# Does Transformational Leadership Still Run Effectively in A Conflict Setting?

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*Abstract:* - This article aims to describe the influence of servant and transformational leadership on teacher work productivity and the role of mediating conflict resolution. There is a lot of research on leadership but not much research on how leadership handles conflict. Several research studies have investigated how leaders respond to conflict and the most common conflict management. However, no research is available to determine public preferences for conflict resolution options. The application of transformational leadership is known for its toughness and has been widely discussed. However, there is a phenomenon where school principals experience a decline and schools experience many problems. One of the factors inhibiting school progress is conflict. The author presents how to manage a school or organization in conflict settings by offering a servant leadership style. These matters are discussed in this article. This study used a quantitative survey design with 300 high school teachers as respondents to rate the leadership of school principals from 15 districts in Lampung Province. The results of Amos 23 calculations state that servant leadership has a positive effect on handling conflict (87.5%) and on teacher's work productivity (37, 4%), while transformational leadership has a positive effect on handling conflict (8.7%) and negative effect on teacher work productivity (-68.8%). The research concludes that (1) servant leadership is a good predictor of teacher work productivity and a solution for conflict resolution in schools; (2) when there is conflict, transformational leadership is not a solution; (3) conflict handling is directly proportional to teacher work productivity; and (4) conflict handling becomes a good mediator for servant leadership and transformational leadership for teacher work productivity.

*Key-Words:* - Servant leadership, transformational leadership, conflict, teacher productivity

## 1 Introduction

Education is an important investment because education plays a key role in producing human resources that can compete in the global era. To address the challenges above, education that is oriented to globally relevant needs and productive teacher resources is needed, [1] [2], [3].

The teacher's role as an educator is directly involved in the learning process activities in the classroom and the entire educational process in schools is often faced with several problems. Conflicts in the world of education have often occurred and have had a major impact on the educational institutions themselves, and members of school organizations or workers in these institutions. Conflicts that occur within a school organization can hinder achieving the desired goals, therefore conflicts need to be managed properly so that the impact can be minimized, [4].

Teacher work productivity is the potential or power generated by the teacher that is used optimally, to achieve output that is more creative, generative, and generates benefits or benefits. especially in teaching and learning activities. Teacher quality is very dependent on several factors and one of the most important is the teacher's work behavior which is associated with work productivity, [5].

Teacher absence is a problem that can arise from conflict in schools. So that absenteeism can be minimized, researchers conduct more extensive research by integrating servant leadership and transforming in handling conflicts to increase teacher work productivity.

1. How does servant leadership influence teacher work productivity?
2. What is the indirect influence of servant leadership on teacher work productivity through conflict resolution?
3. How does transformational leadership influence teacher work productivity?
4. What is the indirect effect of transformational leadership on teacher work productivity through conflict resolution?

There is a lot of research on leadership but not much research on how leadership handles conflict. Several research studies have investigated how leaders respond to conflict and conflict management, [6], [7], [8]. However, no research is available to determine public preferences for conflict resolution options. This study aims to explain to the leaders needed in an atmosphere of conflict.

## 2 Literature Review

### 2.1 Conflict

Conflict is an everyday phenomenon in all walks of life. Conflict is an unavoidable part of human activity, [9], [10], [11], [12], [13]. Conflicts often occur in school organizations. School organizational conflicts can affect the performance of school organizations.

Conflict describes the disagreement of opinions between individuals. Although the definition of conflict is different in various disciplines, [14], [15], [16], [17]. Conflicts occur when one party feels personal interests are harmed by another party, [18], [19]. Conflict signifies a process that combines two or more people or groups in which one party must perceive the actions of the other party as contradicting his own. Conflict is a common trait in any teamwork activity and occurs in daily interactions, [20], [21], [22].

Conflict can be classified into types according to its level, direction, school organization, and planned conflict, [23], [24]. Intrapersonal conflict: Conflict arises in an individual when his motives or drives are hindered by two different decisions and he is unable to make the right decision because he is facing competing goals and roles, [6], [25].

Interpersonal Conflict: Interpersonal conflict is a conflict that arises between two or more individuals, [24]. The causes of this conflict are differences in personality, experience, education, background, conflicting values and interests, differences in power, status, lack of information, role incompatibility, stress, and anxiety, [26], [27].

Intragroup conflict: Intragroup conflict occurs when someone in a group works to achieve different goals from other groups in the school organization. This conflict occurs at the organizational level of the school, [15], [28], [29].

Intergroup conflict: Intergroup conflict arises between different groups within a school organization each trying to achieve their goals. The conflict between line school organizations and staff is one of the most popular conflicts, [24].

Intra-organizational conflict: School intra-organizational conflict has four types including vertical conflict, horizontal conflict, line-staff conflict, and role conflict. Each of these types of conflict has its characteristics; however, they can overlap, especially with roles, [30], [31].

Interorganizational conflicts: Conflicts between school organizations are to some extent interdependent with one another. All conflicts that are inherent at the organizational level of the school involve conflicts that occur at the individual level or the group level, [32].

### 2.2 Servant Leadership

Servant leadership is driven by ego to gain achievement but leaders need to manage their ego to turn their followers into leaders, and to be first among equals, [33].

