



TECHNOLOGICAL ASSISTANCE IN LAUNCHING SPECIAL EDUCATION LEADERSHIP FOR VISUAL IMPAIRMENT

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Abstract

Technology plays an important role in the world of education today. Its use can help the process of delivering education better. In addition, technology can also connect educators from all over the country through certain digital platforms. The use of technology is also seen to provide great benefits to leadership in schools, especially involving special education. Management can be implemented smoothly with the use of technology, even though the world today is still hit by the Covid19 pandemic. This brief study was conducted to explore the opinions of headmasters as special education leaders in schools regarding the function of technology in assisting their leadership. This qualitative study involved an online interview session with five headmasters who are working in schools with special education programs in the district of Batu Pahat, Johor, Malaysia. Thematic analysis was conducted and the findings of the study showed that, there are five functions of technology in helping special education leadership, namely, guidance, mentoring, evaluating, networking and discussion. It is hoped that this study can provide a basic overview to the next researcher to conduct further research.

Keywords: Education leadership, special education, special education leaderships, effective leaders, technology approach, process innovation, product innovation, inclusive education

Introduction

Discussions on the role of technology in facilitating day -to -day affairs in all sectors have been going on for a long time. The existence of rapid and sophisticated technology is capable of changing human perspectives and influencing the way humans work (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021;). The rapid development of technology makes the world move fast forward and exposes us to various challenges and possibly even certain risks (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021). In discussing these developments



in the aspect of special education leadership, of course technology is very much needed in teaching as well as management (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana; et al., 2021; Noel et al., 2021). Sensitive, effective and efficient leadership should make technology an important medium to apply leadership better, easier and more viable (Irma et al., 2021; Suzana; et al., 2021; Rohanida et al., 2021; Nazrah et al. ., 2021; Shahrulliza et al., 2021). Leaders involved in special education management can leverage technology in delivering instructions, managing assignments, monitoring staff work, providing guidance and even setting the direction of their leadership (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al. , 2021; Roszi et al., 2021; Tumisah et al., 2021). Faced with the latest challenges related to the current Covid 19 pandemic, technology has become a key medium in helping special education leaders to implement their leadership even remotely (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al. ., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). This situation requires good and competent skills and mastery of the use of technology by special education leadership (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al. ., 2021). Thus, of course technology greatly assists special education leaders in executing their leadership efficiently and fulfilling excellent service continuity (Badaruddin et al., 2021, Abdul Rasid et al., 2021). Therefore, to assist special education leaders in making technology the best assistant in their leadership, this study was conducted to explore the opinions of headmasters involved in relation to the function of technology in implementing leadership.

Research Methodology

This study uses a qualitative approach in obtaining research data. Interview sessions were conducted involving five special education headmasters 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 use of technology in special education leadership. Summaries of these statements are such as, guidance, monitoring, evaluation, discussion and networking. 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 The Use of Technology in Special Education leadership

<i>Open coding</i>	<i>Axial coding</i>	<i>Selective coding</i>
Can we use to teach or guide teachers when they are at home	guidance	use of technology in special education leadership
Use it to give instructions, guidance		
I think it's more to give specific instructions and guidance		
Can also be used to monitor assignments, ask for progress	monitoring	
Maybe I can use it to ask questions and at the same time do monitoring		
Now we have advanced apps. We can monitor whether teachers are on duty or not		
There are ways to use the device for us to make an assessment.	evaluation	
JPN has given the way		
I judge teachers in their assignments from afar. Can check in google classroom		
Of course I try to make an assessment of teachers and students using apps or google		
Very useful at this time for networking between staff	networking	
Meeting now needs to be proficient in using google meet, to connect as well		
I did choose to use whatsapp call, telegram to communicate with teachers		
If I have any questions, I whatsapp call the teachers		
Usually we communicate online in this pandemic phase		
Now all the meetings we do are in google	discussion	
Discussions, briefings, all online		
Ask them to share important assignment materials by telegram		
I also use email to forward instructions to superiors		

Based on Table 1, a total of three statements issued related to guidance and monitoring. Another three statements issued related to evaluation. Meanwhile, for statements related to networking, five statements were recorded from respondents. In addition, four statements issued related to the discussion. All of these statements form the ‘use of technology in special education leadership’ theme for selective coding.

Discussion



Based on the findings of the study as described in the previous sub-topics, respondents paid close attention to the use of technology in assisting their leadership in special education. The majority of respondents praised the development of technology which is acknowledged to be able to simplify administrative matters and also make management more efficient. All five respondents consisting of headmasters in special education were very excited in sharing their opinions related to the use of technology in relationships with their staff. Since the majority of respondents are 50 years old and above, the discussion on competence in the use of technology is very significant. In all the interview sessions conducted online, the respondents stated that, the matter has become commonplace in schools. All forms of meetings, briefings and notifications have been made through the Google Meet platform. Although there are also constraints in handling the application of technology in interacting, it does not prevent special education leaders from giving specific instructions to teachers. In addition to Google Meet, respondents also expressed their excitement over the help from the functions in Whatsapp as well as Telegram. They stated that, the application is very helpful to them in speeding up the instructions and easy to refer back because they are all recorded indirectly, and can be backed up as evidence.

They also noted that, through evidence recorded in Whatsapp, telegrams and recordings of Google Meet sessions, it made it easier for them to conduct monitoring of teachers' work progress. This is very important because at this time, all school residents, including special education cannot be physically present at school. Efficient monitoring can also be done by using certain applications and certain deliverables such as Microsoft Excel and so on. School leaders also acknowledged that it is easier and less burdensome for teachers if monitoring is conducted online as well as assessments are done in documentation. In addition to being efficient and effective, the use of technology is also seen to provide great benefits to the completion of a task. Respondents at the end of the discussion stated that, this pandemic taught them various new things including the optimal use of technology. As such, they explained that technology is very helpful in the continuity of their leadership in special education.

Conclusion

In conclusion, the use of technology today has become a necessity in almost everything, including in educational management. Rapid and sophisticated technology is very helpful in simplifying various things. Special education through his leadership is also not to be missed in the use of technology. With optimal and efficient use, technology will help leadership to better



manage special education. However, there are also weaknesses in the use of technology such as ineffective communication, unclear instructions, irrelevant applications and even internet access constraints. As a suggestion, further studies can be conducted by subsequent researchers related to this issue through different perspectives and approaches.

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