

Special Education Leadership: Leaders As Motivators

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Abstract

Motivating Others To Be Better Is A Difficult Choice. A Responsible Person Wants The People Around Him To Always Be Enthusiastic In Doing Something. In The Context Of The School, Motivation Is Essential In Pursuing The Continuity Of The Best Service To The Pupils. Becoming Something More Needed When It Involves Special Education That Is Always Unique. Among The Best Motivators Other Than Students And Peers, Is From The Leadership Itself. Motivation From Them Is The Biggest Impact On Teachers. This Brief Study Was Conducted To Explore The Need For A Special Education Leader As A Motivator To Teachers. This Qualitative Study Uses Online Interviews As A Means Of Collecting Data. The Respondents Involved Consisted Of 20 Special Education Teachers In The District Of Batu Pahat, Johor, Malaysia Who Were Randomly Selected. Through The Analysis Conducted, The Findings Show That, Special Education Leaders Are The Most Important Motivators Based On Four Main Characteristics Namely Giving Advice, Being A Good Listener, Providing Enthusiasm And Close Cooperation. It Is Hoped That The Findings Of This Study Can Help The Next Researcher To Conduct Further Research.

Keywords: Education Leadership, Special Education, Special Education Leaderships, Effective Leaders, Qualitative Approach, Teachers As Motivators

Introduction

Motivation Can Help A Teacher To Perform Tasks Better (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al., 2021). There Are

Situations Where, A Teacher Has The Ability To Do Something, But Lacks Motivation That Causes Them Not To Perform The Task (Mohd Ali Et Al., 2021; Parimala Et Al., 2021; Siti Jamilah Et Al., 2021; Nor Fauziyana; Et Al., 2021; Noel Et Al., 2021). The Same Is True In Service To Special Education. Because They Lack The Desire To Do What Is Best For Students With Special Needs, Then Productivity Will Be Disrupted (Farah Et Al., 2021; Syahrul Et Al., 2021; Quah Et Al., 2021; Ahmad Syarifuddin Et Al., 2021; Jumiah; Et Al., 2021). This Should Not Be The Case Because Special Education Teachers Essentially Have Their Own Skills And Abilities (Ahmad Shafarin Et Al., 2021; Junaidah Et Al., 2021; Farah Adibah Et Al., 2021; Ahmad Shakani Et Al., 2021; Muhamad Amin Et Al., 2021). It Is At This Point That Motivators Are Desperately Needed For Teachers To Perform Their Tasks With Enthusiasm. Motivation Can Come From A Variety Of Parties And Circumstances, However, Motivation From Leaders Is The Strongest Influence On Teachers (Santibwana Et Al., 2021; Nor Diana Et Al., 2021; Zarina Et Al., 2021; Khairul Et Al. ., 2021; Rohani Et Al., 2021).

Literature Review

A Study By Eytan (2015) Explores The Leadership Styles Of Head Teachers And The Perceptions Of Special Education Teachers Towards Head Teacher Leadership Throughout The Palestinian State. The Study Involved 15 Headmasters And 81 Primary Special Education Class Teachers In The Country, Most Of Whom Were Women And Did Not Have Much Experience Related To Special Education. The Results Of The Study Found That Three Types Of Leadership Styles Are Practiced By The Principals Of Special Education Primary Schools There, Namely Transformational, Transactional And Laissez-Faire. At The End Of The Study, The Researchers Suggested That Head Teachers Be Wiser To Adopt Appropriate Leadership Styles In Determining The Smooth Management Of Special Education. The Study Also States That, Quality Special Education Leaders Do Not Blame Their Teachers For A Problem, But They Will Do Their Best To Try To Encourage Them To Work Better. In Addition To Being Strong Advocates For Teachers, Leaders Also Need To Motivate Them To Perform Tasks More Efficiently.

