A Review Of The Educational Leaderships Theory For Special Education Perspective

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Abstract: Leadership has always been an important element in managing an organization. Leadership competencies are able to drive success to an organization. The recipe of competitive leadership can also be applied in education in general and special education in particular. This aspect of leadership covers a wide range of matters in management in special education. It is not only focused on the management of the organization only, but it is more on the management of human resources, namely teachers, students, parents and other school staff. With effective leadership, special education management can run smoothly. This article reviews several theories related to leadership that can be paralleled with special education.

INTRODUCTION

There are five factors that contribute to the issue of high workload of PPKI teachers namely teachers, students, policies, facilities and leadership of head teachers. The first factor is the factors of teachers not efficiently managing tasks, minimal knowledge and lack of desire to collaborate (Norazmi et al., 2019). The second factor is the incomplete and unsafe facility factor (Norazmi, 2020). The third factor is the MBK factor which is various categories of disability. (Norazmi et al., 2020). The fourth factor is the ever-changing state of curriculum and policies making many special education teachers do more work (Zaid et al., 2020). The fifth factor is the leadership factor of head teachers in schools (Zaid et al., 2021).

However, the most important factor in influencing the high workload of PPKI teachers is the leadership factor of the headmaster because the headmaster is the individual who is responsible for the overall operation of the school (Fauziyana et al., 2020). Among the problems faced by head teachers that can increase teachers 'workload and in turn interfere with teachers' job satisfaction is their own attitudes, as reported by Fauziyana et al. (2021). They noted that head teachers did not provide encouragement and support to perform many more burdensome tasks. The attitude of those who pay less due attention to special education and the assumption that special education is just a passenger in school makes the issue of teacher workload in PPKI endless.

Responsible head teachers are those who have an attitude of taking into account the welfare and needs of the teachers under them including special education teachers. Rosnee at al. (2021) suggested to head teachers measures to reduce the workload of special education teachers by managing assignments properly. This situation is to prevent special education teachers from doing something outside of special education. Aminah et al. (2021) state that head teachers often instruct special education teachers to perform a task outside of special education. As noted by Zaid et al. (2020), in order to make changes to work effectiveness, work environment and even shift stress, head teachers need to believe in the abilities of special education teachers as well as give them adequate rights in carrying out their duties. Furthermore, the current situation requires many paradigm changes such as e learning and so on.

Leadership Theory
This study examines three leadership theories to briefly describe the leadership of headmasters in schools with PPKI. The theoretical framework for headteacher leadership in this study underlies Kurt Lewin's (1939) Leadership Style Theory, Hersey Blanchard's (1969) Situational Leadership Model and Fiedler's (1967) Contingency Leadership Theory.

Kurt Lewin's Theory of Leadership Style (1939)
In understanding leadership style, the leadership theory that needs to be considered is the Leadership Style Theory introduced by Kurt Lewin in 1939. This theory explains the three dimensions of leadership style namely autocratic leadership style, democratic leadership style and Laissez leadership style. Faire (Lewin, 1939). These three leadership styles have been discussed and criticized by many researchers since they were first introduced. These three styles have their own advantages and disadvantages. While Syed Ismail and Ahmad Subki (2010), describe each dimension and style of leadership has its own scope that gives advantages and disadvantages.

The first leadership style is the autocratic leadership style. According to Roszi et al. (2021), this leadership style seems to give the impression that the leadership situation is very strict and inhumane, leaders give instructions and followers must obey without being given the freedom to give views. Firkhan et al. (2021) further view that, by just following instructions and not being allowed to speak, subordinates will be weak in the spirit of cooperation, not creative, less motivated and less looking for initiative. Norazmi et al. (2020) found that this style of leadership creates unilateral decisions and does not represent the organization it leads. However, this autocratic leadership style has its own positive side, this leadership style can ensure that all tasks are carried out perfectly and on time especially when immediate decisions need to be made (Ishak et al., 2021)

The second leadership style is a democratic leadership style that is more open and emphasizes common decisions for the common good. According Azlisham et al. (2021), this leadership style emphasizes collective decisions where leaders are happy to accept views and criticism. Norazmi et al. (2019) stated that this leadership style can produce a strong decision for the success of the organization compared to the personal success of the leader. Next is the Laissez-Faire leadership style which is very open and allows full freedom of decision making as well as action to subordinates. Een et al. (2021) explain that this leadership style is not concerned with the achievement of results, but more with employee -leader relationships. Saadiah et al. (2021) states that Laissez-Faire leadership style refers to a situation where the leader fully lets his subordinates do the task without any supervision from the leader. This leadership style is capable of having a detrimental effect on organizations such as schools. According to Zaid et al. (2020), this leadership style will cause subordinates to have no reference source, productivity declines and in turn will result in an unsystematic work environment.

