

Ethical Leadership And Knowledge Hiding Behavior: Mechanism Moral Identity

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Abstract: Referring to the theory of social exchange, this study examined the direct and indirect relationship between ethical leadership and knowledge hiding behavior through the mechanisms of moral identity. This study uses a quantitative method using 64 respondents permanent lecturers in education institution of Persada Bunda. The results show that ethical leadership is negatively associated with knowledge hiding behavior either directly or through the mechanisms of moral identity. It also shows that ethical leadership has a positive relationship with moral identity, while moral identity has a negative relationship with knowledge hiding behavior. The findings also outline the moral identity mediate the influence of ethical leadership on knowledge hiding behavior. It also explained that ethical leaders with high personality, honesty, morality. and high reliability and understand their impact on employees, can be role models in behavior and form employee moral self-construction such as moral identity.

Keywords: Ethical leadership, knowledge hiding, moral identity.

Abstrak: Mengacu pada teori pertukaran sosial, penelitian ini meneliti hubungan langsung dan tidak langsung antara kepemimpinan etis dan penyembunyian pengetahuan melalui mekanisme identitas moral. Penelitian ini menggunakan metode kuantitatif dengan menggunakan 64 responden yaitu dosen tetap pada yayasan pendidikan persada bunda. Hasil penelitian menunjukkan bahwa kepemimpinan etis berhubungan negatif dengan penyembunyian pengetahuan baik secara langsung maupun melalui mekanisme identitas moral. Hasil nya juga menunjukkan bahwa kepemimpinan etis memiliki hubungan positif dengan identitas moral, sedangkan identitas moral memiliki hubungan negatif dengan penyembunyian pengetahuan. Temuan pada penelitian ini juga menguraikan identitas moral memediasi pengaruh kepemimpinan etis terhadap perilaku penyembunyian pengetahuan. Dalam penelitian ini juga menjelaskan bahwa pimpinan etis yang memiliki kepribadian, kejujuran, moralitas, dan keandalan yang tinggi serta memahami pengaruhnya terhadap karyawan, dapat menjadi panutan dalam berperilaku dan membentuk konstruksi diri moral karyawan seperti identitas moral.

Kata Kunci: Kepemimpinan etis, penyembunyian pengetahuan, identitas moral.

INTRODUCTION

Knowledge (KH) behavior is a phenomenon where a person intentionally withholds and hides knowledge from others (e.g., co-workers and managers) who request it, and become a major problem in the social fabric of the workplace which exerts some destructive influence on organizations and employees, performance and productivity (Connelly & Zweig, 2015; Zhao & Xia, 2019). KH behavior subverts relational relationship elements, like relational trust and generally relationship quality, and imperils directors' techniques for upgrading representative learning and innovativeness, and ruins administrators' endeavors to assist associations with acquiring a maintainable upper hand (Connelly & Zweig, 2015; Feng & Wang, 2019; Zhao & Xia, 2019). Apart from the disastrous results of KH behavior related to long-term success and the employee work of the organization, the question arises how managers can overcome it because theoretically and empirically it is still not well developed (Men et al., 2020). (Connelly et al., 2019; Men et al., 2020) correctly state and highlight that the writing on the possibilities and precursors of KH behavior is as yet in its earliest stages. While trying to add to this incipient however creating field of KH behavior, this study embraces an ethical viewpoint to think about KH behavior at the relational level and ethically unimportant peculiarities and analyzes ethical leadership as a prescient variable on KH behavior.

Ethical leadership (EL) refers to “demonstrating normatively appropriate behavior through personal actions and interpersonal relationships, and the promotion of that behavior to followers” (Brown et al., 2005). We are interested in examining EL in relation to KH behavior roused by ethics-focused EL, the point being to distinguish EL from other leadership styles (e.g., authentic leadership and transformational leadership) (Brown et al., 2005) and its role in shaping employees' ethical behavior and preventing unethical behavior (DeConinck, 2015; Usman & Abdul Hameed, 2017), including withholding knowledge (Men et al., 2020; TANG et al., 2015). In EL, abnormal and inefficient behavior is one of the most important output variables. Many researchers have also shown that ethical leadership leads to a decrease in inefficient staff behavior (Taylor & Pattie, 2014) through facilitating situations and resulting in a bad ethical atmosphere in organizations. (Lu & Lin, 2014) and influence the relationship between personality and unethical behavior (Cohen, 2016).

It should be noticed that concealing information is not the same as other broken practices, for example, information accumulating, territoriality, work environment affront, social defacement, misrepresentation, working environment hostility, and absence of KH behavior. Because of this, KH behavior can have different antecedents and implications for organizations and individuals. Ethical leaders do the "correct thing", don't think twice about trustworthiness and individual and expert qualities, and endeavor to settle on adjusted and fair choices that serve the interests of their adherents and their associations (Den Hartog, 2015; Usman & Abdul Hameed, 2017)). Ethical leaders also demonstrate honesty and altruism through behavior and actions (Brown et al., 2005). (Men et al., 2020) and (TANG et al., 2015). Give exact proof of a negative connection between moral administration and information stowing away. As an ethical individual, a moral chief can likewise decide individual conduct through groundbreaking ways. Past examination has shown that moral chiefs can change or shape workers' ethical self-developments like moral identity (Sosik et al., 2014), which in turn encourages the enactment of moral behavior.

