

RINGKASAN

Knowledge hiding merupakan perilaku disengaja untuk menyembunyikan pengetahuan yang seharusnya dapat dibagikan, dan masih kurang diteliti dalam konteks akademik. Penelitian ini bertujuan untuk menganalisis pengaruh tiga dimensi *goal orientation*, *learning*, *proving*, dan *avoiding goal orientation*, terhadap *subjective career success* (SCS), dengan *knowledge hiding* (KH) sebagai variabel mediasi, dalam lingkungan dosen perguruan tinggi negeri.

Penelitian ini menggunakan pendekatan kuantitatif dengan teknik survei melalui kuesioner tertutup yang dibagikan kepada 186 dosen di Universitas Jenderal Soedirman. Data dianalisis menggunakan *Structural Equation Modeling* (SEM) dengan alat uji SMART PLS untuk menguji hubungan langsung maupun mediasi.

Hasil analisis menunjukkan bahwa *learning goal orientation* dan *proving goal orientation* tidak berpengaruh signifikan terhadap *knowledge hiding*, sedangkan *avoiding goal orientation* berpengaruh positif dan signifikan. Selain itu, *knowledge hiding* memiliki pengaruh negatif yang signifikan terhadap *subjective career success*. Uji mediasi mengungkap bahwa hanya *avoiding goal orientation* yang memediasi secara penuh pengaruh terhadap *subjective career success* melalui *knowledge hiding*.

Hasil ini menegaskan pentingnya menciptakan iklim akademik yang mendukung keterbukaan dan kolaborasi antar-dosen. Pimpinan akademik dapat mengurangi tekanan evaluatif yang mendorong dosen untuk melakukan *knowledge hiding* sebagai mekanisme defensif, khususnya bagi individu dengan *avoiding goal orientation*.

Penelitian ini mengambil pendekatan yang menempatkan *knowledge hiding* sebagai mekanisme perilaku untuk memahami pengaruh *avoiding goal orientation* terhadap *subjective career success*, pada dosen sebagai *knowledge worker*. Pendekatan ini merespons masih terbatasnya kajian yang menghubungkan strategi proteksi sumber daya psikologis dengan persepsi pencapaian karier dalam lingkungan akademik.

Kata Kunci: *learning goal orientation*, *proving goal orientation*, *avoiding goal orientation*, *knowledge hiding*, *subjective career success*, dosen perguruan tinggi.

SUMMARY

This study aims to analyze the influence of learning goal orientation, proving goal Knowledge hiding is an intentional behavior of withholding knowledge that should be shared, and it remains underexplored in academic contexts. This study aims to analyze the influence of three dimensions of goal orientation, namely learning, proving, and avoiding goal orientation, on subjective career success (SCS), with knowledge hiding (KH) as a mediating variable in the context of lecturers at public universities.

This research adopts a quantitative approach using a survey method through closed-ended questionnaires distributed to 186 lecturers at Universitas Jenderal Soedirman. The data were analyzed using Structural Equation Modeling (SEM) with SMART PLS to test both direct and mediating relationships.

The results indicate that learning goal orientation and proving goal orientation do not have a significant effect on knowledge hiding, while avoiding goal orientation has a positive and significant effect. In addition, knowledge hiding has a negative and significant effect on subjective career success. The mediation test reveals that only avoiding goal orientation fully mediates the influence on subjective career success through knowledge hiding.

These findings emphasize the importance of creating an academic climate that supports openness and collaboration among faculty members. Academic leaders may reduce evaluative pressures that encourage lecturers to engage in knowledge hiding as a defensive mechanism, particularly among individuals with an avoiding goal orientation.

This study adopts an approach that positions knowledge hiding as a behavioral mechanism to understand the influence of avoiding goal orientation on subjective career success, within the context of lecturers as knowledge workers. This approach responds to the limited research that connects psychological resource protection strategies with perceptions of career achievement in academic settings.

Keywords: *learning goal orientation, proving goal orientation, avoiding goal orientation, knowledge hiding, subjective career success, mediasi penuh, university lecturers.*