Learning for Children With Special Needs: The Effect of Visionary Leadership and Organizational Commitment on Teachers' Performance

Angelika Bule Tawa[*] [ID]
Universitas Negeri Malang,
INDONESIA

Ibrahim Bafadal [ID]
Universitas Negeri Malang,
INDONESIA

Nurul Ulfatin [ID]
Universitas Negeri Malang,
INDONESIA

Burhanuddin [ID]
Universitas Negeri Malang,
INDONESIA

Abstract: Inclusive teaching development has provided opportunities for children to study it with special needs to study in the school. Although some parents prefer to enroll their children in schools specifically designed for those with special needs, inclusive learning allows these individuals to participate in the learning process alongside their peers with disabilities. Through inclusive teaching, teachers aim to help children develop their social skills. This research aimed to analyze the influence of visionary leadership and organizational commitment on teacher performance under the visionary leadership of school principals in the implementation of inclusive schools in Malang City. The utilized research methodology was a mixed sequential exploratory, involving data collection through interviews, observations, documentation, and questionnaires. Qualitative data analysis employed content analysis, while quantitative data underwent multiple linear regression inferential statistical analysis. The findings indicated that visionary leadership and organizational commitment influence the instructional efficacy of teachers when working with children having special educational requirements. Therefore, the recommendation to school principals persistently enhances their leadership competencies and reinforces their dedication to cultivating a vibrant teaching environment that promotes inclusive educational advancements.

Keywords: *Learning for children with special needs, organizational commitment, teacher performance, visionary leadership.*

Introduction

The inclusive educational institution offered equitable learning opportunities to all individuals, irrespective of their physical disabilities. Students with special needs can attend the schools closest and train in socialization with their peers. The educational system implemented within this institution fosters an inclusive learning environment, enabling students with disabilities to actively engage in and develop their cognitive abilities while receiving substantial support. It aims to minimize the limitations and challenges of children with special needs in their development, as highlighted by Kauffman et al. (2018). Moreover, it promotes active participation in daily activities, thereby preventing the negative impact of physical limitations on their overall growth. Doing so also helps confidence increase and avoids feelings of powerlessness, as emphasized by Galloway (2018).

The primary objective of an inclusive school is to facilitate the implementation of special education protocols for individuals experiencing physical impairments, such as providing mentorship, developing curriculum, offering teacher guidance, and addressing the infrastructural requirements of the educational institution. Sustaining inclusive learning necessitates principals enable to formulate a supportable policy of inclusive learning services. Students with disabilities possess specific mental characteristics that render them susceptible to social and teaching challenges. Consequently, in line with the objective and purpose of establishing specialized schools, inclusive learning remains committed to autonomously developing educational strategies and enhancing the quality of special education for individuals with physical limitations (Standen et al., 2017).

School principals play a crucial role in ensuring special educational services for impaired individuals achieve an increased quality of inclusive educational programs, such as evaluating quality, particularly in addressing issues that arise in inclusive environments. However, there may not always be optimal service in education, and the lack of engagement in

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[*] **Corresponding author:**

Angelika Bule Tawa, Universitas Negeri Malang, Educational Management, Indonesia. ✉ angelikabuletawa@gmail.com

inclusive learning development is a persistent problem. The success of inclusive learning is the strategic leadership of visionary school principals (Mngo & Mngo, 2018).

Visionary leadership concentrates on proactively anticipating challenges and assuming the role of a propelling agent for transformative shifts within an organization. It encompasses the guidance and mentorship of personnel-based experiences influenced by life and professional encounters, effective communication, scientific exploration, and intellectual pursuits that contribute to specific perspectives formation. Vision is a critical component of visionary leadership, as it determines the organizational future when implemented by inspiration, imagination, insight, values, information, knowledge, and judgment *(Molina, 2018).*

Visionary leadership and work commitment affect performance in organizing the inclusive school. At present, there is a scarcity of references concerning research on the role of visionary leadership and its impact on organizational commitment and teacher performance for children with special needs. This situation necessitates further research to obtain a more comprehensive understanding of this matter. Ubaidillah et al. (2019) revealed that visionary leadership is urgent for implementing education to realize institution-advanced education and become the central concern and hope. Leaders see realistic, convince, and guide leadership organizations to reach more future aspirations. Makhrus et al. (2022) revealed visionary leadership affects teacher performance and teaching to create the organization well in organizing learning at school.

Hammel and Hourigan (2011) identify the special education training conducted by school principals to explore daily problems and critical incidents that principals may experience when supporting students with special needs in their learning. They revealed the need to grow a school culture well under visionary leadership. DeMatthews et al. (2020) reported that effective leadership practices could support the successful implementation of inclusive education in the United States. This research states that in America, the role of visionary leadership determines the success of inclusive education because school leadership must have broad insights into policymaking to achieve the success of the vision of schools.