Moral identity (MI) is defined as “a self-conception organized around a set of moral traits” (Aquino & Americus, 2002; Hardy et al., 2010) that motivates moral behavior and actions in response to other people's needs and interests (Aquino et al., 2009). According to (Reed & Aquino, 2003), albeit moral personality concerns a bunch of moral characteristics connected with a singular's self-idea, it tends to be produced to a particular mental image of what a moral individual ought to accept and how he ought to act (Cheryan & Bodenhausen, 2000). For instance, individuals can develop their ethical self-idea by alluding to advantageous moral good examples like strict pioneers, God, presidents, or Red Cross volunteers (Reed & Aquino, 2003; Damon et al., 2018).

Based on the problems described above, this study has two main questions, namely whether EL has a negative effect on KH behavior? If so, does MI mediate the mechanisms underlying the relationship between EL and KH behavior?

This study aims to determine the impact of EL on the behavior of KH behavior. Furthermore, this study aims to investigate and explain the underlying mechanism of the relationship between EL and the KH behavior of through the variable of MI. In particular, this study proposes a new mediating variable, namely moral identity in explaining how and why EL can minimize and prevent subordinates from engaging in KH behavior.

This article consists of several parts: theoretical study, methodology, research results, discussion, final conclusion.

THEORETICAL REVIEW

Ethical leadership: Leadership style has been recognized as having an important role in determining certain work attitudes and behaviors (Eva et al., 2019; Inceoglu et al., 2018). Previous research has revealed that positive leader behavior can shape productive attitudes and behaviors such as OCB (Cooper et al., 2018; Newman et al., 2017), internal whistleblowing (Anita et al., 2021), knowledge-sharing (Abdillah, 2021) and organizational performance (Mallén et al., 2015). EL is described as “the display of normatively appropriate behavior through individual actions and interpersonal relationships, and the promotion of that behavior to followers through two-way communication, reinforcement, and decision making” (Den Hartog & Belschak, 2012; Brown & Treviño, 2014; Zaim et al., 2021). Viewpoints on the connotation of ethical leadership have highlighted the leadership personality of the leader, honesty, ethical awareness, having a shared direction that prioritizes group or organizational benefits above personal interests, showing respect and concern for the rights and desires of others, and accountability management (Brown & Treviño, 2014; Budur & Poturak, 2021). In the ethical person factor, ethical leaders have personal behavior and appropriate features such as honesty, morality, and reliability (Men et al., 2020).

Moral identity: MI is a different dimension for each person, with regard to personality where a person's moral personality is based on a clear moral cause (Lapsley, 2015; Pletti et al., 2019). Blasi begins the discussion of MI from his self model which is formed from three key components, judgment of responsibility, MI, and self-consistency. Through moral reasoning and moral judgment on the responsibility to choose (judgment of responsibility), followed by MI as a determinant and continued by self-consistency. Blasi's self model is a milestone in the exploration of MI. MI is formed from two elements, namely enduring qualities which have two aspects, personality and social

influence. This first element tends to be stable and is a lasting socio-cultural outcome. While the second element is characteristic adaptation, which consists of four aspects, moral orientation, moral self, moral emotion, and social opportunities (Matsuba et al., 2011).

Previous research has shown that EL can change or shape employees' moral self-constructs such as MI (Sosik et al., 2014), which in turn encourages moral behavior. MI is defined as “a self-conception organized around a set of moral traits” (Aquino et al., 2009) that motivates moral behavior and actions in response to the needs and interests of others (Aquino et al., 2009; Hardy et al., 2010). According to (Aquino et al., 2009), despite the fact that MI concerns a bunch of moral attributes connected with a singular's self-idea, it tends to be produced to a particular mental image of what a moral individual ought to accept and how the person ought to act (Cheryan & Bodenhausen, 2000)

Knowledge hiding behavior: KH behavior is a deliberate attempt by someone to withhold or hide knowledge that has been requested by others. KH behavior consists of three different tangible forms, namely pretending not to understand, hiding to avoid, hiding rationally. Pretending not to understand is hiding knowledge by pretending not to know the requested knowledge; hiding to evade refers to giving unrelated information or promises (which the person does not intend to fulfill). To help in the future; rational concealment refers to providing an explanation for failing to provide the requested knowledge “by suggesting he cannot provide the requested knowledge or blaming the other party” (Connelly & Zweig, 2015; Prayetno & Rasyid, 2022). It is important to understand that KH behavior and knowledge sharing are two different things. Some people think KH behavior and knowledge sharing are the opposite of the two. KH behavior that is motivated by prosocial intentions, while KH behavior that is motivated by intentions that only focus on self-interest.

Previous research has also shown that the items used to assess knowledge sharing and KH behavior were loaded on different factors (Rhee & Choi, 2017).

