

The Effect of Islamic Work Motivation, Work Competency through Job Satisfaction on Work Effectiveness of Employees at Daarul Falah Islamic Boarding School Serang Regency, Banten

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Abstract. *This study aims to analyze and test the influence of Islamic work motivation, work competence, and job satisfaction on employee work effectiveness at the Daarul Falah Islamic Boarding School in Serang Regency, Banten, and to examine the role of job satisfaction as a moderating variable. The operational phenomena and challenges in managing modern-Salaf Islamic boarding schools, as well as the existence of research gaps in previous studies, are the background for including the job satisfaction variable. This research is quantitative with an explanatory research approach. The population in this study includes all employees of the Daarul Falah Islamic Boarding School in Serang Regency, Banten in 2026, totaling 95 people. Sampling used a total sampling technique (census sampling) so that the entire population of 95 employees was used as the research sample. Data collection was carried out by distributing questionnaires using a Likert scale. The data analysis technique adopted the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the help of SmartPLS 4 software. The results of hypothesis testing and evaluation of the structural model (inner model) show that: The Adjusted R-Square (R^2) value of 0.777 indicates that 77.7% of the variation in employee work effectiveness at the Daarul Falah Islamic Boarding School can be explained by the variables of Islamic work motivation, work competence, and job satisfaction, while the remaining 22.3% is influenced by other factors outside the research model. The implications of this study confirm that increasing the work effectiveness of Islamic boarding school employees does not only rely on competence and work worship/spirituality intentions, but is also greatly determined by the level of employee job satisfaction that is managed in a conducive and fair manner.*

Keywords: Daarul Falah Islamic Boarding School; Islamic Work Motivation; Job Satisfaction; PLS-SEM; Work Competence; Work Effectiveness.

1. Introduction

Human resources are central to any organization or company. They support the institution with their energy, talent, and creative ideas. No matter how comprehensive the financial and technological resources, without qualified human resources, the organization will struggle to achieve its goals (Bali, 2022; Oktasari, 2018). Every company or educational institution always expects employees who can help achieve its goals. A company or educational institution certainly needs highly dedicated employees who work effectively and efficiently because having competent employees will positively impact the company in a competitive and dynamic environment.

Work effectiveness is "the extent to which an organization achieves various (short-term) and (long-term) goals that have been set, where the determination of these goals and objectives reflects strategic constituents, the subjective interests of the assessor, and the growth stage of the organization (Dita et al., 2022; Larasati & Gilang, 2014). Work effectiveness can be measured through target achievement, productivity, quality of work results, and positive contributions to the organization (Lakoy, 2020). Ahmadi et al (2020) stated that when employees are effective, employees will always complete work on time, there is efficiency in completing tasks so that the quality of employee work is created. Furthermore, Mahmudi (2020), explains that effectiveness is related to the relationship between expected results and actual results achieved. Effectiveness indicates success in terms of achieving predetermined targets. If the results of activities are closer to the target, it means higher effectiveness.

Daarul Falah Serang Islamic Boarding School is a private Islamic educational institution located in Masigit Village, Carenang Udik Village, Kopo District, Serang Regency, Banten. This Islamic boarding school was founded on May 25, 1986, by KH. Muhammad Sana and his son, KH. Ahmad Khudlari. This Islamic boarding school combines traditional and modern Islamic boarding school education with complete formal school facilities, including Madrasah Aliyah (MA). Daarul Falah has graduated many students who have continued their higher education in various Middle Eastern and European countries (such as Yemen, Egypt, and Morocco) and has produced many Islamic boarding school founders in Banten.

Work effectiveness at the Daarul Falah Serang Islamic Boarding School is crucial for ensuring the achievement of its educational vision and mission, the development of superior student character, and efficient operational management. This effectiveness aligns plans, work processes, and results, particularly in maximizing limited resources for the institution's advancement. This is because the Daarul Falah Serang Islamic Boarding School faces unique challenges, such as the broad scope of teaching and limited human resources. With work effectiveness, administrative governance, financial management, and the teaching and learning process can be implemented on time, minimize waste, and encourage overall quality improvement.

