

## Effectiveness of the Online Learning Process and Work Engagement of Educators Due to Changes in Management Policy During the Covid-19 Pandemic:

A Case Study of the Bina Ummah Foundation of Doctor Haji Adamri Al Husainy

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ARTICLE INFORMATION	ABSTRACT
<p>Article History: Received June 2024 Revised June 2024 Accepted July 2024</p> <p>Keyword: Effectiveness, Online Learning Process, Work Engagement</p> <p>*Corresponding author: <a href="mailto:hajan@polibatam.ac.id">hajan@polibatam.ac.id</a></p>	<p>The purpose of this study was to find out and explore information about how effective the online learning process is and how the work engagement of educators at the Bina Ummah Doktor Haji Adamri Al Husainy Foundation in Batam City during the covid-19 pandemic. This type of research uses a qualitative approach with a case study method. Informants or subjects in this study were MI and MTs educators, Chair of the Foundation, One Roof Management (MSA) staff and had worked for at least 2 years. Data collection techniques using semi-structured interview techniques. Researchers used data analysis described by Creswell. The results of this study indicate the goals and objectives of the Bina Ummah Foundation for education, social and religious or religion. During covid-19 the Foundation implemented a new policy, namely the online learning process using technology. The media used are Zoom, Whatsapp, Google Meet, and Youtube. This policy is considered less effective. This is due to obstacles such as no interaction so that students cannot understand, difficulties in delivering material, material is difficult for students to accept, lack of awareness of obligations. The advantages of this policy are having free time and increasing knowledge about technology. In addition, the drawbacks of this policy are a lot of time wasted, the learning process is not effective and the lack of awareness of responsibility to students. The level of work engagement is considered to have decreased from before, but it did not break the aspect of the work spirit or vigor of the educators. Aspects of dedication are given by educators by showing a sense of love for their work such as being responsible, committed, disciplined, obeying the rules and working sincerely and sincerely. Work engagement factors are the existence of trust, work contracts and the existence of reciprocal relationships that are accepted. Aspects of the preoccupation of work or absorption most of them feel more engrossed in working when face to face. disciplined, obeying the rules and working sincerely and sincerely. Work engagement factors are the existence of trust, work contracts and the existence of reciprocal relationships that are accepted. Aspects of the preoccupation of work or absorption most of them feel more engrossed in working when face to face. disciplined, obeying the rules and working sincerely and sincerely. Work engagement factors are the existence of trust, work contracts and the existence of reciprocal relationships that are accepted. Aspects of the preoccupation of work or absorption most of them feel more engrossed in working when face to face.</p>

### INTRODUCTION

Many changes have been felt during the COVID-19 pandemic, such as policies for working, studying, and worshipping from home. The changes that can still be felt today are in the world of education. The new policy requires that all activities are not allowed to meet face to face,

including the teaching and learning process (Ulum & Pamungkas, 2020). Educational institutions are required to be able to develop innovations in the teaching and learning process, namely by doing it online or online (Jamaluddin, Ratnasih, Gunawan, & Paujiah, 2020).

Changes in the system in the teaching and learning process as it is today are a challenge for educators who require to accept any situation and condition because there is work engagement in it. According to Schaufeli and Bakker in (Yanti, Nashori, & Faraz, 2018) the maximum or not can be seen from three aspects of work engagement which are shown through a sense of enthusiasm or vigor, dedicatio and appreciation or preoccupation or absorption in carrying out their work.

Changes during the COVID-19 pandemic as it is now are not entirely good for all parties but also bring new obstacles or pressures, especially for educators who have to redesign learning activities. The performance of educators can be seen from an effective learning process because it will show high-quality teaching starting from being interactive in creating, fostering, and adapting a learning environment (Bardach & Klassen, 2020). Self-perception and the preparedness of educators are needed in realizing effectiveness during the learning process so that interactions in distributing knowledge continue as they should (Kuriloff, Jordan, Sutherland, & Ponnock, 2019).

