THE EXTERNAL CHARACTERISTIC FEATURES OF THE SPECIAL EDUCATION LEADER

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ABSTRACT

The situation in special education is very unique with the diverse needs of students. Apart from the variety of disabilities they face, these students also need full focus and attention in shaping them into successful human beings. In achieving this goal, all parties involved with special education need to play a role. This includes special education teachers, school staff, students, parents, government and even school leadership. Of all the parties, the school community is the closest to these students because that is where the students are to learn. Therefore, the school needs to play its role effectively to fulfill the dream of seeing these special needs students succeed. In managing and leading a school for special education, it is inevitable that the school leader will be the main character. This brief study was conducted to explore the external characteristic features of the special education leader that can make the learning environment in special education occur in harmony. This qualitative study was conducted by interviewing 11 special education teachers. It is hoped that the findings of this study can be a basic guide for future researchers to continue research related to special education leadership.

Keywords: special education leadership, students with special needs, special education program in tegrasi, MBK, PPKI, external characteristics of school leaders

I. INTRODUCTION

The need to implement good management and leadership in organizations and its effect on teachers motivation is expressed in many studies across various fields (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). Many researchers have stated that management and application of good leadership style can facilitate human daily work (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021; Muhamad Amin et al., 2021). Therefore, every thing that is to be carried out, must be accompanied by efficient management to meet the needs of its effectiveness (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021 Khairul et al., 2021; Rohani et al., 2021). However, there are also some problems that occur in an organization, especially in schools.

Nevertheless, all of these management need to be handled well through effective leadership and management in an organization (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). Efficient management and leadership can create a good atmosphere as well as be able to address this issue (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021). All available facilities such as infrastructure and facilities should be utilized as much as possible in assisting good management and leadership (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al.,
II. BACKGROUND STUDY

Special education teachers have always felt that they have always been ignored in the current of school success. Teachers in the integration special education program (PPKI) especially feel that they are often marginalized in school activities even though they are also part of the school community. For them, teachers in the mainstream feel unhappy with their presence which is always considered as not much work and less pressure to achieve the requirements of the National education system. In addition, for them, the school administration is also seen to be more focused and development to the mainstream and does not see special education as part of the citizens who need to be developed. Pupils with special needs (MBK) also in their view are not able to contribute to the success of the school.

However, this view began to change when the community began to pay attention to people with disabilities (OKU) in community discussions. MBK is also seen to benefit in this atmosphere. However, the real strength in determining the success of MBK in schools is the leadership of the school itself. Special education teachers desperately want a school leader who can understand their needs and desires in special education. They feel that, a leader involved with special education needs to have certain characteristics that can create a harmonious atmosphere in the school, including special education. Therefore, this study was conducted to explore the views of special education teachers regarding the external characteristics of leaders needed in special education.

III. METHODOLOGY

This brief needs study uses a qualitative approach in collecting and analyzing data. Interviews were conducted with 11 special education teachers at SPK in Batu Pahat district. The interview sessions lasted for 15 to 30 minutes with discussions focused on the factors that made them love special education. The sessions were recorded and then transcribed for data analysis purposes. Thematic analysis was conducted on the resulting transcripts. The themes derived from the analysis became the findings of this study. These themes are also indicators of the results of this study.

IV. FINDINGS

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<th>External Characteristic Features Of The Special Education Leader</th>
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<td>Happy go Lucky</td>
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<td>Good service</td>
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Table 1 shows the findings from interviews conducted with 11 teachers. Through the recorded transcripts of interviews, thematic analysis was conducted to obtain data related to the external characteristic features of the special education leader. The results of the thematic analysis found that there are five external characteristics required by a leader in leading special education, namely Physically Healthy, Sociable, Happy go Lucky and Good service. Through the findings shown, good services recorded the highest value with all respondents expressing agreement. Followed by Happy go Lucky which recorded eight agreements from respondents. While the neat features of the leader became the third choice with seven respondents stating the matter in the interview. Friendly and physically healthy features shared fourth and fifth place respectively with six consents.
V. DISCUSSION

Through the findings of this study, it can be stated that, a leader in special education needs good external characteristics in motivating the effective management of special education. If we are often exposed to the inner characteristics of a good leader, we also need to realize that external characteristics are more important in giving others a good impression of ourselves. Leaders who show good and cheerful external characteristics, are also able to make the atmosphere of an organization harmonious and cultivate a good work culture. This condition is very necessary in special education. The harmonious and supportive atmosphere greatly helps the teachers and MBK achieve the desired aspirations. Yet if a leader not only marginalizes special education, but even shows bad external features, then the atmosphere in special education will become more disharmonious. Therefore, as a good leader, these characteristics need to be given attention in fostering a sustainable and consistent workforce in special education.

As noted in the findings of this study, a school leader must have a healthy physique, appear to be able to manage the school and be active in doing things. This feature will help teachers also in shaping a healthy self to pursue challenging jobs in special education. In addition, friendly leaders are also needed in special education to add to the cheerful atmosphere, leaders who are always together with teachers and students at the grassroots level, can see for themselves the situation in more detail. Such leaders will always be concerned with the state of special education. The same goes for the Happy go Lucky feature in leading special education. This feature can reduce the stress on teachers in performing tasks. While neat features in appearance is very necessary in giving a good external impression for anyone who looks. However, the most important feature in making special education always harmonious and competitive is that leaders need to give fair treatment to all.

VI. CONCLUSION

In conclusion, a leader in special education has a huge responsibility in making special education always harmonious, viable and working effectively. Such an atmosphere not only helps teachers to perform well, but also makes MBK like to come to school. Therefore, a good leader must have good characteristics, either internally or externally.

REFERENCES
