

Unique Attitude? The Concept Of Special Education Leadership

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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 disabled? Do we fantasize about how a teacher controls their class and teaching when faced with the uncertainty of MBK behavior and conversation 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 special education teachers on the uniqueness that should exist in special education leadership. As a result of the thematic analysis conducted, there are five things which shows that special education leadership needs to be unique in its implementation, namely prioritizing MBK in all matters, putting love in every school decision, balancing between teachers and MBK, preferring discussion over unilateral decisions and always defending special education, These findings are expected to be a guide to relevant parties.

Keywords: unique attitude, educational leadership, special education, Norazmi Special Education Unique Leadership Theory

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 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 far more of a challenge (Mohd Norazmi et al., 2021; Rosnee et al., 2021; Roszi et al., 2021; Nik Nurhalida et al., 2021 ; Een et al., 2021; Yusaini et al., 2021). 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. Collectively, they need to be unique to lead that special.

LITERATURE REVIEW

The leadership of a school organization is a key aspect in determining everything in the school (Aminah et al., 2021; Azlisham et al., 2021; Saadiah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021; Ashari et al., 2021). All leadership decisions will determine the direction of the school. Similarly, the success or failure of a school also depends on the leadership practiced. Special education requires leadership that is more concerned with caring and love in all things, as it involves unique and honest MBK (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). Therefore, the theory below can be used as a reference in implementing leadership in special education, especially in special education integration programs (PPKI).

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 15 special education teachers were involved in the interview sessions conducted. All respondents are currently serving 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 perspectives towards the uniqueness attitude of special education leadership itself.

FINDINGS

As a result of the thematic analysis conducted, there are five things which shows that special education leadership needs to be unique in its implementation, namely prioritizing MBK in all matters, putting love in every school decision, balancing between teachers and MBK, preferring discussion over unilateral decisions and always defending special education. A summary of the findings is as shown in Table 1.

Table 1: Things Which Shows That Special Education Leadership Needs To Be Unique In Its Implementation

<i>Respondents</i>	<i>Uniqueness Aspects of Special Education Leadership</i>					
	prioritizing MBK in all matters	putting love every school decision	balancing in between teachers and MBK	preferring discussion over unilateral decisions	and defending education	always special
<i>G1</i>	X	/	/	/	/	/
<i>G2</i>	/	/	/	/	/	/
<i>G3</i>	/	/	/	/	/	/
<i>G4</i>	/	/	/	X	/	/
<i>G5</i>	/	/	/	/	/	/
<i>G6</i>	/	/	/	/	/	/
<i>G7</i>	/	/	/	/	/	/
<i>G8</i>	/	/	/	/	/	/
<i>G9</i>	/	/	/	/	/	/
<i>G10</i>	X	/	X	X	/	/
<i>G11</i>	/	/	X	X	/	/
<i>G12</i>	/	/	X	X	/	/
<i>G13</i>	/	/	X	X	/	/
<i>G14</i>	/	/	X	/	/	/
<i>G15</i>	/	/	/	X	/	/
Total	13	15	11	9	15	

DISCUSSION

Based on the results of the analysis conducted, there are two things that need to be considered if the special education leadership can lead special education uniquely and effectively. The most important thing is to put love in all decisions involving special education and always defend special education. These two elements were agreed upon by all respondents involved in this study. The second thing that details the uniqueness of special education leadership is to make MBK the main thrust by putting them always ahead in all decisions. This shows that, leadership needs to make the ultimate goal of a decision is for the good of MBK itself.

The next thing is to balance between the needs of teachers and staff in special education with the emergence of MBK. This description includes taking care of the welfare of teachers and special education staff in ensuring their services to MBK are always in the best condition. While the last thing in describing the uniqueness in special education leadership is to prioritize discussion rather than unilateral decision -making. It can be explained that the decision of many becomes a better decision than a fixed decision from one side only. Decisions and discussions like these can determine what is best for special education.

CONCLUSION

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. 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.

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