Researches on the impact of Covid-19 on policy changes in education have been carried out by several researchers such as the research conducted by (Joshi, Vinay, & Bhaskar, 2020) on the impact of the pandemic on education in India and how teachers' perspectives on the teaching and learning system are online. The research findings are that the online teaching process raises several obstacles faced by teachers, including: home environment, inadequate facilities, lack of training, lack of technical support, external and internal disturbances. The switch to Blended Learning in the learning process also affects the ability of teachers to support their competence in tools, materials and resources which will later affect student motivation and engagement (Code, Ralph, & Forde, 2020).

The online learning process can run smoothly and effectively although it is not ideal, but it is necessary to have a varied and creative model to be used in the long term (Rosali, 2020). Policy changes using online learning can affect the ineffectiveness of the teaching and learning system because there are several factors, in research conducted by (C, Amelia, Hasanah, Putra, & Rahman, 2020) it was found that learning was less effective due to the lack of adequate facilities and infrastructure. and readiness for education about technology. Subsequent research by (Simatupang, Sitohang, Situmorang, & Simatupang, 2020) which examined the effectiveness of online teaching during the pandemic and found that the online teaching and learning process can be carried out effectively when viewed from the readiness of teachers, use of applications,

Differences of this study with previous research carried out by (Joshi, Vinay, and Bhaskar, 2020) are among the sites located on Institutions of Bina Ummah Doctor Haji Adamri Al Husainy Batam, researchers added a variable work engagement, educators, research methods used in this study is a case study and data analysis in this study using a systematic stage by (Creswell, 2009). Research on the impact of COVID-19 on policy changes in the learning process, according to researchers, is very necessary for several reasons. First, during the COVID-19 pandemic, there was a policy change in the academic system which was originally face-to-face (offline) to online (online). Second, the change in policy will inevitably bring up several obstacles and new demands. Third, the selection of subjects, namely educators,

Based on the background of the problem, the researcher is interested in conducting aresearch entitled "The Effectiveness of the Online Learning Process and the Work Engagement of Educators Due to Changes in Management Policies During the Covid-19 Pandemic".

## **THEORY AND LITERATURE REVIEW**

### **Theoretical review**

#### **Constructivism Learning Theory (Constructivism Learning theory)**

This theory was put forward by Piaget in (Sudarsana, 2018) which explains that the experience possessed and the reality in the field can be a reference in the process of forming student knowledge, which means that students must have more initiative and be active in obtaining information from what they are learning. Educators or teachers in this theory act as facilitators as well as moderators. Teachers are required to design the learning process even if they have to use a technology base to help the students' knowledge construction process (Sudarsana, 2018).

#### **Technology Acceptance Model Theory**

This theory was put forward by (Davis, 1986) who revealed the purpose of this theory is to clarify and predict the acceptance of the use of a technology. This theory is also explained in research (Singh, Sharma, & Paliwal, 2020) that technology acceptance comes from two factors, namely: perceived usefulness and perceived ease of use.

#### **The Social Exchange Theory**

This theory was put forward by Homans in (Schroeder & Modaff, 2018) which asserts that propositions in psychology or psychology and the existence of self-motivation can describe the social behavior of each individual. This theory also explains the interaction between individuals with one another because of the exchange of interests that give rise to reciprocal relationships. Job engagement in another sense involvement in a job will arise when an employee gets economic, social and emotional resources from their superiors (Schroeder & Modaff, 2018).

#### **Effectiveness of Online Learning Process**

The learning process is an effort or action with teachers and students in it in order to share and process information in learning activities (Kurniasari, Pribowo, & Putra, 2020). The online learning process is a system in teaching and learning activities without any face-to-face interaction between educators and students, but by using online media using the internet network. One of the online media that is often used during learning such as: Whatsapp, E-Learning, Zoom, Google Meet, and so on.

Effectiveness is the level of success achieved in realizing a goal. Effectiveness in the learning process is success or failure to deliver students to achieve the specified goals, provide an attractive learning experience and have supporting facilities, especially in the online learning process (Simatupang, Sitohang, Situmorang, & Simatupang, 2020).