Several variables influence employee work effectiveness, including work motivation. Motivation is a stimulus that drives a person to perform activities to achieve a goal (Sutoro & Darmadi, 2024). When a goal is achieved, the need for motivation has been properly met. Organizations need to implement motivation as a positive need for employees to achieve organizational goals (Ratnasari, 2020). Motivation is the underlying reason for an individual's actions. High motivation means having a strong reason to achieve what they desire by doing their current job (Umar, et al., 2022). With this positive motivational drive, every employee will strive to improve their work effectiveness and enthusiasm.

2. Research Methods

The type of research used in this study is explanatory research with quantitative methods. According to Sugiyono (2019), explanatory research is a type of research that aims to explain the position of the variables studied and the influence between one variable and another. While this quantitative method is used to study predetermined populations and samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses. Based on this theory, this type of explanatory research is used to test the effect of Islamic Work Motivation, Work Competence Through Job Satisfaction on Work Effectiveness of Employees at the Daarul Falah Islamic Boarding School, Serang Regency, Banten.

3. Results and Discussion

3.1. Characteristics of Employees at the Daarul Falah Serang Islamic Boarding School

Respondent data in this study is described to provide an overview of the conditions and backgrounds of the sampled subjects. Respondent characteristics studied include age, gender, education, and length of service. The data collected from the questionnaire are presented in the following section:

Table Characteristics of Employees at Daarul Falah Serang Islamic Boarding School

Characteristics	Information	Frequency	Percentage
Age	20 – 25 years	19	20.0
	26 – 35 years old	44	46.3
	36 – 45 years old	21	22.1
	46 – 55 years old	9	9.5

	>55 years	2	2.1
Gender	Man	64	67.4
	Woman	31	32.6
Education	High school or equivalent	14	14.7
	Diploma (DI/DII/DIII/DIV)	6	6.3
	Bachelor degree	67	70.5
	Bachelor's Degree	8	8.4
Years of service	<1 year	4	4.2
	15 years	20	21.1
	6 – 10 years	49	51.6
	>10 years	22	23.2
Total		95	100%

Table above explains that 46.3% of employees are aged 46.3%, this shows that the Daarul Falah Serang Islamic Boarding School is dominated by teaching staff and senior staff who have emotional stability and mature experience. Gender characteristics show that 67.4% of employees are male, this indicates that there is dominance of male teaching staff At the Daarul Falah Islamic boarding school in Serang, the high number of male staff indicates a focus on character development and discipline in students, which typically requires a masculine figure.

Educational characteristics show that 70.5% of employees have a bachelor's degree, indicating that the governance and operations at the Daarul Falah Serang Islamic Boarding School are supported by human resources who are educated, professional, and have relevant scientific capacity to support the development of modern Islamic educational institutions. The characteristics of the length of service show that 51.6% of employees have worked for 6-10 years, reflecting that most of the human resources have passed the adaptation period, so that the institution has operational stability, a mature understanding of Islamic boarding school culture, and continuity of maintained educational programs.

3.2. Description of Islamic Work Motivation, Work Competence, Job Satisfaction and Work Effectiveness of Employees at the Daarul Falah Serang Islamic Boarding School

This study involved variables such as work motivation, work competence, job satisfaction, and work effectiveness. To provide an overview of these variables, this section presents a descriptive analysis based on questionnaire data distributed to respondents. To group response scores for each variable, a scale range was used with the following formula:

$$H_{\text{spi}} = \frac{TT - TR}{\text{Scale}}$$

Information

RS: Scale Range

TR: Lowest Score (1)

TT: Highest Score (5)

Based on the formula above, the scale range can be calculated:

$$H_{\text{spi}} = \frac{5 - 1}{3}$$

$$H_{\text{spi}} : 1.3$$

Thus the interval value can be explained as follows:

Low: 1 – 2.33

Medium: 2.34 – 3.67

Height: 3.68 – 5.0

Details regarding respondents' perceptions for each variable are explained in the following description:

a. Islamic Work Motivation

Table Description of Islamic Work Motivation for Employees of the Daarul Falah Serang Islamic Boarding School

