MANAGEMENT OF PONDOK PESANTREN MODERN PERSPECTIVE OF AMIN ABDULLAH'S INTERCONNECTED ENTITIES THEORY IN PONDOK PESANTREN MODERN AL-AMANAH AL-GONTORY

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ABSTRACT

This research employs a descriptive qualitative approach to examine modern Islamic boarding school management through Amin Abdullah's Interconnected Entities Theory, aiming to address management problems with scientifically-based solutions to achieve comprehensive targets. The theory addresses issues stemming from reliance solely on leadership experience, such as educator competence imbalances, lack of vision, split personality, and neglected values, which are fundamental to shaping the school's vision, mission, goals, and activities. The study explores whether this theory can be a viable solution for the Al-Amanah Al-Gontory Islamic boarding school in South Tangerang and other similar institutions. The research concludes that Amin Abdullah's Interconnected Entities Theory is an effective framework for developing eligible management by targeting monotheism through good parenting (Hadharah an-nashi), enhancing teacher competence through quality education (Hadharah al-ilmi), and fostering social ethics through a balanced social and economic approach (Hadharah falsafiyah). Thus, improving human resource competency is key to achieving comprehensive management outcomes.

Keywords: Pesantren, Management, Interconnected Entities Theory.

Introduction

Education is a system and way to improve the quality of life in all fields. Human resources need education, with education a person will be dignified in living a better life. Human culture must be accommodated with education to become a complete human being. Islam as a religion revealed by Allah through His Messenger requires intelligent human beings to strive hard to obtain happiness in life in this world and in the afterlife, by the instructions of God's revelation. Education aims to develop people who have skilled knowledge and attitudes. A good education will be obtained from good management of educational institutions (Abdurrahim, 1999).

David Mc Clelland explains the importance of education for humans, the need for humans to be intelligent is a necessity, he divides three needs, including the need for power (Need of power), the need for society (need of affiliation) and the need for intelligence (need of achievement) (Abdullah, 2004). Humans will continue to pursue these needs so that they are fulfilled because they are part of life itself, so a person's need

to be intelligent is a necessity in life, which can be achieved through education (McClelland, 1961).

Intelligence is obtained through education, according to Jean Piaget's theory that learning is a process of adapting students to their environment, by going through the stages of assimilation, accommodation, and balance. The experiences and observations they make will be balanced with logic (Hargraves, 2019). So a person's intelligence can be influenced by stimuli in their environment, intelligence is obtained through teaching and learning, while character and ethics are obtained through education (Abdullah, 2000).

A person's character can be formed through the environment, so a good environment will shape a good personal character and vice versa. The environment can be the basis of a person's character, Giyats Asyraf explained that a person's character can be determined by the geographical location where they live because the environment can give rise to customs, habits, and morality (Giyats Asyraf, 1997). An educational environment is very important so that the formation of a person's character is in accordance with human nature, both nature is created (mukhallaqah) and nature is inherited (munazalah).

The United Nations through the UNESCO (United Nations, Educational, Scientific and Cultural Organization) which operates in education, knowledge and culture, has launched four (4) pillars of education, namely: First, Learning to Know, students are encouraged to seek and obtain extensive knowledge, through experiences in life. This will trigger the emergence of a critical attitude and students' learning motivation will increase. Second, learning to do, learning to apply the knowledge gained to be applied in real work, and being able to work together in a team to solve problems in various situations and conditions. Usually learning to do is related to hard skills and soft skills. Third, learning to be, Learning to be is related to the child's talents, interests, physical and psychological development, and environmental conditions. So this pillar aims to determine the identity of students. Fourth, learning to live together, habits of living together, respecting each other, being open, working together, taking, and giving need to be developed at school. With the abilities possessed by students, as a result of the learning and education process, they can be used as provisions to be able to play a role and work in life together, so fair education is needed (Sigit, 2016).