#### **Work Engagement**

Engagement first introduced by (Kahn, 1990) which explains that personal engagement is self-expression as a member in an organization or company which is expressed in physical, cognitive and emotional forms. According to Schaufeli and Bakker in research (Yanti, Nashori, & Faraz, 2018) emphasized that work engagement is an affective motivation that has three aspects, among others: the spirit aspect or vigor, the dedication aspect, and the absorption aspect. Work engagement is defined as a positive attitude possessed by an employee with meaning, high motivation, always trying, fully concentrating and never giving up in any demands (Judge & Bross, 2016).

## Literature Review

Research conducted by (Joshi, Vinay, & Bhaskar, 2020) examines the impact of covid-19 on the Indian education sector in a teacher's perspective on teaching and assessment. The results showed that there were several obstacles felt by teachers during the online teaching and learning process, namely the lack of advanced technology facilities, lack of training, lack of technical support and lack of clarity and direction.

Next research by (Code, Ralph, & Forde, 2020) researching about pandemic design for the future in the perspective of technology education teachers during covid-19. The results of this study reveal that the transition from Emergency Remote Teaching (ERT) to Blended Learning affects the ability of teachers to directly support their competence in tools, materials and resources which will affect student motivation and engagement.

Furthermore, research by (Singh, Sharma, & Paliwal, 2020) examines student perspectives in India on the adoption and effectiveness of digital platform collaboration. The findings of this study indicate that there will be adoption of digital collaboration platforms among urban and rural students in India in the near future due to proven interactivity and effectiveness to help facilitate the implementation of dance technology in the learning process.

Research conducted by (Yolanda, et al., 2020) examines the impact of the COVID-19 pandemic on the online learning process in elementary schools. The findings in this study indicate the impacts and obstacles felt during the COVID-19 pandemic in the online learning process, including: lack of mastery of technology, quota fees, being additional work for parents in mentoring, reduced communication and socialization between students, teachers, and other people. old.

Further research by (Lubis, Yusri, & Gusman, 2020) which examines the learning of Islamic Religious Education (PAI) based on e-learning. This study reveals that online PAI learning policies are still carried out by following government regulations, learning innovations made by teachers are one of them presenting learning using multimedia by emphasizing the "friendly" motto. The perceived obstacles include mindset errors, lack of competence, unpreparedness of teachers and students.

The next research was conducted by (Fauzih, Farmana, & Amin, 2020) regarding optimizing e-learning learning through the google forms and add-on features in increasing learning efficiency among students. The results of this study indicate that the use of the google forms and add-on features is considered very helpful for students in doing assignments, the process of checking the results of the answers is relatively fast compared to manuals, helping teachers in giving assignments and the learning process is more efficient in terms of time and cost.

Subsequent research was conducted by (C, Amelia, Hasanah, Putra, & Rahman, 2020) which examines the analysis of the effectiveness of online learning during the covid-19 pandemic. The results of the study revealed that the lack of availability of facilities and infrastructure, the unpreparedness of knowledge about technology made the online learning process less effective.

Furthermore, research (Schroeder & Modaff, 2018) which examines how employees communicatively show their involvement in an organization using a sample of employees of a cooperative. The results of this study confirm that employees show their involvement through external displays, as well as the existence of social exchanges between employees and the organization.

Other research was also conducted by (Ulfah S., Dewi, & Hidayatullah, 2020) which examines the relationship between workload and employee engagement. The results show that there is a positive relationship between workload and work engagement as evidenced by the more positive the perception of the workload given, the higher the employee's work engagement.

## RESEARCH METHODS

This study uses a qualitative approach because it is considered relevant to describe and describe what is happening in accordance with reality and found in the field (Rosali, 2020). The researcher uses the case study method with the aim of describing and interpreting what is happening through data collection and analysis (Creswell, 2009).

### Research Locations and Objects

This research is located at the Educational Institution of the Bina Ummah Doctoral Haji Adamri Al Husainy Foundation. The object of research is the educators at the Bina Ummah Doctoral Haji Adamri Al Husainy Foundation.

### Informants or Research Subjects

The technique of determining the informant or subject in this research is using a non-probability sampling technique, namely purposive sampling, because of the criteria in taking samples or research subjects. The criteria are as follows: educators for Madrasah Ibtidaiyah (MI) and Madrasah Tsanawiyah (MTs) levels, Chair of the Foundation and One Roof Management (MSA) staff who have worked for at least 2 years.