Code	Indicator	STS	TS	CS	S	SS	Mean	Criteria
MK1	Good and true intentions to seek Allah's pleasure	1	6	13	49	26	3.98	Tall
MK2	Piety in work	2	1	16	48	28	4.04	Tall
MK3	Sincere and sincere in working	1	6	13	40	35	4.07	Tall
MK4	Trust in duty	0	7	10	53	25	4.01	Tall
Average							4.03	Tall

Based on table The Islamic work motivation of employees at the Daarul Falah Islamic Boarding School in Serang is classified as high with an average score of 4.03, indicating the level of respondent agreement with the questionnaire. The highest indicator was achieved in the statement "sincere and sincere in working" (mean 4.07), which means employees work sincerely without any other motivation. Meanwhile, the lowest indicator was found in the statement "good and true intentions to seek Allah's pleasure" (mean 3.98). Although this is the lowest indicator, the score is still in the high category, indicating that employees continue to work with the intention of seeking Allah SWT's pleasure.

b. Work Competencies

Table Job Competency Description for Employees of Daarul Falah Serang Islamic Boarding School

Code	Indicator	STS	TS	CS	S	SS	Mean	Criteria
KO1	Adaptability	1	6	10	48	30	4.05	Tall

KO2	Personality and spiritual competence	1	6	13	54	21	3.93	Tall
KO3	Pedagogical and professional competence	1	6	13	47	28	4.00	Tall
KO4	Social competence	0	8	11	46	30	4.03	Tall
KO5	Managerial and technical competencies	1	8	20	50	16	3.76	Tall
Average							3.95	Tall

Based on table The work competency of employees at the Daarul Falah Islamic Boarding School in Serang is classified as high with an average score of 3.95, indicating the level of respondent agreement with the questionnaire. The highest indicator was achieved in the statement "adaptability" (mean 4.05), which means employees are able to adjust quickly when there are changes in activity schedules or new policies at the Islamic Boarding School. Meanwhile, the lowest indicator was found in the statement "managerial and technical competencies" (mean 3.76). Even though it is the lowest indicator, the score is still in the high category, which shows that employees are able to master the use of relevant technology or information systems to support the smooth administration and operations of Islamic boarding schools.

c. Job satisfaction

Table Description of Job Satisfaction of Employees at Daarul Falah Serang Islamic Boarding School

Code	Indicator	STS	TS	CS	S	SS	Mean	Criteria
KK1	Financial benefits	3	5	13	51	23	3.91	Tall
KK2	The work itself (work it self)	2	3	15	48	27	4.00	Tall
KK3	Job capacity	0	8	4	51	32	4.13	Tall
KK4	Co-workers	4	4	8	49	30	4.02	Tall

KK5	Work life balance (work life balance)	1	8	12	49	25	3.94	Tall
Average							4.00	Tall

Based on table Employee job satisfaction at the Daarul Falah Islamic Boarding School in Serang is classified as high with an average score of 4.00, indicating the level of respondent agreement with the questionnaire. The highest indicator was achieved in the statement "job capacity" (mean 4.13), which means employees feel the capacity of the work given is in accordance with their abilities. Meanwhile, the lowest indicator was found in the statement "financial benefits" (mean 3.91). Despite being the lowest indicator, this score remains in the high category, indicating that the wages received for work are quite commensurate with hard work.

d. Work Effectiveness

Table Description of the Work Effectiveness of Employees at the Daarul Falah Serang Islamic Boarding School

Code	Indicator	STS	TS	CS	S	SS	Mean	Criteria
KK1	Achievement of performance targets	1	6	8	50	30	4.07	Tall
KK2	Cooperation and coordination	1	5	12	55	22	3.97	Tall
KK3	Quality of work results	2	6	5	61	21	3.98	Tall
KK4	Discipline and attendance	1	6	6	63	19	3.98	Tall
KK5	Initiative and responsibility	0	7	10	59	19	3.95	Tall
Average							3.99	Tall

Based on table The effectiveness of employee work at the Daarul Falah Islamic Boarding School in Serang is classified as high with an average score of 3.99, indicating the level of respondent agreement with the questionnaire. The highest indicator was achieved in the statement "achieving performance targets" (mean 4.07), which means employees are able

to complete all daily/routine work according to the volume targets set by the Islamic boarding school leadership. Meanwhile, the lowest indicator was in the statement "initiative and responsibility" (mean 3.95). Although it is the lowest indicator, the score is still in the high category, which indicates that employees immediately correct errors or work negligence that I made without waiting for a reprimand.