According to Paulo Freire, the education system must be fair, because if education is unfair, it must be oppressive, because only through oppression can the powerful group perpetuate its unfair system. Paulo Freire classically explained that education must involve three elements at once in a dialectical relationship, (1) Teachers, (2) Students or students (3). World reality. teachers and students are conscious subjects, while the third (world reality) is an object that is realized or realized (Freire, 2021). This kind of dialectical relationship has not existed in any educational system so far. Paulo Freire said that education often makes the mistake of considering students as "banks" (Banking concept of education), where students are only given the transfer of knowledge so that later they can imitate and are oriented to bring in multiple results, not life wisdom. So what happens is that students become investment objects and potential sources of deposits. In fact, what is meant by education is a system of teaching

(pedagogy) and educating (andragogics), through a process of learning and thinking together (sharing of knowledge) in a balanced and fair manner (Zaini, 2014).

The most important educational pattern is a methodology for developing creativity and nature, this needs to be developed if punishment occurs to students, it must be carried out in the process of developing students' identity. Naughty children should not be given severe punishments under the pretext of deterring them, in fact, severe punishments will actually result in children's mental disorders, because the educational and cultural process is not only limited to schools in buildings, but the final value of education is the school of life., where the teachers are the community, where the facilities are the everyday environment (Mahmud Darwish, 1998). Because humans are educated creatures, humans basically need education, this happens because humans are rational creatures. John Dewey said that reason is a characteristic possessed by humans, and with this reason, humans can carry out renewal in life. John Dewey called it: "Mind as purely individual." Individual mind as the great of reorganization" (Rachman, 2011).

As educational beings, humans need good educational development and management, educational institutions must carry out a massive development concept in line with current developments. Implementation of the development of educational institutions in development operations is based on the Law of the Republic of Indonesia Number 20 of 2003, concerning the National Education System in Chapter IV article 6 paragraph 2. Namely: "Every citizen is responsible for the continuity of the provision of education" (Law of the Republic of Indonesia, 2003: 6).

The national education law emphasizes the importance of developing the management of educational institutions. It is also contained in the Republic of Indonesia Islamic Boarding School Law number 18 of 2019 article 4, that the scope of Islamic boarding school functions includes: a. Education, b, Da'wah, and c. Community empowerment. Referring to this law, the development and management of modern Islamic boarding school management must be in accordance with the function of the Islamic boarding school, so that the importance of developing and managing management is eligible. The Islamic boarding school law explains that the development of Islamic boarding school management must develop values, as stated in Article 8 paragraph 1:

"That the implementation of Islamic boarding schools is obliged to develop Islamic values rahmatal lil 'alamin and be based on Pancasila, the 1945 Constitution of the Republic of Indonesia, the unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika."

The history of Islamic boarding schools in Indonesia has been around for a long time. The word "Islamic boarding school" means a place for santri or Islamic boarding school students, while the word "santri" is thought to come from the Sanskrit term "shastri" which means "literate", or from the Javanese word "cantrik" which means a person who follows his teacher wherever he goes. Therefore, you will understand that Islamic boarding schools have at least three elements, namely; Santri, and Dormitory (Herman, 2013).

According to cultural terminology, it cannot be denied that the emergence of modern Islamic boarding schools, as the identity of Islamic educational institutions by

current developments, is a place for education and teaching in the pursuit of general and religious knowledge with the application of technology in its implementation. In recapitulation of the number of modern Islamic boarding schools as follows: the number of Islamic boarding schools in Indonesia is 26,975, the number of Salaf Islamic boarding schools is 41.5%, the remaining number of modern Islamic boarding schools in Banten is 4,579 (Indonesian Data. Id, 2022).

The data above is important for conducting research on the management of modern Islamic boarding schools. The combined Islamic boarding schools in this data are included in the category of modern Islamic boarding schools (Masnur, 2011). In general, the quantitative development of Islamic boarding schools has increased according to the data, especially modern Islamic boarding schools which are a restructuring pattern of traditional/Salaf Islamic boarding schools. These Islamic boarding schools implement education and teaching methods generally in the form of TMI (Tarbiyah Mu'allimin Al-Islamiyah), with levels 6 years of study, as well as extracurricular activities supporting the boarding school which adheres to the five souls, the five terms of the boarding school, and active Arabic and English as its main characteristics.

