ISLAMIC EDUCATION MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION INSTITUTIONS

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Abstract :

This study explores strategies in Islamic education management aimed at improving the quality of Islamic educational institutions. Educational quality is a vital indicator of an institution's success in fulfilling its vision and mission. In the context of Islamic education, effective management requires the integration of Islamic values with professional administrative practices. This research uses a library research method, gathering information from books, journals, and relevant literature. The sources are divided into primary — such as books, scientific articles, and journals directly discussing Islamic education management — and secondary sources that remain relevant to the topic. The study finds that strategic planning, Islamic leadership, human resource development, and continuous evaluation are essential elements in enhancing educational quality. Moreover, the active involvement of stakeholders, including teachers, students, and parents, contributes significantly to creating a positive and effective learning environment. These strategies support the sustainability and excellence of Islamic educational institutions in facing future challenges.

Keywords : Islamic Education Management, Management Strategy, Religious Education Institutions.

INTRODUCTION

Islamic education has a very vital role in maintaining and strengthening the Islamic identity of the community. However, in reality, Islamic education still faces serious challenges, especially in responding to the accelerating and complex dynamics of the modern era. One of the main obstacles that must be limited is the changing expectations and needs of society due to the increasingly widespread globalization. These needs include improving the quality of education, preparing a curriculum that is in accordance with the context of the times, and strengthening the capacity of educators in delivering material effectively.

Not only that, Islamic education is also faced with various social and political issues that affect the quality and scope of education provision, such as the emergence of radicalism, intolerance, and conflicts between beliefs. Therefore, an appropriate managerial approach is needed in organizing Islamic education to strategically face these challenges. In this context, the study of Islamic education management strategies becomes very important to do. This kind of research is expected to be able to make a real contribution in

encouraging Islamic education that is more adaptive, responsive, and in line with the needs of today's society.

One of the other significant challenges faced by Islamic education is the social and political dynamics that also have an impact on the quality and scope of education, such as the emergence of radicalism, intolerance, and inter-religious conflict. Therefore, an effective managerial approach is needed in the management of Islamic education to respond to these challenges. The study of Islamic education management strategies becomes very relevant in this context, because it is expected to be able to make a constructive contribution to the development of Islamic education that is more adaptive, responsive to change, and in accordance with the needs of contemporary society.

The various challenges now faced by Islamic education in the modern era include the transformation of community needs and expectations, the rapid development of technology and information, and the strong influence of globalization. In addition, Islamic education must also deal with various social and political issues that have a direct impact on the quality and quantity of educational services, such as the spread of radicalism, increasing intolerance, and conflicts related to religious beliefs.

Globalization in the field of education has brought significant changes to various sectors, especially in the digitalization of important needs. In the midst of rapid advances in digital technology, religious education plays a crucial role as a solid moral and ethical foundation. Without this foundation, individuals have the potential to lose their way when facing various life challenges. Religious education serves to instill values such as honesty, integrity and responsibility. Surah Al-Anfal, verse 29 of the Qur'an states;

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِنْ تَتَّقُوا اللّٰهَ يَجْعَلْ لَّكُمْ فُرْقَانًا وَّيُكَفِّرْ عَنْكُمْ سَيِّاٰتِكُمْ وَيَغْفِرْ لَكُمْۗ وَاللّٰهُ ذُو الْفَضْلِ الْعَظِيْمِ

"O you who believe, if you fear Allah, He will surely give you the furqan (distinguishing between right and wrong), and He will expiate your wrongs and forgive your sins."

New possibilities and threats arise in the context of delivering moral and religious teachings in this rapidly developing digital era. Islamic religious education seeks to strengthen people's Islamic identity while providing a solid theological foundation to counteract the influence of global culture. Many schools include religious studies in their curriculum because of the huge impact it has on students' personal development and their moral and ethical principles.

People can better understand Islam and help spread moral ideas globally by learning more about Islam through Islamic religious education and maintaining Muslim identity and fostering cross-cultural understanding are two of the most important goals of Islamic religious education. To be consistent with educational values, Islamic religious education should also foster and practice spiritual and moral concepts.

The loss of morality has recently emerged as an issue in the field of education. Bullying, fights between friends, gang fights, and students fighting

with teachers are signs of moral degradation. Improving Islamic religious education is essential in solving these problems by instilling Islamic religious beliefs and shaping moral character through Islamic religious education.

