

This Special Education Is Unique For Teachers, Students, Parents, Leaders And Organizations

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Abstract: Understanding special education is a complex thing. It takes someone to create an alien world filled with its citizens with disabilities. Choosing to be together in the world of special education provides an indicator that preparing oneself to be as special as special education itself. Entering the world of special education, automatically everything needs to be directed to be special and unique. Can we all imagine how stressful and stressful the physical and mental condition of parents who handle their children who are categorized as people with disabilities (OKU)? Do we fantasize about how a teacher controls their class and teaching when faced with the uncertainty of behavior and speech of students with special needs (MBK) in school? Is it worth it if we don't become as special as possible in the world of special education? This qualitative study was conducted to explore the perceptions of those closest to special education, namely teachers, students, school leadership and parents in stating how unique special education is in their hearts. A total of 20 people were involved in the interview sessions conducted. The results of the interviews were transcribed and analyzed. The findings of this study are expected to provide an overview of the uniqueness of special education to the community and subsequent researchers.

Keywords: unique leadership, special education, parenting, special needs learning, pedagogy

INTRODUCTION

Being a part of special education actually educates our souls indirectly. Being in the world of special education makes us to be stronger and more competent in terms of competition or progress. It is not easy for someone to be in the special education arena without any form of preparation. This will be more complicated to those leading special education. Being in special education is a big challenge, but managing and leading special education is a much bigger challenge. If the leader has his or her own accountability regarding special education, it is a little easier. However, if the leaders in special education do not have any knowledge or experience in handling special education, the situation is likely to be more difficult.

Norazmi Special Education Unique Leadership Theory

In maintaining the success of the special education program, the welfare of teachers and SNS needs to be taken into account (Norazmi, 2020). Therefore, the basis for this theory of leadership is based on leadership those focuses on:

- i. The Welfare of Special Education Teachers
- ii. Achievement of Special Education Students

To achieve this, leadership needs to control the task load of teachers and inculcate teachers' job satisfaction, so that SNS achievement can be enhanced. As a result, school administrators need to have five uniqueness in their leadership:

- i. First Unique: Unique Leadership Style

In leading a school organization or program involving special education, a school leader must have uniqueness in their leadership. This means that the style of leadership practiced should be consistent with the guidelines for the implementation of the work and scope of the special education teacher's duties. In addition, their leadership must also be special in considering the needs of the SNS. In other words, the practice of leadership needs to be consistent with the acceptance of special education teachers and students. In order to make the leadership relevant, it is sometimes necessary to emphasize things that involve teacher work performance and student achievement. This unique leadership style is at the center of the autocratic and democratic leadership styles.

- ii. Second Unique: Unique Knowledge

Knowledge of leadership is very important in managing special education. The uniqueness of this knowledge is that their knowledge must be meticulously as bottom up process. School leaders need to have knowledge of basic education fundamentals such as policies, scope rules and so on. Then, knowledge also needs to be satisfied regarding each of the features of SNS and their capabilities. This knowledge of SNS is important to prevent school leaders from setting goals beyond their SNS capabilities. After that, the knowledge of special education teachers should be taken into consideration. Their basic background, their service, their way of working, their commitment to the school and so on. On the top level, knowledge about leadership is needed in deciding what kind of leadership needs to be implemented.

iii. Third Unique: Unique Attitude

In addition to leadership styles and knowledge, school leaders also needs to have a unique attitude toward leading special education. Attitudes are concerned, empathy, love and more are at the discretion of deciding something for teachers and SNS.

iv. Fourth Unique: Unique Experience

The experience of managing special education is a unique and meaningful journey. In order to succeed in effective leadership, a leader leading a special education program needs to have direct experience with special education. This means that the leader must be in the special education program, in the special education teacher condition and in the SNS abilities. Keep in touch with them, hear them, experience the learning process with special education teachers and SNS. Gain experience by engaging in activities with a special education community at school or outside of school.

v. Fifth Unique: Unique Qualification

In order to become a leader who is qualified to lead a special education program, one must place themselves at the ready with the hustle and bustle of special education. Not only academic requirements, but management qualifications, community engagement, always wanting to find special education related knowledge, ready to serve special education and always bear the responsibility of special education.

