

# The Engagement and Working Satisfaction of Millennial Lecturers During the COVID-19 Pandemic: Differences in Gender Identity Perspectives

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## ABSTRACT

The current situation, such as the COVID-19 pandemic, creates new lessons for all spectrums in all sectors, including the education sector. This requires lecturers to apply the concept of "Work from Home" (WFH) in facing the challenges of the COVID-19 pandemic. Lecturers are still needed to carry out remote teaching, write research reports, and still have to develop community service. From a gender identity perspective, this situation would probably be acceptable. Therefore, the aim of this research is to study the impact of engagement on millennial lecturers' job satisfaction which will be viewed from gender identity. This research is known to be quantitative in nature by surveying millennial lecturers throughout Indonesia. The data analysis used descriptive methods and a multi-sample structural equation model (SEM). The population in this study were 88,553 millennial lecturers. While the sample in this study is known to use the sampling technique with simple random sampling, so the sample used is 417 respondents. The analysis technique used in this research is Structural Equation Modeling (SEM) with LISREL 8.8 software.

**Keywords:** COVID-19, Gender Perspective, Gender Disparities, Engagement, Working Satisfaction, Millennial Lecturers, Quality Job

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## INTRODUCTION

The emergence of a new type of virus that is being experienced this year (called COVID-19) has shocked the world, and the corona virus is raging around the world. The World Health Organization (WHO, 2020) declared this a global pandemic, with the highest number of confirmed cases and a higher mortality rate. With the eruption of COVID-19 (WHO), people will face major challenges around the world, which can drastically affect our lifestyle (Hoq, 2020). The current global health crisis not only has an unmatched impact on human health and the global economy alone, but also poses unprecedented challenges to the work of many (Restubog *et al.*, 2020). The situation with the presence of COVID-19 leaves new lessons for all spectrums of life and in all sectors, including the education sector. The International Labor Organization (2020) has also estimated that global working hours will decrease significantly in the second quarter of 2020, namely 10.5% or the equivalent of 305 million workers, most of whom are millennial generation.

Millennial generation refers to someone born between 1980 and 2000, who is commonly known as iGen and tech-savvy because someone who is a millennial was born and raised with smart technology (Jha *et al.*, 2019). The millennial generation has begun to dominate the teaching team in Indonesia. KEMRISTEKDIKTI stated that more than 30% of lecturers in 2018 came from the millennial generation (KEMRISTEKDIKTI, 2018). Millennial lecturers are known to face various demands and challenges in the world of work (Sianturi *et al.*, 2019). The first requirement

that millennial lecturers must meet is adjusting to the needs of senior lecturers who have different characteristics from the previous generation, and the second requirement that millennial lecturers face is adapting to the needs of various jobs as lecturers (Sianturi *et al.*, 2019). Starting from designing the syllabus, providing teaching to preparing and evaluating student work, which makes the scope of the lecturers' responsibilities in teaching vary widely. In addition, in addition to teaching in the responsibility of the Tridharma of Higher Education, lecturers also carry out tasks in conducting research and community service. The scope of research assignments is also very broad, starting from writing research proposals, conducting research to writing final research reports and publishing research results. Thus, it will affect the problem of engagement and job satisfaction among millennial lecturers. Lecturers also still have additional duties, such as holding structural positions and being the activity committee for faculties and universities (Angeline, 2011). Meanwhile, lecturers' salaries in Indonesia are known to be low and their career paths are quite long. These things can make young Millennial Generation lecturers decide to quit their profession and leave the college (Sianturi *et al.*, 2019). So that engagement with Millennial Generation lecturers will be increasingly important to do. Avoiding rapid employee turnover. Dale Carnegie Indonesia (DCI), (2016) said that only 25% of millennial workers have a good engagement with the company they work for. This will be different from the statement from Rich *et al.*, (2010) which states

that employee engagement can increase job satisfaction which in turn will also have an impact on employee performance.

