

Educational Leadership: The Role Of Class Teachers

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Abstract

As We All Know, Special Education Is Always Unique In All Respects And Circumstances. This Unique Situation Requires A Different Approach In Implementing Special Education Leadership. Apart From School Leadership, Classroom Teachers Also Play An Important Role In Leading Students With Special Needs In The Classroom. This Study Was Conducted To Explore The Role Of Classroom Teachers In Leading Students With Special Needs In The Classroom To Achieve The Desired Outcomes. This Brief Study Uses A Qualitative Approach In Collecting Data. Interview Sessions Were Conducted On 10 Respondents Consisting Of Special Education Class Teachers Selected At Random. The Findings Of The Study Found That, Among The Main Roles That Need To Be Performed By Special Education Class Teachers Are As Mentors, Instructors, Facilitators, Babysitters And Entertainers. It Is Hoped That The Findings Of This Study Can Be A Basic Guide For Future Researchers In Conducting Further Research.

Keywords: Education Leadership, Special Education, Special Education Leaderships, Effective Leaders, Class Teacher, Qualitative Approach

Introduction

Classroom Teachers Are Key Leaders Of Leadership In The Classroom And Have A Smaller Scope Than School Organizations. Despite Playing A Role In The Classroom Only, Classroom Teachers Exert A Great Influence On Classroom Leadership And Student Development. The Role Of The Classroom Teacher Is Seen To Be More Similar To The Role Of Parents For Students Because School Is Where Students Spend More Time Than At Home. More Specifically, The Role Of The Classroom Teacher Becomes More Dominant When It Involves Special Education. With More Attention And Focus To Be Given, Indeed The Character Of The Classroom Teacher Is Very Important In Planning The Future Of Students With Special Needs.

Special Education Teachers Are Teachers Who Are Responsible For Teaching Special Children And Have To Deal With Children With Mental Retardation, Learning Difficulties, Emotional And Behavioral Problems,

Language And Communication Problems, Physical And Health Problems, Hearing Problems, And Also Visually Impaired (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al., 2021). The Handbook For The Operation Of The Special Education Integration Program Issued By The Moe In 2015 Has Outlined The Role Of Headmasters In Relation To The Management Of Ppki. As A Summary Of Item 5.3 In The Fifth Chapter Contained In The Handbook, Headmasters Need To Ensure That Special Education Teachers Always Give A Firm Commitment To Students With Special Needs. This Means That They Need To Understand The Importance Of These Teachers 'Focus On Their Main Tasks And They Should Not Be Burdened With Other Tasks.

Literature Review

There Are Many Studies Related To Guidance In Leadership, Especially In Special Education. The Findings Of These Studies Indicate That, Among The Determinants To The Success Of Special Education Leadership Are Efficient Workload Management, Peer Relationships, Job Security, Student-Teacher Ratio, Administrative Support And Ongoing Guidance (Irma Et Al., 2021; Suzana; Et Al., 2021; Rohanida Et Al., 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021). Several Studies Also Do Not Touch On School Organizational Leadership As A Whole, But Explore The Role Of Special Education Teachers In The Classroom. This Study Specifically Explores The Role Of Classroom Teachers In Leading Special Education And Helping Students With Special Needs In The Classroom. Based On Certain Theories, This Role Is Seen To Be Feasible.

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.

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 (Ahmad Shafarin Et Al., 2021; Junaidah Et Al., 2021; Farah Adibah Et Al., 2021; Ahmad Shakani Et Al., 2021; Muhamad Amin Et Al.,

2021). School Leaders Need To Have Knowledge Of Basic Education Fundamentals Such As Policies, Scope Rules And So On.

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.

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 (Santibuan Et Al., 2021; Nor Diana Et Al., 2021; Zarina Et Al., 2021; Khairul Et Al., 2021; Rohani Et Al., 2021).

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 (Badaruddin Et Al., 2021, Abdul Rasid Et Al., 2021). It Is Hoped That This Theory Will Help The School Leadership To Implement Leadership Focused On Special Education.