These data show that the reality in the development and management of modern Islamic boarding schools is generally good, however, some modern Islamic boarding schools in their implementation are still not in accordance with scientific theoretical concepts. The management carried out is still complicated, especially the human resources aspect, this happens because the main concept of values which is the basic foundation of Islamic boarding schools has not been established. As in the data above, the three value components are separate, so that each of these components, namely Islam, science, and society, will develop independently, resulting in the emergence of superior and inferior aspects of each component. If these components are not tied together, a lack of vision will occur, what is worrying is that a split personality will occur, and the target to be achieved will be hampered.

A split personality is a person's personality that is not complete, a split personality, is a pattern of views and thoughts that differ from the level of practice. Someone who masters good hadharah an-nashi, but is weak in hadharah al-ilmi and vice versa, then a split personality like this must be changed into a complete personality, which can bind together hadharah an-nashi, hadharah al-ilmi, hadharah falsafiyah, so that it can harmoniously combine human relationships with Allah (hablu min Allah), relationships with fellow humans (hablu min an-nas) and relationships with nature (hablu min 'alam) (Mujamil, 2013).

The concept of good education will not ignore split personality, because it will create instability of thought, in Surah Al-Baqarah verse 208. Muhammad Rashid Rida explains that the meaning of Islam (As-Silmi) is an Islam that lives in peace and saves, with the clear meaning being Islam is goodness, safety, surrender, and the religion of Islam (Rashid Rida, 1898). Kaffah according to Ibnu Katsir is a state of Islam in all aspects of a good life, covering several aspects that are comprehensive (Ibnu Katsir, 2015). So according to the author, kaffah here can be interpreted in the concept of Islamic Education management as three entities that are bound together in a management unit,

so that they are not separate and make human resource competencies in educational institutions holistic.

It is important that reconstruction be carried out so that these components are integrated, complement each other, and go hand in hand with development as a basis for determining the vision, mission, goals, and activity programs of modern Islamic boarding schools. A good vision will be determined by good values and is interconnected in all components of the cottage's values. The relationship between the lodge's values, towards vision, mission, goals, and programs is an attachment as a system that must be maintained properly.

The reconstruction of Islamic boarding school values must be carried out through theory that will be applied in management, especially human resources. And if this is not done, then each entity will run independently, this will result in organizational systems, prone to overlap, hampered by a lack of management competence, there will be inequality between sections, and problems of lack of vision and split personality. This lack of vision can occur because the vision based on the boarding school's values is not in line with the existing human resource competencies.

Interconnected Entities Theory is a problem solution (problem-solving), when there is an overlap in the policies of each section, especially human resources aspects of management competency, what happens is that performance is not optimal. The development of modern Islamic boarding school management from an Interconnected Entities Theory perspective is one of the solutions to solving management problems in modern Islamic boarding schools in terms of management competency, so researchers will conduct research to contribute to modern Islamic boarding school management from an Interconnected Entities Theory perspective.

The main problem that arises is how to develop and manage the management of modern Islamic boarding schools using expert theory, because according to Abudin Nata, current Islamic educational institutions, even though their names have Islamic labels, in practice their management is not fully Islamic. Because its implementation has not been imbued with Islamic values and in its development it has not implemented Islam comprehensively, so in practice, its management has not departed from theories and concepts (Abuddin, 2013). Prayitno in Fathor stated that Islamic educational institutions including Islamic boarding schools have been running without design (Not by Design), but many are managed based on pre-existing habits and traditions (just by accident and tradition). In other words, the implementation of Islamic boarding schools is carried out without expert theory (Fathor, 2021).

Libyan education expert Omar Mohammad As-Syaibani explained that good management of Islamic education must be managed through experience and theory, in addition to management based on experience, as well as using references to the Koran and Sunnah, the importance of development through theory obtained from research, seminars, empirical findings. All these processes are studied carefully and intelligently to be applied in the management of educational institutions in accordance with tradition and culture. In other words, the development of Islamic education management requires managers who have extensive experience and deep knowledge (Omar As-Syaibani, 1985). So teacher competency in educational institutions is very important in advancing

management to achieve quality institutional targets. However, sometimes administrators of Islamic education institutions ignore the dimensions of teacher competence so that the resulting outcomes become problematic.