### Data collection technique

Data collection techniques are related to how the data was obtained, who the source was and what tools were used. The data collection technique in this research is using semi-structured interview techniques with research instruments in the form of interview guidelines. Semi-structured interviews were carried out by giving several open-ended questions to the interviewees according to the interview guide but not limiting if there were other questions that flowed during the interview and were not included in the interview guide that had been made.

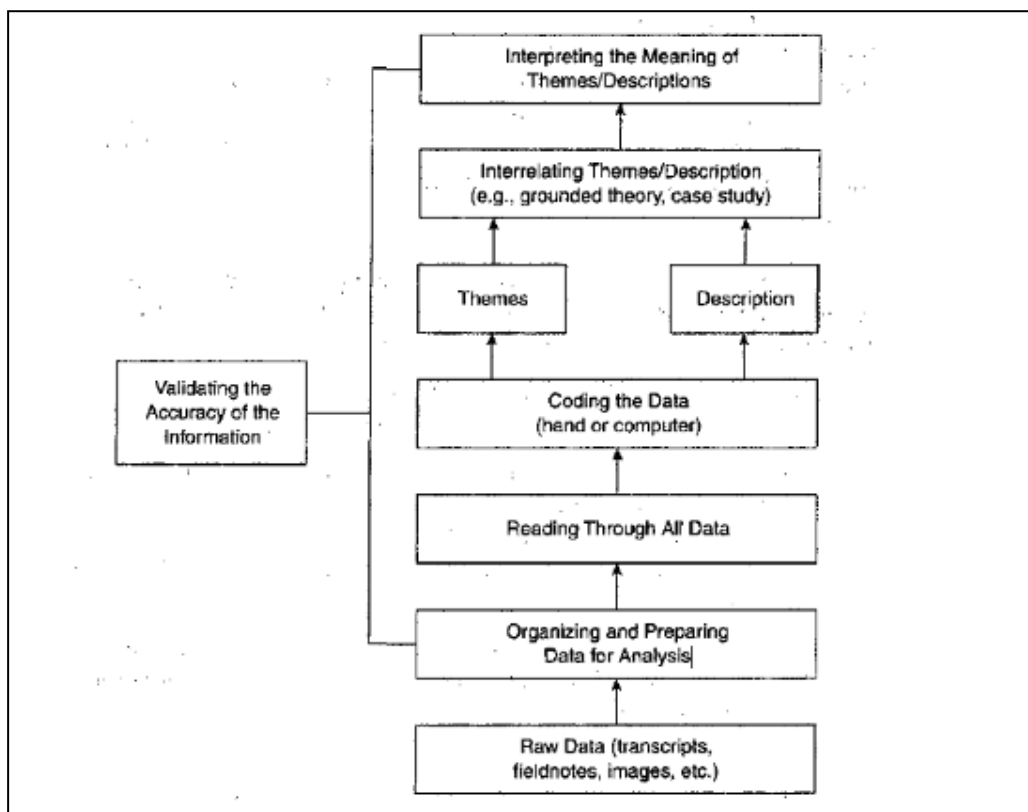
Sources of data used in this study are primary data and secondary data. Primary data was obtained from each respondent's answers to several questions in the interview guide and was included in interview transcripts which were collected using tools such as smartphones, tape recorders, written notes and so on. Secondary data used as support in this research is in the form of articles from previous studies, e-books and other supporting data.

### Data Processing Techniques

The data that has been collected is then reprocessed with the aim of simplifying the data obtained. Researchers conducted data processing using computer assistance to pour the results of interviews and produce interview transcripts and the data coding process. The steps involved in data processing include: first, determining the variables to be entered into the cross table or frequency table. Second, editing is an activity by examining the whole question. Third, coding is the process of giving code in the form of text, numbers or symbols for the answers given by the resource person after editing. Fourth, tabulating is the final stage by compiling the data into tables so that the data is easy to organize,

### Data analysis

Researchers conducted data analysis using systematic steps or stages as described by (Creswell, 2009). These steps are described in the image below:



Picture 1. Data Analysis in Qualitative Research

Source: Creswell (2009)

**RESULTS AND DISCUSSION**

**Overview of Research Sites**

This research was conducted at one of the educational institutions in Batam, namely the Bina Ummah Doctoral Haji Adamri Al Husainy Foundation. The location of this research is located in the Integrated Modern Islamic Boarding School Complex Bina Ummah Jl. Rss, Kibing Village, Batu Aji District, Batam City. This foundation became the research location because the Bina Ummah Foundation is one of the institutions in Batam City that implements an online learning process due to the COVID-19 pandemic.