Servant leadership has values, beliefs, and principles in carrying out its leadership, [34], [35], [36], [37], [38]. Values are a core element of servant leadership. Value is seen as an independent variable that drives leader behavior in serving, [39], [40], [41].

Another important attribute of servant leadership is the role of functional attribute values which include: a) trust, b) respect for others, and c) empowerment, [34], [42]. These values build interpersonal trust and integrity of leaders in a school organization, [43], [44]. Servant leadership practices what is said to build a self-image with integrity. This leader believes that with integrity, trust can be earned and at the same time radiated so that others follow him, [45], [46].

## 2.2 Transformational Leadership

Transformational leadership goes beyond simple exchanges and agreements. Transformational leaders are proactive, raise followers' level of awareness about inspiring collective interests, and help followers achieve extraordinarily high-performance outcomes. This theory posits that leaders deal with influence, inspirational motivation, intellectual stimulation, and individual judgment, [47], [48], [49], [50], [51].

Transformational leadership motivates and inspires subordinates to perform as expected. Transformational leadership theory predicts followers' emotional attachment to leaders and followers' emotional arousal and motivation as a consequence of leader behavior, [52].

Transformational leadership articulates a realistic vision of the future, stimulates followers intellectually, and pays attention to differences in subordinates, [53], [54]. The transformation effect can also be had by leaders in school organizations and individuals. By defining the need for change, creating a new vision, and mobilizing commitment to that vision, leaders can ultimately transform school organizations, [55].

Observed that transformational leadership is seen when leaders stimulate others to view their work from new perspectives, raise awareness of the school organization's mission or vision, develop co-workers and followers to higher levels of ability and potential, and motivate them to look beyond their interests. for groups, [51], [56], [57].

## 2.3 Teacher Work Productivity

Teacher work productivity is the key to preparing creative, critical generations to have 21st-century intelligence, [58], [59]. The concept of work productivity can be viewed from two dimensions, namely the individual and the school organization. The individual dimension sees productivity concerning individual personality characteristics that appear in the form of mental attitudes and imply individual desires and efforts to always strive to improve the quality of life. Meanwhile, the dimension of school organization looks at productivity in terms of the technical relationship between input and output. The increase in productivity is not only seen from the quantity aspect but can also be seen from the quality aspect, [60].

Productivity factors are known to be statistically significant in promoting learning in primary and secondary school students, [61], [62], [63]. Productive teachers meet job qualifications,

meaning that high productivity cannot be achieved if teacher qualifications are low.

Work productivity implies (1) input resources; and (2) output results. Work productivity is the potential or power generated by individuals that are used optimally to achieve output that is more creative, and generative, and generates profits or benefits, [64].

## 3  Framework of Thinking

There are many causes of conflict. Conflict starts from bad communication, dissatisfaction caused by management style, desire for power, ineffective leadership, lack of openness, and so on. There are three distinct main drivers of conflict: power, values, and economics, [65], [66], [67].

Transformational leadership predicts followers' emotional attachment to the leader and the emotional arousal and motivation of followers as a consequence of the leader's behavior. Transformational leadership is recognized by the world as having a good influence on various endogenous variables. Thus, transformational leadership strengthens school principals in dealing with problems of school institutions which have a domino effect on increasing teacher work productivity, [68].

Servant leadership has values, beliefs, and principles in carrying out its leadership, [34], [35], [36], [37], [38]. Values are a core element of servant leadership. Value is seen as an independent variable that drives leader behavior in serving, [39], [40], [41]. Next, the researcher presents a framework diagram as shown in Figure 1.
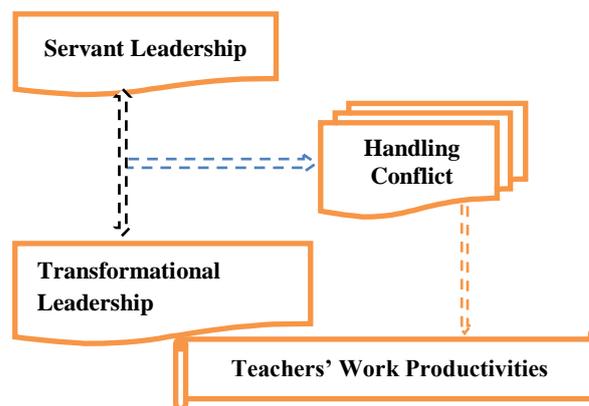


Fig. 1: The framework of increased teacher work productivity

Referring to Figure 1, school principals who combine transformational and servant leadership styles can manage and anticipate the emergence of

conflict with dimensions that include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration to increase teacher productivity.

# 4 Method

This quantitative cross-sectional study used the Structural Equation Modeling statistical test carried out in Lampung Province covering 15 districts/cities, with 300 public and private teachers as respondents. Data collectors use standardized instruments. Questionnaire items are compiled and distributed electronically with Google Forms. The selection of the Google Forms electronic application was due to the pandemic and the population was considered homogeneous, [69], [70], [71], [72], [73], [74], [75].

