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Women's leadership style in special education cases in Jember regency: 21st century skills challenges

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Abstract. Women's leadership in the education sector began to show a rising trend. This is because the glass ceiling barrier that has been turned into a maze, where more women to contribute at the leadership level, is one of the leaders in schools with special needs. Schools with special needs are schools that serve education for individuals who have differences. All children with special needs have the same rights in their needs education, where they need education more participatory and collaborative, as well as various studies that have been done are more feminist leadership characteristics. This article will discuss the leadership styles of women in special needs schools in Jember, especially in facing the challenges of the 21st century skills. This study uses qualitative research methods with engineering data in the form of in-depth interviews, observation, and documentation. Data analysis includes data reduction, data presentation, and conclusion reduction. Research informants for people who are principals in special needs schools in Jember.. The results showed that the leadership style used by female leaders in schools with special needs in Jember Regency was more to involve relational or transformational, where leadership was built on the basis of communication, relationships, and teamwork, but among these were specific instructional leadership strategies. Women leaders to pay more attention and mentoring and encourage appropriate behavior, both with teachers and students with special needs in their schools. The results of this study can be used by feminist leadership with the characteristics of caring, visionary, collaborative, courage, and intuition.

1. Introduction

At the beginning of the third millennium, most of the world has been able to live a more open, is also characterized by the increasing role of women in the public sector [1], one of them in the education sector. Women have begun to dare to appear in public and even holds the structural positions. This situation began to provide a bright spot with the increasing number of women who managed to become the top leader or leader in an educational institution. Women as leaders on automatically have the right institutions, especially in decision-making rights. [2] said that each person actually has the ability to make decisions, ranging from the family domain, for public spaces, including women. Several studies have found that women have become very masculine in which they became more assertive without losing their femininity [3].

So far, the research on leadership in the education sector, there are still many gender bias, where studies were conducted highlights the leadership of men than women [4, 5]. Conception of leadership largely identified with the patriarchal perspective [6]. Women's leadership showed a rising trend, particularly in the field of education with special needs. Leadership of women or feminism in education with special needs tend to dominate [7]. Underlying the idea of using an analytical perspective on feminism, will be able to generate ideas about the concept of leadership more feminist suitable to explain the basic concepts of women's leadership.

Special education is an education designed for individuals with disabilities or learning difficulties [8]. Special education arises from four types; sensory disabilities, mental health, physical and learning disabilities or other similar conditions so that these children require different educational



maintenance of normal children [8]. So, governments around the world are trying to develop special education to facilitate these children based on the concept of education for all [9].

Implementation will require special education school leaders who not only believe in the philosophy of special education, but it can also motivate teachers to build an effective special education classes [10]. Implementation of the practice of special education will require school leaders who play an important role in providing the vision, leadership and administrative authority [11, 12] and can also challenge the norms of traditional approaches to teaching, inspiring a shared vision of what should and can be done by schools and empower staff through cooperative teamwork [9]. In addition, there is a demand for the skills of the 21st century, in which special education today should be accelerated, in terms of both teaching and curriculum set [13].

This article will analyze the leadership style of women in special needs education, especially in facing the challenges of 21st century skills. [14] said that there is a tendency for women to adopt a democratic style (participatory) more leadership, while men tend to be autocratic (directive). Because women tend to use more democratic, requires strong interpersonal skills in maintaining good relations with all their subordinates in decision making. Interpersonal skills are the most important abilities in special education effective [15]. The research question of this study are as follows:

1. What leadership style of women in special education in Jember?
2. How reflection of women's leadership experience in special education in Jember?

Concept of Gender and Leadership Styles

Gender is different from sex. Sex is biological categorization primarily on the reproductive potential, whereas gender is a social translation of biological functions [16]. In the Encyclopedia of the Women's Studies that gender is a cultural concept that is used to differentiate the roles, behavior, mentality, and emotional characteristics between men and women in the society [17]. *"Gender should be conceptualized as a set of relations, social institutions and reproduced in the interaction between"* [18]. So, by some definitions, it can be concluded that gender is a term used to describe the differentiation of social and cultural attributes of men and women are the groups are formed and the existing behavior in men and women.

According to [19] said that gender is not against nature. gender roles will not change human nature, for example gender roles will not change sex, or alter a biological function in women or men. So the role of gender is seen as something dynamic and will continue to grow according to the demands and changing times.