**Description of Informants or Research Subjects**

The informants in this study consisted of 3 people from the One-Stop Management Section (MSA) and 4 Educators and all of them had worked for at least 2 years, with the informant code as follows:

Table 1. Informant List

Informant	Informant Code	Information
ID	N1-ID	Head of the Bina Ummah Foundation
PS	N2-PS	MSA Admin and Finance Staff
SL	N3-SL	MSA Admin and Finance Staff
HE	N4-IA	Head of Madrasah Tsanawiyah Bina Ummah
US	N5-US	Homeroom Teacher for Class 1 MI Bina Ummah
BS	N6-BS	IT Study Teacher
MR	N7-MR	Homeroom Teacher for Class IV MI Bina Ummah

## Research Results

The following are the results of the research obtained by the researcher in the form of an explanation of the themes, sub-themes, and answer codes based on the answers given by the informants:

### 1. Effectiveness of Online Learning Process

The researcher describes or distributes into several question items to answer the problem of the effectiveness of this online learning process by making several themes and sub-themes along with the answer codes given by the informants in it as follows:

#### a. Theme 1: The goals and objectives of the establishment of the Bina Ummah Foundation

##### 1) Education

The establishment of this institution has goals and objectives in the field of education, namely wanting to provide education to the community, proper and quality education for children in need in other words such as orphans, indigent, poor and so on, as well as complete education by guiding and foster students in order to form a good character in them.

##### 2) Social

But with a goal in the field of education, the establishment of this institution also prioritizes on the basis of social interests, especially for people in need. This foundation is expected to be the answer for people who want their children to get a decent, quality and complete education.

##### 3) Religious

There is another side to the purpose of establishing the Foundation, namely the founder pays attention to the religious side or religion. This foundation puts forward religious values so that its students can be balanced in gaining knowledge academically and spiritually. Educators and staff in this Foundation provide guidance on faith and morals in accordance with the Qur'an and Hadith.

#### b. Theme 2: The Impact of Covid-19 on Institutional Activities

##### 1) Learning process

The COVID-19 pandemic has greatly affected the world of education, especially in the learning process which resulted in ineffectiveness and disruption of the learning process, the change from face-to-face to online or online so that there was no direct interaction between teachers and students, and the short learning time that made teachers more creative. in conveying the material.

##### 2) Administration

The Covid-19 outbreak has also greatly affected the economy because many have experienced layoffs or reduced working hours, especially for parents of students. So that it can also affect the school administration, especially on the payment of parental obligations such as tuition, books, uniforms and so on. These payments will later support the school's operations.

#### c. Theme 3: Policies and media used during the online learning process

##### 1) Management policy

The management in this foundation will of course follow the regulations set by the government. The policy applied is by carrying out the online learning process which is carried out from home. So, even though there is no direct interaction between teachers and students, the subject matter is still delivered.

##### 2) Learning Media

The policy that has been implemented by the management of the Foundation and schools is to carry out an online learning process which certainly requires media as a bridge in the

delivery of knowledge. Teachers and staff take advantage of social media or existing applications such as whatsapp, zoom, google meet, youtube to be used in teaching, taking attendance, communicating and so on.

**d. Theme 4: Support from institutional management during the online learning process**

**1) Facilities and Infrastructure**

Educators certainly really need facilities or infrastructure in the implementation of the online learning process. Therefore, the management of the Foundation has provided facilities such as wifi in schools so that educators can carry out the learning process smoothly.

**2) Material**

In addition to the facilities or infrastructure provided by the management of the Foundation, of course, teachers need the internet to keep running as long as they are not in school. Thus, with assistance from the BOS Fund, the Foundation's management distributed material support such as credit for internet packages intended for students in need and teachers.