Ethical leadership and knowledge hiding behavior: Previous research has found that EL has a negative effect on the KH behavior of subordinates (Anser et al., 2021; Abdulllah et al., 2019). These findings suggest that EL initiates a positive resource spiral by offering enthusiastic help to their adherents and dealing with their own and proficient necessities. Working under the oversight of an EL, administration representatives may not feel scared of losing assets and along these lines, they may not conceal information from their companions. Also, EL attributes, for example, trustworthiness and reasonableness are communicated from pioneer to supporters which forestall their inclusion in KH behavior. On the other hand, this study also found that EL can prevent employee KH behavior by improving employee relations by providing a different point of view to see the relationship between EL and employee work-related outcomes. Furthermore, this study proposes the following hypothesis:

H1: *EL has a negative effect on the KH behavior.*

Moral Identity Mechanism: Previous research has shown that EL can change or shape employees' moral self-constructs such as moral identity (Sosik et al., 2014), which in turn encourages the enactment of moral behavior. MI is defined as “a self-conception

organized around a set of moral traits” (Hardy et al., 2010) that motivates moral behavior and actions in response to the needs and interests of others (Aquino et al., 2009). EL are common social references that employees look to to build their MI (Hardy et al., 2010). Existing research suggests that in organizations, leaders can be role models from whom employees learn how to behave (Brown & Treviño, 2014). By noticing praiseworthy convictions and practices, directed by EL, representatives foster moral consideration and values and figure out how to participate in moral and socially beneficial practices described by real worry for the necessities and interests of others (Schaubroeck et al., 2012). In addition, by engaging in behavior that adheres to and upholds ethical standards,

Previous studies have shown that moral identity plays an important role in encouraging positive moral behavior and meeting the needs and interests of others (Hardy et al., 2010) and preventing moral violations that violate the rules of justice and ethics (TANG et al., 2015; Bavik & Bavik, 2015). Furthermore, this study proposes the following hypotheses:

- H2:** *EL has a positive effect on MI.*
- H3:** *MI has a negative effect on the KH behavior.*
- H4:** *MI mediates the relationship between EL and KH behavior*

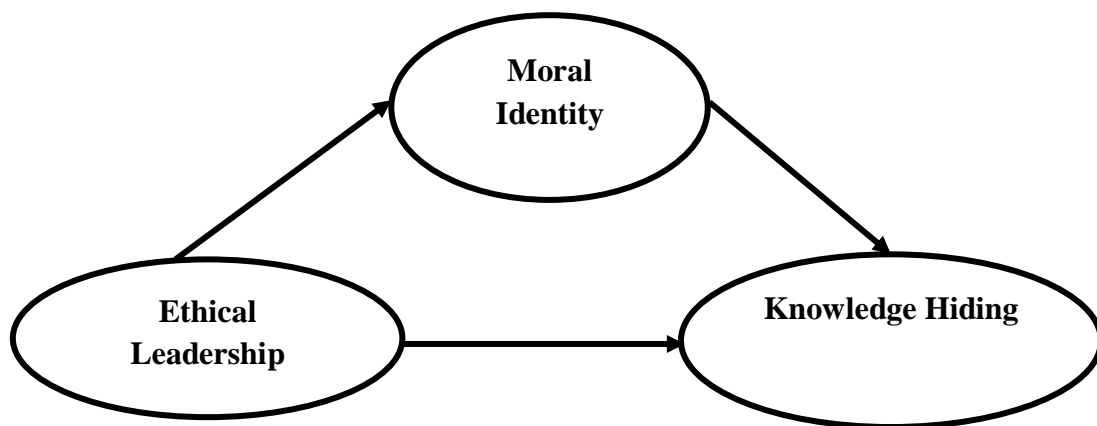


Figure 1. Reseach Model

METHODS

Procedure and Sample. This study uses quantitative techniques in collecting research data. To test the hypothesis, this study plans to use the primary data type, namely in the form of a questionnaire. Questionnaires will be designed using closed questions, namely questions for which alternative answers have been provided, so that respondents only need to choose one answer that is considered the most appropriate. This study attempted to obtain data by distributing questionnaires to Permanent Lecturers within the Persada Bunda Education Foundation using a self-administered questionnaire. Questionnaires were distributed using the census sampling method, the respondents in this study were

permanent lecturers at the Persada Bunda Education Foundation, totaling 64 respondents were used as samples.

Since the instrument used to quantify all factors in this study was taken on from diary articles written in English, all survey things were converted into Indonesian utilizing the "interpretation back system" procedure where all things will be deciphered from the first language into Indonesian and afterward made an interpretation of back to the first language to guarantee the interpretation results don't lessen the substance of all poll things (Colina et al., 2017; Abdillah, 2021).

Measurement. Based on the usefulness and audience, organizational science research orientation that research should make a contribution in the academic field (basic research) which aims to expand knowledge and understanding of an organizational phenomenon in a scientific way while contributing to the managerial field that considers aspects of relevance to practical use (Anser et al., 2021). Based on the objectives, this research seeks to explain why an event occurs and to build, expand, elaborate and test theory (One & Rahmat, 2022). This research, next, aims to explain the psychological processes or mechanisms that underlie the relationship between EL and KH behavior based on social exchange theory.