Leaders can manage themselves and their teams, influence the behavior of others in the workplace through their authority, and ensure accountability among staff (Gallos & Bolman, 2021). Leadership is the art of influencing individuals and the collective in addressing common problems and achieving goals through improving performance (Yukl et al., 2019). Visionary leadership is central in educational institutions, especially those focused on special needs education, as it helps to understand and achieve the vision and mission and build good relationships with staff to increase employee commitment to the organization (Prestiadi et al., 2019). Therefore, organizational commitment reflects the beliefs and behavior of school members, fostering a prominent character of loyalty (Berjaoui & Karami-Akkary, 2020).

Organizational commitment is also central to achieving the success of implementing inclusive learning. The other side of employees in achieving organizational goals is their firm commitment to remain loyal to advancing their organization (Leithwood & Levin, 2010). Robbins and Judge (2013) defined commitment as the self-involvement of employees in carrying out their work. Organizational commitment is the pleasure of working in an institution for the betterment of the organization. In school organizations, teachers are professionals who deal directly with students, so they should carry out their duties as educators and academic policies to achieve school success.

According to Laily and Wahyuni (2017), organizational commitment affects performance, which confirms the hypothesis that organizational commitment influences teacher performance. The study found that higher levels of organizational commitment lead to increased teacher performance. Mustafa et al. (2020) revealed that organizational commitment factors in higher education in Malaysia also affect faculty performance. Anggraeni and Rasto (2016), found that job satisfaction and organizational commitment partially and simultaneously affect teacher performance. Therefore, improving job satisfaction and organizational commitment can enhance teacher performance. Bibi et al. (2019) reported a significant positive correlation between organizational commitment and job satisfaction among teachers who teach children with special needs. Van Waeyenberg et al. (2022) demonstrated that organizational commitment can influence teacher performance in the process of performance management in schools. Indarti et al. (2017) discovered that organizational citizenship behavior mediates the relationship between personality, organizational commitment, job satisfaction, and performance.

Mailool et al. (2020) found that principal decision-making, organizational commitment, and school climate did not affect performance. Likewise, Atika et al. (2022) also concluded that work discipline did not affect organizational commitment, whereas leadership affects it significantly. Work discipline has a significant positive impact on teacher performance, but leadership and job satisfaction do not. Finally, organizational commitment did not affect teacher performance in the context of state junior high schools in the Bangko District. Similarly, Gusriani et al. (2022) and Irawan et al. (2018) also revealed that commitment has no significant effect on teacher performance. We need further research to resolve this discrepancy in the findings.

Several previous studies emphasized the principal role of principal and organizational commitment in secondary schools. In addition, visionary leadership and organizational commitment have assumptions that affect how leaders build a work culture well in their organization. Meanwhile, visionary leadership and organizational commitment as independent

variables have not been widely carried out in the research yet, particularly in schools for children with special needs. The study novelty aims to see how leadership and organizational commitment affect teacher performance, especially how school principals equate vision, commitment, program development, strategy, and collaboration to realize the best inclusive schools. To facilitate the presentation of this research, some research questions: 1) What is the visionary-leadership role in the inclusive school? 2) How does teachers' commitment manifest in fostering independent education for those in need of special education in inclusive schools? 3) How do visionary leadership and organizational commitment influence teachers' performance?

Literature Review

Visionary Leadership

Leadership is a process of the existence of a power to influence others to achieve a destination wanted without there is coercion. Leadership is an effort to use influence to motivate individuals to achieve organizational goals. According to Robbins and Judge (2013), leadership is the ability toward a vision or series of destinations (Konopaske et al., 2017). Visionaries are people who have insight into the future, try to describe something based period the front, and try to endure when experiencing decline or failure. Leadership has a bright vision could be called visionary leadership. This term emerged as a superior characteristic of superior principals. The US Department of Education publication guide in his research in 1987 stated that school principals have a clear vision: active, ambitious, and oriented performance. Characteristics show that create conditions for realizing vision them. They identified leaders and their role in the development vision as an aspect crucial for organizational success (Shanti et al., 2020).

Visionary leadership is suitable for school-based management as it can enhance productivity and educational performance when led by individuals with a futuristic outlook. This type of leadership is primarily concerned with addressing challenges, driving change, and establishing the organizational direction. Additionally, a visionary leader serves as a role model who can guide and train other personnel to attain the desired level of professionalism in their work (Engkoswara, 1996).

Inclusive Education

The term inclusive education was for disabled persons who need special education. Draft inclusive gives an understanding of the importance of the reception of children with obstacles in curriculum, environment, and social interaction in school. The aim is to ensure that they may attend and benefit from education (Lemons et al., 2018).

The inclusive school aims for those who experience physical imperfections: the blind, deaf, impaired speech, mentally disabled, quadriplegic, impaired hearing, and autistic. Education inclusive is educating rights to all children and increasing tolerance of social life in children from an early age. Inclusive education refers to education for all who strive to reach all people without exception. Theoretically, education inclusive processes education in which possible all children take part fully in regular classroom activities, regardless of disability, race, or other characteristics (Rahim et al., 2018).