Data on weaknesses in teacher competency in Islamic boarding schools has been conveyed by Waryono Abdul Ghafur (Director of Diniyah Education and Islamic Boarding Schools at the Ministry of Religion of the Republic of Indonesia), that the weakness of Islamic boarding schools is planning in management, the competency of ustadz is needed in managing educational institutions in mentoring activities, competency of ustadz in equality education (in the region Banten) on March 18, 2021. Management competency is in accordance with what Waryonot said, according to researchers as part of the pedagogical component, pedagogical aspects are needed apart from teacher/administrator competence, professional aspects are also needed, having a good personality and a social spirit. These aspects need to continue to be developed as a forum for the formation of good management of educational institutions so that in the end the main target will be achieved through full-skill outcomes.

The number of teacher competency test passes is as follows: Ministry of Religion 14,143, and Ministry of Education and Culture 30,838 (Kemenag, 2023). This data shows that the comparison between teachers who graduated in professional teacher education between the Ministry of Religion and the Ministry of National Education in 2023, for madrasah and Islamic boarding school teachers who graduated is around 45% compared to school teachers. This shows that the competency of madrasa and Islamic boarding school teachers must continue to be improved, through expert theory in human resource (HR) development. Teacher competency is a paradigmatic ijtihad as a way to develop teacher competency in Islamic educational institutions.

Regarding reading literacy in madrasa and Islamic boarding school environments, the order of the best libraries is as follows: MAN Buya Ma'rifat Mardjani Library, MAN Al-Fatih Library, MAN IC Library Resource Center, MAN ACEH Library, MAN 2 Library (Ministry of Religion, 2023). The data above is the order of nominations for the best libraries in Indonesia within the Ministry of Religion. The library is a forum for improving the culture of reading literacy, which is part of the scientific competence of teachers and students. This data shows that out of the top five, there is not a single Islamic boarding school library, this is an indication that the Islamic boarding school environment still lacks reading literacy, which is the core of the process of increasing the competence of teachers and students. There is a need to develop reading literacy in Islamic boarding schools through management patterns that must be developed using expert theory. Scientific entities are an important part of developing Islamic boarding schools so that educational goals can be achieved optimally.

This imbalance in teacher competence can result in problems in the transfer of knowledge and values, whereas what is needed in education is the transformation of knowledge and values. Incompetent teachers will result in discomfort in the relationship between teachers and students, the relationship between teachers and parents, the learning environment, and society. This relationship will be affected automatically due to the effects of the imbalance in teacher competence in Islamic educational institutions.

In response to this, the development and management of modern Islamic boarding schools management is a necessity, in Azyumardi Azra's view maintaining traditional Islamic educational institutions will only prolong the misery of the Muslims' helplessness in facing the progress of the modern world (Azyumardi, 2014). This research was carried out with the aim of comprehensively examining the concept of modern Islamic boarding school management from an Interconnected Entities Theory perspective so that this research can provide new ideas on how the concept of Islamic boarding school management through expert theory will produce eligible modern Islamic boarding school management.

Based on the discourse on these problems, researchers are interested in conducting in-depth research with the title: Management of modern Islamic boarding schools from an Interconnected Entities Theory perspective, so that it can be a solution (Problem-Solving) in the development and management of the management competency aspects of administrators in Islamic boarding school educational institutions today.

Research Method

Miles and Huberman used previous data analysis techniques through data reduction, which is a process of selecting or reducing, simplifying, and transforming rough data that emerged from written notes in the field (Miles and Huberman, 1992). Presenting data is conveying structured information and drawing conclusions systematically, full of care, creativity must be carried out in order to successfully draw a conclusion.