**3) Spiritual**

In addition to tangible support, management also provides support in the form of spiritual support such as motivation, direction and instruction, prayer, and enthusiasm. Not only addressed to teachers but also to all staff at the Foundation in carrying out this online learning process.

**e. Theme 5: Difficulties or obstacles experienced by educators**

**1) Lack of Awareness**

As a result of this policy change, the perceived obstacle or difficulty is the awareness of the students' parents or from the students themselves. Lack of communication between teachers and parents, awareness of a student's responsibility to learn are all very influential in the learning process.

**2) Natural Factor**

It is possible that there are other things that become one of the obstacles or difficulties during the online learning process, namely the presence of natural factors such as bad weather that affects the network and signal.

**3) Lack of Facilities**

Facilities are the most important thing in carrying out this online learning process, such as the availability of cellphones. This is also an obstacle or difficulty for teachers because there are some students who use their parents' cellphones while their parents also work.

**f. Theme 6: Advantages of changing management policies**

**1) The Advantages of the Educator Side**

This online learning process policy during the Covid-19 period has advantages that we can see from educators or teachers. Below the researchers have summarized it as follows:

**2) Time**

The implementation of the online learning process is carried out in a short time like face-to-face. In short, this learning time is very visible on teachers who have a lot of free time, they look relaxed.

**3) Knowledge**

In addition to being visible in time, the advantages of changing policies that turn into online learning processes can increase knowledge about technology, the internet, applications and so on.



#### 4) Advantages of the Student Side

In addition to educators or teachers, the advantages of changing the implementation of these policies can be seen from the side of students or students. Below the researchers have summarized it as follows:

##### 5) Knowledge

The increase in knowledge, especially about technology, can also be seen from students. Students who previously only read books, paid attention to teachers teaching in schools, now know more about technology ranging from applications, searching materials and so on.

#### g. Theme 7: Lack of change management policy

##### 1) Disadvantages of Educators

In addition to the advantages, there are several disadvantages that were found during covid-19. Below, the researcher summarizes the shortcomings seen from the side of educators or teachers, namely as follows:

##### 2) Time

On the other hand, educators seem to have a lot of free time, but on the other hand, they also waste a lot of time unlike during the face-to-face learning process.

##### 3) Learning process

This online learning process is considered by the Foundation to have many shortcomings such as ineffectiveness, difficulties in delivering material, teachers unable to understand the character of children and so on.

##### 4) Weaknesses from the Student's Side

This deficiency was also found in terms of students who felt that they were running the online learning process policy. Below the researcher has summarized it as follows:

##### 5) Learning process

During the online learning process, there are shortcomings that can be observed from students at this Foundation. These shortcomings include: the learning process is less effective, not optimal, difficult to absorb knowledge, and changes in the character of children.

##### 6) Awareness

Undertaking the online learning process, of course, students are always busy dealing with technology. Of course, dealing with this technology has side effects such as: always playing with gadgets, lack of responsibility for their obligations, lack of discipline, being not serious in learning and opening other applications.

#### 2. Work Engagement Educators During the Covid-19 Pandemic

The researcher describes or distributes into several question items to answer the problem of work engagement for educators during COVID-19 by making several themes, sub-themes and codes seen from the answers of the informants as follows:

##### a. Theme 1: Policy Changes on Work Morale

###### Spirit

Educators at this Foundation must be ready in any condition so that the learning process continues to run well. However, the sense of enthusiasm for teaching for educators is very influential because it will spur them to hone their abilities.

##### b. Theme 2: Work Dedication During the Covid-19 Pandemic

###### Internal factors

Giving a form of work dedication especially in the current state of the covid-19 pandemic is very much needed through awareness in each of them as educators in particular. The attitudes and forms of work dedication shown by the educators at the Bina Ummah

Foundation include: responsibility, discipline, obeying the rules, commitment, working sincerely, sincerely.

**c. Theme 3: Absorption or Fun at Work During the Covid-19 Pandemic Changes in Work Fun**

Different activities due to the COVID-19 pandemic, especially in the learning process, certainly gave birth to a change in the enjoyment of work. This change can be seen from what was originally implemented face-to-face, but is now online. For the educators at the Bina Ummah Foundation, on average, they feel more fun when they meet face-to-face.