The variables in this study consisted of the independent variable, namely ethical leadership as measured by a 10-item scale developed by (Brown & Treviño, 2014), the mediating variable is moral identity as measured by a 5-item measurement scale developed by (Aquino et al., 2009), the dependent variable is knowledge hiding behavior as measured by a 12-item measurement scale developed by (Abdillah et al., 2020). They answered all items on a "seven-point scale" going from 1 ("strongly disagree") to 7 ("strongly agree")

Data analysis. This research uses descriptive and verification methods. So the analysis design used is descriptive analysis and verification analysis. Descriptive analysis is used to describe the characteristics of respondents and research variables, while verification analysis is used to test research hypotheses. The statistical method used is descriptive statistics for descriptive analysis, and uses the Structural Equation Model (SEM) to test the research hypotheses using the WarpPLS software. Before carrying out descriptive and verification analysis, it is possible to test the data obtained from the questionnaire results, namely validity test, normality test and data conversion. Testing the data was carried out to ensure that the data obtained from the questionnaire was valid, reliable and the distribution of the data was normally distributed and the data used for calculations had to have an interval scale, with respect to the level of measurement of research variables using an ordinal scale.

The validity test was carried out to see whether the instrument used to measure what should have been measured (Solimun et al., 2017). In SEM-PLS validity test is calculated through convergent validity and discriminant validity. Construct reliability testing was carried out using a construct reliability measure (composite reliability) and/or Cronbach's alpha. The test criteria if the "composite reliability value 0.70" and or "Cronbach's alpha value 0.60" then it can be stated that the construct is reliable. Based on the explanation of the research paradigm and hypotheses that have been presented, the verification analysis method to test the hypothesis used the SEM statistical method. This method is a statistical technique that analyzes indicator variables, latent variables, and

measurement errors (Solimun et al., 2017; Arfi & Rahmat, 2020). SEM is also a multivariate analysis tool to analyze very complex variable relationships. One of the advantages of SEM-PLS analysis is that it is able to analyze models with limited sample sizes ranging from 30 until 50 (Solihin & Ratmono, 2013). Using a limited sample, this analysis “can achieve fairly high statistical power”

RESULTS

This demographic variable is used to determine the background of the respondents based on gender, age, years of service and education level. Demographic variables in this study can be seen in the following table:

Table 1. Demographic Variables

Demographic Variables	Number of Samples (64)	
	Total (n)	Amount (percent)
Gender		
Man	25	39.1
Woman	39	60.9
Age		
Smaller than 5 years old	17	26.56
35 to 45 years old	36	56.25
Bigger than 45 years old	11	17.19
Years of service		
Smaller than 5 years	22	34.38
5 to 10 years	29	45.31
Bigger than 10 years	13	20.31
Level of education		
Masters (S2)	59	92.2
Doctoral (S3)	5	7.8

The majority of respondents involved in this study were female with a total of 39 respondents (60.9 percent). Furthermore, the respondents involved in this study were seen based on the age of the majority aged 35 to 45 years with a total of 36 respondents (56.25 percent), followed by respondents aged under 35 years as many as 17 respondents (26.56 percent), while respondents aged above 45 years as many as 11 respondents (17.19 percent). Judging by years of service, the majority of respondents in this study have worked 5 to 10 years with a total of 29 respondents (45.31 percent), then 22 respondents have worked under 5 years (34.38 percent), while those who have worked more than 5 years as many as 13 respondents or 20.31 percent. Meanwhile, based on education level, the majority of respondents have Master's education (S2) as many as 59 respondents (92.2 percent), the rest have Doctoral education only 5 respondents (7.8 percent).

Table 2. Descriptive Statistics of EL Variables

Question Items	M	SD	Kurt	Skew	M1	D1
EL01	5.55	1.35	1.30	-1.13	5.55	1.19
EL02	5.80	1.25	1.85	-1.32		
EL03	5.86	0.98	0.79	-0.93		
EL04	5.81	1.22	0.37	-0.94		
EL05	5.64	1.29	0.36	-0.90		
EL06	5.97	1.06	1.69	-1.15		
EL07	5.34	1.36	-0.53	-0.54		
EL08	5.73	1.23	0.78	-0.98		
EL09	5.78	1.13	0.96	-1.04		
EL10	4.03	1.00	0.29	-0.93		

The EL variable is considered to tend to be high by the respondents with an average value per variable (M_1) of 5.55 with a standard deviation per variable (D_1) of 1.19. The sixth question (EL06) on the ethical leadership variable, namely "my supervisor can be trusted" got the highest average (m) value of 5.97 with a standard deviation (SD) of 1.06. Meanwhile, the lowest average value (m) on the ethical leadership variable was obtained by the tenth question item (EL10), namely "when making a decision, my supervisor asked "what is the right thing to do?" with an average value (m) of 4.03 with a standard deviation (SD) of 1.00.

Table 3. Descriptive Statistics of MI Variables

Question Items	M	SD	Kurt	Skew	M1	D1
MI1	5.86	0.98	-0.86	-0.42	5.63	1.08
MI2	5.67	1.08	0.11	-0.85		
MI3	5.53	1.08	0.33	-0.59		
MI4	5.39	1.23	1.32	-0.95		
MI5	5.70	1.03	-0.40	-0.61		

The variable of MI tends to be considered high by respondents with an average value per variable (M_1) of 5.63 with a standard deviation per variable (D_1) of 1.19. The first question (MI1) on the moral identity variable, namely "the clothes I wear is related to the characteristics I have above" gets the highest average value (m) of 5.86 with a standard deviation (SD) of 0.98. While the lowest average value (m) on the moral identity variable was obtained by the fourth question item (MI4), namely "other people can judge that I have the characteristics above from the organization I follow" with an average value (m) of 5.39 with a standard deviation (SD) of 1.23.