Of these three leadership styles presented, the researcher argues that each leadership style introduced by Kurt Lewin in 1939, namely autocratic leadership style, democratic leadership style and Laissez-Faire leadership style, has its negative and positive sides respectively. However, the democratic leadership style is seen as more suitable to be practiced because the decision from the majority is of better quality than a unilateral decision. Researchers also see several things can be taken into account before the leader chooses the appropriate leadership style to be practiced, especially situation -related matters that include place situations, employee conditions and also the influence of the environment.

Hersey Blanchard's Situational Leadership Model (1969)

Hersey and Blanchard had inspired a model of leadership style in 1969, which followed the situation in which he led. Mohd Norazmi et al. (2021) stated that, this situational leadership style requires a leader to implement his leadership in line with the demands as well as needs of the situation. Agreeing with them is Nik Nurhalida et al. (2021) who asserted that situational leadership is an approach for leaders to understand their behavior, the characteristics of their subordinates, and the situation before applying their leadership style. Hersey and Blanchard (1969) divide leadership style into four dimensions, namely leadership style telling, selling, participation and delegating. Of the four dimensions presented, none of the dimensions is truly the best in terms of its implementation, as the leadership practiced should be according to the situation they are in. The first dimension introduced in leadership style by Hersey and Blanchard is telling style. This style is similar to the style of autocratic leadership championed by Kurt Lewin, but the details are slightly different.

According to Dyah et al. Yusaini et al. (2021), this telling style is more patterned to the leader giving instructions to his subordinates and needs to be implemented where it is very necessary when a task needs to be completed quickly. This style is ideally applied to subordinates who are not performing duties, and to new employees who are not yet aware of the scope of their work. The second dimension of leadership style based on this model is called selling. According to Zaid et al. (2021), this leadership style applies two -way communication between the leader and his followers in giving and carrying out tasks. This style occurs when the leader assigns a task, the follower performs the task in his own way and at the same time the leader controls the execution of the task. This style of leadership is seen to be more beneficial to both parties because in performing the task, the leader acts to control the implementation, while the followers carry out the task with their own.

The next style is the participating leadership style. According to Rosnee et al. (2021), this leadership style implements the support and participation of leaders and members in carrying out tasks, while direction is reduced by the leader. Whereas according to Norazmi (2020), this parcitipating leadership style is inclined towards followers who have the ability to perform the task, but lack the will. Fauziyana et al. (2020) states this style is suitable for use when the group of followers is great in their ability, but there is no desire to do the task. The fourth leadership style put forward by Hersey and Blancard is the delegating leadership style. According to Norazmi et al. (2020), this leadership style refers to situations of little instruction as well as little support. This means that the leader gives freedom to his followers in determining the decisions and manner of execution of tasks. This situational leadership style is suitable for use in schools that have the characteristics of subordinates of different academic backgrounds, experience, ability and capability to perform a task. Coinciding with this study, the researcher saw that the highlights of this theory and model can be detailed because teachers in schools especially those with PPKI consist of various backgrounds as well as different task structures.

Fiedler's Contingency Leadership Theory (1967)

The theory introduced by Fiedler emphasizes leadership styles that can meet current needs according to the situation in which they lead. This leadership requires its practitioners to identify clues in their leadership environment that can be adapted to their own behavior so that it can meet the needs of followers as well as the situation. Aminah et al. (2021) explained that Fiedler's theory of contingency leadership can be successful if the interaction between the leadership and its followers takes place well. Azlisham et al. (2021) explain that the effectiveness of this leadership theory can be seen if there is a compatibility between leadership style with the degree of compatibility of leaders and followers. While Saadiah et al. (2021) stated that effective leadership will exist if the right adjustment between leadership style and interaction with subordinates.

Researchers formulate a person becomes a leader not because of his personal characteristics, but because of situational factors and the existence of interaction between the leader, followers and his situation. Fiedler (1967) as a whole states that there are three situations that can influence a person's style in leadership practice namely leader-member relationship, task structure and position of power. In terms of leader-member relationship, a need where establishing a good relationship between the leader and also his subordinates can help in forming loyalty , belief and desire in performing a task. Such situations can make it easier for leaders to give instructions and followers to follow instructions. Thus, that principals should be smart in communicating and interacting with the teachers under them, and establish good relationships with teachers so that school management can run smoothly.

The second management situation is expressed as a task structure that sees leaders more interested in handling their subordinates based on tasks. Its can be describe that, this situation as the leader's ability to convey instructions and division of tasks to his followers whether it is structured or unstructured. The tasks given by the head of the department must be structured, easy to understand and according to the role and able to generate a quality work productivity. According to Zaid et al. (2020), the third management situation is referred to as position power or position of power where at this level the leader uses the available power to exercise leadership. This position of power can be accepted because it is officially entrusted by the authorities, however, its implementation must be carried out according to the situation. Een et al. (2021) however explained that, strong or weak use of power by head teachers against teachers also affects the effectiveness of leadership.