**d. Theme 4: Work Attachment Factor**

**1) Internal factors**

This internal factor comes from the awareness of each educator, so they feel an attachment to their work. These internal factors such as a sense of responsibility and feeling that the work is an obligation that must be carried out.

**2) External Factors**

In addition to factors that come from internal to each other, there are also other parties involved such as the trust that has been given, the existence of a work contract, and the feedback received on the responsibilities that have been carried out.

**e. Theme 5: Enthusiasm at Work During the Covid-19 Pandemic**

**1) Enthusiasm**

The change in the way of teaching in the learning process certainly makes changes in the enthusiasm of an educator. However, the educators at the Bina Ummah Foundation are more enthusiastic during the face-to-face learning process compared to the online learning process.

**2) Efforts Made**

Although the enthusiasm is more directed at the face-to-face learning process, the educators always try to do their best by creating fun learning during online learning.

**Data analysis**

**a. Effectiveness of Online Learning Process**

In connection with the purpose of this Foundation, namely to prioritize social interests or the benefit of the people, especially Muslims and improve education both academically and spiritually for students. Covid-19 has delivered education in a different color, namely changing what was originally face-to-face to online or online. This change is considered less effective because it has a direct effect on the learning process such as the absence of direct interaction between teachers and students.

The learning media used by the Foundation during the online learning process is using pre-existing social media such as Zoom, Whatsapp, Google Meet, Youtube or Video. Educators are required to redesign the learning process by utilizing the platform or learning media, how can they create a learning process that is acceptable to their students. This is in accordance with the constructivism learning theory (Constructivism Learning Theory) proposed by Piaget in (Sudarsana, 2018). The form of support provided by management is in the form of support for facilities or infrastructure such as wifi, material support such as internet packages, as well as support in the form of spiritual support such as motivation and directions or instructions.

The difficulties or obstacles felt during the online learning process such as awareness of parent-teacher communication and awareness from within the student. Other difficulties or obstacles such as natural factors, when the weather is bad such as rain it is very influential on

the smoothness during the online learning process because it makes the network unstable and requires you to turn off the wifi temporarily. Mobile facilities for students are also one of the obstacles in this online learning process.

The advantages of this online learning process are in terms of time, which can be seen in how much free time is owned by educators and also teaches teachers and students to be more familiar with technology, starting from its development, applications, and the internet. In addition, it also provides new insights to be used as references as variations in teaching for educators. This relates to the technology acceptance model theory (Technology Acceptance Model Theory) proposed by (Davis, 1986) that in the acceptance of technology there are two factors in it, namely perceived usefulness or benefits and perceived ease of use. This ease of use is indicated by the use of pre-existing social media, making it easy to use in online learning.

This deficiency in the online learning process was considered less effective by the informants because it resulted in a short learning time so that there were difficulties in delivering material for educators, it could change the character of students which was shown from their lack of awareness to be responsible for their obligations as a student and judged to play too much on gadgets and open other applications so that he becomes a person who is not disciplined and does not take his studies seriously.

#### **b. Work Engagement Educators During Covid-19**

According to Schaufeli and Bakker in (Yanti, Nashori, & Faraz, 2018) argued that work engagement is an affective motivation consisting of three aspects, namely: enthusiasm/vigor, dedication, appreciation or preoccupation/absorption. During the covid-19 pandemic, many things have affected the work engagement of educators: First, the policy of the learning process that has changed to online does not break the work vigor of the educators because a job is a field that must be worked on as well as possible, so that it can move forward. more advanced in the future. Second, educators have a way of showing dedication to work even during the COVID-19 pandemic. Internal factors are important things that come from each other's self-awareness such as always being disciplined, obeying a rule, being committed, being responsible for their work, do the job sincerely and sincerely. Third, appreciation or enjoyment of work (absorption), most of them feel fun during the face-to-face learning process. This is reinforced because of the direct interaction with students.