Everything we need to communicate and get information is here. People can now access the latest news without having to turn on the TV or read the newspaper. Instead, with the gadgets we carry with us, they can obtain tons of data with just a tap of the finger. However, as the digital world expands and becomes increasingly unpredictable, people's habits are changing at a rate that is inversely proportional to technological advancements. The moral, social and spiritual ideals of this generation are affected by these behavioral changes. Simply put, the advent of the digital age affects modern society's perception of culture and social interaction.

RESEARCH METHOD

This research falls into the category of library research. Library study is a type of research conducted by tracing, collecting, and analyzing data and information sourced from literature or written references available in libraries and other relevant media. By explicitly conveying this type of research, the direction and stages in the implementation of the research become more directed and systematic. Related to data sources, because this research is a literature review, the data sources can be divided into two, namely primary sources and secondary sources. Primary data includes books, scientific journal articles, newsletters, and academic works that directly discuss the topic of Islamic Education Management Strategies in Efforts to Improve the Quality of Islamic Education Institutions. The secondary data consists of books and other references that although not directly discussing the main topic, but still have relevance and relevance to the object of study in this study.

FINDINGS AND DISCUSSION
Islamic Education Management

Management can be defined as the activity of organizing, directing, leading, or guiding a process. In the context of education, education management is basically the process of managing educational institutions that involve human and non-human resources to be mobilized for the achievement of educational goals optimally and efficiently. This management process includes a number of managerial functions that experts often summarize in the POAC concept, namely planning, organizing, actuating, and controlling. These four functions are interrelated and form a continuous cycle. For example, the evaluation results of the controlling function can be the basis for the preparation of a new plan.

Management means the struggle to realize a target through the activities of others is the essence of management. Management is a series of steps that must be taken to achieve certain goals that require careful planning, strategic thinking, directed organization, and proper direction so that the process runs smoothly. In addition, management also requires the efficient and effective

utilization of all available potential. Management is often considered as a discipline, technique, and profession, all of which are carried out to achieve the desired results, such as how to establish cooperation with other parties, how to carry out work in a structured manner to achieve targets, and how to be professional at work.

According to Ahsantudhonni and Muhammad Arif Syihabuddin, management can be understood as a series of activities that include planning, organizing, directing, and controlling various efforts in the organization, with the aim of achieving maximum results effectively and efficiently in every aspect. on the other hand, Malayu Hasibuan defines management as a combination of science and art in managing and optimally utilizing available resources in order to achieve certain goals in an effective and efficient manner.

Management can be concluded as a branch of science as well as an art that focuses on managing the process of utilizing human resources and other resources optimally to support the achievement of goals in an effective and efficient manner. Based on this understanding, it can be understood that management involves a series of processes that reflect the ability or expertise in producing certain results through various activities carried out in the organization. This process includes the initial stage in the form of planning.

The success of Islamic Education Institutions (IFIs) in carrying out their educational roles and responsibilities is highly dependent on structured and efficient management. To be able to develop sustainably, educational institutions need to create harmonious relationships among educators, so as to create a conducive, pleasant, and high-energy work environment. In addition, the management of the body's environment as well as the administrative system and institutional governance must also be well organized in order to become a place for the learning process that can generate creativity, discipline, and high motivation for learning enthusiasm among students.

Furthermore, this requires a deep understanding and mastery of skills in the field of Islamic education management. Based on this, all components involved in the management of educational institutions, such as pesantren leaders, madrasah heads, college rectors, heads of regional offices, training center managers, course organizers, community services, education coaches or supervisors, and other institutional leaders, really need to have good managerial competencies. Mastery of these skills will provide a strong foundation in building a clear vision for the creation of a high quality and competitive Islamic education delivery system.

What is meant by Islamic Education Institution (LPI) is an institution that seeks to shape the personality of individuals or groups based on the values of Islamic teachings. This institution is a means of instilling the ability to think, make decisions, and act according to Islamic principles and be ready to take responsibility for them. The main objective of this institution is to form an ideal personality according to Islamic standards, through physical and spiritual guidance based on Islamic teachings and norms. In addition, all activities carried out by this institution are directed at instilling Islamic values from an

early age to students. In this context, LPI includes all educational institutions that base their curriculum and learning process on Islamic values and worldview.