Interactive analysis is not just one way, but the analysis process of this research includes a complementary process of several steps. Data collection will be carried out, then the researcher will carry out the presentation or display process, then data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming the data into complete written data. By condensing the data it becomes stronger and clearer (so this stage is not just the researcher coding and reducing the amount of data). The condensation process was planned by the researcher before collecting research data (although there will still be certain changes). This planning was carried out by compiling a conceptual framework, research questions, and selected data collection methods, then summarizing the main or important things relating to the core or focus of the research, namely regarding the management of modern Islamic boarding schools from the perspective of Interconnected Entities Theory in modern Islamic boarding schools Al -Amanah Al-Gontory.

Result and Discussion

Amin Abdullah's thoughts on the integration-interconnection paradigm actually want to show that the various scientific fields are actually interconnected because what all scientific disciplines are targeting is the reality of the same universe, there is no dichotomy in scientific disciplines, and each has a connection. Perhaps the dimensions and focus of attention seen by each discipline are different. Therefore, a sense of superiority, exclusivity, and dichotomous separation of the scientific fields in question, will only result in self-harm, both psychologically and scientifically-academically.

Amin Abdullah's thoughts on interconnected entity theory began with studying the thoughts of Muhammad Arkoun from the Sorbonne, in his book Tarikhiyyah al-fikr al-'Araby Al-Islamy, and Muhammad Abid Al-Jabiri on the theory of reason. According to Amin, their thinking opened up the possibility of direct contact and meeting between traditions of scientific thought in Islamic Studies, or what Imam Ghazali called 'ulum ad-din in the 10th-11th centuries. Then integration will emerge, after that interconnection, and Amin came up with the first way with the term scientific interconnection integration in a book written entitled Islamic Studies (Parluhutan, 2014).

Amin Abdullah's theoretical perspective is a development of thought in contributing to knowledge that will be applied to management in Islamic educational institutions. Carol S explained the meaning of perspective, that perspective is a person's way of looking at something which can be influenced by their background, knowledge, experience, and positive values. Perspective can determine how a person understands various situations, events, or certain problems (Carol S, 2006).

This first path will produce Interconnected Entities Theory, while the second path is the Multidisciplinary, interdisciplinary, and transdisciplinary (MIT) model consisting of 'ulumuddin, Fikruddin, Dirosah Islamiyah. According to Amin Abdullah, the first path and the second path will result in sustainable development (Amin Abdullah, 2007).

In response to this, the development and management of modern Islamic boarding schools management is a necessity, in Azyumardi Azra's view maintaining traditional Islamic educational institutions will only prolong the misery of the Muslims' helplessness in facing the progress of the modern world (Azyumardi, 2014). This research was carried out with the aim of comprehensively examining the concept of modern Islamic boarding school management from an Interconnected Entities Theory perspective so that this research can provide new ideas on how the concept of Islamic boarding school management through expert theory will produce eligible modern Islamic boarding school management.

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The final analysis at the conclusion stage of the research after it was carried out, was that the final analysis formulated by Miles and Huberman found findings from the research, in this research the management of modern Islamic boarding schools from an Interconnected Entities Theory perspective, namely the aspect of human resource (HR) competency.

Stages of human resources (HR) from the Interconnected Entities Theory perspective.
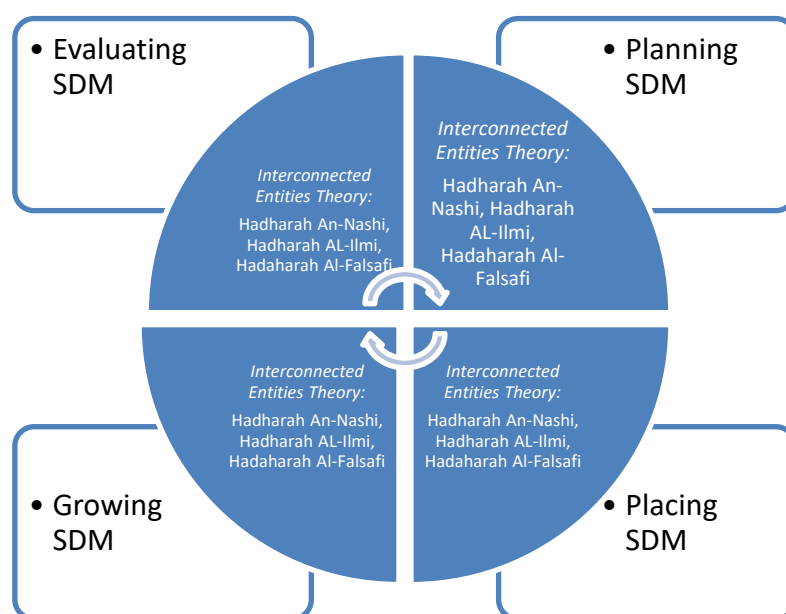
Figure 1
Stages of HR with Interconnected Entities Theory