Research on gender differences has found that men and women have the same capabilities in terms of psychological variables, such as cognitive abilities, verbal communication and non-verbal, and personality variables [14]. [14] said that there is a tendency for women to adopt a democratic style (participatory) more leadership, while men tend to be autocratic (directive). Because women tend to use more democratic, requires strong interpersonal skills in maintaining good relations with all their subordinates in decision making. While men tend to be more authoritarian, assertive, and authoritative so that they usually are not very suitable in team leadership. So we can say that women are more transformational leadership style [20, 21, 22], Transformational leadership is more collaborative and participative leadership, where leaders are trying to always guide and motivate members. Transformational leadership tends towards feminine leadership as a team, build trust, social intelligence and interpersonal intelligence [21]. So that the transformational leadership style that tends towards feminine leadership could be the excellence of women in public leadership [23].

The concept of Special Education

Special education is the education services that enable people with special needs (physical disabilities, sensory, mental, or learning) that is different from the average person, to be able to get an education on par with any other normal person [8]. Education with special needs are also defined as the practice of educating students to overcome the typical individual differences. Common special needs include learning disabilities, communication, emotional and behavioral disorders, and developmental

disabilities (autism spectrum disorders and intellectual disability) [24]. Each child has a different development pace and varied so it is quite difficult to predict the ability of a child [25]. This is what causes the symptoms that often appear showing delays and disabilities.

There are four types of physical disability, sensory, mental disabilities and learning disabilities or other conditions that distinguish children from other normal children [8]. Learning disabilities can be divided into two, namely general and specific learning disabilities [8]. Children with general learning disabilities usually find it more difficult to learn, understand, and do things that normal children of the same age are usually able to do. common learning disabilities can be categorized into three levels, light levels (lack of coordination of motor activity such as shoelace tying, the concept of distinguishing letters and colors), moderate (difficulty in literacy, numeracy and communication), and the rate of weight (typically having a disability additional interference such as autism, physical disability / sensory disabilities and emotional / behavioral) [8].

Special education programs must be tailored to meet the unique needs of each student so that they individually to cope with the combination of the unique needs of students [26]. Therefore, education with special needs more commonly referred to as a service area [27, 28, 29]. Usually schools with special needs will provide different classes of service tailored to the needs of students. First, *inclusion*, which is a class in which children with special needs learn together with other normal children. Usually reserved for children with special needs from mild and moderate levels and usually use the general curriculum [30]; Secondly, *mainstreaming*, which is a class in which children with special needs are separated according to their same types of skills [31]; Third, *segregation*, which is a class that really separates children with special needs from normal children without exception [31].

In special education, teaching strategies should also vary, tailored to the needs of each child. There are two methods of learning strategies that can be done, namely accommodation and modification [32]. Accommodations are adjustments in teaching practice, for example, students are provided with learning materials are the same, but in a format or language that is more accessible, while this modification is to change what students learn, for example, for students with reading difficulties, can replace textbooks with shorter and easier [32].

All children, wheather they have special needs should receive the same educational facilities with other normal children. All children, regardless of their background, are entitled to education [33]. Education must strive so that every child can be independent and useful for people [8]. The acquisition of a good education for children with special needs will be able to help them to master the skills in the 21st century, combining the skills and ability to think with the mastery of technology.

Women's Leadership in Special Education

Women's leadership showed a rising trend, especially in special education. leadership of women or feminism in education with special needs tend to dominate [7]. Underlying the idea of using an analytical perspective on feminism, will be able to generate ideas about the concept of leadership more feminist suitable to explain the basic concepts of women's leadership.

A leader in special needs schools have the primary responsibility to provide education for all [10]. Implementation will require special education school leaders who not only believe in the philosophy of special education, but it can also motivate teachers to build an effective special education classes. In special education, student learning has a different background, so that teachers in schools with special needs should be competent in delivering rich and engaging curriculum [34, 35]. Therefore, they need the role of school leaders who are able to master the skills required to build effective classroom. Consequently, ensuring the implementation of education for all will require school leaders to take a proactive stance and facilitate the learning of teachers. Research has identified school leadership as a key participant in bringing change in schools and creating a supportive school teachers to meet the diverse needs of students [36, 9]. This is especially true when education includes a wide range of students, including people with disabilities [36, 37].

[38] classify the principal's role in special education services; First, promote the culture of schools with special needs, the context-based education support school development for all; Secondly

having instructional leadership, who have the knowledge and skills about what is happening in each classroom; Third, manage the process of organization, which is able to manage the expectations of each faculty, staff treat with professional awards and be able to analyze data effectively; Fourth, be able to apply collaborative leadership, who are able to encourage and engage various stakeholders in developing, implementing, and evaluating a comprehensive learning program and find creative solutions to problems; Fifth, build and maintain positive relationship with teachers, families, and communities.

