

Communication In Special Education Leadership

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Abstract

Communication Is Very Important In Leadership. With Communication, We Can Communicate Our Wishes And Needs More Effectively And In An Orderly Manner. In The Process Of Expressing A Particular Wish, Good Communication Is Strongly Encouraged To Be Practiced. With Communication As Well, It Can Reflect One's Personality. Education Is One Of The Areas That Place Great Emphasis On Good Communication. There Is Also Communication That Takes Place Directly And Indirectly. However, All Communication Situations Are Intended To Express The Intention Of Something. More Specifically, Special Education Also Requires Good And Effective Communication In Helping Each Of Its Citizens To Deal Better. This Study Aims To Explore The Elements Of Good Communication That Can Be Practiced By Leaders In Special Education. This Qualitative Study Involved 20 Special Education Teachers In The District Of Batu Pahat, Johor, Malaysia As Respondents. Interviews Were Conducted, Transcribed And Thematically Analyzed To Obtain The Findings Of The Study. The Findings Of This Study Show That There Are Five Important Aspects In Communication Practice In Special Education Leadership, Namely Language, Level, Intonation, Communication Way And Delivering Style. It Is Hoped That The Findings Of This Study Can Help Further Researchers In Their Quest For Further Research.

Keywords: Education Leadership, Special Education, Special Education Leaderships, Effective Communications, Communication In Leadership

Introduction

Humans Need Communication In Life. Communication Is Important In Expressing The Desires That Are Locked In The Heart. With Communication, Everything Can Be Expressed As It Should Be.

However, Effective Communication Needs To Be Practiced So That The Desires Of The Heart Can Be Expressed Better And In An Orderly Manner And Not Offend Anyone Involved (Badaruddin Et Al., 2021, Abdul Rasid Et Al., 2021). In The World Of Education, Communication Is One Of The Most Important Intermediaries For The Delivery Of Knowledge. There Are Various Ways That Communication Can Be Practiced Either Directly Or Through A Specific Medium (Santibuana Et Al., 2021; Nor Diana Et Al., 2021; Zarina Et Al., 2021; Khairul Et Al., 2021; Rohani Et Al., 2021). Similarly To Teaching And Leadership In Schools, Communication Is Essential In Managing Schools Well (Ahmad Shafarin Et Al., 2021; Junaidah Et Al., 2021; Farah Adibah Et Al., 2021; Ahmad Shakani Et Al., 2021; Muhamad; Amin Et Al., 2021). Even In Special Education, Communication Becomes A More Important Medium. It Covers That, Communication Style, Proper Use Of Language As Well As Certain Gestures In Sign Language For Deaf Pupils (Mohd Ali Et Al., 2021; Parimala Et Al., 2021; Siti Jamilah Et Al., 2021; Nor Fauziyana Et Al., 2021; Noel Et Al., 2021). Through Communication As Well, Leadership In Special Education Can Be Implemented Better And More Effectively. Effective And Orderly Communication Is Also Capable Of Shaping The Personality Of A Good Leader As Well As Creating Comfort.

Literature Review

Jessica (2015) Conducted A Study To Identify Specific Competencies In Shaping Effective Special Education Leadership. The Role Of Head Teachers As Instructors, The Willingness Of Head Teachers To Lead Special Education, Laws Related To Special Education And The Basic Principles Of Special Education Were The Main Focus Of The Study. Using A Qualitative Approach And Grounded Theory Study Design, The Findings Show That Four Main Themes Are Embodied To Create Effective Special Education Leadership, Namely Classroom Support, Direct Involvement, Collaborative Approach And The Latest Professional Development. The Results Of This Study Found That The Importance Of A Head Teacher To Practice Effective And Correct Communication In The Full Success Of Management In Their Respective Schools (Farah Et Al., 2021; Syahrul Et Al., 2021; Quah Et Al., 2021; Ahmad Syarifuddin; Et Al., 2021; Jumiah Et Al., 2021).

Hersey Blanchard's Situational Leadership Model

Hersey And Blanchard (1969) Divide Leadership Style Into Four Dimensions, Namely Leadership Style Of Telling, Selling, Participating And Delegating. Of The Four Dimensions Presented, None Of Them Is Truly The Best In Terms Of Implementation, As The Leadership Practiced Needs To Be According To The Situation They Are In. The First Dimension Introduced In Leadership Style By Hersey And Blanchard Is A More Patterned Telling Style In Which The Leader Gives Instructions To His Subordinates And Needs To Be Implemented Where It Is Very Necessary When A Task Needs To Be Completed Quickly (Mohd Arafat Et Al., 2021; Sumaiyah Et Al. ., 2021; Hifzan Et Al., 2021; Shahrul

Et Al., 2021; Helme Et Al., 2021). The Second Dimension Of Leadership Style Based On This Model Is Called Selling. This Leadership Style Applies Two -Way Communication Between The Leader And His Followers In Assigning And Carrying Out Tasks (Irma Et Al., 2021; Suzana Et Al., 2021; Rohanida Et Al., 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021). 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.