3.3. Partial Least Squares Structural Equation Modeling (PLS-SEM) Analysis

The data analysis in this study used the Partial Least Squares Structural Equation Modeling (PLS-SEM) method to test the causal relationships between latent variables. Data processing was carried out through the SmartPLS 4 evaluation steps, which include:

a. Outer Model Evaluation (Model Measurement)

This evaluation was conducted to test the questionnaire's feasibility and accuracy as a measuring tool. In the conceptual model being tested, the relationship between latent variables and their indicators is described using the following path diagram:

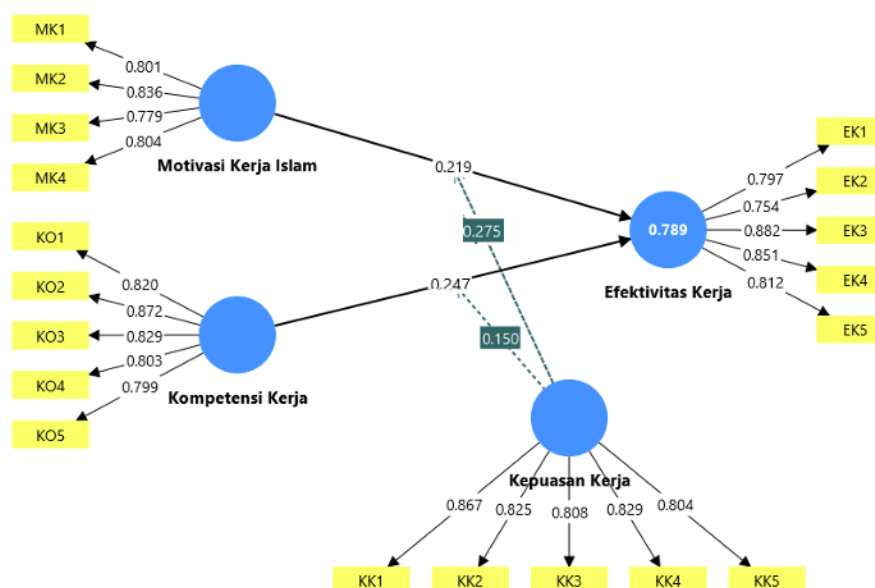


Figure Outer Model (Measurement Model)

Testing on the outer model includes an assessment of validity (validity) and reliability (reliability) of the indicators forming the variable construct. The main criteria evaluated include Convergent Validity, Discriminant Validity, Cronbach's Alpha, and Composite Reliability.

1. Convergent Validity

The convergent validity test aims to measure the level of correlation between each indicator and its latent variable construct. Evaluation of this measurement model is conducted by examining the outer loadings and Average Variance Extracted (AVE) values for each indicator.

Table Evaluation Outer Loadings

Variables	Indicator	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values
Work Effectiveness	EK1	0.797	0.790	0.059	13,578	0.000
	EK2	0.754	0.747	0.066	11,465	0.000
	EK3	0.882	0.880	0.033	26,328	0.000
	EK4	0.851	0.848	0.049	17,391	0.000
	EK5	0.812	0.807	0.053	15,242	0.000
Job satisfaction	KK1	0.867	0.864	0.035	24,974	0.000
	KK2	0.825	0.822	0.044	18,634	0.000
	KK3	0.808	0.802	0.059	13,583	0.000
	KK4	0.829	0.823	0.051	16,345	0.000
	KK5	0.804	0.798	0.051	15,657	0.000
Work Competencies	KO1	0.820	0.816	0.042	19,496	0.000
	KO2	0.872	0.869	0.031	27,975	0.000
	KO3	0.829	0.828	0.036	22,721	0.000
	KO4	0.803	0.799	0.050	15,976	0.000
	KO5	0.799	0.796	0.044	18,345	0.000

Variables	Indicator	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values
Islamic Work Motivation	MK1	0.801	0.797	0.048	16,704	0.000
	MK2	0.836	0.832	0.044	19,015	0.000
	MK3	0.779	0.777	0.053	14,743	0.000
	MK4	0.804	0.805	0.041	19,402	0.000

Based on Table above, it can be seen that all indicators in the variables (work effectiveness, job satisfaction, work competence, and Islamic work motivation) have outer loadings above 0.70. This indicates that each indicator meets convergent validity requirements and adequately measures its latent variable.