Table 4. Descriptive Statistics of KH behavior Variables

Question Items	M	SD	Kurt	Skew	M1	D1
KH01	2.70	1.61	-1.12	0.45	2.95	1.58
KH02	2.75	1.66	-1.34	0.41		
KH03	2.81	1.51	-1.32	0.22		
KH04	3.75	1.70	-1.03	-0.07		
KH05	2.44	1.51	-0.13	0.92		
KH06	2.05	1.33	0.79	1.31		
KH07	1.78	1.10	1.78	1.54		
KH08	2.47	1.64	0.28	1.13		
KH09	3.27	1.58	-0.17	0.40		
KH10	4.34	1.80	-0.67	-0.47		
KH11	3.50	1.86	-1.14	0.11		
KH12	3.08	1.71	-0.85	0.34		

The variable of KH behavior is considered to tend to be low by respondents with an average value per variable (M_1) of 2.95 with a standard deviation per variable (D_1) of 1.58. The seventh question (KH07) on the knowledge hiding variable, namely "I told him that I would help him later, but as much as possible I was procrastinating" got the lowest average (m) value of 1.78 with a standard deviation (SD) of 1.10. Meanwhile, the highest average value (m) on the knowledge hiding variable was obtained by the tenth question item (KH10), namely "I explain that the information is confidential" with an average value (m) of 4.34 with a standard deviation (SD) 1.80.

The validity test in SEM-PLS is calculated through convergent validity and discriminant validity.

Table 5. Convergent Validity Test

Variable	Items	Loadings	AVE	
EL	EL01	0.73	0.72	
	EL02	0.81		
	EL03	0.86		
	EL04	0.89		
	EL05	0.90		
	EL06	0.91		
	EL07	0.85		
	EL08	0.90		
	EL09	0.88		
	EL10	0.72		
MI	MI1	0.78	0.66	
	MI2	0.83		
	MI3	0.76		
	MI4	0.81		
	MI5	0.89		
KH Behavior	<i>Paling Dumb (PD)</i>	KH01	0.88	0.72
		KH02	0.86	
		KH03	0.92	
		KH04	0.73	
	<i>Evasive Hiding (EH)</i>	KH05	0.85	0.75
		KH06	0.93	
		KH07	0.91	
		KH08	0.77	

	<i>Rationalized Hiding (RH)</i>	KH09	0.77	0.62
		KH10	0.81	
		KH11	0.81	
		KH12	0.76	

Based on the table above, it can be concluded that the question items used in the variables in this research are convergently valid, in that all question items have a loading value above 0.5 and each variable has an average variances extracted (AVE) value above 0.5.

Table 6. Test of Discriminant Validity “Fornell-Larcker Criterion”

Variable	EL	MI	KH Behavior			
			PD	EH	RH	H
EL	0.847					
MI	0.432	0.815				
<i>Playing Dumb</i>	-0.215	-0.343	0.850			
<i>Evasive Hiding</i>	-0.245	-0.258	0.618	0.867		
<i>Rationalized Hiding</i>	-0.078	-0.083	0.348	0.411	0.788	
<i>Hiding</i>	-0.231	-0.294	0.836	0.864	0.695	0.802

Table 7. “Cross Loading” Discriminant Validity Test

Items	EL	MI	KH Behavior			
			PD	EH	RH	H
EL01	0.729	0.177	-1387.5	-1434.6	-1155.2	3202.35
EL02	0.813	0.106	-3114.9	-3220.7	-2593.3	7189.12
EL03	0.861	0.046	-1472.5	-1522.5	-1225.9	3398.43
EL04	0.893	-0.076	-11413.	-11799.	-9501.7	26339.4
EL05	0.898	-0.062	-2044.6	-2113.4	-1702.0	4718.14
EL06	0.909	-0.064	2402.93	2484.47	2000.71	-5545.9
EL07	0.847	-0.080	13753.5	14219.0	11450.1	-31740.
EL08	0.904	-0.105	-4545.3	-4699.1	-3784.2	10489.9
EL09	0.876	-0.059	-5664.2	-5855.8	-4715.5	13071.9
EL10	0.716	0.196	16872.7	17443.3	14046.6	-38938.
MI1	0.081	0.779	-8407.1	-8691.7	-6999.2	19402.2
MI2	-0.136	0.826	-6812.9	-7043.4	-5672.0	15723.0
MI3	-0.030	0.760	1378.01	1424.67	1147.17	-3180.2
MI4	0.211	0.813	21285.5	22006.0	17721.0	-49123.
MI5	-0.112	0.890	-6944.3	-7179.5	-5781.4	16026.6
KH01	-0.017	0.007	0.876	26065.2	20989.8	-58185.
KH02	0.065	0.028	0.862	27521.5	22162.3	-61435.
KH03	-0.071	-0.024	0.918	-226.74	-182.52	505,961
KH04	0.032	-0.012	0.729	-63556.	-51180.	141876.
KH05	-0.132	0.070	-4258.6	0.850	-3545.5	9828.32
KH06	0.035	-0.047	5658.15	0.934	4710.52	-13057.
KH07	0.065	-0.023	5889.99	0.907	4903.47	-13592.
KH08	0.026	0.007	-9111.7	0.769	-7585.5	21027.8
KH09	0.152	-0.123	-6288.0	-6500.2	0.765	14511.0
KH10	-0.023	0.009	11877.3	12279.2	0.812	-27411.
KH11	0.048	-0.031	-5148.1	-5322.7	0.811	11881.6
KH12	-0.179	0.147	-860.86	-890.22	0.762	1987.12
lv_PD	0.000	-0.000	0.061	-0.971	0.782	0.836
lv_EH	0.000	0.000	-0.045	0.953	-0.038	0.864