Employee engagement is recognized as an important element of effectiveness in an organization (Mann & Harter, (2016); Ruck *et al.*, (2017); Khodakarami & Dirani, (2020). The main reason behind this is the fact that the employees involved are workers who are more profitable, productive, safer, and healthier (Khodakarami, 2019). The emergence of a new workforce called "Millennial" has made employee engagement even more difficult (Jha *et al.*, 2019). A survey by Deloitte, (2016) stated that the majority of millennial generation workers want to change their company by 2020. In addition, according to the PwC report, (2011), most CEOs will consider retaining, attracting, and getting millennial engagement as the biggest challenge. for today's organizations. Moreover, during the COVID 19 pandemic, it will test our adaptability and flexibility to be able to respond to major crises (Hoq, 2020). Millennial generation workers, such as lecturers, are required to be able to respond to this situation because employee engagement is an important thing that can also affect job satisfaction. Employee job satisfaction is also known to be very important to enable an employee to bring out the maximum ability for his job (Setiawan *et al.*, 2020). Moreover, a lecturer bears a heavy responsibility in educating his students, Fitriyana *et al.*, (2016) and is the spearhead of a student's success.

Engagement and job satisfaction during the COVID-19 pandemic have sparked debate regarding the importance of reconsidering employee job satisfaction, such as whether or not organizations need to redesign their employee support programs to keep employees fully focused on maintaining satisfaction levels. Since this has an effect on increasing motivation and ultimately increasing actual productivity, more consideration may be needed. Research results (KC *et al.*, 2020) have shown that most employees will feel satisfied even though they work at home, but several other important aspects of job satisfaction have not been explained, including differences through a gender perspective. According to Chaudhary, (2017) gender has a significant influence on individual values and attitudes which are known to be important to consider gender differences in engagement relationships in several jobs. In addition, according to the gender socialization approach (Calabrese *et al.*, 2016), gender differences can have an impact on a person's moral orientation because there are differences in values and psychological characteristics between men and women. The purpose of this study was to first measure the impact of employee engagement on job satisfaction during the COVID-19 pandemic. Second, by proving whether or not there is a difference between engagement and job satisfaction between a male gender perspective and a female gender perspective.

## LITERATURE REVIEW

### Theory Basis

#### Millennials

Millennial generation refers to someone born between 1980 and 2000, who is commonly known as iGen and tech-savvy because someone who is a millennial was born and raised with smart technology (Jha *et al.*, 2019). This generation grows along with technological developments, so that they are increasingly proficient in using technology to access information quickly (Sianturi *et al.*, 2019). This technology is known to help improve millennial work

efficiency and efficiency, but on the other hand, it also provides various opportunities for millennials to gain knowledge about the external conditions of the organizations they work for. That way, they can create good quality work. Millennials are known to have high expectations and high self-esteem combined with a willingness to give wholehearted efforts for anything they think doesn't really matter to their career or job (Schullery, 2013). In addition, according to Anggraini & Ardi, (2020) the millennial generation will appreciate the balance between their personal and work lives. They as millennial generation will love career development activities. That way, they are often known as lifelong learners. Because they will often do training and become their motivator for work. Previous studies of psychologists have revealed that this generation has high materialism, narcissism and expectations compared to the older generation. What distinguishes millennials from previous generations is that millennials are known to emphasize more on balancing work with goals and passions that suit their personalities (Jha *et al.*, 2019). Millennials are more likely to seek out new job opportunities to make new friends, advance their careers, and serve society.

#### Millennial Lecture Engagement

According to The Harvard Business Review, (2015) that 71% of respondents stated that employee engagement is very important in achieving organizational success. Engaged employees will look for better ways to get their work done, use resources efficiently, and reduce daily activity time. Employee engagement refers to the extent to which employees feel deeper about their work, and this makes the organization more transparent which allows employees to access several sources of information simultaneously (Kaur *et al.*, 2020). Work engagement itself has been suggested by Schaufeli (quoted by (Bui *et al.*, 2017) which defines work engagement as a positive, satisfying and work-related state of mind which is characterized by vigor, absorption, and dedication. Vigor is known to refer to higher energy and psychological adaptability in the workplace. Dedication is characterized by passion, pride, motivation and challenge. Meanwhile, absorption will refer to a concentration which indicates that a person is fully focused on refusing to stop working (Safrizal *et al.*, 2020). These three components are also known as emotional, physical, and cognitive. In connection with the millennial engagement lecture, it will refer to the desire of millennials to always be involved in their work. They will also motivate loyalty within themselves and can reduce the intention to quit (Lianto *et al.*, 2018). It is known that millennial generation engagement in organizations (Jha *et al.*, 2019) can be caused by the pleasure felt at work which can increase work attachments.