Commitment and Performance

Commitment is a willingness to bind himself and can provide evidence of loyalty to the organization because he feels he is involved (Wibowo et al., 2016). It's like a sense of belonging to the company in self-employees (Sopiah & Sangadji, 2019). Meyer and Allen (2004) stated that organizational commitment reflects the level of understanding of an individual identifying the organization and its goals. Luthans and Peterson (2002) define organizational commitment as a strength of attitude and a decision that is part of a desire to realize high performance and an accepted belief as a value and an aim the organization must achieve. Organizational commitment is a desire to achieve outstanding performance. It will bring benefits to the organization. Three indicators can measure commitment: affective, continuance, and normative (Judge & Robbins, 2017).

Performance is a universal concept covering the operational effectiveness of an organization. Performance is the form of measuring behavior in achieving organizational goals. Most employees carrying out their duties under the responsibilities will get good work in quality and quantity (Sari et al., 2022).

The relationship between commitment and performance shows that teachers who have a good work ethic will appear to be more diligent and highly committed to completing their duties and responsibilities (Judge & Robbins, 2017). It is necessary to measure performance in carrying out tasks at school. There are fourteen indicators for measuring teacher performance: mastering student characteristics, mastering learning and educational principles, curriculum development, learning activities, developing potential of students, communicating, assessment, evaluation of religiosity, legal, social, and national cultural norms, mature and exemplary personality, having a high work ethic, being inclusive, not discriminatory, humble, administrative, mastering of the material, and professional through reflective action. Bektiarso (2022) said that organizational commitment affects teacher performance in schools related to their competence.

Methodology

Research Purposes

This study aimed to measure the visionary leadership effect and organizational commitment on teacher performance in inclusive schools. A deep qualitative approach to understanding the role of leadership in fostering employee commitment for teacher performance enhancement, as well as supporting quantitative empirical findings.

Research Design

The sequential exploratory mixed method design aims to conduct field research that can empirically prove the findings of the influence of visionary leadership and organizational commitment on teacher performance. This research involved two treatments, especially in data collection; quantitative to get an overview of visionary leadership, organizational commitment, and teacher performance, and quantitative to provide empirical evidence of the magnitude of the influence of the independent variables tested on the dependent variable. By combining field findings and empirical data, researchers seek to explain research results in depth, start new ideas, and conclude based on empirical data (Creswell & Clark, 2017).

Research Sample

Two participants in this study were school principals of the Bhakti Luhur Special School and YPAC Special School in Malang City, including four teachers. Other informants in this study comprised several parents related object study was 42 students. To make it easy for data grouping, all informants represent code separately. SP1 and SP2 were the code of the School Principal. Meanwhile, CT1 and CT2 were the code of the classroom teachers, and ST1 and ST2 were shadow teachers.

The term "shadow teachers" typically refers to educational professionals who work with a student with special needs in a mainstream classroom, providing additional support and guidance to ensure students can access the curriculum and succeed academically. Their role is to assist with tasks, such as modifying assignments, adapting teaching methods, providing individualized attention, and helping the student to stay organized and focused, which assists or collaborates with regular teachers in creating inclusive learning (Gaad, 2019).

Research Instruments

The research employed a variety of instruments, including a semi-structured interview form and a questionnaire. The semi-structured questions of interviewing developed based on the key themes of the study, which included visionary leadership, organizational commitment, and teacher performance to carry out learning for students with special needs.

The created questions focused on the research themes under validation by experts and colleagues. All interviews began with the same question: how teachers carried out qualified and independent education for children with special needs in inclusive schools? The interviews were conducted conversationally, with the interviewer acting as a listener and gently directing the respondent on the theme. The probing questions verify the interpretation of the answers. If nothing new themes emerged during the conversation, the data were considered saturated (Britten, 1995; Dilley, 2004).

Ensuring the validity of this study involved the intersubjective verification of disparate information by a triangulated evaluator (UNAIDS Monitoring and Evaluation Fundamentals, 2010). Descriptive category analysis with a low interference level was employed to ensure the reliability and concreteness of data by involving two data collectors to keep balance and interpretation (Rose & Johnson, 2020).

The assesses visionary leadership used the Leadership Vision Questionnaire (LVQ) with ten items adapted from Banks et al. (2021). It is a tool designed to measure the abilities of a leader to create a vision, communicate it effectively, and implement it successfully. The questionnaire consists of several items that assess different aspects of visionary leadership, including clarity, alignment, and agreement. James M. Kouzes and Barry Z. Posner originally developed the LVQ technique. Both authors are well-known leadership experts and have researched the leadership topic. We adopted the LVQ in the Indonesian language. Their adaptation of the LVQ includes ten sample items divided from four indicators: (a) Open Minded, creative (direction setting), (b) Responsible, optimistic, and persistent (change agent), (c) Flexible and willing to take risks (spokesperson) and (d) Managerial, Inspiring and educating (Trainer).