## 4.1 Test the Validity of Variables and Reliability

Validity and reliability refer to if alpha > 0.90 then the reliability is perfect. If the alpha is between 0.70 – 0.90 then the reliability is high. If the alpha is 0.50 - 0.70 then the reliability is moderate. If alpha is < 0.50 then low reliability, [76], [77], [78].

Whereas validity refers to the correlation coefficient (rxy) which can range from positive (+) 1 to negative (-) 1. If rxy is close to 1, the relationship between the two variables is getting stronger. If the value is close to 0.0, the relationship between the two variables is getting weaker. Interpretation of the value of the correlation coefficient If greater than .5 is strong, between .3 to .5 is moderate, and between 0 to .3 is weak, [79], [80], [81].

• Validity of servant leadership

Table 1. Validity of servant leadership

|  | r-table (df: N-2) | r-count |
|---|---|---|
| SL1 | 0,1684 | .564** |
| SL2 | 0,1684 | .635** |
| SL3 | 0,1684 | .678** |
| SL4 | 0,1684 | .741** |
| SL5 | 0,1684 | .327** |
| SL6 | 0,1684 | .627** |
| SL7 | 0,1684 | .659** |
| SL8 | 0,1684 | .535** |
| SL9 | 0,1684 | .637** |
| SL10 | 0,1684 | .674** |
| SL11 | 0,1684 | .668** |
| SL12 | 0,1684 | .676** |
| SL13 | 0,1684 | .746** |
| SL14 | 0,1684 | .650** |
| SL15 | 0,1684 | .648** |
| SL16 | 0,1684 | .728** |
| SL17 | 0,1684 | .681** |
| SL18 | 0,1684 | .634** |
| SL19 | 0,1684 | .650** |
|  | N | 235 |

Table 1 states that each item that builds valid servant leadership refers to r-count > r-table, so each item is declared valid, [81].

• Reliability of servant leadership

Table 2. Reliability of servant leadership

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| ,910 | 19 |

Table 2 states that the number of indicators or manifests of servant leadership is 19 items and states that all servant leadership items have a value of α > 0.05. thus, based on serving leadership variables it is declared reliable, [82].

• Validity of handling conflict

Table 3. Validity of handling conflict

|  | r-$_{table}$ (df: N-2) | r-$_{count}$ |
|---|---|---|
| HC1 | 0,1684 | .386** |
| HC2 | 0,1684 | .364** |
| HC3 | 0,1684 | .499** |
| HC4 | 0,1684 | .648** |
| HC5 | 0,1684 | .602** |
| HC6 | 0,1684 | .504** |
| HC7 | 0,1684 | .457** |
| HC8 | 0,1684 | .480** |
| HC9 | 0,1684 | .421** |
| HC10 | 0,1684 | .416** |
| HC11 | 0,1684 | .427** |
| HC12 | 0,1684 | .411** |
| HC13 | 0,1684 | .305** |
| N |  | 235 |

Table 3 states that each item that builds valid servant leadership refers to r-count > r-table, so each item is declared valid, [81].

• Reliability of handling conflict

Table 4. Reliability of handling conflict

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| ,670 | 13 |

Table 4 states that the number of indicators or manifests of servant leadership is 19 items and states that all servant leadership items have a value of α > 0.05. thus, based on serving leadership variables it is declared reliable, [82].

• Validity of transformational leadership

Table 5. Validity of transformational leadership

|  | r-$_{table}$ (df: N-2) | r-$_{count}$ |
|---|---|---|
| TL1 | 0,1684 | .741** |
| TL2 | 0,1684 | .774** |
| TL3 | 0,1684 | .806** |
| TL4 | 0,1684 | .800** |
| TL5 | 0,1684 | .854** |
| TL6 | 0,1684 | .852** |
| TL7 | 0,1684 | .740** |
| TL8 | 0,1684 | .834** |
| TL9 | 0,1684 | .794** |
| TL10 | 0,1684 | .746** |
| TL11 | 0,1684 | .706** |
| N |  | 235 |

Table 5 states that each item that builds valid servant leadership refers to r-count > r-table, so each item is declared valid, [81].

• Reliability of transformational leadership

Table 6. Reliability of transformational leadership

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| ,938 | 11 |

Table 6 states that the number of indicators or manifests of servant leadership is 19 items and states that all servant leadership items have a value of α > 0.05. thus, based on serving leadership variables it is declared reliable, [82].

### 4.2 Test of Requirements with Amos
*The goodness of Fit Index*: As it is shown in Table 7, the CFA test refers to the fit model criteria contained in the Goodness of Fit Index table. Root Mean Squares Error of Approximation which is an absolute requirement for data interpretation. There are several methods to test the goodness or suitability of a model as a whole, namely: Chi-Squares statistical test (χ2 Test); Root Mean Squares Error of Approximation (RMSEA); Goodness of Fit Index (GFI); Adjusted Goodness of Fit Index (AGFI); and Root Mean Squares Residual (RMSR), [83], [84], [85].