#### Working Satisfaction

According to Eliyana *et al.*, (2019) working satisfaction is a general attitude towards an individual's performance, which shows the difference between the number of awards they receive and the number of awards they think they should receive. It is known that the employee's working satisfaction is also very important to enable an employee to bring out the maximum ability for his job (Setiawan *et al.*, 2020). Employees with a high level of working satisfaction are known to show a positive attitude towards their work, while employees who are not satisfied with their work are known to show negative attitudes towards their work (Syabarrudin *et al.*, 2020). The satisfaction or dissatisfaction that employees feel with

their work is a personal matter, depending on how they understand the conflict or the suitability between their results and their desires. In addition, according to Anggarwati & Eliyana, (2015) working satisfaction is an attitude or emotional response to all aspects related to a person's job. This definition means that explaining job satisfaction is not a single concept. An employee will probably be satisfied with one aspect of the job but may be dissatisfied with one or more aspects of the job. Thus, it shows that job satisfaction is a positive or pleasant emotional state generated by evaluating a person's job or work experience (Diana *et al.*, 2020). It can also refer to affective, cognitive, and evaluative reactions or related attitudes and conditions.

#### **Hypothesis Development**

##### ***Millennial Lecturer Engagement and Working Satisfaction***

Employee engagement is an important requirement for organizations (Kaur *et al.*, 2020). This is necessary when organizations want to face competition, because it has a positive impact on organizational profitability, job satisfaction, organizational commitment, organizational citizenship behavior, productivity, innovative behavior, employee loyalty and employee retention (Albdour & Altarawneh, 2014). According to Banihani *et al.*, (2013) a work management can be useful in curing many organizational problems, because employees who are not engaged will make the organization a heavy financial burden. Therefore, it takes an image of an ideal worker for most organizational studies that "engagement", regardless of one's social or cultural identity, helps improve organizational outcomes (Jin & Park, 2016). The identity-neutral view that explains work engagement assumes that the gender differences of men and women or all racial minorities can jointly show their engagement in the workplace (Jin & Park, 2016). This research will refer to the research subject through the millennial generation lecturers. For millennials, attachment means getting many opportunities for them for their professional development and personal growth (Jha *et al.*, 2019). Whereas for organizations, achieving engagement means achieving intelligence, enthusiasm and enthusiasm for employees at work.

Millennial Generation Lecturers are known to be faced with a lot of challenges and demands in the world of work (Sianturi *et al.*, 2019). What's more, millennial generation lecturers will get new lessons because the COVID-19 pandemic is affecting the education sector (Hoq, 2020). An individual who feels that he is very attached to work will find it very difficult to get away from that job (Purwasono, 2019). This is because they have invested a lot of energy in their work and have a high meaning in their work. Millennial generation lecturers who are tied to their work will get the opportunity to have identification, invest their energy in work, and have a high meaning that makes them choose to stay from their company. Furthermore, it will be positively related to positive behavior at work such as job satisfaction and other job improvements that have a positive impact on the organization (Purwasono, 2019). Job satisfaction is important for the success of millennial generation lecturers. Because according to Setiawan *et al.*, (2020) job satisfaction is very important to enable a person to maximize his / her work ability.

Millennials will believe in a reciprocal relationship. They will bond and commit to their organization when they find personal interest in it. Fun at work is known to increase work engagement, which can encourage the involvement

of the millennial generation in the organization (Jha *et al.*, 2019). Employee engagement will also have a major impact on organizational growth and the global economy (Jha *et al.*, 2019). In addition, gender differences can also give the opinion that each individual wants their behavior and attitudes to be in harmony (Jin & Park, 2016). The basic premise is because an attitude is usually more volatile than behavior, and individuals will change their attitude to justify their behavior. This is because it will affect job satisfaction and the positive things they will create in the workplace.