The related ten samples of the research were: (a) The school principal encourages and motivates teachers and staff to work creatively in accelerating the achievement of the vision, (b) The principal in motivating the work of teachers and staff is open and change-oriented in an effort to accelerate the achievement of the vision, (c) The principal understands and implements various innovations in working to achieve school success in implementing independent and fun learning, (d) The principal knows and understands the responsibility of changing the status quo to accelerate the progress of the school he leads, (e) The school principal is optimistic about carrying out the steps that need to be taken to improve the quality of learning, (f) The school principal has a clear picture of what needs to be done in advancing the school and is persistent in achieving a higher standard of excellence according to the vision, (g) The school principal is flexible in

identifying goals and strategies to be implemented in achieving the vision, (h) The school principal dares to take risks in establishing policies related to accelerating the realization of the vision and mission, (i) Principals are able to manage and implement leadership strategies by practicing visionary values that are emphasized in improving the quality of education and (j) The principal has the insight and ability to inspire subordinates in improving the quality of teacher and staff education through various training programs. After conducting a content validity test with experts and a field test found that all the question items exhibited validity. This confirmation was supported by the corrected item-total correlation value exceeding .361 and a Cronbach's alpha coefficient of .873, with the participation of 30 respondents.

We adopted the Organizational Commitment Questionnaire (OCQ) from Schappe (1998). It consisted of 14 items that assess six different dimensions of organizational commitment: (a) Increase the synergy of work to carry out education for students with special needs, (b) Willing to devote more time to special needs education, (c) Responsible to the task, (d) Prioritizing group interests above personal interests, (e) Feel happy teaching in inclusive educational institutions and (f) Faithful in the teaching under any circumstances. Fourteen items are: (a) I can get a lot of things when I join this organization, (b) I find compatibility with the values of this organization which are oriented towards strengthening teacher performance synergy, (c) I am willing to make extra efforts besides the work that has been determined to help the success of the organization, (d) Deciding to work more hours for this organization is the right decision for my life, (e) I really care about the fate of this organization, (f) I carry out all teaching tasks at school properly and responsibly, (g) It is often easy for me to agree with the policies of this organization on central matters relating to the organization, (h) I can work well for this organization that prioritizes the common good, (i) I tell my friends about this company as a great organization to work for, (j) I am proud to tell others that I am part of this organization, (k) I am very happy to have chosen this organization as my place of work, compared to other organizations I was considering when I joined, (l) I feel loyal to this organization and (m) Only a bit of change for me when leaving this organization and (n) I am determined to do well with this organization. After conducting a validity assessment in the field, we discovered that the final OCQ questionnaire contained 12 validated items out of 14. For the current study, a criterion of corrected item-total correlation > .361 and a Cronbach's alpha coefficient of .924 was adopted. The results indicated that two items, specifically items 9 and 13, did not meet the validity criteria among the 30 respondents.

The adoption procedure encompassed the Indonesian language items, followed by the validity and reliability test using a representative sample of Indonesian employees. The Indonesian iteration of the OCQ exhibited favorable psychometric properties, affirming its validity and reliability as a measure of organizational commitment within the Indonesian context.

The research employed the Teacher Performance Questionnaire (TPQ). It was developed by M. Li et al. (2018) and adopted from the scale originally developed by Motowidlo and Van Scotter (1994) with 14 items that assess three different indicators of teacher performance: (a) planning and preparation, (b) implementation of learning, and (c) learning evaluation. We have adapted the TPQ to the Indonesian language and found good psychometric properties. The adaptation process involved translating the questionnaire items into the Indonesian language and subsequently assessing the validity and reliability of the questionnaire using a sample of Indonesian. All items used in this study successfully passed the validity test, as indicated by corrected item-total correlation scores of >.361 and a Cronbach's alpha of .956, based on a sample of 30 respondents.

Procedure and Data Analysis

The research involved two stages of data collection: qualitative and quantitative data. The qualitative data collection process involved conducting field interviews by directly engaging with respondents at school premises, following proper protocols for seeking permission, and obtaining informed consent. In this research, we collected quantitative data by administering questionnaires to teachers in the two inclusive schools that were the main subjects of investigation. Qualitative through field interviews by meeting respondents directly at school after asking permission for their willingness to become respondents by signing informed consent. Meanwhile, we got quantitative data by distributing questionnaires to teachers in the two inclusive schools that were the object of this research. We documented the interview results as an audio recording using a smartphone. Recording analysis used content analysis based on interview transcripts (Majid et al., 2017).

We then collected quantitative data in a second phase using a five-point Likert scale questionnaire. Respondents took 40 minutes to complete. Before performing multiple linear regression analysis, all the data in this study have passed the prerequisite tests: the normality test, the multicollinearity test, the heteroscedasticity test, and the autocorrelation test. After completing the qualitative and quantitative data analysis using multiple linear regression tests, the researcher enters the elaboration stage of the two results to explain how the school principal's visionary leadership influences organizational commitment and teacher performance.

Results

Visionary Leadership of School Principal

The visionary leadership of school principals in two inclusive schools in Malang City has carried out its duties of directing teachers in implementing education for students with disabilities. School's vision of wanting to build good educational governance to realize independent education in carrying out its duties and responsibilities as a direction giver, agent of change, spokesperson, and trainer. Interview results by researchers with the school head of the Bhakti Luhur Special School:

> As a school principal, I prepare everything the school needs, ranging from infrastructure, completeness of teaching aids, and curriculum to learning design. It also increases teacher resources and their competence in learning for students with special needs in running well and independently of the learning process (Respondent SP1).