In terms of institutional form, Islamic education is divided into two categories. First, institutions that symbolically show Islamic identity, for example through the use of typical names or terms such as madrasah, pesantren, or other institutions that explicitly include Islamic elements. Second, there are institutions that substantially instill Islamic values as a whole (kaffah), although symbolically or by name do not reflect the Islamic label, but rather carry a national or general identity.

Management Concept of Islamic Education Institutions

Before delving deeper into the discussion of the concept of Islamic educational institution management, it is important to distinguish between the terms management and administration. In the context of institutions such as madrasahs, for example, management focuses more on efforts to empower and optimize the potential of human resources, which include aspects of motivation and mobilization of educators and education personnel. Meanwhile, administration is more directed at the implementation of technical and substantial aspects, such as curriculum management, infrastructure, financial budgets, and daily operational activities.

Broadly speaking, institutional management can be interpreted as a process carried out to achieve certain goals through cooperation with others. A leader of an educational institution can be said to be carrying out a managerial function when he coordinates teachers and staff, manages their potential to the maximum, provides training, and ensures the active involvement of all elements in order to realize the vision and mission of an Islamic-based educational unit.

Educational institutions that are packaged as Islamic boarding schools or madrasahs in general have a role as a forum for carrying out the process of education, socialization, and transformation for students or learners. The quality of the forum can be measured based on the implementation of these functions. In order for these three functions to run well, there are several important components that need to be developed comprehensively and continuously.

Management in educational institutions has a very important position in supporting the sustainability of the educational process. Management functions as a mechanism to manage all resources owned by the Islamic Educational Institution (LPI) optimally, to ensure that educational programs can run effectively and efficiently. Optimal implementation of managerial functions will help maximize the role of all elements of the organization in order to achieve the goals of the institution systematically and in a directed manner. In carrying out the main role as an educational manager, a leader of an educational institution is required to master the various stages in the management process. Theoretically, there are various models or formulations regarding the stages of

management in the context of educational institutions that have been developed by experts. The term educational management is often equated with educational administration.

These two terms often cause misunderstandings, especially if they are not understood from the substance. To straighten out the difference in meaning, it is first necessary to explain its etymological meaning. The word "administration" comes from Latin, namely ad which means "to" and ministrare which means "to serve." Thus, administration can be interpreted as "serving to." In a narrow sense, administration is often identified with clerical work, while in a broader sense, administration refers to all stages of implementing activities in a company with a group of people with the aim of achieving the desired results.

Islamic Educational Institution Management Concept

Strategy means crucial policies from schools/madrasahs that are important to be taken so that they can be used as a benchmark in compiling the system. 29 to form In order to obtain quality results, institutions need to ensure that each stage of the process meets the established quality standards. For all educational entities, quality is a series of primary activities and improving quality is a very crucial responsibility.

Forum progress With the rapid pace of education, sharp competition has emerged between one institution and another. Thus, this shows that the forum is actually very much glanced at by customers. Although consumers assess the quality of educational institutions only by using basic measures, for example institutional accreditation, which will take exams, and the number of students who excel.

In general, quality is classically interpreted as. sharing Characters that describe the level of quality of products or services produced or provided by a forum using certain criteria. Quality in one's view sometimes conflicts with quality in the views of others, as a result it is not surprising that there are two experts who do not have the same conclusion about how to create a good institution.

In the global management that prioritizes continuous quality improvement to meet customer satisfaction is called Total Quality Management (TQM). In the context of global learning, TQM software encourages a lot of ongoing discussions, because a number of education experts are not yet fully convinced of its feasibility. and the alignment of the concept to the characteristics of learning.

Efforts to improve the quality of education are a crucial element in improving the quality of the workforce. In this case, madrasas are required to be able to produce superior students who are adaptive to the dynamics of changing eras. Thus, optimal management of all elements of education is needed so that learning activities can be directed at improving quality comprehensively and sustainably. Within this framework, there are three strategic planning approaches that have an important role in driving the quality of educational institutions, especially in the madrasa environment.