The literature has shown male-female differences in well-being, for example, in stress, fatigue, and hence in different coping mechanisms, are different determinants of job satisfaction (Huang & Gamble, 2015). In the Chinese context, Huang & Gamble (2015) found that some of the main determinants of job satisfaction are grouped by gender. Through a gender perspective, it will try to assess the meaning attached to a man and a woman to work that contributes to a certain level and type of conflict (Huang *et al.*, 2019). In addition, according to Fitriyana *et al.*, (2016) many studies have been conducted to determine the factors that affect job satisfaction. Recent research has shown that if lecturers experience high levels of stress and fatigue similar to those of other "demanding" service professions, it creates problems for universities (Watts & Robertson, 2011). Because then it will be associated with a decrease in job satisfaction, decreased performance and decreased productivity. So, it is hoped that a lecturer at a university will feel connected. Because according to (Jin & Park, 2016), attachment can be a strengthening of a person's self-concept which then helps meet individual needs.

Various studies have proven the relationship between engagement and job satisfaction. According to Nimon *et al.*, (2016), from the personal point of view of each individual, there is a high correlation between certain behaviors that can indicate engagement and job satisfaction. Al-dalhmeh *et al.*, (2018) have also proven that there is a close and significant relationship between employee engagement and job satisfaction. An individual who works in an organization and feels bound, will always be involved so that it affects their job satisfaction. Rashidin *et al.*, (2020) also reinforce the claim that active engagement in the workplace has a positive impact on job satisfaction. As well as Moreira-Fontán *et al.*, (2019) who have also proven that there is a strong relationship between engagement and job satisfaction among millennial workers. Thus, this study hypothesizes that "There is a positive influence on Millennial Lecturer engagement on working satisfaction".

#### **RESEARCH METHODS**

##### **Research Approach**

This study uses a quantitative approach and then tests the results of the problem formulations that have been determined. This research was conducted through a survey conducted on millennial lecturers throughout Indonesia. The independent variable used in this study is millennial lecturer engagement. While the dependent variable used in this study is working satisfaction.

##### **Data and Sample Collection Techniques**

The population in this study were 88,553 millennial lecturers. Then, the sampling technique used in this study was simple random sampling. So, it is required to use a sample of 398 respondents, and in this study a sample of 417 respondents was obtained.

**Data Analysis Techniques**

Data analysis in this study used a descriptive approach and a multi-sample structural equation model (SEM). Furthermore, it is continued by testing the data obtained

using the Structural Equation Modeling (SEM) method using the Lisrel 8.8 statistical software.

**Data Analysis**

**Respondent Demographics**

**Table 1.** Respondents Profile

N=417		freq	%	N=417		freq	%
1. Gender	Male	182	43,65	3. Experience	< 5 years	221	53,00
	Female	235	56,35		5-10 years	131	31,41
		<b>417</b>	<b>100</b>		>10 years	65	15,59
						<b>417</b>	<b>100</b>
2. Age	20 to. 25 years	18	4,32	4. Education	S2 Masters	383	91,85
	26 to. 39 years	399	95,68		S3 PhD	34	8,15
		<b>417</b>	<b>100</b>			<b>417</b>	<b>100</b>

Source: research data (2020)

Based on table 1, it shows that the respondents who participated in this study were millennial lecturers who were born between 1982 - 2000 and came from 34 provinces in Indonesia. Most of the respondents are known to come from the province of DKI Jakarta, accounting for 27.5% of the total number of respondents obtained. Most of the respondents came from national universities with a percentage of 58.0%. Female

respondents are also known to be the majority of respondents with a percentage of 56.35%. In addition, 53% of respondents are young lecturers with a working period of less than 5 years. Judging from the level of education, 91.85% of respondents were millennial lecturers with a master's degree, and 8.15% were with a doctorate degree.