Interview results concluded that the principal leadership further improves the availability of infrastructure and completeness of teaching aids, curriculum, learning design, and strengthening of teacher human resources by increasing teacher competence in carrying out learning through various teacher competency training programs. Following the results of the observations, the principal is the leader who determines the direction of the educational process. Therefore, in determining the direction of development policies and education, school principals must be concerned and oriented toward the goals set in the vision and mission.

During his leadership, he always deliberation in decision-making involving all teachers and school staff. It did so that all subordinates know what becomes the needs and demands of society for the inspiration of education offered then should appear. School success highly depends on how leaders provide direction for the further progress of their school. In the following interview, the Principal of YPAC said:

> Our target wants to complete all existing building facilities and all the teaching aids and learning aids needed by students: hearing aids for the deaf, speech aids for the speech impaired, and so on, including the completeness of the curriculum and learning designs planned by the teacher to suit the actual implementation in the field (Respondent SP2).

The interview results above concluded that school principals at YPAC focus on achieving their educational vision, namely to become independent and skilled in inclusive education by orienting the development of their education about creating an independent learning atmosphere for students.

In realizing the implementation of inclusive education, the courage of the leadership is allowable to make various changes. One of the required changes is to change organizational policies. The steps taken by the leaders of the two schools studied in carrying out many changes to school policies were to establish a planning and monitoring body for learning activities. The oversees teachers' performance in inclusive schools needs the completeness of teaching materials, media, learning aids, and curriculum to learning designs that the school management has verified. It is as revealed by the following teacher:

> The existing infrastructure development is the construction of buildings and school-supporting facilities such as laboratories and training areas for students to move and socialize with their environment. All teachers require making and reporting on the developed curriculum design, learning methods, and designs and used learning tools such as teaching aids (Respondent CT1).

Based on the interview results revealed that the priority for the development of the special schools in Malang City today has to complete the various needs of school infrastructure, curriculum, design, and learning methods, as well as strengthening teacher human resources in carrying out learning tasks. So that the educational process in school can be optimal, especially with the availability of various teaching aids that can support the skills that students with special needs are interested in learning independently, as stated by CT2:

> The development of Various educational infrastructures starting from laboratories where students practice, curricula, teaching aids, and other supporting learning tools students needed. Apart from that, religious facilities are available as a function of instilling the character of students with special needs in their schools (Respondent CT2).

Next, an interview with the shadow teacher said that:

> The learning buildings' construction and infrastructure for persons with disabilities are needed to facilitate student access to learning at school. The availability of visual aids and learning aids for each student with different disabilities, all the devices must be available in schools. The vision of realizing independent education for children with special needs applies, as well as continuing to increase the motivation of students and teachers in improving learning quality for children with special needs (Respondent ST1 and ST2).

The interview result concluded that prioritizing independent education in inclusive schools to meet infrastructure needs for access to students with disabilities, including meeting room needs for the availability of visual aids and learning aids for each of them with different disabilities. Likewise, the leaders continue to motivate teachers and students to be actively involved in all stages of the learning process through their communication skills.

Those skills determine organizational success from external and internal networking in building support to realize the vision. School leaders carrying out their duties and responsibilities should communicate well with their subordinates, including stakeholders. The leadership's communication skills as a spokesperson explained the target for teachers in achieving the vision under the development infrastructure. Based on interviews with the Bhakti Luhur principal said:

> As a leader, I must socialize school policy to all staff and then do meetings to educate all teachers and staff for a month to understand, socialize and inspire this activity as cooperation with the government and community (Respondent SP1).

The interview results revealed that leaders communicate with subordinates to achieve expected goals. Another ability is to act as a trainer, especially in delegating tasks and authority to teachers carrying out teaching and ensuring that all learning programs run according to the targets set. It revealed this in an interview with the YPAC principal.

> We have to look at the teacher's potential first. We see the potential here in the competence of learning in their respective fields and providing training to increase their resources (Respondent SP2).

The interview result concluded that the leader's strategy in training teachers as implementers of inclusive education is necessary to develop their competencies to achieve the expected educational vision. The principal in directing learning tasks for teachers to keep going according to the desired target conveyed by the school is as follows:

> I'm going down directly to the location, entering the class, and evaluating whether the activity is experiencing problems. When I found the infrastructure problems, I immediately made improvements to them (Respondent SP1).

Interviews revealed that related to the smooth running of the learning process in school. The school principal ensured that the needs for infrastructure, learning tools, teaching aids, curriculum, and learning design could meet. It aims at the learning achievements of children with special needs independently who can get according to the target.

Commitment Teachers Realize Independent Education

The field findings show that the commitment to the work of Bhakti Luhur and YPAC teachers has excellent results under the visionary leadership of the school principal. All teachers expressed a high commitment to implementing the independent learning model. We cannot separate this high teacher commitment from the direction, guidance, and supervision of the school principal to determine the teacher's performance that must follow the vision to be achieved by the school.