The description of the HR stages is the stages carried out in the management of the Al-Amanah Al-Gontory modern Islamic boarding school through 4 stages, including Planning, placement, development, and evaluation. These stages are combined with Amin Abdullah's theory of Interconnected Entities Theory which consists of hadharah an-nashi, hadharah al-ilmi, and hadharah falsafiyah. From this combination of theories, each hadharah will have a target, so that the program to be implemented can be well controlled. The Interconnected Entities Theory carried out at the Al-Amanah Al-Gontory modern Islamic boarding school, will produce human resource characteristics.

Islamic boarding school management from an Interconnected Entities Theory perspective

Stages of Islamic boarding school management for human resources in the competency aspects of teachers and administrators, according to research conducted at Islamic institutions, results can be obtained with the following explanation: (1) Planning with Interconnected Entities Theory standards, in accordance with the values of the boarding school, will produce outcomes from hadharah an-nashi: Monotheism, Visionary, initiative, discipline, responsibility, planning according to morals, legal basis according to the Koran and Hadith. From hadharah al-ilmi: Productivity, quality of work, initiative, competence, eligible progress. Hadharah falsafiyah: Punctuality, social ethics, empathy, teamwork, existence, good character, organizational culture (2) Placement, with standards in Interconnected Entities Theory, with hadharah an-nashi: Tauhid, Visionary, leadership, initiative, discipline, responsibility responsible, law-abiding, hadharah al-ilmi: Productivity, quality of work, initiative, Competent, mastery of knowledge, hadharah falsafiyah: Tauhid, visionary, leadership, initiative, discipline, responsibility, religious development. (3) Development with Interconnected Entities Theory, with output from hadharah an-nashi: initiative, discipline, responsibility, religious development., hadharah al-ilmi: Productivity, quality of work, initiative,

Competent, insight development, hadharah falsafiyah: Punctuality, social ethics, empathy, teamwork, existence, good character, organizational culture, coordination. (4) Evaluation using Interconnected Entities Theory, with the output hadharah an-nashi: Tauhid, Visionary, leadership, initiative, discipline, responsibility, good feedback, hadharah al-ilmi: Productivity, work quality, initiative, Competent, sustainable improvement and hadharah falsafiyah: Punctuality, social ethics, empathy, teamwork, having existence, good character.

Development of a new theory from Amin Abdullah's Interconnected Entities Theory

Amin Abdullah's Interconnected Entities Theory which consists of three entities, namely hadharah an-nashi, al-ilmi, and falsafiyah, when applied in human resource management (HR), through the stages of planning, placement and development, and evaluation, will produce real targets.

Amin Abdullah in paradigmatic ijtihad has two paths in the development of atomistic non-dichotomous science, the first is through the integration of scientific interconnections. Scientific developments continue to be massive, so that scientific concepts continue to change, dichotomies in science will result in narrow thinking (narrow-mindedness). Understanding that general knowledge without distinction is part of the path of monotheism, Ali Shariati emphasized that monotheism does not only unite Allah but unites knowledge that knowledge comes from Allah and is a form of monotheism. From the integration of interconnections on the first path, Interconnected Entities Theory emerged, which contains three hadharahs. Second, Multidisciplinary, intradisciplinary, and transdisciplinary, is the second path, that science cannot stand alone and must be accompanied by other forms of science, this second path consists of religious sciences ('ulumuddin), religious thought (fikruddin) and Islamic learning (considered Islamic). Religion and Islam here, according to Amin Abdullah, include general knowledge and religion, because knowledge is one from God.