**Descriptive analysis**

**Table 2.** Descriptive analysis of millennial lecturer

Variables		Male			Female		
		Mean (% score)	stdev	result	Mean (% score)	stdev	result
Millennial engagement	lecturer	3.22 (80,50%)	0.65	high	3.17 (79,25%)	0.69	high
Millennial Satisfaction	lecturer	2.75 (68,75%)	0.84	high	2.69 (67,25%)	0.79	high

Noted: 1.00 - 1.75= very low; 1.76 - 2.51=low; 2.52-3.27= high; 3.28 - 4.00= very high

Based on table 2 it is known that at the time of the COVID-19 pandemic, the level of engagement of millennial lecturers with female working satisfaction had an average score of 3.17 and a standard deviation of 0.69 which was lower than the level of millennial lecturers who were male. men who have a score of 3.22 and a standard deviation of 0.65. Meanwhile, the working satisfaction level of female millennial lecturers had an average score of 2.69 and a

standard deviation of 0.79 which was lower than that of male millennial lecturers with an average score of 2.75 and 0.84. Although the overall value of engagement and working satisfaction is high, it is known that both male and female millennial lecturers have lower working satisfaction.

**Measurement Model**

**Table 3.** Validity and reliability assessment of instrument

Variables	Dimension	Validity		Reliability				Result
		SFL *	Critical Value	CR**	Critical Value	AVE***	Critical Value	
<b>MALE SAMPLE GROUP</b>								
EMPLOYEE ENGAGEMENT				0,87	0,7	0,69	0,5	Reliable
	VIGOR	0,95	0,5					Valid

Variables	Dimension	Validity		Reliability				Result
		SFL *	Critical Value	CR**	Critical Value	AVE***	Critical Value	
	ABSORPTI	0,58	0,5					Valid
	DEDICATI	0,92	0,5					Valid
WORKING SATISFACTION				0,87	0,7	0,64	0,5	Reliable
	SUPERVIS	0,56	0,5					Valid
	WAGE	0,64	0,5					Valid
	PROMOTIO	0,99	0,5					Valid
<b>FEMALE SAMPLE GROUP</b>								
EMPLOYEE ENGAGEMENT				0,85	0,7	0,66	0,5	Reliable
	VIGOR	0,95	0,5					Valid
	ABSORPTI	0,56	0,5					Valid
	DEDICATI	0,88	0,5					Valid
WORKING SATISFACTION				0,79	0,7	0,57	0,5	Reliable
	SUPERVIS	0,56	0,5					Valid
	WAGE	0,64	0,5					Valid
	PROMOTIO	0,99	0,5					Valid
	COWORKER	0,78	0,5					Valid

SFL\* = Standardized Factor Loading; CR\*\* = Construct Reliability; VE\*\*\* = Variance Extracted

Based on the measurement model used, it will function in measuring the validity and reliability of research instruments. Table 3 shows that the results of all indicators are declared valid because all loading factor values are > 0.5. In addition, the instrument reliability test has also met the requirements because it has shown that

the AVE value of all structures is > 0.5, and the CR value is > 0.7. Thus, it can be concluded that all indicators used in this study that measure the variable engagement and job satisfaction in the FML and MMLs groups have been declared valid and reliable.

**Goodness of Fit Index Assessment Model**

**Table 4.** Goodness of fit index Assessment

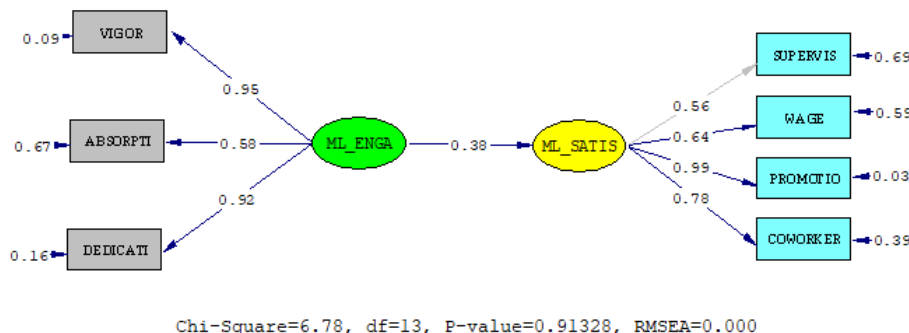
No	GOF Indicators	Estimation Value		Cut of value	Result	
		Male	Female		Male	Female
1	P-value	0.91	0.89	$P\text{-value} \geq 0.05$	Fit	Fit
2	RMSEA	0.00	0.00	$RMSEA \leq 0.08$	Fit	Fit
3	NFI	0.99	0.99	$NFI \geq 0.90$	Fit	Fit
4	NNFI	1.01	1.01	$NNFI \geq 0.90$	Fit	Fit
5	CFI	1.00	1.00	$CFI \geq 0.97$	Fit	Fit
6	IFI	1.01	1.00	$IFI \geq 0.90$	Fit	Fit
7	RFI	0.99	0.99	$RFI \geq 0.90$	Fit	Fit
8	SRMR	0.024	0.021	$SRMR \leq 0.05$	Fit	Fit
9	GFI	0.99	0.99	$GFI \geq 0.90$	Fit	Fit
10	AGFI	0.98	0.98	$AGFI \geq 0.90$	Fit	Fit
11	PGFI	0.46	0.46	$PGFI \geq 0.5$	Not Fit	Not Fit