We should be creative in providing learning services to students with special needs. A clear learning plan and design must precede each learning material, especially for learning outcomes adapted to the school's vision. We encourage all teachers to be active and creative in their work under visionary leadership. The results showed visionary leadership and the ability to increase the work motivation of subordinates, which becomes vital for the teacher. The positive impact of high work commitment is increasing teacher motivation and work ethic in inclusive schools. High work motivation, of course, affects output achievements better, as stated by the YPAC school principal follows:

> With prime motivation and enthusiasm to realize the school's vision of becoming a superior and independent inclusive, under the school principal, our creativity continues to stimulate the various achievement rewards given. This atmosphere affects motivation, which improves work ethic to achieve the best output by implementing inclusive education independently (Respondent SP1 and SP2).

From the results, they revealed that high work commitment affected motivation, which had a positive effect on improving the quality of learning in these two inclusive schools. We can see a high work ethic from the level of teacher attendance in carrying out highly disciplined tasks.

> Visionary leadership fosters a conducive work environment aimed at implementing independent education for children with special needs, cultivating discipline among teachers in their professional lives, and promoting collaboration toward vision (Respondent CT1 and CT2).

Here, the teacher's presence on time to carry out learning assignments shows their high commitment and motivation to teaching children with special needs at school. Almost all teachers carry out their obligations professionally, such as making lesson plans, developing programs, and evaluating to ensure the vision and goals of independent inclusive education. It revealed this from the following interview results:

> Under the school principal, I feel challenged and become more disciplined in managing my time and work as a teacher in a class of children with special needs. The work environment has fostered my adaptation to

working with discipline, professionalism, and enthusiasm. I feel this when completing educational assignments, starting from creating the lesson and progressing to the learning implementation to evaluate program learning outcomes (Respondent CT1 and CT2).

The statement above shows that most teachers and staff at the two special schools of Bhakti Luhur and YPAC determined that they work with high enthusiasm and discipline and are always sensitive to the programs and activities programmed under the principal leadership. The visionary leadership should build a firm commitment with his teaching team to carry out learning tasks for children with special needs. Four visionary leadership indicators: (a) the high awareness of teachers in teaching seriously, (b) teachers always provide the best educational services to children with special needs, (c) high teacher responsibility in carrying out tasks, (d) high level of teacher discipline in complying with school regulations. Positive effects arising from this condition: are (a) more effective use of learning hours, (b) top student learning enthusiasm, and (c) students' rights to the fullest given, continuing to improve teacher performance in achieving the vision of an independent, inclusive school, the school principal, besides stimulating teacher motivation and enthusiasm, also acts as a director and coach, proved that the actual activities as providing in-service training and education.

This activity aims to improve teaching skills, mastery of teaching materials, and teacher commitment and motivation to carry out the learning process in the classroom (Edward et al., 2020). Several factors that can support increasing teacher commitment include work motivation, educator certification, principal leadership, and the role of educational supervisors (Leithwood & Levin, 2010). The interview results with school principals and teachers in the two schools revealed that the inclusive learning strategy by principals could increase teacher work commitment. It applies to independent learning tasks for children with special needs: (a). The school principal gave rewards to disciplined teachers and a high work commitment, aiming to increase teacher motivation in carrying out their work, (b) The principal acts decisively and sanctions teachers who are negligent in their responsibilities, (c) The school provides a fingerprint for teacher discipline in attendance, (d), The principal focuses on teachers who lack the motivation to teach by continuing to provide and reprimanding every violation, (e) The school seeks to fulfill the learning media facilities needed to build teacher motivation in learning activities in class even better in the future.

Visionary Leadership

The following table displays the descriptive statistics that provide insight into the visionary leadership among school principals in special needs schools in Malang City. These findings will be crucial in understanding the impact of visionary school leadership on special education in the area.

Table 1. Visionary Leadership of Principals

Indicators	Analysis			%	Category
	Mean	**SD**	**Scale**		
Open Minded, creative and Innovative (direction setting)	22.97	3,030	4.59	91.88	Excellent
Responsible, optimistic and persistent (change agent)	13.26	2.179	4.42	88.43	Excellent
Flexible and willing to take risks (spokesperson)	13.76	1,827	4.57	89.76	Excellent
Managerial, Inspiring and educating (Trainer)	18.43	1,795	4.58	90.34	Excellent

Table 1. shows that the achievement of respondents regarding the average leadership that is open-minded and direction setting is 91.88%, with a Likert scale of 4.59 points. The mean value and standard deviation are 3.030. Meanwhile, responsible leadership, optimism, and like change are 88.43% under a Likert scale of 4.42 and a standard deviation of 2.18. Flexible leadership dares to take risks and becomes a spokesperson with an average value of 13.76 with a standard deviation of 1.83. Lastly is managerial leadership, inspiring and educating under training average value of 18.43 with a standard deviation of 1.79. The teacher's overall perception of visionary leadership to carry out tasks is the better category.

Organizational Commitment

After conducting a 5-point Likert scale test, a table of organizational commitment variables was created to analyze the commitment of teachers in providing education to children with special needs in special schools in Malang City. The results of the analysis provide a comprehensive overview of the teacher's dedication and commitment to educating these children.