The first approach is a results-oriented approach. This approach uses a top-down method, namely the target that must be obtained optimally in terms of quantity and quality is set by the central authority, such as the national, provincial, and district/city governments. In Indonesia, this target is stated in the form of Graduate Ability Criteria (SKL) and Basic Ability Criteria (SKD). To support the achievement of these benchmarks, the Government also sets other standards, including standards for implementing learning activities, educational arrangements, facilities and infrastructure, and educator qualifications and competencies. This approach is quite effective because the direction and objectives have been clearly outlined. If this strategy is implemented with supervision, guidance, systematic regulation, and strong policy support, then its implementation can run efficiently. However, the weakness of this strategy lies in the emergence of a gap between educational institutions that are already advanced and those that are still lagging behind. Institutions that are ready will find it easier to achieve their targets, while those that are not ready will experience obstacles that can even lead to deviant practices or give rise to a sense of despair.

The second strategy focuses more on the process. This approach grows from the internal initiative of each educational institution and develops from the grassroots level. The success of this strategy is greatly influenced by the creativity and capacity of each educational unit. Because schools are the main actors in planning and implementation, the work spirit and utilization of local potential are maximized. This approach can also spur collaboration between institutions and produce actions as renewal and creative ideas based on the basics. However, the disadvantage of this approach is the occurrence of dissimilar goals and quality between educational institutions. This can result in an imbalance in the quality of education nationally and complicate efforts to equalize quality as a whole.

The third approach is a comprehensive strategy that combines the two previous approaches. This strategy sets national educational achievements through predetermined standards, such as learning process standards, institutional governance, teacher and principal competencies, evaluation systems, budget management, curriculum content, and facilities and infrastructure. Although the goals are set nationally, this strategy gives schools the flexibility to adapt their achievement methods based on their respective local conditions. This approach encourages creativity at the education unit level and respects diversity in governance. In Indonesia, this strategy can be seen from the implementation of various national standards implemented through a decentralized approach, such as School-focused Management and competency-oriented curriculum. This is evident in the implementation of the Education Unit Level Curriculum (KTSP) and also (KTSP) and the independent curriculum policy.

Based on these stages, the strategy for improving the quality of education includes three main components: Input, stages, and results. Inputs in education include all resources available in the pesantren educational

institution environment, for example, educators, kiai, administrative staff, students, and other supporting facilities and infrastructure, including funds, teaching materials, and learning equipment. In addition, non-physical inputs such as organizational structure, internal regulations, division of tasks, work plans, and programs are also very important. No less important is the existence of the institution's vision, mission, and objectives that serve as the direction in implementing education. The quality and readiness of these inputs greatly affect the smooth running of the education process. The more prepared and adequate the input is, the greater the chance of success in implementing learning.

Meanwhile, educational output refers to the results achieved by the institution during the educational process. The performance of the institution can be seen from various indicators, such as the quality of student learning outcomes, the effectiveness of teaching and learning activities, the efficiency of resource use, innovations made, a conducive working atmosphere, and the spirit and morale of all elements of the school. Superior output will be a reflection of the quality of professional and focused education management.

In an effort to improve the quality of educational institutions, there are various strategic steps that can be taken by educational institutions. One of the most basic efforts is to prepare a quality leader figure. In this situation, a leader does not just act as an educator, and at the same time has a dual role as a manager, administrator, supervisor, leader, reformer, and motivator for all school residents. In addition, educational institutions need to formulate a unique vision and mission that reflects the unique identity of the institution, so that the direction and intent are easier to understand and direct.

Another effort is to develop a comprehensive strategy to realize the goals and directions that have been formulated. This strategy must include strengthening the capacity of the entire workforce, not limited to teachers and education personnel, but also involving all elements that contribute to the educational process. In an effort to ensure that the education system is organized based on the needs of the community, educational institutions need to conduct surveys or market studies. The goal is to find out the needs and expectations of the community for graduates of educational institutions, so that institutions can adjust their programs relevantly.

In addition, the completeness of supporting tools and buildings are also key elements in supporting an effective learning process. Transparent and accountable financial management must also be a primary concern so that every educational activity can run efficiently. Educational institutions are also required to establish constructive partnerships with stakeholders in order to expand their networks and obtain support in various aspects. No less important is maintaining the consistency of educational quality and continuously conducting evaluations to improve quality sustainably.

