

# Special Education Leadership: Teachers As Facilitators

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## Abstract

The task of a leader in special education is not easy and is not limited to management alone. It involves the nature of love and concern for its citizens. As we all know, the task as a special education teacher does not stop at the school, but they will continue to be a reference for parents of students at all times. Teaching special education with its diverse and unique citizens requires the good cooperation from all parties involved, especially its leaders. A leader who always facilitates his members is able to make tasks easier to complete. This qualitative study aims to explore specific aspects in the self and leadership of special education leaders related to facilitators. Interviews were conducted on 20 randomly selected special education teachers. The findings of the study reveals that, there are five characteristics that make a special education leader act as a facilitator, namely, guiding, mentoring, helping monitoring and giving directions. It is hoped that the findings of this study can provide a basic overview to the next researcher to conduct a further research.

## Keywords

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## Introduction

Students must meet competency values in nine areas, such as organisational management and leadership, curriculum management, co-curriculum management, student affairs management, financial management, office administration administration management, environmental and physical facilities and human resources management, as emphasised in the Malaysian School Principalship Competency Standard (SKKSM) through the Aminudin Baki Institute (2015) study. Meaning that in order to be effective, school leaders must be knowledgeable about rules, legislation, and the need of professionalism in human resources management (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). Teachers and students with special needs are included in this category.

More focused on leadership competencies, facilitation is a significant trait in shaping effective leadership (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021; ., 2021). Special education leaders who are always ready to be facilitators to teachers are able to make all tasks run smoothly (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021). By adopting the attitude of always facilitating the tasks of others, facilitators are also able to make leaders in special education highly respected and valued (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021). The confidence of special education teachers will also increase if all their tasks are always given attention by the administrators and also always simplified (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Nor Fauziyana et al. al., 2021; Noel et al., 2021).

## Literature Review

When it comes to school leadership, Raman et al. (2018) say that SKKSM is an excellent guide for school leaders since it includes professional knowledge and characteristics that serve as a foundation for successful leadership. IAB's standard presents nine aspects of school leadership management that every headmaster or principal should be familiar with, including: organisational management, curriculum administration, co-curriculum administration, student affairs administration; financial administration; office administration; environmental and physical facility administration. Human resource administration and development are also part of the standard. According to Kamaruzaman (2012) It is important to note that these standards have been established for general leadership management, not for a specialised management function, such as special education, according to Yusri (2014).

It was created, according to Mudir (2017), to improve the professionalism of school principals and headmaster, to provide guidance documents that must be understood and followed by the principal or headmaster in order to facilitate the implementation of tasks, to open the community's and stakeholders' minds in understanding the duties and responsibilities of principals or headmaster of diverse schools in a complex environment; it can be used by MOE parties and other stakeholders alike (Badaruddin et al., 2021, Abdul Rasid et al., 2021).

There were four pillars used to create SKKSM: national pillars; vision 2020 purpose; national education policy; and national philosophy of education (IAB, 2018). SKKSM, on the other hand, is simply a minimal competence guide for school principals or headmasters in order to achieve excellence in school leadership management (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021). There are several instruments that may be used to determine whether or not a principal or headmaster is competent. It's still possible to utilise the SKKSM to build instruments to gauge a principal's or headmaster's professionalism (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al. ., 2021; Muhamad Amin et al., 2021).

## Research Methodology

In order to gather information for this study, a qualitative method was used. Twenty special

education teachers from the Johor district of Batu Pahat were interviewed in open-ended sessions. The interviews were semi-structured, with some questions pre-planned and some unexpected. Each interview lasted for around 15-20 minutes. These meetings are held through the Google Meet platform, which is web-based. When the interview was done, recordings were produced and a transcript was made available. To get the data needed, the procedure is completed with a thematic analysis. Open coding, axial coding, and selective coding are all steps in the theme analysis process. The transcripts of the interviews with the participants were used to examine these three stages. The results of this study's selective coding component formed its central topic and conclusions.

## Findings

A topic that emerged from this study's thematic analysis is the idea of school leaders serving as facilitators for teachers, particularly those in special education. Guiding, mentoring, assisting, monitoring, and providing instructions are some succinct definitions of these terms. Accordingly, the relevant sentences were coded in the axial phase before being chosen in the selective coding phase, resulting in the code 'Facilitator,' which is the study's key conclusion. Table 1 summarises the study's results.

**Table 1:**

As a facilitator, the thematic process analysis shapes leaders in special education.

Open coding	Axial coding	Selective coding
ST1, ST3, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18, ST19, ST20	guiding	Facilitator
ST1, ST2, ST3, ST4, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST18, ST19, ST20	mentoring	
ST1, ST2, ST3, ST4, ST5, ST6, ST8, ST9, ST10, ST12, ST13, ST14, ST16, ST17	helping	
ST3, ST4, ST5, ST6, ST7, ST8, ST11, ST12, ST13, ST14, ST15, ST16, ST18, ST20	Monitoring	
ST1, ST2, ST3, ST4, ST5, ST11, ST12, ST13, ST14, ST17, ST18, ST19, ST20	Giving directions	

A total of 18 people responded, according to Table 1. Of them, 17 said they provided guidance, and 14 said they provided monitoring. In the meanwhile, 13 respondents made comments about rechecking. In addition, 13 people said that they were concerned about giving instructions in their responses. Selective coding's 'Mentor' theme is made up of all of these sentences.

## Discussion

Based on the findings of the study, it can be stated that, effective leaders in special education are those who act as facilitators to its citizens. Almost all respondents explained the importance of leaders to facilitate teachers to carry out their duties well. Through the analysis made, the respondents agreed that, leaders should guide teachers in performing their duties. The guidance provided is not limited to guiding only, but also helping and supporting of other alternatives. Moreover, they also noted that, with the guidance obtained, the percentage to make mistakes was very small. The findings also shows that, leaders needed in special education should monitor the tasks and management of special education so that it is in line with the goals of the school. Through such monitoring, special education teachers will always be ready to accept all forms of responsibility. In addition to being involved only as a guide and monitor, special education leaders are also recommended to always assist special education in various situations as well as current needs. In order to balance the power and the tasks performed, the concept of monitoring was proposed by the respondents for the leader to

perform for each task that has been successfully completed. Finally, the respondents also explained that, complete and accurate instructions are an important mechanism in launching all forms of tasks.

## Conclusion

In conclusion, it is emphasized once again that, successful leadership is leadership that acts as a facilitator to its members. Facilitating the duties of members will make a special education leader always be respected and this will create a harmonious special education climate. This can be achieved because, by acting as a facilitator, the leader will make every task carried out by his members runs smooth as well as easy to complete. As a suggestion, future researchers can explore this aspect through different approaches such as a quantitative approach with interviews or a combined approach.

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