Table Evaluation of Average Variance Extracted (AVE)

No	Variables	AVE	Information
1	Work Effectiveness	0.673	Valid
2	Job satisfaction	0.684	Valid
3	Work Competencies	0.681	Valid
4	Islamic Work Motivation	0.648	Valid

Based on the analysis results in the table above, it can be seen that all Average Variance Extracted (AVE) values for each variable have met the required value, namely > 0.50 . This indicates that all indicators used in this study are valid in measuring and representing their respective latent variables.

2. Discriminant Validity

Discriminant validity testing is conducted to ensure that each construct or variable in the study is truly distinct and empirically unique compared to other constructs. Discriminant validity testing in this study was evaluated using cross-loading values.

Table Cross Loading Evaluation

Indicator	Variables			
	Work Effectiveness	Job satisfaction	Work Competencies	Islamic Work Motivation
EK1	0.797	0.671	0.623	0.522
EK2	0.754	0.664	0.576	0.571
EK3	0.882	0.783	0.714	0.591
EK4	0.851	0.660	0.631	0.617
EK5	0.812	0.709	0.655	0.544
KK1	0.788	0.867	0.774	0.610
KK2	0.699	0.825	0.620	0.534
KK3	0.653	0.808	0.667	0.476
KK4	0.734	0.829	0.690	0.595
KK5	0.637	0.804	0.686	0.586
KO1	0.683	0.734	0.820	0.559
KO2	0.676	0.715	0.872	0.629
KO3	0.666	0.706	0.829	0.545
KO4	0.564	0.638	0.803	0.571

<i>Indicator</i>	<i>Variables</i>			
	<i>Work Effectiveness</i>	<i>Job satisfaction</i>	<i>Work Competencies</i>	<i>Islamic Work Motivation</i>
<i>KO5</i>	<i>0.626</i>	<i>0.633</i>	<i>0.799</i>	<i>0.525</i>
<i>MK1</i>	<i>0.547</i>	<i>0.484</i>	<i>0.510</i>	<i>0.801</i>
<i>MK2</i>	<i>0.616</i>	<i>0.579</i>	<i>0.575</i>	<i>0.836</i>
<i>MK3</i>	<i>0.543</i>	<i>0.514</i>	<i>0.555</i>	<i>0.779</i>
<i>MK4</i>	<i>0.519</i>	<i>0.610</i>	<i>0.570</i>	<i>0.804</i>

Based on the discriminant validity test using the cross-loading method, it can be seen that the correlation value of each indicator with the intended construct/variable is higher compared to the correlation value of the indicator with other constructs/variables. This indicates that each latent variable in this research model has been able to predict the indicators in its block well compared to the indicator blocks of other variables, so that all indicators are declared valid and meet the specified discriminant validity requirements.

3. *Cronbach's Alpha* and Composite Reliability

Reliability testing in this study was conducted to demonstrate the accuracy, consistency, and precision of the instrument in measuring the research variables. Reliability testing was measured using two parameters: Cronbach's Alpha and Composite Reliability.

Table Composite Reliability and Cronbach Alpha

Variables	<i>Composite Reliability</i>	<i>Cronbach Alpha</i>	Information
Work Effectiveness	0.881	0.877	Valid
Job satisfaction	0.889	0.885	Valid

Work Competencies	0.886	0.883	Valid
Islamic Work Motivation	0.823	0.819	Valid

Based on the reliability test results presented in Table, it can be seen that the Composite Reliability values for all constructs are above the required limit, namely >0.70 . Furthermore, the Cronbach's Alpha value for each construct also meets the standard, namely >0.60 . This indicates that all research instruments have a high level of internal consistency. Therefore, it can be concluded that all constructs or variables in this study are reliable and suitable for further data analysis.