Research Methodology

This Study Uses A Qualitative Approach In Obtaining Research Data. Interview Sessions Were Conducted Involving 10 Special Education Class 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 Special Education Class Teachers Role. Summaries Of These Statements Are Such As, Mentor, Instructor, Facilitator, Babysitter And Entertainer. 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 Special Education Class Teachers Role

Open Coding	Axial Coding	Selective Coding
Ct1, Ct2, Ct3, Ct4, Ct5, Ct6, Ct7, Ct8, Ct10	Mentor	Class Teachers Role
Ct1, Ct2, Ct3, Ct4, Ct5, Ct6, Ct7, Ct8, Ct9, Ct10	Instructor	
Ct3, Ct4, Ct5, Ct6, Ct7, Ct8, Ct9, Ct10	Facilitator	
Ct1, Ct2, Ct3, Ct4, Ct5, Ct6, Ct7, Ct8, Ct9, Ct10	Babysitter	
Ct1, Ct2, Ct3, Ct4, Ct5, Ct6, Ct7, Ct8, Ct9, Ct10	Entertainer	

Based On Table 1, A Total Of Nine Respondents Issued Statements Related To Mentor, 10 Respondents Stated Related To Instructor And Eight Respondents Issued Statements Related To Facilitator. Meanwhile, For Statements Related To Babysitter And Entertainer, 10 Statements Were Recorded From Respondents. All Of These Statements Form The ‘Class Teachers Role’ Theme For Selective Coding.

Discussion

Based On The Analysis Of The Study, The Findings Clearly Show That, Classroom Teachers Hold Relevant Responsibilities In Management And Leadership In The Classroom. Although Seen As A Small Space, However, The Classroom Is The Main Place For Students With Special Needs To Learn. Respondents Involved Clearly Stated That The Role Of Classroom Teachers Is Very Big In Helping Students Become And They Always Face Various Challenges To Achieve That Goal. In The Interviews Conducted, The Respondents Agreed That, They Play The Role Of Parents To The Students In The School. This Is Because They Will Be The Primary Reference For All Matters Involving Students With Special Needs In Their Classrooms.

Basically, Being A Classroom Teacher Means Also Being A Babysitter To The Students. All Respondents Acknowledged The Same Thing Regarding This Role. Although In Each Special Education Class A Student Management Assistant Has Been Provided, The Class Teacher Still Holds Primary Responsibility. Special Education Consists Of Students With Special Needs Who Have Various Disabilities. Therefore, It Is Not Surprising That The Classroom Teacher Struggles As A Nanny In The Classroom. In Addition, The Class Teacher Also Explained That They Act Also As An Entertainer When Their Students Are Tantrums And Emotional. There Are Also Situations Where Students Come To School In A Sad State, Then They Have To Act To Comfort The Student.

Class Teachers Also Act As Facilitators And Instructors In The Classroom. Respondents Admitted, There Are Situations Where Students Will Only Listen To Their Instructions And Not Follow Instructions From Others. This Situation Requires The Leadership Of The Classroom Teacher In Dealing With It. They Need To Be Smart In Giving Instructions And Facilitate Students In Doing Various Activities In The Classroom. The Class Teacher

Also Explained That, This Kind Of Situation Happens Throughout The School Day And They Need To Be Prepared At All Times Whether They Are In Class With The Students Or Not With Them.

Conclusion

In Conclusion, Classroom Teachers Seem To Act Like Parents To Students With Special Needs In School. Even The Words Of A Teacher Are More Powerful Than The Conversations Of Parents. This Clearly Shows That, The Influence Of Classroom Teachers Is Very Big On Students, Especially Students With Special Needs. With Their Unique, Spoiled And Attention -Seeking Nature, Classroom Teachers Inevitably Hold Quite Important Responsibilities. This Acquired Influence Is Actually Able To Shape Students With Special Needs To Become Better. Class Teachers Should Use The Opportunity To Help Students Become Highly Independent. As A Suggestion, The Next Researcher Can Make The Findings Of This Study As A Basis For Conducting Further Research.

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