Based on the goodness of fit index assessment model in this study, which can be seen in table 4 it is declared fit if the data in the form of 9 out of 10 indicators is accepted, and one of them is seen from the RMSEA value < 0.8 and the Chi-Square value for the P-value > 0.5 in both the male sample group and the female sample group. Furthermore,

it is known that the measurement results on the goodness of fit index model have also shown that all critical values exceed the threshold value of the 10 indicators of measuring the goodness of fit model. This does not apply to the PGFI indicator with a value of 0.46 < 0.5 both in the male group and the female group. So, it can be concluded

that this research model is fit with the data collected through a questionnaire instrument.

**Model Structural  
Male Group Sample**

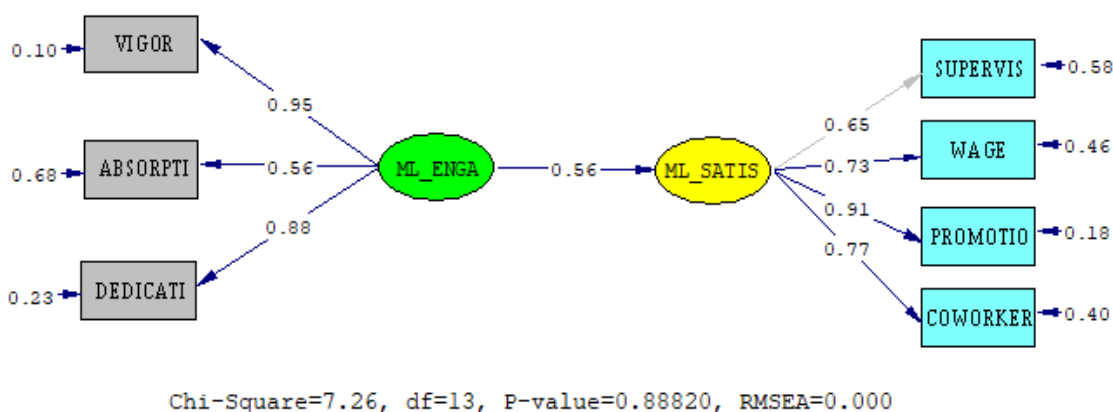


**Figure 1.** Path Coefficient Full Model- Male Group Sample

Based on Figure 1, it is known that the value obtained from the measurement results is  $ML\_SATIS = 0.38 * ML\_ENGA$ , Errorvar = 0.86, and  $R^2 = 0.14$ . This means that the male sex sample has a path coefficient of 0.38, and a residual value of 0.14 which indicates that the effect of millennial lecturer engagement on job satisfaction reaches 38%. At the same time, it is known that the respective values of VIGOR, ABSORPTI and DEDICATI (0.95; 0.58; 0.92), indicate that the engagement construct (ML\_ENGA) can be

explained well by three indicators, among which VIGOR is the indicator that best describes millennial lecturer engagement. The working satisfaction structure (ML\_SATIS) can be explained by four indicators SUPERVIS, WAGE, PROMOTIO, COWORKER with a continuous value [0.56; 0.64; 0.99; 0.79]. The PROMOTIO indicator is known to have the best working satisfaction among the male sample.

