certain feelings, needs and manners, necessarily requires strong strength as well as skills (Santibuan et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021; al., 2021). As is the case in special education, the diversity and uniqueness that exists in special education itself requires its leaders to work harder (Badaruddin et al., 2021; Abdul Rasid et al., 2021). The leadership practiced must be in line with the needs and current situation in special education. While leaders are tested with a variety of challenges coming from within and outside of special education, the focus of leadership remains on turning special education in a better direction.

2. LITERATURE REVIEW

Individuals involved with special education need to give their best for low self –esteem pupils, as well as need love and patience. However, four factors were detected to hinder this effort, namely student conditions, facilities, administrative support and also high workload

(Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al. ., 2021; Tumisah et al., 2021). Of the various factors, the administrator factor is the main factor, as the head teacher is the decision maker in determining the direction of everything in the school (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; ., 2021; Shahrulliza et al., 2021). Therefore, head teachers need to provide themselves with knowledge and also have a good value of competence.

Many researchers emphasize that leader competence is important in achieving the aspirations and direction of the school (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021) . Competent school leaders are able to manage school organizations covering administration, teacher management, student affairs and so on effectively (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al. , 2021; Jumiah et al., 2021). School leaders need to have the competence to carry out their heavy duties as leaders whether focusing on the school, teacher teaching, even operational aspects to support school success, teacher welfare as well as the well-being of students (Mohd Ali et al., 2021; Parimala et al., 2021; SitiJamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). In the context of schools, headmaster leadership gives the impression that every headmaster needs to meet the stated competency requirements as it is a very important aspect in influencing the progress of a school (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah. et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021).

3. RESEARCH METHODOLOGY

This study uses a qualitative approach in obtaining research data. Interview sessions were conducted involving five former special education leaders in the district of BatuPahat, Johor, Malaysia. The interviews conducted were semi structured which involved some planned questions and some additional questions. The interview session lasted between 15-20 minutes per session. These sessions are conducted online using the Google Meet platform. Recordings were made when the interview session was conducted and a transcript was issued as soon as the interview was completed. At the end of the process, thematic analysis is performed to obtain the required data. The thematic analysis conducted involves three phases, namely open coding, axial coding and selective coding. These three phases were analyzed based on the transcripts of the interviews of the respondents involved. Results on selective coding became the theme and findings of this study.

4. FINDINGS

As a result of the thematic analysis conducted, there are statements that form the thechallenges face by the leaders in handling the special education in school. Summaries of these statements are such as, diversity of students with special needs, variety of special education teachers, limited facilities, insufficient funds and public concern. The relevant statements have formed a specific code in the axial coding phase before a code is selected in the selective coding phase i.e. ‘Challegesin Handling the Special Education’ which is the main finding of the study. Table 1 shows a summary of the findings of this study.

Table 1: Thematic Process Analysis That Shapes Challenges in Handling the Special Education

Open coding	Axial coding	Selective coding
<i>The existing pupils are very different, needing different ways We are dealing with a wide range of special needs students. They have more than one temperament Not all of us understand. They are different from each other Requires high skills in dealing with diverse pupils Like it or not, we are actually dealing with the management of students of various abilities</i>	diversity of students with special needs	challenges in handling the special education
<i>Not only students, teachers also have a variety of backgrounds. Special education teachers are burdened with parenting tasks Humans are unpredictable, including teachers Some of our teachers can't continue to reprimand, some have to be soft More variety of teachers than students</i>	variety of special education teachers	
<i>We do not have facilities suitable for special needs students I have problems in providing facilities Maybe if the tools are enough, special students can learn well We do our best to be creative in using the facilities Lack of facilities for the disabled</i>	limited facilities	
<i>Most important is the fund, if there are enough things we can afford to do We have to be creative in raising funds Funds received need to be channeled wisely Among them are financial constraints to do activities Special education teachers always refer me regarding funds</i>	insufficient funds	
<i>The seriousness of today's society is really pressing us Society wants the best, while we have tried our best Sometimes the surrounding community looks up to our abilities, that adds even more positive pressure to us</i>	public concern	

5. DISCUSSION

Based on the findings of the study, the respondents were very cooperative in discussing aspects of leadership. All respondents agreed that, leading special education is not easy. Although in schools, special education is not academically oriented, but more to the aspect of self-management, nevertheless, leadership is very challenging because some things are indeed unique. The main challenge is the diversity of disabilities faced by students with special needs. These students not only suffer from one dominant disability, but there are many other disabilities. For example, students with hearing problems, usually they are also mute and at the same time may also have learning problems. Similarly, students with learning difficulties, they may also have other problems such as autism and so on. Even those with physical disabilities may have other disabilities. This situation makes special education so unique and challenging, where each of them requires a different method of dealing with it.

The second challenge is the presence of special education teachers themselves. With stress as well as high levels of stress among them, it inevitably affects the way they work. In such a situation, leaders face the challenge of controlling as well as giving direction. The diversity of backgrounds and styles of these special education teachers makes leaders also need to feel as if they are also in the place of the teacher. This is very challenging, especially if it involves teachers who are experienced and have long served in special education. Some of them find it difficult to accept change and difficult to accept instruction. This is a constraint that is also constantly faced by special education leadership. In addition, problems related to lack of

facilities are also often faced by the leadership. They are responsible for providing adequate facilities to help students with special needs continue their learning. The lack of these facilities is also due to the lack of funds channeled to special education.

6. CONCLUSION

In conclusion, each item has its own challenges, including in leadership in special education. These challenges come either internally or externally. These challenges actually provide space for leaders to demonstrate their leadership skills and hone their leadership talents. With the challenges faced as well, leadership will be more mature in making decisions related to special education management. Despite facing various challenges, special education leaders in schools are very committed in carrying out their duties well. As a suggestion, further studies can be conducted either adding new variables in this issue or using different research methodologies in collecting data.

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