lv_RH	-0.000	0.000	-0.017	-0.018	0.986	0.695
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The results in Tables 6 and 7 (loading and cross-loading; Fornell-Larcker criterion) indicate that the variable measurement scale in this study is discriminantly valid.

Reliability testing uses a measure of construct reliability (composite reliability) and/or Cronbach's alpha. The test criteria are if the “composite reliability value 0.70” and/or “Cronbach's alpha value 0.60”, it tends to be expressed that the build is “reliable”.

Table 8. Reliability Test

Variable		Items	Loadings	AVE	CR	A
EL		EL01	0.73	0.72	0.96	0.96
		EL02	0.81			
		EL03	0.86			
		EL04	0.89			
		EL05	0.90			
		EL06	0.91			
		EL07	0.85			
		EL08	0.90			
		EL09	0.88			
		EL10	0.72			
MI		MI1	0.78	0.66	0.91	0.87
		MI2	0.83			
		MI3	0.76			
		MI4	0.81			
		MI5	0.89			
KH Behavior	<i>Paling Dumb (PD)</i>	KH01	0.88	0.72	0.91	0.87
		KH02	0.86			
		KH03	0.92			
		KH04	0.73			
	<i>Evasive Hiding (EH)</i>	KH05	0.85	0.75	0.92	0.89
		KH06	0.93			
		KH07	0.91			
		KH08	0.77			
	<i>Rationalized Hiding (RH)</i>	KH09	0.77	0.62	0.87	0.80
		KH10	0.81			
		KH11	0.81			
		KH12	0.76			

Based on table 8 above, it can be explained that the variables in this study are reliable, with composite reliability values above 0.70 and Cronbach's alpha values above 0.60.

Tests of the fit and quality indices model in the PLS analysis in this study include the “average R-square (ARS)”, average path coefficient (APC)”, and “average variance inflation factor (AVIF)”. The test results show that the model fits the data APC (0.37) p-value of 0.001; ARS (0.29) p-value of 0.001; AVIF (1.63). AVIF value lower than 3.3 indicates that the model is free from multicollinearity problems.

Table 9. Model Fit and Quality Indices

Quality Indices Criteria	Mark	Rule of thumb
“Average path coefficient (APC)”	0.37 ***	p-value of 0.05
“Average R-squared (ARS)”	0.29 ***	p-value of 0.05
“Average block VIF (AVIF)”	1.63	Smaller than 3.3
“Tenenhaus GoF (GoF)”	0.45	0.10 (small effect size), 0.25 (medium effect size), and 0.36 (large effect size)
Q-squared() coefficient: Q ²		
• Moral Identity	0.36	Bigger than 0 (predictive models are acceptable)
• Knowledge Hiding	0.20	

The GoF value in this study was 0.45, which is greater than the 0.36 threshold value. These results indicate that the model in this study performs well. In addition, the Q-square coefficient in table 9 shows a value greater than zero, which explains that the model has an acceptable predictive value.

This research then conducts hypothesis testing or in SEM it is also called a structural model.

Table 10. Hypothesis Testing Results

Direct Influence	Path Coefficient	P Values
EL→KH Behavior	-0.30	Significant at the 0.01
EL→MI	0.62	Significant at the 0.01
MI→ KH Behavior	-0.20	0.05
Indirect Influence		
EL→MI→ KH Behavior	-0.12	0.08
Total Influence		
EL→ KH Behavior	-0.42	Significant at the 0.01
R-Squared		
R ² (MI)	0.38	
R ² (KH Behavior)	0.20	

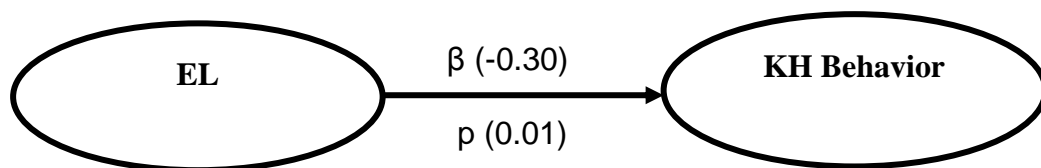


Figure 1. Direct effect without mediating variables

Table 10 shows that *H1* is statistically supported $\beta (-0.30)$, $p (0.01)$. The table shows that without a direct mediating variable, EL has a very significant negative effect on KH behavior. Furthermore, *H2* was statistically supported $\beta (0.62)$, $p (0.01)$. The table shows that the EL variable has a very significant positive effect on MI. Then, for *H3* also supported statistically $\beta (-0.20)$, $p (0.05)$. The results in the table indicate that the MI variable has a significant negative effect on KH behavior. Furthermore, *H4* was statistically supported $\beta (-0.12)$, $p (0.08)$.