Table 2. Organizational Commitment

Indicators	Analysis			%	Category
	Mean	**SD**	**Scale**		
Increase the synergy of teacher work to carry out education for students with special needs	17.67	2.602	4.42	88.38	Excellent
Willing to devote more time to special needs education	17.79	2.319	4.45	88.97	Excellent
Responsible	16.97	1.540	4.24	84.85	Excellent
Prioritizing group interests above personal interests	17.52	2.107	4.38	87.65	Excellent
Feel happy teaching in inclusive educational institutions	17.71	1,749	4.43	87.63	Excellent
Faithful in teaching under any circumstances	16.70	2.277	4.18	83.63	Excellent
Average				**86.85**	Excellent

Table 2. shows the teacher's commitment to work under the school principal at 86.85% in the better category. First, the commitment to increase the synergy of teachers' work gets a percentage of 88.38%. We strengthen the mean and standard deviation values around 17.67 and 2.602, showing the teacher's firm commitment to carrying out his work. Second, the teacher's willingness to devote more time to teaching children with needs got a percentage of 88.97%. We include it in the better category. Third, the responsibility for carrying out tasks in class has a respondent achievement rate of 84.85%, with an average score of 16.97.

Fourth, prioritizing group interests above personal interests also gives respondents an achievement of 87.65%, which was a good category with 2.107 In standard deviation. This figure shows that prioritizing public interests over personal ones was excellent. Fifth, being faithful in teaching students with disabilities under any circumstances and no matter how difficult it is to get the level of achievement of the respondents well. The sixth indicator is that they are happy teaching in inclusive educational institutions of 83.63%.

Performance of Teachers

Based on the results of the analysis using the 5-point Likert scale questionnaire, it can be concluded that the observed teachers in the special schools in Malang City demonstrated a good level of performance in making lesson plans, implementing learning, and conducting learning evaluations.

Table 3. Teachers' Performance

Indicator	Analysis			%	Category
	Mean	**SD**	**Scale**		
Planning and Preparation (Lesson plan)	50.736	2.750	3.90	78.05	Good
Implementation of learning	51.677	1.638	3.91	78.24	Good
Learning evaluation	36.529	2.662	4.06	81.18	Excellent
Rata-rata				**79.15**	Good

Teacher performance indicators are in the excellent category (79.15%) by performing planning for learning at 78.05% and carrying out learning at 78.24%. The last is the teacher's evaluation ability, which is in the excellent category at 81.18%.

Visionary Leadership and Organizational Commitment Affect Performance

Based on the inferential analysis of multiple linear regression related to the influence of visionary leadership and organizational commitment on teacher performance in SLB Malang City, it can be observed that there is a significant positive correlation between visionary leadership, organizational commitment, and teacher performance. The table below summarizes the statistical results:

Table 4. The influence of Visionary Leadership and Organizational Commitment on Teachers' Performance

Model		Non-standard coefficient		Standard Coefficient	t	Sig.	R^2	F	Sig.
		B	**Std. Error**	**Beta**					
1	(Constant)	191 816	17.548		10 931	.000			
	Leadership	.410	.148	.462	2.761	.010	0725	4067	.014
	Commitment	1.761	.798	1.759	2.205	.035			

Two independent variables show a significant effect of visionary leadership and organizational commitment affect teacher performance. Both partially and simultaneously, these variables affect performance.

Discussion

Visionary Leadership Affects Teachers' Performance

There is a positive and significant relationship between visionary leadership on teacher performance, with a t-count of 2.761 and 0.010 <0.05. These results are in line with the research of Sunarto et al. (2021), Shanti et al. (2020), and Kurniadi et al. (2020) found a positive effect of visionary leadership on teacher performance because the principal's visionary leadership emphasizes the attitude of a leader who can see situations that will occur in the future, he makes policies according to the needs of the community or consumers, can solve problems which include opportunities, obstacles, and challenges, has good vision and can communicate them. Principals dare to take risks to change teacher performance. Ariani et al. (2022) reported that the variable visionary leadership affects teacher performance by 57.69%.

Based on the description above, the visionary leadership of the principal of Bakti Luhur and YPAC is a leadership process to influence, encourage, move, and organize people or groups of people to achieve the expected goals of the vision and mission of the school they lead. It supported Ubaidsillah et al. (2019) emphasized the urgency of visionary leadership can guide organizations toward achieving their future aspirations. Makhrus et al. (2022) also found that leadership affects teacher performance and creates a positive organizational culture for learning. Shanti et al. (2020) revealed that the relationship between school visionary leadership and organizational climate with teacher performance was true.

Hammel and Hourigan (2011) highlighted the significance of special education training for school principals in resolving daily challenges and critical incidents encountered while supporting students with special needs. A robust commitment to the school's culture under visionary leadership can foster a positive school environment. These findings are consistent with the results reported by DeMatthews et al. (2020), who emphasized the importance of effective leadership practices for the successful implementation of inclusive education in the United States. The study highlighted the critical role of visionary leadership in determining the success of inclusive education, as school leaders must adopt a broad approach to policymaking to achieve the school's vision. Likewise, research by Zhou et al. (2018) in China reported that visionary leadership is positively associated with employee creativity in Chinese organizations.