Efforts to improve the quality of Islamic educational institutions have actually been regulated in the principles of Islamic education management, which refer to the direction and policies of Islamic education itself. Broadly

speaking, this quality improvement strategy can be summarized into two main parts. First, improving the quality and relevance of Islamic education, which includes various approaches, such as developing the abilities of teachers and supervisors in Islamic Religious Education (PAI), strengthening students' understanding of Islamic teachings through the provision of awards or incentives, and providing equipment and facilities that support the implementation of optimal teaching and learning. Second, strengthening access and quality in Islamic educational institutions and Islamic boarding schools. This includes strategies to expand access to Islamic education and Islamic boarding schools, improving the quality of supporting facilities and infrastructure, improving the quality of students or students through various planned programs, and strengthening the quality of educators and education personnel in Islamic religious institutions. Not only that, it is also important to implement a strategy to improve quality assurance or quality assurance of Islamic educational institutions and Islamic boarding schools, in order to create consistent and accountable educational standards.

In its implementation, a collaborative approach is one of the main keys to achieving these goals. Collaboration is a method that emphasizes cooperation between various parties to achieve common goals. In this process, each individual or group takes an active role, supports each other, and shares responsibility, both in decision-making and implementation of activities. Collaboration not only requires personal skills, but also relies on open communication, an attitude of mutual respect for differences, and a shared commitment to the final result. Thus, collaboration is able to create synergy that strengthens work efficiency, fosters creativity, and improves the quality of expected results.

Islamic Educational Institution

Islamic Educational Institutions must strive to achieve optimal quality in order to maintain their existence and be able to compete in the current highly competitive situation. Therefore, quality is a mandatory element in an educational institution. In order for the quality of education to be realized, education must be able to maximize the responsibility and contribution of all educational assets, both human resources and physical facilities and other available facilities.

Teaching staff have a very vital function in the general education sector. Thus, competent teaching staff are needed and fulfill the four basic skills that must be possessed by teachers. Quality teachers will be able to produce students who are also quality. The role of teachers that is in line with the provisions in the education system will produce a learning system that has high standards. Conversely, if teachers do not have adequate competence, the quality of education will decline.

This condition arises because of the weak expertise of teachers in managing the learning process, classroom management, and other aspects. Mastery of this competence is an important indicator. Improving the quality of

education is not a simple matter; this is not only related to technical aspects, but also involves various complex challenges related to planning, financial management, and the efficiency and effectiveness of the education system as a whole. Poor education management will result in decreased internal efficiency and reduce the effectiveness of the education system as a whole, because it has not received adequate attention at various levels.

The development of Islamic educational institutions today has raised widespread concern among the people, especially when faced with a prolonged multidimensional crisis and citizens also expect certainty about how this nation will face competition with other countries in welcoming the era of globalization. Islamic education centers are expected to be able to guide and produce human abilities according to Islamic law as a result of producing quality graduates who have an understanding of science, practical skills, and technology and have a foundation of faith and devotion as a result of being able to understand, expand and apply using permanent based on the principles of belief, ethical values and noble commendable behavior in sync with customary law, belief and government.

The stages of tarbiyah (learning) are directed to form a group of young generations who have tough and noble characteristics. The formation of efforts to produce this generation is carried out with sincere intentions and total sincerity aimed at the Creator through intermediaries. through the stages of guidance. Through this stage, Allah SWT. has shown the figure of Muslims who are role models and role models, namely the Prophet Muhammad SAW. His personality is a real manifestation and embodiment of all the principles and rules contained based on the teachings of the Qur'an and the Sunnah of the Prophet.

Asyyahid Sayyid Qutb put forward three important factors in children's education, namely; a) The Qur'an is the sole source of creation. The result of the origin of this source is the emergence of a generation with a clean heart, reason, Islamic spiritual knowledge and open-mindedness. b) studying and understanding the Qur'an with the intention of immediately carrying out Allah's commands immediately after hearing and understanding. c) The process of Islamization that completely eliminates past ignorance and sever ties with ignorance in the surrounding environment.

