

## The Face Of Future Leadership For Special Education

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### Abstract

Special Education Needs A Backing For Existing Leaders Because The Continuity Of Success Must Continue. The Leadership Available For Special Education Today Is Indeed In Line With The Characteristics Of High-Performing Leadership. However, There Are Also Some Weaknesses And They Can Be Overcome If The Leadership Is More Consistent And Competent. In Providing Future Leadership To Special Education, Some Contemporary And Up -To -Date Features Should Be Possessed By Relevant Future Leaders. Therefore, This Study Was Conducted To Explore The Opinions Of Special Education Teachers Related To Future Leadership Characteristics For Special Education. This Brief Study With A Qualitative Approach Has Interviewed 20 Respondents Consisting Of Special Education Teachers In The District Of Batu Pahat, Johor, Malaysia Online. The Findings Of The Study Show That, Special Education Teachers Want Future Leadership For Special Education To Have Five Main Characteristics, Namely, Fresh/Idealistic/Dynamic, Energetic, Democratic, Contemporary And Technology Friendly. It Is Hoped That The Findings Of This Study Can Help Future Researchers In Providing A Basic Overview For Further Study.

**Keywords:** Education Leadership, Special Education, Special Education Leaderships, Effective Leaders, Future Leadership

### Introduction

Leading Is Not An Easy Thing, In Fact It Is One Of The Most Difficult Things To Practice. In The World Of Education, Quality Leadership Is Leadership That Is Capable Of Making Educational Organizations More Successful. The Same Is True In Special Education Which Is More Challenging And Requires More Caring And Loving Nature (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al. ., 2021). Leadership Is Often Cited As A Mirror To The State Of The School Itself, Whether In Terms Of Its Climate, Atmosphere, Practices, Success And Capabilities (Irma Et Al., 2021; Suzana Et Al., 2021; Rohanida Et Al., 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021). By Applying Efficient And Relevant Leadership, School Organizations Will Be More Competitive And Consistent In Providing The Best Continuity Of Educational Delivery Services (Mohd Arafat Et Al., 2021; Sumaiyah Et Al., 2021; Hifzan Et Al., 2021; Shahrul Et Al. ., 2021; Helme Et Al., 2021). There Is No Denying That, Leadership In Special Education At This Point Is Already Undergoing A Good Paradigm Shift And Moving Towards High -Performing Leadership, Significant

And In Line With Current Demands (Farah Et Al., 2021; Syahrul Et Al., 2021; Quah Et Al. , 2021; Ahmad Syarifuddin Et Al., 2021; Jumiah; Et Al., 2021). However, Not All Special Education Programs Can Be Well Led By Existing Leaders, Perhaps Due To Several Factors Such As Their Knowledge, Experience, Attitudes, Exposure, Skills, Age And Even Qualifications (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). There Is Still Some Space In Special Education Leadership That Can Be Updated And Compacted With Significant Added Value With The Rapid Changes That Are Sweeping The World Of Education (Ahmad Shafarin Et Al., 2021; Junaidah Et Al., 2021; Farah Adibah Et Al., 2021 ; Ahmad Shakani Et Al., 2021; Muhamad Amin Et Al., 2021). Future Leadership For Special Education Should Be Formed From Now On, As The Passage Of Time And Technology Are Constantly Changing Rapidly And Making Special Education Also Affected By Various Conditions Drastically (Santibuana Et Al., 2021; Nor Diana Et Al., 2021; Zarina Et Al. , 2021 Khairul Et Al., 2021; Rohani Et Al., 2021). In Ensuring Future Leadership Is More Dynamic And Capable Of Facing Challenges, Contemporary Features As Well As Increased Resilience Need To Be Applied (Badaruddin Et Al., 2021, Abdul Rasid Et Al., 2021). Therefore, This Study Is Needed To Obtain Insights Related To The Characteristics Of Future Leaders For Special Education.