Table 7. Goodness of Fit Index

| No | The goodness of Fit Index | Cut off Value | | Criteria |
|---|---|---|---|---|
|  |  | Parameter | Gained |  |
| 1. | CMIN/DF | < 3 | 2,297 | Good Fit |
| 2. | CFI | ≥ 0,90 | ,816 | Accepted Fit |
| 3. | TFLI | ≥ 0,90 | ,809 | Accepted Fit |
| 4. | NFI | ≥ 0,90 | ,715 | Accepted Fit |
| 5. | RFI | ≥ 0,90 | ,705 | Accepted Fit |
| 6. | IFI | ≥ 0,90 | ,816 | Accepted Fit |
| 7. | RMSEA | ≤ 0,08 | ,066 | Good Fit |

*Data normality*: The criterion used is the Chi-squares value at the degree of freedom, namely the number of indicators in the fit model of this study at a significance level of p <0.01. Mahalanobis Distance or χ2 (5052.699: 0.01) = 5289.80158. This means that observation numbers that have a Mahalanobis d-squared value greater than 5289.80158 are multivariate outliers.

Based on the output of the Mahalanobis d-Squared, it can be seen that all observation data have a Mahalanobis d-Squared value below 5289.80158, which means that the research data used met the requirements, there were no multivariate outliers, [86], [87].

### 4.3 Estimates
Estimates were made using the Maximum Likelihood Estimates method where the regression weights of exogenous variable variances, the covariance between exogenous variables, means of

exogenous variables, and intercepts to predict endogenous variables are the estimation of quantity and some outputs that can also be raised when requested. The correlations between exogenous variables, and standardized regression weights are in Table 8.

Table 8. Regression Weights

|  |  |  | Estimate | S.E. | C.R. |
|---|---|---|---|---|---|
| HC | <-- | TFL | ,105 | ,210 | ,501 | ,617 |
| HC | <-- | SL | ,875 | ,171 | 5,123 | *** |
| TWP | <-- | HC | ,057 | ,081 | ,704 | ,481 |
| TWP | <-- | SL | ,270 | ,161 | 1,678 | ,093 |
| TWP | <-- | TFL | -,596 | ,200 | -2,986 | ,003 |

*Source: Primary Data Processed by Researchers with AMOS 23*

Table 8 is to see whether the dimensions and indicators are significant or not. The significance of these dimensions and indicators (manifest) can be seen from the critical ratio score (C.R.) $\geq 1.96$ and the P value $\leq 0.05$ and the presence of the *** sign (three asterisks). The transformational regression coefficient (TFL) to conflict management (HC) is not significant, servant leadership to HC is significant, HC to teacher work productivity (TWP) is not significant, SL to TWP is not significant, and TFL to TWP is significant. The estimated standard regression weight is in the estimation column. This sample moments method controls the reporting of sample correlation in Table 9.

Table 9. Standardized Regression Weights

|  |  |  | Estimate |
|---|---|---|---|
| HC | <--- | TF | ,087 |
| HC | <--- | SL | ,875 |
| TWP | <--- | SL | ,374 |
| TWP | <--- | TF | -,688 |

*Source: Primary Data Processed by Researchers with AMOS 23*

It is known that TFL has an effect on HC with a standardized coefficient of 0.087 (an increase in TFL 1 will increase HC by 0.087). SL affects HC with a standardized coefficient of 0.875 (an increase in SL by 1 standard deviation will increase HC by 0.875). HC has an effect on TWP with a standardized coefficient of 0.079 (an increase in HC of 1 standard deviation will increase TWP by 0.079). SL has a positive effect on TWP with a standardized coefficient of 0.374 (an increase in SL by 1 standard deviation will increase TWP positively by 0.374). TFL affects TWP with a standardized coefficient of -0.688 (an increase in

TFL by 1 standard deviation will decrease TWP by -.688).

Next, the researcher presents the following General Model Graph in Figure 2.
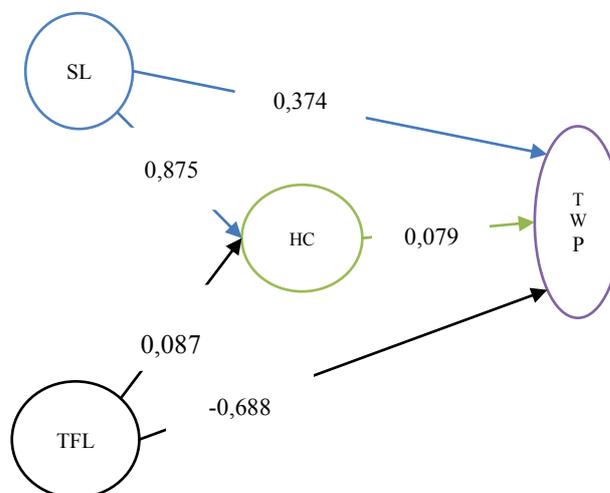


Fig. 2: General of Graphic Models

Figure 2 shows that servant leadership has a positive effect on teacher work productivity of 0.0374, and transformational leadership has a negative effect on teacher work productivity of -0.688. Serving leadership has a positive effect on conflict handling of 0.875. Conflict handling has a positive effect on teacher work productivity of 0.079. Next, the researcher presents Standardized Direct Effects.