Amin Abdullah's Interconnected Entities Theory, when applied in human resource management (HR), will be directional in achieving targets, however, to form consistency in the functions of hadharah an-nashi, hadharah al-ilmi and hadharah falsafiyah, it is necessary to develop this theory.

When Amain Abdullah's theory is applied in human resource management (HR) applications, so that it fits its function and continues to be consistent, a new entity is needed for development so that the three hadharahs are in line with their function (on track) and always work. This additional entity is Al-istiqra, or hadharah al-Istiqrariyah. This entity is the controller (checker) of the three hadharah, including hadharah an-nashi, hadharah al-ilmi and hadharah falsafiyah. Al-istiqra consists of (1) Ghardu 'amal which can be translated as vision, program objectives, and policy orientation. (2) 'Charity, can be interpreted as application, application, or follow-up to the program. (3) Furshah can be interpreted as implementation time, opportunity to work, (4). 'Itima>d' ala nafsi, this component can be interpreted as high willpower, orientation based on self-confidence, and strong will to act without relying on other people.

Hadharah Istiqrariyah or Hadharah al-Istimrariyah is a filter and a balance so that the three hadharah in Amin Abdullah's theory continue to work according to their function (on the track), there is a culture of consistency (hadharah istiqrariyah), then the

Interconnected Entities Theory will run continuously, it will not there are superiors and inferiors, everyone greets each other, balancing continuously. So it can be illustrated through the following picture:
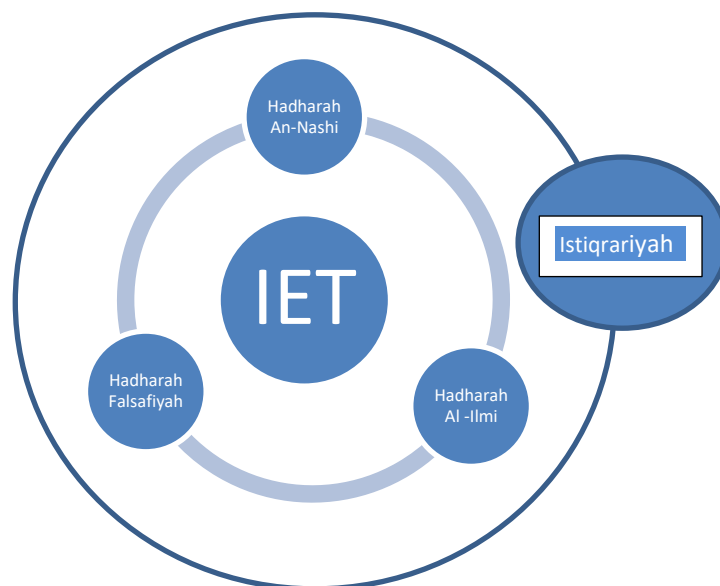

Figure 2
Development of IET Amin Abdullah with new entities

Human resources profile at PPM Al-Amanah Al-Gontory

The character components of human resources (HR) in general correspond to the HR profile at the Al-Amanah Al-Gontory Islamic boarding school, as follows: The profile of human resources (HR) carried out at the Al-Amanah Al-Gontory modern Islamic boarding school is (1) Murobbi (Educator) which consists of character targets: Productivity, work quality, competence, initiative. (2). Muntadzim (Professional): according to function, who has character targets, including Visionary, good leadership, discipline, and responsibility. (3). Muruah (Personality): Teacher self-esteem, which consists of Punctuality, existence, character, compassion. (4). Munassiq (Social): coordinator, target characters that must be possessed, including Experience, Preverbal, Teamwork, social ethics, and self-actualization.