### 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 Future Leader In Special Education Leadership. Summaries Of These Statements Are Such As, Fresh/Idealistic, Energetic, Technology Friendly, Contemporary And Democratic Practice. 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. ‘Future Leader’ 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 Show The Future Special Education Leader

Open Coding	Axial Coding	Selective Coding
St1, St3, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St15, St16, St17, St18, St19, St20	Fresh/Idealistic	Future Special Education Leader
St1, St2, St3, St4, St5, St6, St7, St8, St9, St10, St11, St12, St13, St14, St18, St19, St20	Technology Friendly	

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St1, St2, St3, St4, St5, St6, St8, St9, St10, St12, St13, St14, St16, St17	Democratic Practice	
St3, St4, St5, St6, St7, St8, St11, St12, St13, St14, St15, St16, St18, St20	Contemporary	
St3, St4, St5, St6, St7, St8, St11, St12, St13, St14, St15, St16, St18, St20	Energatic	

Based On Table 1, A Total Of 18 Respondents Issued Statements Related To Fresh/Idealistic, 17 Respondents Stated Related To Technology Friendly And 14 Respondents Issued Statements Related To Democratic Practice. In Addition, 14 Respondents Stated Related To Contemporary And Energatic. All Of These Statements Form The ‘Future Special Education Leader’ Theme For Selective Coding.

### **Discussion**

Based On The Findings Of The Study Shown, It Can Be Explained That Special Education Teachers Are Very Much Expecting Future Leadership For Special Education To Have More Modern Features. This Can Be Proven Through Several Opinions Given Such As, Technology Friendly, Energetic, Dynamic And Idealistic. This Shows That, Future Leaders Need To Be Prepared In The Face Of All Challenges And Always Be In The Relevant Situation For Each Situation. Respondents Collectively Suggested That Future Leaders Be Appointed Among Special Education Teachers As Well, As They Felt That, One's Experience And Involvement Could Provide Significant Experience So That It Could Be Practiced In Future Leadership. Respondents Also Explained That, The Most Important Thing To Pay Attention To Is That The Leader Must Have The Knowledge, Skills And Internal Attitude That Likes Special Education. For Them, It Is These Basic Characteristics That Make Special Education Leaders Successful At This Point. Yet, In Their View, That Feature Alone Is Not Enough For A Future Leader For Special Education. In Addition To Having These Basic Characteristics, They Also Need To Have Other Added Values Such As Contemporary, Democratic And Energetic Values. All Of These Added Values Are Capable Of Making Future Special Education Leaders Invulnerable To Challenges And Fun To Lead. Respondents Also Agreed That, Future Leaders For Special Education Need To Be In Line With Every Change That Takes Place In The World Of Education And Be Ready To Learn New Things. This Is What Is Meant By Fresh In The Added Value. They Need To Always Stay Ready And Stay Fit To Lead. Respondents Also Consistently Placed Democratic Characteristics In Special Education Leadership, Either At This Point, Or In Future Special Education Leadership. They State That, Democratic Style In Leadership Is Very Effective In Managing Human Beings.

### **Conclusion**

In Conclusion, Special Education Leadership Is Very Important In Providing Sustained Success To Special Education Itself. Due To The Factors Of Rapid Changes In The World Of Education From Time To Time, Special Education Leaders Also Need To Be Able To Adapt To All Changes So That The Leadership Practiced Is Always Relevant And In Line With Current Needs. In The Mission To Continue The Success And Excellence Of Special Education Leadership, Future Leadership Should Already Be In Place At This Point. This Study Proves That, The Future Leadership Of Special Education Needs Fresh, Unique And Dymanic Leaders. These Characteristics Are Not Only Beneficial To Leadership, But To The Practice Of Special Education Teachers As Well. As A Suggestion, Further Studies Can Be Conducted To Explore In More Detail And Empirically Related Future

Leadership Issues, Especially For Special Education. In Addition To Using A Qualitative Approach As In This Study, Further Studies Can Use Other Alternative Approaches Such As Quantitative Or Combined Approaches. Different Approaches Are Likely To Produce Different Findings Because The Approaches Reflect Subjective Perspectives And Point Of View.

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