The scope of Islamic education material as a whole is explained by Heri Jauhari Muchtar in his book entitled 'Fiqh of Education', that Islamic education includes; 1) Faith development (Tarbiyatul Imaniyah). Allah Subhanahu wa Ta'ala says:

ذْ قَالَ لُقْمٰنُ لِابْنِهٖ وَهُوَ يَعِظُهٗ يٰبُنَيَّ لَا تُشْرِكْ بِاللّٰهِ ۖ اِنَّ الشِّرْكَ لَظُلْمٌ عَظِيْمٌ

"Remember when Luqman advised his son while educating him: 'O my son, do not associate partners with Allah, indeed, associating partners with Allah is a manifest injustice." (QS. Luqman: 13)

2) Character and Moral Education (Tarbiyatul Khuluqiyah)

According to Abbas' knowledge, the Prophet Muhammad SAW said: "Bring your descendants closer and teach them good morals." On another

occasion, the Messenger of Allah SAW said: "Command your descendants to perform the obligatory prayer when they reach the age of seven, and if they leave prayer at the age of ten, then punish them. In addition, separate their beds." (HR. Abu Daud)

In terms of language, educational institutions can be interpreted as an institution, namely a group or organizational structure. According to the Great Dictionary of the Indonesian Language, an institution is defined as an entity or organization that aims to carry out scientific research or carry out a struggle activity. An educational body or institution is an organization or group of individuals who, for various reasons, bear responsibility in the field of education. in students in line with the goals and missions of the organization.

An educational body or institution is an organization or group of individuals who, for various reasons, bear responsibility in the field of education. a forum or area where learning activities take place which are carried out with the hope of changing a person's current behavior towards a more optimal one by interacting with the surrounding environment.

In general, there are 3 main types of teaching forums, including;

a) Formal Education: in law number 20 of 2003 the discourse on the National Education System explains that formal education forums are educational processes that are systematically and multilevel education systems, including basic education, secondary education, and higher education.

b) Educational units on the general track consist of early childhood forums, early education forums (Elementary Schools/Junior High Schools), secondary education forums (Senior High Schools/Vocational High Schools), and university education forums.

Some of the characteristics of formal education include;

a. The education process is carried out in classrooms specially provided by formal education institutions. Teachers are teaching staff who are officially appointed by the relevant authorities. This system has well-structured administration and management. There are age requirements that are adjusted to each level of education. This education applies an official curriculum, complete with planning, learning methods, media used, and regular evaluations. The study period also has a certain time limit. Students who successfully complete their education will receive a diploma as a sign of graduation and are entitled to continue to a higher level of education.

b. Non-Formal Education

Based on Law Number 20 of 2003 concerning the National Education System (Sisdiknas), non-formal education is defined as an educational path that is outside of formal education and is organized systematically and in stages. Non-formal educational institutions are institutions provided for people who have not had the opportunity to attend or complete education at a certain level in formal education.

The following are some signs or characteristics of non-formal education:

a. The education process takes place in the midst of society, with teachers functioning as facilitators who are expected to be able to help. There is no age

limit in participating in this education. Learning materials are arranged simply and adjusted to the practical needs of participants. Non-Formal Education is usually short and dense in material. The management system is integrated and well organized, and its main goal is to train participants to have certain skills that are needed in preparation before entering the world of work.

b. Based on Law Number 20 of 2003 concerning the National Education System, informal education is defined as a level of education that takes place in a family and community atmosphere. Free education includes a learning process that focuses more on the family and surrounding community. Education given in the family is the initial and most important education for children. It is called the first education because children get to know the environment and get initial learning from their family members. This early education serves as a foundation that prepares for further development. The term primary education indicates the importance of the role of this education as a foundation for subsequent development.

CONCLUSION

The concept of management in Islamic educational institutions needs to be understood by first distinguishing between the terms management and administration. For example, in a madrasa environment, management focuses more on efforts to mobilize and empower human resources (human resources empowering and motivating). Meanwhile, administration focuses more on implementing substantive matters, such as managing the curriculum, equipment, madrasa finances, and various other routine activities.

The development of Islamic educational institutions today has raised widespread concern among the community, especially because it is facing a prolonged multidimensional crisis. The community also demands certainty about how this nation is able to compete with other countries in the era of globalization. Therefore, Islamic educational institutions are very much needed to foster and produce human resources with Islamic character. These institutions are expected to be able to produce quality graduates who have insight into science, skills, and technology, and are equipped with provisions of faith and piety. That way, they can master, share, and implement the knowledge responsibly, based on the values of faith, morals, noble character, and in harmony with customs, norms of belief, and government regulations.

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