The theory introduced is in support of existing leadership theories and adapted to the situation in special education. In line with the findings of this study and previous studies, this theory is an attempt to make special education more consistently through competitive and responsible leadership. It is hoped that this theory will help the school leadership to implement leadership focused on special education.

METHODOLOGY

This study uses a fully qualitative approach in the data collection process. A total of 20 special education teachers, leaders, parents and students were involved in the interview sessions conducted. All respondents are currently serving and staying in the state of Johor. The interviews were recorded and transcribed before the thematic analysis was conducted. The themes obtained were used as the findings of this study related to their opinion how special the special education itself. Its show that, the uniqueness of special education are learning pedagogy, environment of education, special parenting, parenting moments, unique leadership, love and empathy and learning period.

FINDINGS

As a result of the thematic analysis conducted, there are seven things that show, the uniqueness of special education are learning pedagogy, environment of education, special parenting, parenting moments, unique leadership, love and empathy and learning period. A summary of the findings is as shown in Table 1.

Table 1: The Uniqueness Of Special Education

<i>Respondents</i>	<i>Aspects</i>						
	learning pedagogy	environment of education	special parenting	parenting moments	unique leadership	love and empathy	learning period
<i>G1</i>	X	/	/	/	/	/	X
<i>G2</i>	/	/	/	/	/	/	X
<i>G3</i>	/	/	/	/	/	/	X
<i>G4</i>	/	/	/	/	/	/	/
<i>G5</i>	/	X	/	/	/	/	X
<i>L6</i>	X	X	/	/	/	/	/

L7	X	/	/	/	/	/	/
L8	X	/	/	/	/	/	/
L9	X	/	/	/	/	/	/
L10	X	/	/	/	/	/	X
P11	/	X	/	/	/	/	/
P12	/	/	/	/	/	/	/
P13	/	/	/	/	/	/	/
P14	X	/	/	/	/	/	/
P15	/	/	/	/	/	/	X
S16	/	X	X	X	/	X	X
S17	/	X	X	X	X	X	X
S18	/	X	X	X	X	/	/
S19	/	/	X	X	X	/	/
S20	/	/	X	X	X	X	/
Total	13	14	15	15	16	17	12

Based on the analysis, 13 respondents stated that the uniqueness of special education is in terms of the teaching pedagogy implemented. While 14 respondents agreed that the learning environment gives its own uniqueness to special education. For special parenting, parenting moments and unique leadership, all recorded 15 responses. In addition, unique leadership is also part of the uniqueness of special education with 16 respondents providing feedback. Next is the theme of love and empathy, where the highest feedback is obtained with 17. While the last theme that is the learning period recorded 12 responses.

DISCUSSION

Special education is always unique. Every time that value is there. I always emphasize that being in special education is difficult. Being special education is a burden. But being a special education is also special, even special. As a parent, heaven should be if love is based on caring for children with disabilities. As a teacher, special in providing services to MBK, and as a special education leader, special in leading a unique team in becoming a success that is also unique and special. The uniqueness of special education is not focused on this feedback alone, it is even more than this. From the feedback received, the majority of respondents put love as the main element. This is because, if you are dealing with MBK, you have to put love and empathy at the first priority. On the part of teachers, the uniqueness of special education can be seen is that the PDP is diverse, can be modified and covers several important things. Parents, on the other hand, are involved in this uniqueness in terms of parenting moments and others. For them, having children with disabilities requires them to do good to everyone. As for school leadership, uniqueness can be found in making big decisions in school. Every decision should take into account special education. For MBK, its uniqueness lies in the cheerful learning process.

CONCLUSION

As we all know, leadership is the foundation of everything that happens in a group or organization. His leadership is straight, his path is straight. Bend the leadership, then bend the organization. Broken leadership, then destroyed the organization. Speaking of special education, it's worse than all that. Applying selected values should be a practice in leadership in special education. Come to think of it, what is the uniqueness of the intended value? We will talk about it. Through a study I conducted in 2019 related to special education leadership, there are three main values in special education leadership, namely love, empathy and sympathy (KESS). These three values need to go hand in hand in special education leadership whether it involves students, parents or teachers. Every leadership decision, every leadership directive must apply the values of KESS.

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