The total effect of EL on KH behavior 7.64 percent. Thus, the contribution of EL to the KH behavior of directly and indirectly has a contribution of 17.64 percent.

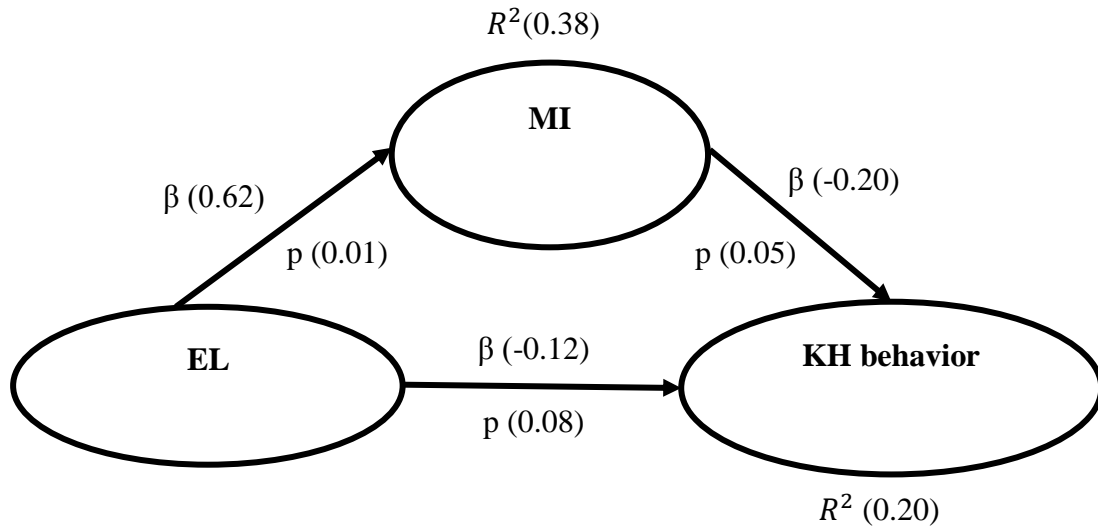


Figure 2. Indirect influence

DISCUSSION

EL is portrayed as "the presentation of normatively suitable conduct through individual activities and relational connections, and the advancement of that conduct to adherents through two-way correspondence, support, and navigation. Views on the connotations of ethical leadership have highlighted the leadership personality of the leader, honesty, conscientiousness, moral, similar heading, places the advantage of the gathering or association above private interests, extends regard and worry for the privileges and wants of others. In the moral individual component, moral pioneers have individual conduct and fitting highlights like genuineness, ethical quality, and dependability. Current research seeks to explain why and how ethical leadership can reduce the involvement of subordinates in knowledge hiding behavior.

Furthermore, MI was found to function as a mediating mechanism that explains the influence of ethical leadership on knowledge hiding behavior. The findings of this study offer a valuable contribution to broaden the understanding of the underlying mechanisms between EL and KH behavior that have been previously investigated by Khalid Anser et al. (2020) and Abdillah MI et al. (2019). The findings in this study extend the evidence available in previous studies (Khalid Anser et al., 2020; Abdillah MI et al., 2019) that have described the role of ethical leaders in reducing and preventing knowledge-withdrawing behavior. This study found that EL directly affects KH behavior (hypothesis 1). These findings indicate that leaders who have high personality, honesty, morality, and reliability can prevent and minimize subordinates to engage in KH behavior. Conversely, personal behavior, honesty, morality, and low reliability will tend to encourage subordinates to engage in KH behavior.

Theoretical implications. Our exploration utilizes an ethical focal point to analyze the job of moral initiative in forming worker KH conduct. Albeit past examination has

observed that moral initiative is fundamentally connected with risk-taking and prosocial ways of behaving among workers, for example, representative voice, innovativeness, and hierarchical citizenship conduct (e.g., Newman et al., 2014; Tu and Lu, 2014a, 2014b), the examination its impact on representative information sharing is exceptionally intriguing. KH conduct is innately a gamble taking and prosocial conduct that contains an ethical component, as it infers a deficiency of responsibility for's information and diminished intensity to bring about some benefit for other people (Shoppers and Grants, 1996). Our discoveries recommend that moral initiative is significant in empowering information dividing between representatives. This finding offers further help that KH conduct has moral importance. Future exploration could take an ethical viewpoint to look at other potential predecessors of information partaking in the working environment.