**Female Group Sample**



**Gambar 2.** Path Coefficient Full Model- Female Group Sample

Based on Figure 2, it is known that the value obtained from the measurement results is  $ML\_SATIS = 0.56 * ML\_ENGA$ , Errorvar = 0.68,  $R^2 = 0.32$ . This means that in the female sample the path coefficient value is 0.56 and the residual value is 0.32, this shows that the effect of millennial lecturer engagement on job satisfaction reaches 58%. While the values of VIGOR, ABSORPTION and DEDICATI respectively (0.95; 0.56; 0.88) indicate that the engagement construct (ML\_ENGA) can be explained well by three indicators, including VIGOR which is known to be the indicator that best describes millennial lecturer engagement. The construct on job satisfaction (ML\_SATIS) is known to be well explained by four indicators, namely SUPERVIS, WAGE, PROMOTIO, COWORKER, continuous value [0.65; 0.73; 0.91; 0.77], where PROMOTION has the greatest ability to explain working satisfaction on a sample of the female group.

**RESULTS AND DISCUSSION**

**Discussion**

**Millennial Lecturer Engagement on Working Satisfaction**

Based on the analysis that has been processed using LISREL 8.8, this study shows that millennial lecturer engagement has a significant effect on job satisfaction. This research is known to support and prove a study by [Jin & Park, \(2016\)](#) which previously analyzed the relationship between engagement and job satisfaction. Also supported by a statement according to [Al-dalahmeh \*et al.\* \(2018\)](#) which explains that when someone is engaged it will result in satisfaction for them at work. Based on the results of testing the relationship between the two variables that have been discussed, namely employee engagement and job satisfaction, it is known that according to the order of the indicators adopted in the research of [Ferreira & de Oliveira, \(2014\)](#) and also supported by respondents' answers which show that lecturers are actively involved in organizational work, will feel satisfaction when working.

That way, based on the results of research, millennial generation lecturers who are tied to their work have had the opportunity to have identification, invest their energy in work, and have a high meaning that makes them choose to survive from their company. Furthermore, it will be positively related to positive behavior at work such as feeling high job satisfaction. Gender differences in this study indicate that there is a difference in the effect of engagement on job satisfaction between a sample group of male and female millennial lecturers. But broadly speaking, it can also give the opinion that each individual's behavior and attitudes are in harmony. The results also showed that 79.75% of Millennial lecturers were still working with their organizations. This can be seen through the level of pride they are able to work at their university, even though there are many obstacles in the learning process that have occurred due to restrictions on activities during the COVID-19 pandemic in Indonesia. Millennial generation lecturers continue to carry out their activities as teachers and workers. It is even known that millennial generation lecturers who mostly have good internet connections, they enjoy working from home (WFH) more than before, because millennial generation lecturers can do a lot of work at once and have fun with their family.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

Based on the results of the analysis and discussion that has been obtained through data processing using LISREL 8.8, the conclusion that can be drawn is that there is a difference between the effect of engagement on job satisfaction from a sample group of male millennial lecturers and a sample of female millennial lecturers. The effect of engagement on job satisfaction is known to be greater in the female millennial lecturer group than the male millennial lecturer group. These results can be seen through the path coefficients of all dimensions on the engagement and job satisfaction variables of male millennial lecturers and female millennial lecturers which are very significant. This can be supported by the statement of Jin & Park, (2016) through an identity-neutral view which explains work engagement, assuming that gender differences between men and women or all racial minorities can jointly show their engagement in the workplace (Jin & Park, 2016). Although the effect of engagement on job satisfaction is known to be greater in the female millennial lecturer group and there is an inter-gender perspective, overall, it shows that 79.75% of Millennial lecturers still persist in working with their organization. So that gender differences still show their interest in their place of work and can provide positive results on their work through job satisfaction.

### Suggestions

The results of this study can be used as recommendations by company management in measuring how much impact employee engagement has on job satisfaction during the COVID-19 pandemic, and in proving the differences in perceived work engagement and satisfaction between male and female gender perspectives. The implications of this research have proven that during the current situation during the COVID-19 pandemic in Indonesia, there are differences in gender perspectives between men and women in dealing with the impact of engagement on job satisfaction of millennial lecturers. In this study, many aspects such as technology, finance, cultural shocks, gender and emotion, and limited space for activities are

still neglected, so that in future studies it is better to include predictor variables. Judging from the descriptive analysis method, the method in this study still has several limitations in determining all behaviors related to the construction of research carried out in more depth, therefore it is suggested to conduct further research better by confirming the results of the questionnaire conducted through the interview process.

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