4. Inner Model Evaluation (Structural Model)

This evaluation was conducted to determine the level of significance of the causal relationships between latent variables and to test the research hypotheses that had been developed. The following is a visual representation of the resulting structural model.

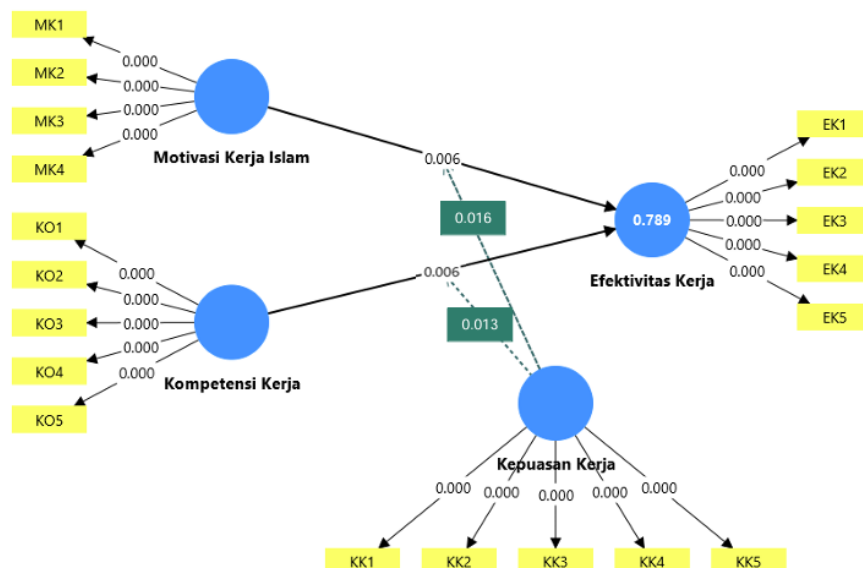


Figure Inner Model (Structural Model)

This test is conducted to see the causal relationship between latent variables, both exogenous and endogenous variables, as formulated in the research hypothesis by looking at the path coefficient value and the coefficient of determination (R^2), effect size (F^2) and goodness of fit.

1. Hypothesis Test (Path Coefficient)

Hypothesis testing in PLS-SEM aims to determine the significance of the influence between variables by examining the Path Coefficients, T-Statistics, and P-Values from bootstrapping results. A one-way hypothesis is accepted if the T-Statistics value is > 1.65 and the P-Values are < 0.05 .

Table Path Coefficient, T-Statistics, and P-Values

Path Coefficient	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T statistics	P values
Islamic Work Motivation -> Work Effectiveness	0.219	0.209	0.087	2,505	0.006
Work Competence -> Work Effectiveness	0.247	0.243	0.099	2,499	0.006
Job Satisfaction -> Work Effectiveness	0.501	0.507	0.099	5,055	0.000
Job Satisfaction x Islamic Work Motivation -> Work Effectiveness	0.275	0.261	0.128	2,149	0.016
Job Satisfaction x Job Competence -> Job Effectiveness	0.150	0.142	0.106	2,212	0.013

Based on Table, the results of testing the hypothesis show that:

- Islamic work motivation has a significant positive influence on employee work effectiveness.* (p-value $0.006 < 0.05$; T-statistic $2.505 > 1.65$; coefficient 0.219). This means that the higher the application of Islamic values and work motivation in an employee, the higher the level of work effectiveness.
- Work competencies** *has a significant positive effect on employee work effectiveness* (p-value $0.006 < 0.05$; T-statistic $2.499 > 1.65$; coefficient 0.247). This means that the higher the work competency possessed by employees, the higher the level of work effectiveness will be.