Factors that cause attachment to a job consist of internal factors that come from the personality of each person who feels that the job is his obligation. Work done with love and responsibility in it. Furthermore, external factors starting from the creation of a work contract before starting work, the trust from management by providing a job desk, tasks to be carried out and of course there is reciprocity in the form of feedback or rewards in the form of honorariums or salaries given to the educators. This is related to the theory of social exchange (The Social Exchange Theory) proposed by Homans in (Schroeder & Modaff, 2018) it is emphasized that the interaction between individuals with one another is due to an exchange of interests that gives rise to a reciprocal relationship. In addition, involvement in a job arises when a person gets economic, social and emotional resources from their boss.

Furthermore, this change to online learning resulted in a change in the enthusiasm of the educators at the Bina Ummah Foundation. Half of them said they were more enthusiastic when they were face-to-face because they could see directly the students they were teaching and there was a greeting that made them feel valued as educators. While the other half said that they were still enthusiastic even though they were online, with a note that there were efforts made by being innovative to make learning fun and enjoyable.

## CONCLUSION

### Conclusion

The results of this study indicate the goals and objectives of the Bina Ummah Foundation for education, social and religious or religion. During covid-19 the Foundation implemented a new policy, namely the online learning process using technology. The media used are Zoom, Whatsapp, Google Meet, and Youtube. This policy is considered less effective. This is due to obstacles such as no interaction so that students cannot understand, difficulties in delivering material, material is difficult for students to accept, lack of awareness of obligations. The advantages of this policy are having free time and increasing knowledge about technology. In addition, the shortcomings of this policy are a lot of time wasted, the learning process is not effective and the lack of awareness of responsibility to students. The level of work engagement is considered to have decreased from before, but it did not break the aspect of the work spirit (vigor) of the educators. Aspects of dedication (dedication) are given by educators by showing a sense of love for their work such as being responsible, committed, disciplined, obeying the rules and working sincerely and sincerely. Work engagement factors are the existence of trust, work contracts and the existence of reciprocal relationships that are accepted. Aspects of the preoccupation of work (absorption) most of them feel more fun working when face to face. obey the rules and work sincerely and sincerely. Work engagement factors are the existence of trust, work contracts and the existence of reciprocal relationships that are accepted. Aspects of the preoccupation of work (absorption) most of them feel more fun working when face to face. obey the rules and work sincerely and sincerely. Work engagement factors are the existence of trust, work contracts and the existence of reciprocal relationships that are accepted. Aspects of the preoccupation of work (absorption) most of them feel more fun working when face to face.

### Limitations

In conducting this research, the author has several limitations, namely: the topics and issues discussed are new so it is difficult to find literature or research sources, data processing techniques are still manual, it is possible that the informants' answers have not revealed their true intentions, this research cannot be generalized to professionals. in other fields.

### Suggestion

The researcher realizes that this research is still far from perfect. So, to get satisfactory results in further research, the researcher proposes several suggestions related to this research, including: being able to expand the number of informants or research subjects, being able to use the available applications for data processing techniques, using a triangulation approach or different techniques and methods. to get more valid and reliable results.

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## APPENDIX

### Interview Guidelines

#### A. Effectiveness of Online Learning Process

1. In connection with this institution operating in the field of education, what are the goals or targets of achievement that you want to achieve?
2. Seeing the current state of the world being hit by the COVID-19 pandemic, it has had a major impact on the world of education. In your opinion, what is the impact caused by the pandemic? Can you achieve your goals or targets during the COVID-19 pandemic? Why is that?
3. How has the policy changed in the learning process during the COVID-19 pandemic?
4. What kind of support is given by management in the learning process during the covid-19 pandemic?
5. Explain the advantages and disadvantages as well as obstacles or obstacles from changing management policies during the covid-19 pandemic?

#### B. Work Engagement Teacher

1. How is the impact of policy changes during the covid-19 pandemic in the learning process on your work spirit? Why is that?
2. How do you show good work dedication with this policy change during this covid-19 pandemic? Are there any changes? and why?
3. Regarding absorption or having fun at work, have there been any changes with the policy changes during the COVID-19 pandemic? Why so?
4. What are the factors that make you feel that there is a work attachment to this job, even during the COVID-19 pandemic?
5. How is your enthusiasm for teaching during the COVID-19 pandemic?