The Next Style Is The Participating Leadership Style. This Style Of Leadership Incorporates The Support And Participation Of Leaders And Members In Carrying Out Tasks, While Direction Is Reduced By The Leader. The Fourth Leadership Style Put Forward By Hersey And Blancard Is The Delegating Leadership Style. 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 Decision And Manner Of Execution Of Tasks (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al., 2021; Tumisah Et Al. Al., 2021).

Research Methodology

This Study Uses A Qualitative Approach In Obtaining Research Data. Interview Sessions Were Conducted Involving 20 Special Education Teachers Randomly Selected In The District Of Batu Pahat, 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.

Findings

As A Result Of The Thematic Analysis Conducted, There Are Statements That Form The Theme Of ‘Communication In Special Education Leadership;’. Summaries Of These Statements Are Such As, Language, Intonation, Level, Delivering Style, Communication Way. 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. ‘Mentors’ 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 Communication In Special Education Leadership

Open Coding	Axial Coding	Selective Coding
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Communication In Special Education Leadership

St1, St3, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St15, St16, St17, St18, St19, St20	Language	Communication In Special Education Leadership
St1, St2, St3, St4, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St18, St19, St20	Intonation	
St1, St2, St3, St4, St5, St6, St8, St9, St10, St12, St13, St14, St16, St17	Level	
St3, St4, St5, St6, St7, St8, St11, St12, St13, St14, St15, St16, St18, St20	Delivering Style	
St1, St2, St3, St4, St5, St11, St12, St13, St14, St17, St18, St19, St20	Communication Way	

Based On Table 1, A Total Of 18 Respondents Issued Statements Related To Language, 17 Respondents Stated Related To Intonation And 14 Respondents Issued Statements Related To Level. Meanwhile, For Statements Related To Delivering Style, 13 Statements Were Recorded From Respondents. In Addition, 13 Respondents Stated Related To The Communication Way. All Of These Statements Form The ‘Communication In Special Education Leadership’ Theme For Selective Coding.

Discussion

Based On The Findings Of The Study The Results Of The Thematic Analysis, It Can Be Emphasized That, Special Education Teachers Admit That There Are Few Problems In Communication By Special Education Leaders. These Problems Become A Constraint For Teachers To Perform Tasks. Poor Communication Will Also Make Teachers Stressed, Distract The Mind And In Turn Affect Their Productivity. As Such, They Argue That, Communication In Special Education Leadership Needs To Be Given More Attention By Relevant Leaders. Based On The Findings Of This Study As Well, The Majority Of Respondents Emphasized The Aspects Of Language Used By Special Education Leaders. They Are More Likely To Respond Well To Words Used In A More Polite Way. The Same Goes For Easy -To -Understand Language As Well As More Organized Language. Communication With Good Language Practice Can Help In Improving The Effectiveness Of Communication.

In Addition, The Majority Of Respondents Also Prefer To Communicate With Special Education Leaders Who Use The Correct Intonation During Intonation. For Them, Communicating With People Of All Ages Requires Different Skills And Ways. The Intonation Produced Should Also Be Eiring, Easy To Understand And Suitable For The Listener. Teachers Also Noted That, Harsh And Insulting Intonation Is Highly Inappropriate To Be Practiced In Special Education Leadership. This Communication Is Also Able To Be An Example To Students With Special Needs. The Same Goes For Adjusting The Language Of Communication That Is Appropriate For Practice By Special Education Leaders. They Need To Adapt It To The Audience, Whether Teachers, Students, School Staff Or Outsiders. Appropriate Language Adjustment Is Also To Increase The Effectiveness Of Reception By The Listener.

Conclusion

Overall, It Can Be Concluded That, Communication Is Very Important In Creating A Comfortable And Effective Leadership Atmosphere. Effective Communication Can Increase Self -Confidence And Also At The Same Time Can Help Others In Various Things. Communication In Special Education Leadership Is Important Because It Happens Frequently And Involves Various Parties Such As Teachers, Staff, Students With Special Needs And Their Parents. It Is Hoped That The Findings Of This Study Can Be Used As A Guide By Special Education Leadership To Better Manage Special Education.

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