- c. **Job satisfaction** has a significant positive effect on employee work effectiveness (p-value $0.000 < 0.05$; T-statistic $5.055 > 1.65$; coefficient 0.501). This means that the higher the level of job satisfaction felt by employees, the higher their work effectiveness will be.
- d. Job satisfaction moderates the influence of Islamic work motivation on employee effectiveness (p-value $0.016 < 0.05$; T-statistic $2.149 > 1.65$; coefficient 0.275). This means that high or low employee job satisfaction will determine the strength or weakness of the impact of Islamic work motivation on work effectiveness. If employees are satisfied with their jobs, their Islamic motivation will be much more effective in increasing their work effectiveness.
- e. Job satisfaction moderates the influence of job competency on employee work effectiveness (p-value $0.013 < 0.05$; T-statistic $2.212 > 1.65$; coefficient 0.150). This means that high or low employee job satisfaction will determine the strength or weakness of the impact of job competency on work effectiveness. If job satisfaction is high, then the skills/competencies possessed by employees will produce optimal work effectiveness.

2. Coefficient of Determination (R^2)

To measure the model's ability to explain variation in the dependent variable, the Coefficient of Determination (R^2) analysis is used. This value indicates how much of the variation in the dependent variable can be explained by the regression model. The following are the results of the Coefficient of Determination (R^2) test.

Table R-Square Value

No	Variables	R-Squares	Adjusted R-Squares
1	Work Effectiveness	0.789	0.777

Based on the analysis results, the adjusted R^2 value for the work effectiveness construct was 0.777. This means that 77.7% of the variation in work effectiveness can be explained by the variables of Islamic work motivation, work competence, and job satisfaction. The remaining 22.3% is explained by other variables outside the research model.

3. Effect Size(F_2)

The F_2 value is used to evaluate the substantive impact of each exogenous variable on the endogenous variable. The influence categories of the F_2 value are classified into three,

namely small influence ($f^2 \geq 0.02$), medium influence ($f^2 \geq 0.15$), and large influence ($f^2 \geq 0.35$).

Table Effect Size (F^2)

Variable Relationship	f^2 Squares	Substantive influence
Job Satisfaction -> Work Effectiveness	0.270	Enough
Work Competence -> Work Effectiveness	0.056	Small
Islamic Work Motivation -> Work Effectiveness	0.093	Small

The results of the effect size test in Table show that work competence (0.056) and work motivation (0.093) have a relatively small substantive influence on work effectiveness. Meanwhile, job satisfaction has a relatively large substantive influence on work effectiveness (0.270).

4. Goodness of Fit

The Goodness of Fit test is used to validate the combined performance of the measurement model (outer model) and the structural model (inner model). The following are the results of the research model fit evaluation processed using the SmartPLS program.

Table Results of the Goodness of Fit Model Test

No	Structural Model	Cut-Off Value	Estimated	Information
1	SRMR	< 0.10	0.062	Fit
2	d_ ULS	> 0.05	0.740	Fit
3	d_ G	> 0.05	0.482	Fit
4	Chi-Square	>X ² table (df = 91; X ² table = 70.00346)	239,865	Fit

No	Structural Model	Cut-Off Value	Estimated	Information
5	NFI	Approaching 1	0.819	Fit

The results of the PLS model goodness of fit test in the table above indicate an acceptable model fit. This result indicates that the model has a good level of fit with the data, meaning the proposed model accurately represents the relationships between variables in the data.

4. Conclusion

Based on the results of this study, the following conclusions can be drawn:

- 1) Islamic work motivation has a significant positive effect on employee work effectiveness. This means that the higher the implementation of Islamic values and work motivation in an employee, the higher the level of work effectiveness.
- 2) Work competencies has a significant positive effect on employee work effectiveness. This means that the higher the work competency possessed by employees, the level of work effectiveness will also increase.
- 3) Job satisfaction has a significant positive effect on employee work effectiveness. This means that the higher the level of job satisfaction an employee experiences, the greater their work effectiveness will be. Conversely, lower job satisfaction will result in decreased work effectiveness.
- 4) Job satisfaction can moderate the influence of Islamic work motivation on employee effectiveness. This means that high or low employee job satisfaction will determine the strength or weakness of Islamic work motivation's impact on employee effectiveness. If employees are satisfied with their jobs, their Islamic motivation will be much more effective in increasing their work effectiveness.
- 5) Job satisfaction can moderate the influence of job competency on employee work effectiveness. This means that high or low employee job satisfaction will determine the strength or weakness of the impact of job competency on work effectiveness. If job satisfaction is high, then the skills/competencies possessed by employees will result in optimal work effectiveness.

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