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. According To Fiedler (1967), 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. Many Researchers Explain That Fiedler's Theory Of Contingency Leadership Can Be Successful If The Interaction Between The Leadership And Its Followers Takes Place Well. The Effectiveness Of This Leadership Theory Can Be Seen If There Is A Match Between The Leadership Style With The Degree Of Compatibility Of The Leader And The Followers (Badaruddin Et Al., 2021, Abdul Rasid Et Al., 2021). The Success Of This Leadership Also Depends On The Extent To Which Leaders Shape Subordinates To Continue Working And Achieving Their Goals (Irma Et Al., 2021; Suzana Et Al., 2021; Rohanida Et Al., 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021). 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 Better Understanding This Situation, Leadership Should Be The Best Motivator In Creating A Quality Special Education Environment (Mohd Arafat Et Al., 2021; Sumaiyah Et Al., 2021; Hifzan Et Al., 2021; Shahrul Et Al., 2021; Helme Et 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 Leaders As Motivators To Teachers In Schools, Especially In Special Education. Summaries Of These Statements Are Such As, Advice, Spirit, Cooperation And Good Listener. 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. ‘Motivators’ 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 Special Education Leaders As Motivators

Open Coding	Axial Coding	Selective Coding
St1, St3, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St15, St16, St17, St18, St19, St20	Advice	Motivator
St1, St2, St3, St4, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St18, St19, St20	Spirit	
St1, St2, St3, St4, St5, St6, St8, St9, St10, St12, St13, St14, St16, St17	Cooperation	
St3, St4, St5, St6, St7, St8, St11, St12, St13, St14, St15, St16, St18, St20	Good Listener	

Based On Table 1, A Total Of 18 Respondents Issued Statements Related To Advice, 17 Respondents Stated Related To Spirit And 14 Respondents Issued Statements Related To Cooperation. Meanwhile, For Statements Related To Good Listener, 13 Statements Were Recorded From Respondents. All Of These Statements Form The ‘Motivator’ Theme For Selective Coding.

Discussion

Based On The Analysis Conducted, Special Education Teachers See That Good Leaders Are Those Who Strive To Motivate Teachers To Perform Tasks. They Also Acknowledge That, Special Education Teachers Have Their Own Weaknesses And Strengths Which Need To Be Guided To Use Them Properly. For Them, Motivation Can Come From Various Parties, Various Reasons And Various Circumstances. Whether The Motivation Is Capable Or Not, Depends On The Level Of Motivation Received And From Whom The Motivation Is Received. The Teachers Explained That The Most Effective Motivation Came From The School Administration, Especially The Leaders. The Motivation That Comes From School Leaders, Can Influence The Way Teachers Work More Efficiently.

In Discussing Mitivation, Several Aspects Were Acknowledged By All Respondents Involved. They Stated That, A Leader In Special Education Needs To Have A Certain Power In Motivating Special Education Teachers To Work Better. One Of The Most Appropriate Methods Is To Always Give Useful Advice To Teachers. Good Leaders Will See Teachers As Important Partners. Therefore, If The Situation Requires, They Should Provide Useful Advice To Special Education Teachers. In Addition, Respondents Also Stressed That, An Authoritative Leader As A Motivator Can Utter Words Of Encouragement That Are Able To

Motivate Teachers To Be Aware Of Their Own Abilities. In School Meetings For Example, Leaders Have The Opportunity To Provide Arguments And Motivational Words That Can Drive Teachers 'Productivity.

Good Motivators Are Also Those Who Are Willing To Be Good Listeners. In Situations In Special Education, A Good Leader Will Listen To Problems In Special Education With An Open Heart. Respondents Stated That, Motivators Are Not Problem Solvers, But Rather Play The Role Of Good Listeners. A Good Listener Is Also Enough To Motivate Teachers To Work Better. In Addition To Being A Good Listener, Leaders Also Need To Be Someone Who Can Be Approached And Provide Cooperation To Special Education Teachers. Cooperation And The Desire To Work With Special Education Teachers In Developing Special Education Is Also An Effective Motivator.

Conclusion

In Conclusion, Special Education Leaders And Teachers In Schools Need Each Other In The Success Of Special Education Programs. By Taking The Approach That Every Human Being Has His Or Her Own Strengths, Leadership Should Be Wise In Manipulating Them To Make Teachers Work Harder. As One Of The Ways To Make Special Education Teachers Always Give A Firm Commitment To Special Education, Then Leaders Need To Be The Main Motivators. The Ability Of Special Education Leaders To Communicate Well Can Certainly Help Teachers To Demonstrate The Best Commitment In School. Good Leadership Does Not Ignore Teachers If They Are Seen As No Longer Productive. As A Suggestion, The Next Researcher Can Examine The Findings Of This Study And Explore This Issue From A Different Point Of View.

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