The theoretical findings are a new management concept discovered by researchers in the modern Islamic boarding school Al-Amanah Al-Gontory

Teacher Development Data with the Application of Interconnected Entities Theory

The perspective of progress through Amin Abdullah's Interconnected Entities Theory, which is a scientific paradigm and is applied in human resource management (HR), at the application level at the human resource (HR) stage can advance the competence of teachers and administrators at the modern Islamic boarding school Al-Amanah Al-Gontory for the following reasons: (1). Amin Abdullah's Interconnected Entities Theory is directly proportional to the values of the Islamic boarding school, so the application process does not conflict with the theory, in fact it strengthens the

competence of teachers and Islamic boarding school administrators. (2). Amin Abdullah's Interconnected Entities Theory can produce good outcomes with appropriate targets for each hadharah, from hadharah an-nashi, hadharah al-ilmi and hadharah falsafiyah. (3). Modern Islamic boarding schools are Islamic educational institutions, very suitable for applying Islamic trialectic theory, in other words, modern Islamic boarding school management cannot be separated from the basis of monotheism, because Hadharah an-Nashi is part of the entity within it.

Data on the development of human resources (HR) for teachers and administrators at the Al-Amanah Al-Gontory modern Islamic boarding school, after the development of the implementation of modern Islamic boarding school management from an Interconnected Entities Theory perspective was carried out continuously, it turned out to have a positive impact on the development of the competence of teachers and administrators at the Islamic boarding school. modern Islamic boarding school. There is the development of Amin Abdullah's Interconnected Entities Theory which consists of three hadharah and was developed according to research results with the addition of civilization of consistency, hadharah istiqrariyah/ Al-hadharah Al-Istiqrariyah, civilization of consistency as a new theory in the development of human resource management (HR) in Islamic boarding schools modern Islamic boarding school.

Data from the Al-Amanah Al-Gontory Islamic boarding school proves that Amin Abdullah's theory produces good outcomes. development of written work, coaching, ta'hi>l (MGMP), naqd tadri>s (Teacher supervision), making 'ida>d (RPP). Then we can obtain changes in development according to the following data:

The development of human resources (HR) between the 2022/2023 academic year and the 2023/2024 academic year is different, experiencing developments in the management of HR competency aspects seen in the 2023/2024 academic year with the following details: (1) Teacher written work has increased by 15, 6% with a total of 15 teachers. (2) The development of all teachers and administrators reached 97.8% with a total of 220, the percentage of teacher material deepening was 97.8% with a total of 220 teachers, the percentage of teacher supervision was 49.8%, with a total of 112 teachers, the preparation of lesson plans was a percentage of 99.1%, with a total of 225. This data shows that there has been a change in teacher development through the development of modern Islamic boarding school management from an Interconnected Entities Theory perspective.

Conclusion

The results of research conducted by researchers can be concluded that the development and management of modern Islamic boarding schools management from Amin Abdullah's Interconnected Entities Theory perspective is an answer to the problem formulation, as well as a solution to the problem of human resource management (HR) aspects of teacher competency which causes a lack of vision, split personality to ideological intervention, the researcher came to the conclusion: Modern Islamic boarding school management competency aspect Human resource management (HR) at the Al-Amanah Al-Gontory modern Islamic boarding school has been carried out by these three entities in the implementation of management. Through hadharah an-nashi,

hadharah al-ilmi, and hadharah falsafiyah which are linked to the management stages through the planning stages (recruitment and selection), placement, development, and evaluation (assessment, reward, and punishment). A new entity was found, namely hadharah istiqrariyah as a checker for the three previous hadharahs. Through this theory, management applications will achieve the following targets: (1). Hadharah an-nashi: (1) Micro target: Responsibility at work (2) Macro target: visionary (opposite of lack of vision). (3) The essence target is monotheism to Allah through good parenting. (2) Hadharah al-ilmi: (1) Micro target: Knowledge insight (2) Macro target: technological and scientific literacy (3) The essence target is teacher competence (the opposite of Split Personality), through good education and teaching. (3) Hadharah falsafiyah: (1) Micro target: free thinking (2) Macro target: Social ethics. (3) The essence target is universal characteristics through a good social and economic approach.

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