The majority of the past investigations on moral authority depended on hypothetical viewpoints like social trade hypothesis (for example Mo and Shi, 2015; Newman et al., 2014) and social personality hypothesis (e.g., DeConinck, 2015; Zhu et al., 2015) To make sense of the impact of EL on representative way of behaving, we have coordinated self-assurance and social learning hypothesis to analyze two hypothetically conceivable clarifications for the impact of moral administration on information dividing between workers. Specifically, our exploration features the double administrative components of moral initiative by showing that representatives seek after prosocial and moral way of behaving (e.g., information sharing) not just due to the craving for remuneration and apprehension about discipline (i.e., controlled inspiration), yet additionally in light of the fact that they reproduce the actual build (i.e., MI) and unequivocally represent the development of their ethical self through moral Action. These discoveries authenticate the first hypothetical conceptualization of EL (Trevino, Brown, and Hartman, 2003; Treviño, Hartman, and Brown, 2000), which portrays a moral chief as an ethical director who effectively supports outside guideline and an ethical individual who changes representatives' self-idea through excellent way of behaving that shows his ethical convictions. In rundown, our review gives a more complete clarification of how moral individuals and chiefs' ethical aspects at the same time apply a huge impact on worker conduct. In doing as such, we give experimental proof that affirms the hypothetical conceptualization of moral authority, where we underline the significance of a pioneer being an ethical individual and an ethical chief for rousing workers to act prosocially (e.g., Brown and Mitchell, 2010; Treviño et al., 2003; 2000).

This study found that EL directly affects KH behavior (hypothesis 1). These findings indicate that leaders who have high personality, honesty, morality, and reliability can prevent and minimize subordinates to engage in KH behavior. Conversely, personal behavior, honesty, morality, and low reliability will tend to encourage subordinates to engage in KH behavior.

In this study found that EL has a positive effect on MI (hypothesis 2), MI has a negative effect on KH behavior (hypothesis 3), MI mediates the effect of EL on KH behavior (hypothesis 4). These findings contribute to a solid understanding of the mechanisms underlying the process between EL and KH behavior. This finding explains that EL who have high personality, honesty, morality, and reliability and understand their influence on employees can be role models in behavior and shape employee moral self-construction such as MI. In addition, moral identity mechanisms can help us better understand why and how EL can prevent subordinates from engaging in KH behavior.

Furthermore, the findings of this study can broaden the understanding of the role of EL in shaping the moral behavior of subordinates which explains that the EL style can be a social reference that is seen by subordinates to build MI within themselves. When subordinates have a MI within themselves, it can be seen that subordinates will adhere to and uphold ethical standards and exhibit ethical behavior in the organization which will reduce and prevent subordinates from engaging in KH behavior. The findings in this study, empirically also strengthen the evidence that has been found in previous studies that used samples in profit organizations and were carried out outside Southeast Asia. The findings in this study provide empirical support for the usefulness and generalization of the EL function in shaping the attitudes and behavior of subordinates, especially in an effort to prevent and minimize the KH behavior of subordinates in Southeast Asia, especially in the context of non-profit organizations in Indonesia. This finding additionally reasons that the job of EL in preventing KH behavior of subordinates is equally effective in the non-profit context in Indonesia, and perhaps in the Southeast Asian context.

Managerial implications. Apart from having theoretical implications, this research also has some practical (managerial) contributions or implications. The findings of this study provide useful insights for managers to design strategies in an effort to prevent and minimize counterproductive behaviors such as knowledge hiding behavior.

This study found that EL can change or shape the moral self-construction of employees such as moral identity which in turn encourages the enactment of moral behavior and prevents the behavior of KH behavior. This provides an explanation that the ethical behavior of leaders has a very important role for organizations that can be role models by employees or subordinates in moral behavior and attitudes by showing ethical attitudes such as leader personality, honesty, morality, reliability, prioritizing the interests of groups or organizations. above personal interests, showing respect and concern for the rights and desires of others.

The findings of this study also explain that MI mediates psychological mechanisms in the function of EL in an effort to prevent KH behavior by subordinates, which has implications for management in organizations to pay extra attention to forming moral identity in the workplace. Psychological characteristics such as moral identity are able to encourage positive behavior and prevent employees from engaging in counterproductive behaviors such as KH behavior. Thus, building or creating environmental conditions and considering other factors that can shape moral identity in the workplace must be considered in addition to recruiting and selecting organizational talent candidates and developing the EL talent program described previously.

Limitation and future studies. The results of this study have several limitations that can be a guide and advice for further researchers in conducting research. First, this study only took a sample of 64 samples or below 100 samples, namely lecturers who worked at the Persada Bunda Education Foundation (a non-profit organization). Thus, research results may be limited to generalizing contexts, organizational characteristics and culture. For further research, it is suggested that factors such as organizational and cultural characteristics can be considered as control variables in the study.

Second, the nature of this study is “cross-sectional” which cannot provide a strong picture in justifying the results of a “causal-effect relationship.” Thus, further research is

suggested to use experimental study design to prove the theoretical model in this research.

Third, this study only uses the function of ethical leadership through the mechanism of moral identity in preventing the behavior of hiding knowledge of subordinates. So, for further research, it is suggested to consider other functions of leadership such as authentic leadership or altruistic leadership.

CONCLUSION

This study found that EL directly affects KH behavior. In this study found that EL has a positive effect on MI, MI has a negative effect on KH behavior, MI mediates the effect of EL on KH behavior. This research provides a valuable contribution to the study of management, especially on the topics of leadership studies, organizational behavior, human resource management, and knowledge management. The findings of this study describe how and why the mechanism of MI mediates the effect of EL in preventing subordinates from engaging in KH behavior. The findings of this study can also provide input to the organization's management in designing strategies to prevent KH behavior. The results also provide additional support regarding the function of EL in organizations to shape employee moral attitudes and behavior. Finally, the current research is expected to pay more attention to future studies from academics and practitioners in explaining the function of EL and employee behavior in the workplace.

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