Based on this, we can conclude that the leadership needed by the leadership is more geared towards the special education co-operation, collaboration, teamwork, and interpersonal skills. Overall, the characteristics required by special education in women. [14] said that there is a tendency for women to adopt a democratic style (participatory) more leadership, while men tend to be autocratic (directive). So we can say that women are more transformational leadership style [20, 21, 22]. [4] also said that the leadership of women in education is more focused on collective leadership and relational. Furthermore, [4] classified five female character in educational leadership, relational leadership, leadership for learning, spiritual leadership, leadership for social justice, and leadership balanced. Research conducted by [39] concluded that women in leadership-oriented relationship, while men were more task-oriented. Another study conducted during the period 1987 and 2000 found that women lead the way to a more democratic and participatory [40].

Based on some theories in previous studies that have been done, this article will analyze more in the style of leadership of women, especially in special education, and the impact of leadership styles on the quality of learning outcomes of students with disabilities.

2. Research methods

The procedure of this study will follow the procedures of qualitative research including problem identification, literature search, the intent and purpose of research, data collection, analysis and interpretation of data, and reporting [41]. Determining the location of the research in this study using purposive region. Determination of informants in this study using purposive, the informants in this study are the ones who have the insight and knowledge in accordance with the purpose of research which can be accounted for. The informant determining technique using snowball sampling technique is the process of determining the informants based on previous informant or respondent without defining the amount of information needed to explore, in this case the information needed is about the leadership style of women in special education [42].

The type of data in this study is qualitative data, that is data in the form of expression, word or sentence. Data collection techniques used in this study includes in-depth interviews, observation and documentation. Analysis of the data used in this study refers to qualitative data analysis approach given that the data collected will be qualitative in nature, namely data reduction, data presentation, and conclusion. At this stage data reduction, data obtained by researchers of the field will be quite a lot, so researchers need to reduce the data so that patterns and themes can be found immediately. Data reduction process will be aided by a variety of equipment, such as laptop / computer or small notes. Presentation of data can be done by describing the results of research into the narrative or to create charts, tables, graphic or image in accordance with data and facts found in the field. Data or facts that have been found to be connected to one another so as to facilitate draw objective conclusions.

The results of this study should also be tested for authenticity with the supervision of the included studies, *Member of the check*, which means the data will be faced with research informant interviews; *Audit*, which means using expert role in strengthening the research results. So in the audit process will involve external researchers to evaluate or confirm the results of research; *the credibility of the researchers*, which means that qualitative researchers must have adequate knowledge related to the topic of research is being done. In this case, the researcher is a student of Master of Social Education, in which the researchers have had many insights pertaining to social theories that are relevant to the topic of this research; *Triangulation*, is the process of testing the validity of related data from interviews with other things related to the object of research [43]

3. Results and Discussion

Informants in this study were eight female principals in schools special needs in Jember. Each informant had an age range from 32 years old to 55 years old and has had many years of experience as a leader in special needs schools with different periods, which are between 4 years, up to a maximum of about 12 years. Based on the data collection techniques such as interviews, observation, and documentation, and every interview answers are also tested for validity through the various methods of examination techniques described in the methods of the study, the researchers managed to reduce the data by creating multiple keywords / coding to facilitate data interpretation. In addition, interviews were also adapted to the theory described earlier.

Based on the opinion of [38] classify the principal's role in special education services, there are a few key words to represent and coding of each question in this study. These keywords can be seen in the table below:

Table 3.1 Keyword / Code Representing Each question in Research

Not	DiPaola, et al (2004) classifies the principal's role in education with special needs	Keyword / coding
1.	Promote a culture of schools with special needs, ie the context of the development of school-based education support the achievement of education for all.	Relationships / Relationships
2.	Having instructional leadership, which has in-depth knowledge and skills about what is happening in each class.	Experience in the classroom accommodation guide user modification
3.	Managing the process of organization, which is able to manage the expectations of each faculty, treat the staff with professional awards and being able to analyze data effectively.	empathy
4.	Able to apply collaborative leadership, who are able to encourage and engage various stakeholders in developing, implementing, and evaluating a comprehensive learning program and find creative solutions to this problem.	Diplomacy
5.	Build and maintain positive relationships with teachers, family, and community.	fatigue Award for work