Schools leader assign teachers to carry out learning tasks by planning and providing complete teaching materials to design digital-based learning to stimulate students with special needs to be enthusiastic about independent learning (Zen et al., 2022). Besides, the principal also assigns teachers to carry out learning tasks for children with special needs by deciding, controlling, and assessing results, conveying and explaining orders, resolving conflicts that arise, and fostering enthusiasm for work and learning among students. Therefore, improving teacher performance is also the principal task for school principals. For teacher performance to increase, it is necessary to have activity programs held by school principals to support each teacher's performance competency. The principal has a role in the progress of teacher performance in the two special schools.

Organizational Commitment Affects Teachers' Performance

Table 4. shows a positive and significant relationship between organizational commitment on teacher performance, with a t-count of 2.205 and 0.035 <0.05. The analysis of visionary leadership and organizational commitment affect teacher performance in inclusive schools, with a significant value of 0.014. Teachers with educational qualifications well to provide educational services in inclusive schools, but with a high commitment, they can encourage teachers to create, innovate, and try to accommodate all children learning (Pribudhiana et al., 2020).

Teachers have a high affective commitment to encouraging inclusive education to increase. It means that teachers provide inclusive education services based on their emotional connection to their school and the teacher's involvement with activities at school. Teachers do this because of intrinsic demands, and do what they want. The high commitment of teachers to providing inclusive education services for children with special needs under the joy and happiness of teaching science to children with special needs. It closely related this commitment to personal, job, work experience, and structural characteristics.

Teachers carry out inclusive education because it has become a necessity in their profession. It showed the behavior of teachers who are loyal to devote more time to providing educational services and the pleasure of teaching. These results support the findings of Combs et al. (2010) in their research, which stated that teacher commitment has a central role in implementing inclusive education success. A positive commitment to carrying out this school needs to be encouraged to be part of strengthening teacher personality competencies.

Laily and Wahyuni (2017) have affirmed that organizational commitment affects teacher performance. Their study discovered that organizational commitment leads to increase teacher performance. Mustafa et al. (2020) corroborated this finding by demonstrating that organizational commitment factors in higher education in Malaysia also affect faculty performance. Bibi et al. (2019) reported a significant positive correlation between perceived support, affective commitment, normative commitment, and job satisfaction among teachers teaching children with special needs. Van Waeyenberg et al. (2022) demonstrated that organizational commitment can influence teacher performance in the

process of performance management in schools. It suggests that personality, organizational commitment, and job satisfaction affect organizational citizenship behavior as a mediating factor.

In contrast, Atika et al. (2022) found that organizational commitment does not affect teacher performance in the context of state junior high schools in the Bangko District. Similarly, Gusriani et al. (2022) and Irawan et al. (2018) reported no significant effect of commitment to teacher performance.

Various factors can cause the difference in findings between studies on the effect of organizational commitment on teacher performance. First, the definition and measurement of organizational commitment may vary between studies, leading to different results. Second, cultural and contextual differences within the organization or the education system also play a role in the impact of organizational commitment on teacher performance. In addition, individual differences among teachers, such as their motivations, values, and goals, may also influence the relationship between organizational commitment and performance. Therefore, it is important to review other variables that might affect teacher performance in addition to organizational commitment, such as teacher experience, motivation, values held by teachers, and the learning objectives themselves.

Conclusion

The study reveals that visionary leadership and organizational commitment significantly affect teacher performance in learning activities. Additionally, the simultaneous effect of leadership and organizational commitment influences teacher performance. This research revealed visionary leadership and organizational commitment to achieving better teacher performance in inclusive schools by employing shadow teachers in each teaching class. The study suggests that principals and teachers should collaborate in planning, implementing, and evaluating learning outcomes to achieve the vision and mission. Moreover, together with shadow teachers, they should guide children with special needs to carry out their learning tasks to provide comprehensive and independent education for them.

Recommendation

We recommend that the Ministry of Education and Culture as well as stakeholder task visionary school principals to carry their vision-based school learning assignments, enable them to create a pleasant learning atmosphere, stimulate participation, and strengthen the commitment team in organizing independent inclusive education. It is necessary to study other related variables that influence the performance of children with special needs: such as teacher experience, motivation, values held by teachers, and learning objectives.

Limitations

The limitation of this study lies in conducting a lengthy survey to observe the learning behavior of disabled students. Time constraints and the respondents' readiness also affected the data collection in the field, both in interviews and when filling out the questionnaires distributed to them.

Authorship Contribution Statement

Tawa: Research ideas, developing research designs, conducting field research, processing and analyzing data, and writing the paper, Bafadal: Editing, critical analysis, final approval, and writing the paper, Ulfatin: Editing, statistical analysis, supervision, and writing the paper, Burhanuddin: Interpretation, reviewing, support material and wrote the paper.

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