Table 10. Standardized Direct Effects

|  | SL | TFL | HC |
|---|---|---|---|
| HC | ,875 | ,087 | ,000 |
| TWP | ,374 | -,688 | ,079 |

*Source: Primary Data Processed by Researchers with AMOS 23*

Based on the calculation results in Table 10, SL has a direct effect on HC of 0.875, and TFL has a direct effect on HC of 0.087. SL affects HC of -0.120. SL has a direct effect on TWP of 0.374. TFL has a direct effect on TWP of 0.688.

Thus, researchers can conclude that SL has a positive impact on HC, and TFL on HC. SL has a positive effect on TWP and HC also has a positive effect on TWP. However, TFL negatively affects TWP. Next, the researcher presents Indirect Effects.

Referring to Table 11, SL indirectly affects TWP of 0.050, and TFL indirectly affects TWP of 0.006. Researchers present the results of Standardized Indirect Effects.

Table 11. Standardized Indirect Effects

|  | SL | TFL |
|---|---|---|
| HC | ,000 | ,000 |
| TWP | ,069 | ,007 |

*Source: Primary Data Processed by Researchers with AMOS 23*

Table 11 shows Standardized Indirect Effects. SL indirectly affects by 0.069. TFL of 0.07. Researchers can conclude that the effect of SL, and TFL have a positive effect on TWP.

## 4.4 Hypothesis Test

H1: Servant leadership influences teacher work productivity. Because the standardized direct effect of servant leadership has an influence of 0.374 on teacher work productivity.

H2: Transformational leadership influences teacher work productivity. Because the standardized direct effect of transformational leadership has an influence of -.688 on teacher work productivity.

Next, the researcher presents a diagram of the mediating role of the simultaneous variables of serving leadership, transformational leadership, empowering leadership, and handling conflict on teacher work productivity. A diagram of the role of the mediating variable for researchers is presented in Figure 3.
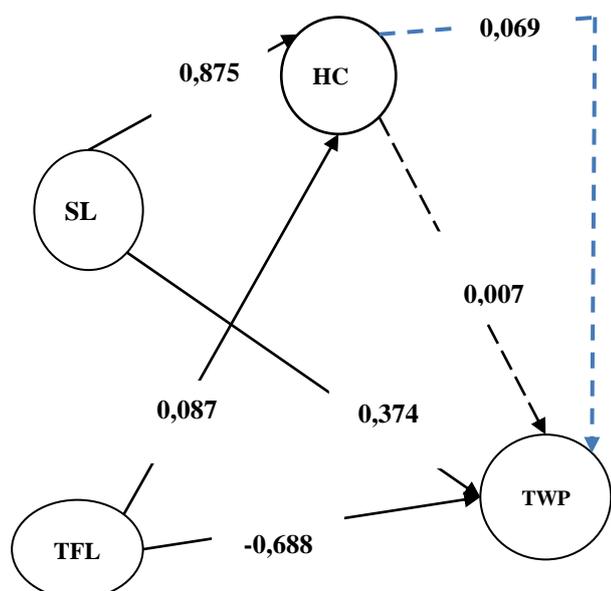


Fig. 3: Direct and indirect effects

H3: Handling conflict does not mediate the influence of servant leadership on teacher work productivity. Because the direct effect of servant leadership (0.374) is greater than the indirect effect (0.069) on teacher work productivity, conflict handling is not mediation (intervening) for servant leadership.

H4: Handling conflict mediates the influence of transformational leadership on teacher work productivity. Because the direct effect of transformational leadership (-0.688) is greater than the indirect effect (0.007) on teacher work productivity, the handling of conflict is mediation for transformational leadership.

## 4.5 Discussion

### 4.5.1 SL Affects HC and TWP

The results of this study empirically show that servant leadership has a positive effect on teacher work productivity based on a standardized direct effect of 0.374 on teacher work productivity variables (Table 10) and has a positive effect on conflict resolution of 0.875.

The main essence of leadership is to serve. While recognizing the real difference between the term servant and leader, he explains that the "servant leader" is more concerned with serving than leading. Meeting followers' needs is a priority. This collaboration results in the emotional and professional development of their followers, [88]. Leaders with the strongest ability to connect emotionally with their members will have the strongest and most positive relationships with them, [89]. The results of this study are in line with the results of research conducted, [90], [91], which proves that leadership has a significant effect on work productivity.

Teachers have a duty with a vital effect on students such as motivating them, planning class activities, providing additional knowledge and skills to students, making classes under discipline, and guiding and mentoring students. The school environment is largely characterized by discipline and order issues, relationship problems between teachers, administrators, and co-workers, overcrowded classes, lack of necessary resources, inadequate infrastructure, changing and demanding policies, and above all the ambiguity of the teacher's role, [92].

Servant leadership promotes the judgment and development of people, community building, the practice of authenticity, providing leadership for the good of those who are led, and the sharing of power and status for the common good of each individual, the total school organization, and those served by the school organization." Servant leadership can be

characterized by the following: active listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth, and community building, [93], [94].

Teaching involves love and faith. Love to work with children and young people every day trying to make an impact on their vulnerable minds and make them imagine what they would become if they worked for it the impeccable belief that their efforts would never be wasted and if given a proper grounding in school, impressionable young minds will soar through life. Teachers must be emotionally involved with their students because students will approach the teacher not only for academic questions but also for personal problems, [95].