Source: Research Data Processed

Based on the results of data reduction and presentation of data in accordance with the table above, the conclusion to be drawn from the results of the research will be described in sub-section:

3.1 Social leadership style Relations-Oriented

Based on the interviews, from 8 informants, 7 of them said that collaborative leadership is very important to them. Collaboration is built on communication, relationships, and teamwork, characterized by the exchange of information or ideas in the context of decision making or problem solving [44, 45]. Whistleblower often delivered their actions both staff of teachers and parents. One informant said that their leadership style is to improve conversation and dialogue with staff, teachers, parents, and other stakeholders. They are more focused on team building. For women in the study of the relationship, it is important to build and strengthen their leadership experience. This is in line with the characteristics of leadership or transformation relationship, which puts stakeholder in the middle of decision-making, foster mutual trust, and always act collaboratively [46]

In addition, the average whistleblower has diplomatic skills. Diplomacy is the art of influencing others to negotiate for an effective education [47]. Diplomacy is important to emphasize leadership and invite all interested parties to achieve an effective education. The number of stakeholders who are out of school, ended up needing a leader needs a special school have diplomatic skills in decision making. informant said the average school with special needs need someone who has the kind of emotion and empathy. Empathy is understanding the views of others [48, 46]. Each informant talked about how they developed a deep empathy for students and parents, as well as teachers and staff like trying to understand the situation of a teacher who is not able to complete the monthly report for sick children. More empathy is needed, especially for children with special needs who really need more understanding and attention.

3.2 Instructions oriented leadership style

Eight informants of this study say that their instructional leadership is reflected in relation to instruction in the classroom and school rules. Instructional leader is very important because they are responsible for improving instruction, supporting students and staff, and a variety of best practices and research in the field of education [49]. Average informants said that they would be called instructional leaders while in the classroom, and also average occurred at the beginning of their careers as principals in schools with special needs. Teachers see them as more authoritative leader or instruct when in class. In practice the learning process in the classroom, these leaders always coordinate curriculum and subject matter teachers, see the needs of each student.

The female figures in schools with special needs to facilitate teachers make accommodations and modifications. accommodation finding instructions made by women leaders, for hyperactive children, they use audio as a source of learning from printed books, children with special needs is also facilitated by learning the computer, which is in line with the demands of the skills of the 21st century, namely the integration of technology information in the study, the test or tests carried out on an individual basis, because if children together normally interfere with each other, and some children were given the test again as they adjusted to their thinking abilities, and some women leaders also collaborate with some companies, such as a restaurant and a music studio to hold internships for children with autism and down syndrome so that more children can be trained in their social skills with other people and work environment. Furthermore, the modification of the findings of instruction including schools create own book specifically for people with autism with a version that reveals interesting photographs and words, homework usually more than practices, such as washing dishes or task tie their shoes with guidance by parents at home.

Of the eight informants, most people are still young and have many years of experience as the leader of the lower, much more likely to drive. This is consistent with research that has been done that the new leaders have a greater tendency to be more bureaucratic and leads to top-down leadership approach [50]. Other studies also say that the leaders of older women have more of a tendency of young people [50]. This is consistent with the results of this study, in which the whistleblower who aged 40 years and older and have experience as a career head again, tend to be more relationship and transformation.

Furthermore, the study also reveals information about fatigue in the workplace. How do they try to balance their personal life with their careers at the school. It deals with the double burden of having women leaders, namely family and career. Studies show that women have access to various obstacles to reach the final decision-making [14]. Some of the barriers faced by women has led to women who really have difficulty reaching a leader in public institutions, so that the transformation of institutional structures and processes necessary to eliminate gender bias [14]. In this case, usually they will tend to teach, especially with regard to the target of the bureaucracy, such as the monthly performance reports, and so on. It is important to organize their work fatigue and balance their roles in school and at home. However, informants also said that one factor in overcoming fatigue while work is in connection with their performance. Options referred to here is in the form of satisfaction, praise, or benefits received by women from their jobs.

4. Conclusion

Based on these results and also learn from the theoretical point of view, we can conclude that the style of leadership that are owned by women leaders in special needs schools in Jember more relationship or transformation approach, in which leadership is built communication, relationships and teamwork. In the approach to relationships, women leaders show more diplomatic expertise for each of the stakeholders in order to achieve an effective special education. However, in some cases, such as classroom teaching, set a target of bureaucracy, women leaders usually implement instructional leadership. Women's leadership experience in schools with special needs are more towards empathy, both for teachers and students with their own special needs.

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