The theory proposed by Fred Fiedler as a whole provides an alternative to good leadership practice because it has no direct dependence on the behavior or character of a leader, but emphasizes the aspect of leadership adaptation to the situation they lead. This indicates that, effective or not the leadership needs to be evaluated to what extent it can be mobilized in a given situation. Therefore, this practice is considered good because it is in line with current needs and wants. Nevertheless, this leadership situation is likely to create contradictions in practice if members take advantage in avoiding tasks or are unproductive if the relationship between leader and member becomes too close. Similarly, the loopholes that exist in management situations involving positions of power or authority, leadership will be seen as too drastic or excessive if it involves the use of authority that is too frequent to ignore discretion.

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 progran, 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

Malaysian School Principalship Competency Standards (SKKSM)
According to Fauziyana et al. (2021), SKKSM is a leadership guideline on each field that contains certain professional knowledge and qualities as a basic guide for school leaders to be able to play an effective role. According to Zaid et al. (2021), the standard developed by the Aminudin Baki Institute (IAB) presents nine aspects of educational leadership management that must be mastered by every headmaster or principal, namely, organizational management and leadership, curriculum management, co -curriculum management, student affairs management, financial management, office administration management, environmental and physical facilities management, human resource management and development and external relations management. According to Norazmi (2020), these issued standards are leadership management standards in general and not specific to any particular management such as special education.

SKKSM was developed to strengthen the level of professionalism of school principals or headmasters; provide guidance documents that should be understood and followed by the principal or headmaster to facilitate the implementation of tasks; open the minds of the community and stakeholders in understanding the duties and responsibilities of principals or headmasters of diverse schools in a complex environment; can be used by parties in the MOE and related agencies for the purpose of training and professional development of school principals or headmasters and prospective school principals or headmasters; and can be used as a guide by the principal or headmaster of the school in carrying out self -assessment, reflection of school management as well as to formulate continuous professional development. SKKSM was formulated based on the National Pillars, Vision 2020 mission, National Education Policy and National Education Philosophy and guided by theories related to dynamic educational leadership. However, SKKSM is only a minimum competency guide for school principals or headmasters towards school leadership management excellence. However, SKKSM is not the main instrument to assess the competence of school principals or headmasters. However, SKKSM can be used as a basis in the construction of instruments for the purpose of assessing the level of professional competence of principals or school principals.

DISCUSSION

Based on the discussion of theories and models of leadership before, it can be summarized that there are three main dimensions that are detailed for each theory and model related, namely leadership style, attitude and knowledge. Kurt Lewin's Theory of Leadership Style (1939) clearly describes the leadership styles that are autocratic, democratic and Laissez-Faire. For the three styles introduced as well, the details are also related to the attitudes and knowledge of the leaders. Hersey Blancard's (1969) Situational Leadership Model explains leadership style through several categories, namely, telling, selling (teaching), participating and delegating (delegating power). This model also explains the dimensions of attitudes and knowledge of professors through the categories of telling (directing) and selling (teaching).

Similarly, Fiedler's Contingency Leadership Theory (1967) provides an overview of the dimensions of leadership style, attitudes and knowledge of head teachers through aspects of leader-member relationship, task structure and position of power. SKKSM explains the dimensions related to the explanation of the nine aspects of school leadership management. A summary of the dimensions discussed. Based on the overall assessment, Kurt Lewin's Leadership Style Theory (1939), Fiedler's Contingency Leadership Theory (1967) and Hersey Blancard's Situational Leadership Model (1969) were referenced in this study because the details provided lead directly to headteacher leadership constructs.

CONCLUSION

The primary reference for this study on headteacher leadership constructs is a reference to Hersey Blancard's (1969) Situational Leadership Model. This selection was made because the elements detailed in this model are more comprehensive and meet the dimensions involving the problems of head teachers. Hersey and Blanchard (1969) divide leadership style into four dimensions, namely leadership style of telling, selling, participating and delegating. Based on all these dimensions, they emphasize that situation is an important element in determining best leadership practices. This situation is in line with the demands that exist in PPKI, where the situation that may be faced by headmasters is different. Therefore, the situational aspect plays an important role in underlying leadership in schools in general, and in PPKI in particular.

In addition, the four dimensions of leadership style expressed in Hersey Blancard's (1969) Situational Leadership Model also meet all the elements agreed upon by previous studies related to special education leadership. The first dimension, the leadership style of telling, emphasizes the element of knowledge that must be present in the headmaster, so that the headmaster involved in PPKI can provide proper guidance to PPKI teachers. Similarly, the second leadership style is selling, where this dimension emphasizes on the elements of knowledge and attitude of headmasters to share existing knowledge with PPKI teachers. Next is the participating leadership style, which emphasizes on the attitude of the headmaster to do the job together and take responsibility for everything that happens in PPKI. Meanwhile, the delegating leadership style gives the impression that the headmaster trusts the PPKI teachers in managing the PPKI well without giving pressure and burden in other tasks. Thus, with the justification mentioned earlier, Hersey Blancard's (1969) Situational Leadership Model is the main reference in this study on the leadership construct of head teachers.

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