Servant leadership focuses on followers, where followers need primary attention on school organizational issues, [96]. Servant leadership is very important in the dynamics of school organizations where school principal leadership has a vital role, [97]. In addition, servant leadership is a significant predictor of teacher commitment to school, [98]. This shows that the more effective the leadership function will be, the more the teacher's work productivity will increase.

The effect of servant leadership indicates that the Principal of SMA Lampung carries out servant leadership well as shown by the standardized direct effect of servant leadership of 0.374 on the teacher's work productivity variable. Positive influence based on teacher perceptions means that teachers feel the presence of school principals who can facilitate teacher work productivity as indicated by the fulfillment of several teacher productivity indicators, such as the fulfillment of teacher administrative documents, educating teaching abilities through the application of several learning methods that can trigger higher-level thinking and critical.

Servant leadership focuses on subordinates, which means that subordinates are the main concern, [99]. Servant leadership in the school context requires attitudes to bring about and make a difference in a particular school environment, [100]. The power of servant leadership is manifested in a person's ability to combine the best of being a leader with the best of being a servant. These diverse paradigms can make governance in school organizations more trustworthy and accountable because the servant leader is a model of integrity, credibility, intelligence, and the spirit of servant leadership, [101].

Servant leadership is the most appropriate model to be applied in the educational environment.

The servant leadership paradigm is indeed effective at various levels in school organizations and the trickle-down effect of this leadership style encourages service-oriented behaviors and qualities, [102]. School organizations can benefit from familiarizing their current leaders with servant leadership, [103], [104].

Conflict is a struggle carried out by various parties to obtain things such as value, status, power, authority, and so on, where their fighting aims to gain profit, but also to subdue their rivals by force or threats. The potential for conflict exists because people have different needs, views, interests, and values, [105]. Conflicts that occur in school organizations are caused by gaps or failure to achieve the expectations of certain parties, resulting in dissatisfaction.

Conflict arises when a person receives something that is not commensurate with the task, [106]. Conflicts occur when employees or team members: (1) are asked to perform difficult tasks or (2) are required to perform tasks that conflict with personal values. In groups, role conflict increases, especially when there is nonethical or antisocial behavior in the group and when group members emphasize certain norms, while leaders and rulers of formal school organizations emphasize other norms. Conflicts in school organizations occur because of the inability to adapt to the environment and the differences in status, goals, values, and perceptions, [107].

A positive and significant relationship to conflict handling is if an employee feels attached to his leader. This is very beneficial for school organizations and also beneficial for employees or teachers. Previous research that supports the hypothesis above, such as research conducted by [108] states that servant leadership is related to employee work productivity. Another study supported by [109].

The researcher concludes that based on the findings obtained, show that leadership practices serving high school schools in Lampung Province play a fundamental role in increasing teacher work productivity. Servant leadership is critical to improving educational outcomes through teacher performance. This study contributes to the current body of knowledge, which has the potential to be leveraged in the general school sector and stimulates the senior secondary school system outside Lampung Province to move towards productive teaching and learning activities, especially in underperforming schools. The consequences can increase academic success and teacher work productivity in a better future for many students.

These results indicate SL is a predictor for HC by 87.5%. SL is a predictor for TWP of 37.4%. This data shows that in a conflict situation what is needed is an act of service. Thus, servant leadership is a good predictor of teacher work productivity and a solution for handling conflict in schools. Thus, serving leadership should be applied by school principals, especially at the high school level or equivalent.

### 4.5.2 Effect of TFL on HC and TWP

Transformational leadership affects teacher work productivity, this refers to a standardized direct effect of -0.688 on the teacher work productivity variable (see Table 10), and handling conflict of 0.087 on the conflict handling variable (see Table 10).

Transformational leadership is applied to broaden and enhance follower interests, generate awareness and acceptance of goals by all members and the mission of the group, and motivate followers to transcend their self-interest for the good of the group, [53], [110]. Transformational leadership articulates a realistic vision of the future that can be shared, stimulates followers intellectually, and pays attention to differences among subordinates' schools, [53]. Transformational leadership goes beyond work boundaries for desired performance, [111], [112].

Transformational leadership is seen when the leader stimulates others to see their work from a new perspective, raises awareness of the mission or vision of the school organization, develops co-workers and followers to a higher level of ability and potential, and motivates them to see transcend their interests towards those that will benefit the group, [51]. Transformational leaders set more challenging goals and usually achieve higher performance. In the overall assessment of the theory. Transformational leadership appears to make an important contribution to explaining leadership processes and outcomes, [113].

Improving the quality of education is still a big plan for the education office in Indonesia and cannot be separated from the role of various parties, one of which is the teaching staff. The productivity of a school organization is determined by the performance of its members. Research, [114], on transformational leadership shows that there is a positive and significant influence between transformational leadership and teacher work productivity. The findings of this study are in line with the results of research by [115], showing that the managerial skills of school principals, teacher morale, and teacher job satisfaction have a positive

and significant effect on teacher performance. The results of this study found that the principal's transformational leadership, teacher morale, and teacher job satisfaction had a positive and significant effect on teacher performance.

The results of transformational leadership research in other educational fields show that transformational leadership has a significant additional effect on other (transactional) leadership in predicting school organizational commitment, school organizational citizenship behavior, and teacher satisfaction. In addition, transformational leadership was found to have an indirect effect on students' academic achievement, [116]. The effects of transformational leadership happened on teacher attitudes and student performance in Singapore. Furthermore, the results of this study are supported by [117].

Other transformational leadership results show that (1) transformational leadership has a positive and significant effect on the performance of State Vocational School teachers in Palembang; (2) work motivation has a positive and significant effect on the performance of State Vocational School teachers in Palembang; and (3) transformational leadership and work motivation have a positive and significant effect on the performance of State Vocational School teachers in Palembang. The results of this study are also supported by [118].

However, this study showed the opposite results (-.688). The negative score of the influence of transformational leadership means that the principal as a leader has a wide disparity with followers (teachers). A negative transformational effect also occurs on self-efficacy, [119]. The negative influence of transformational leadership is caused by factors from followers, such as the level of motivation and segmentation of followers. Followers who are at motivation levels two (security, order, stability) and three (relationships, family) are generally more suited to adopting a transactional leadership style. Thus, transformational influence is due to the level of follower motivation and segmentation, [120].

The results of this study empirically show that transformational leadership has a positive effect on conflict resolution, based on the standardized direct effect servant leadership has an effect of 0.374 on the teacher's work productivity variable (see Table 34), meaning that the servant leadership variable has a positive effect on teacher work productivity.

The results of this study are consistent with the theory and results of research that several variables can affect employee performance. One of the influential variables is transformational leadership.

This is consistent with a study that idealized influence leaders with an innovative culture will produce employees who are more motivated to achieve the desired performance, [121].

The principal manages the conflict to achieve organizational achievements. Every organization consists of individuals who are inseparable from a problem, so the concept of leadership is needed to overcome these problems. In the leadership function, a leader has the task of providing direction and coordinating individuals, including managing individual activities, finding ways to communicate more precisely and effectively, and finding solutions to resolve problems that occur between individuals under their leadership, [122].

The emergence of factors from outside the educational environment that influence by providing negative knowledge to encourage the formation of a gang at school. Students are still in the process of searching for an identity to show power and strength. Brawls between students are often heard by the Indonesian people and are often reported in the mass media. The dispute between the two groups of students is very unfortunate, considering that the main task of students is to study, not to fight.

The things that lead to brawls generally start with the formation of gangs within the school environment. Conflict is unavoidable in organizational life. Conflict in a modern perspective is considered to be a positive and negative force (if the conflict has a disruptive effect) to achieve organizational goals. Certain types or levels of conflict can prove beneficial when used as instruments for change or innovation, [123]. Thus, management must be able to manage conflict to have benefits for the organization.

The variable research constellation consisting of servant leadership, and transformational leadership for dealing with conflict shows that the transformational leadership style negatively affects teacher work productivity. This empirical result does not mean that it negates the reliability and superiority of the transformational leadership style. Negative calculation results indicate that in conflict conditions the variable that is more needed is a mediator, namely the conflict handling variable.

This condition can be seen based on demographic data which shows the causes of conflict include, the number of female teachers more than the number of male-female teachers 70.7%, the age of teachers at the peak age (40-49 years) at 34.3%, and there are still many teachers who haven't (32%).

So far, there has been no research on conflicts caused by income differences due to teacher professional allowances. However, the conflict occurred over the division of study hours which required at least a 24-hour teaching period to receive the teacher's professional allowance. Antecedent conflicts due to "fighting over" teaching hours are potential. The division of teaching hours sometimes forces two or three teachers to find additional hours to meet the total teaching hours of 24 hours/per week.

The "fighting" for teaching hours is visible because the majority of teachers are of productive age with relatively large needs (40–49-year-olds). The potential for conflict due to demographic factors has sharpened and caused friction. Friction can be in the form of ignoring the social conditions of the school by only focusing on one's own needs and the occurrence of groups that have and have not been certified. While there is no difference in the ability of teachers who have been certified and who have not been certified. There is no difference in performance between teachers who have been certified and teachers who have not been certified, [124].

Transformational leadership cannot be applied immediately but must consider the segmentation and teacher motivation and transformational leadership is a good predictor for handling conflict. When conflicts occur in schools, transformational leadership becomes a way of solving problems. Thus, serving leadership is more effective in increasing teacher work productivity than transformational leadership and empowering leadership in conflict situations. Transformational leadership is not a good leadership model for increasing teacher work productivity when applied to conflict conditions. Transformational leadership cannot be applied in situations of disharmony to increase teacher work productivity. The transformational application requires a variable that can mediate between leadership and teacher work productivity, in this case, the conflict handler variable.

### 4.5.3 HC Mediates SL to TWP, TFL to TWP

The results of this study empirically show that servant leadership influences teacher work productivity by handling conflict as an intervention. Based on the direct effect of servant leadership (0.374) greater than the indirect effect (0.069) on teacher work productivity, conflict handling is not mediated for servant leadership.

These empirical results show that transformational leadership influences teacher work

productivity by handling conflict as an intervening variable. Based on the direct effect of transformational leadership (-0.688) greater than the indirect effect (0.007) on teacher work productivity, the handling of conflict is mediation for transformational leadership.

Conflict refers to perceived discrepancies or differences in perceptions, expectations, and opinions by the parties involved, [125]. Intra-group conflict describes a situation where group members have different views (have different opinions, attitudes, and knowledge) or have interpersonal incompatibilities with individual members. Previous research stated that interpersonal conflict is a multidimensional construction consisting of two main dimensions, [126]. The first dimension is related to cognitive-type conflicts, assimilating them to task-related conflicts, and discrepancies related to interests or approaches to how work should be, [127]. The second dimension relates to relational-type conflict and considers discord caused by emotional incompatibility. Relationship conflict is seen as interpersonal incompatibility, which usually includes tension, hostility, and annoyance, [128]. Some empirical studies support the independence of the two types of conflict, while others cast doubt on their conceptual independence, [129]. Task conflict is related to and correlated with relationship conflict. This suggests that task conflict tends to lead to or become relationship conflict, [129].

Servant leadership is based on the premise that leaders who focus on prioritizing employee needs, empathy, and ethical behavior are those who are best able to motivate employees, [130]. Servant Leadership is a type of leadership developed to overcome a leadership crisis experienced by society. Servant leaders tend to prioritize the needs, interests, and aspirations of the people they lead above themselves. The orientation is to serve, the perspective is holistic and operates with spiritual moral standards.

Researchers can conclude based on the findings that to increase teacher work productivity, it is necessary to support the ability to manage conflict. Handling conflict properly can mediate the relationship of serving leadership to create work comfort that supports teacher work productivity.

Transformational leaders articulate realistic visions of the future that can be shared, intellectually stimulate followers, and pay attention to differences among followers, [53], [54]. The transforming effect these leaders can have on school organizations as well as on individuals. By defining the need for change, creating a new vision, and

mobilizing commitment to that vision, leaders can ultimately transform school organization [55].

The results of this study empirically show that handling conflict has a positive effect on the teacher's work productivity variable. Based on the results of standardized direct effects the conflict handling variable (y) has an effect of 0.079 on the teacher work productivity variable (see Table 10), then H0 is rejected which means that the conflict handling variable (y) has a positive effect on the teacher work productivity variable.

Teacher work productivity is influenced by many factors, such as the lack of facilities, human resources in terms of quantity, and relationships between people. Relationships between people that are not good have the potential to cause conflict, [131], [132].

As conflicts often occur in school organizations, they can vary from mild disagreements to emotional, win-to-lose confrontations. Comprehensively it can be described as "a process that begins when one party perceives that another party has negatively affected, or is about to negatively affect, something the first party cares about", [133]. The negative consequences of conflict can impede communication, interfere with cooperation or teamwork, interfere with the production process, can even reduce products, create dissatisfaction with work, individuals or personnel experience pressure (stress), interfere with concentration, cause anxiety, absenteeism, withdrawal, frustration, and apathy, [134], [135].

The principal's role in conflict resolution is generally unknown. The contemporary theory recognizes that conflict between humans is unavoidable. Conflict arises naturally from change and can benefit school organizations if managed efficiently. An atmosphere of tension, and hence conflict, is thus essential in any school organization that is committed to developing or working with new ideas, [136].

Poor conflict management in school administration can result in decreased discipline and academic ability. The word conflict brings to mind images such as antagonism, the struggle between parties, processes of opposition, and threats to cooperation.

The results of this study support the proposition that transformational leadership has a positive effect on the variable teacher work productivity by handling conflict as an intervening (HC mediates TFL against TWP) when leadership is seen as a social process involving leaders, followers, and social situations, conflict management is found to be a filter through where leadership affects product

performance. This study also shows that transformational leadership has a positive effect on teacher work productivity with the conflict handling variable as an intervening variable (HC mediates TFL to TWP). The mediating role of conflict management in the leadership-performance relationship has also been demonstrated in a study of multi-industry organizations. Specifically, they found that supportive, participatory, and instrumental leadership styles have an indirect effect on performance through their impact on performance, [136]. Therefore, the role of mediation in conflict resolution has been demonstrated using different leadership models. The results of the study show that school principals who can practice conflict management are directly proportional to the teacher's work productivity.

# 5 Conclusion

Based on the analysis that has been done, the results indicate that TFL is a predictor for HC by 8.7% and SL is a predictor for HC by 87.5%. SL is a predictor for TWP of 37.4%. TFL for TWP of -68.8%. This data shows that in a conflict situation what is needed is an act of service the following conclusions can be drawn (1) Servant leadership is a good predictor of teacher work productivity and a solution for handling conflict in schools; (2) when there is conflict, transformational leadership is not a solution; (3) conflict handling is directly proportional to teacher work productivity, and (4) conflict handling becomes a good mediator for servant leadership and Transformational Leadership for teacher work productivity.

This research contributes (1) to developing human resources and developing principal leadership competencies, maintaining and developing and paying attention to the servant, transformational, and empowering leadership and handling conflicts to increase teacher work productivity, and (2) to the literature on coaching and developing human resources humans by explaining the mechanisms and patterns of teacher interaction by paying attention to servant and transformational, handling conflicts on teacher work productivity.

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