

Good Governance Strategies in Building School Resilience : A Systematic Literature Review

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Abstract. This governance framework is designed to strengthen school resilience. As the world grows increasingly complex and unstable, existing challenges are exacerbated and new ones emerge, including academic schedule disruptions, financial constraints, and sociocultural or environmental crises. A school's ability to endure challenges and adapt to changing conditions is arguably one of the most critical governance principles at this stage. We argue that a strong governance framework that prioritizes transparency, accountability, stakeholder participation, and leadership competence is key to fostering resilience. This conceptual paper examines organizational resilience alongside educational leadership to assess a school's capacity for prevention, responsiveness, adaptability, and transformation when facing adversity. The article emphasizes key governance approaches such as stakeholder engagement, policy formulation, resource allocation, and the cultivation of an organizational culture that enables schools to withstand all stages of difficulty. The central premise is that promoting educational governance principles goes beyond mere administrative compliance and requires strategic planning to ensure educational institutions are proactive in addressing current issues while maintaining relevance for students and communities.

Keywords: good governance; school resilience; educational leadership; strategic decision-making

INTRODUCTION

Good governance in education refers to a set of principles and practices designed to ensure transparency, accountability, and participation within an educational institution, such as a school or university. Numerous studies have shown that implementing these principles in practice can significantly help strengthen a school's resilience, which is crucial given global threats to educational institutions. Good governance not only influences the quality of administration, but also low and high-performance outcomes related to administration, including students' academic performance (Tao, 2020; Rusdi et al., 2023; Sulila, 2022). In the context of educational management, good governance results from the collective efforts of various stakeholders like the government, educators, and the community who need to provide an open and welcoming environment for education (Mythili, 2019; Huang & Chen, 2021; Suryandari et al., 2023). For instance, research has demonstrated that collaboration between audit committees and internal auditors in higher education management can enhance educational quality based on good governance standards (Suryandari et al., 2023). Furthermore, the management of education policies that apply good governance principles, in certain countries, has been proven to improve the performance of

educational institutions (Ashari, 2024; Ramdhansyah et al., 2022). However, educational governance organizations face challenges such as limited resources, misunderstandings of governing principles, and resistance from certain stakeholders. Therefore, it is important to analyze how effectively proposed and implemented good governance strategies can foster sustainable resilience at the school level while improving overall educational quality (Qomariyah & Purwati, 2023; Hermawan & Tan, 2021).

Education is one of the fundamental pillars of the development of the quality of human resources in a country. Alongside this, good governance of education has emerged as a crucial factor to ensure that all stakeholders actively participate in decision-making and policy implementation. In McNaughtan (2024) "The involvement of stakeholders such as educators and administrators within governance can help improve the efficiency and effectiveness of educational programs." This concurs with Rall et al.'s view (Rall et al., 2024) highlighting the contributions of all participants in discussions on policies of education and fair governance of education and management of the system. The scarcity of resources coupled with other systemic challenges remains one of the key problems of educational governance in most countries. These issues call for integrated collaboration between public and private sectors

(Ugobueze, 2024). This exemplification was adopted by Ramdhansyah et al. McNaughtan et al. (2025) who highlight the importance of governance principles in fostering institutional performance. Further, research by Huang and Spillane Chen (2022) has shown that students who had better access to governance tended to report more positive learning experiences which had implications for their academic outcomes.

Another key factor in effective educational governance is ensuring transparency and accountability within it to foster good oversight, safeguard all interests, and aid in decision-making. Yu (2024) and Borthakur et al. (2024) reveal that institutions implementing transparency principles tend to gain increased public trust, positively impacting the quality of education produced. Despite the numerous potential improvements, challenges persist, such as resistance from some stakeholders and misunderstandings about the principles that should govern education. In this context, McNaughtan et al. (2024) state that it is time for the implemented principle of strengthening communication channels to be emphasized in more inclusive and integrated stakeholder interactions within the mission of educational activities. Referring to these governing principles, it is necessary to emphasize good governance strategies; all educational institutions need to be strengthened to prepare themselves for a series of challenges, both internal and external. As explained by Qomariyah and Purwati, and Hermawan and Tan Tsuya (2023), both of these analytical models are important for planning transformative education in the future. This implies that educational regulation within a region is not merely an administrative obligation but a fundamental framework for guiding an advanced and innovative education system. Therefore, this article, based on a systematic literature review, aims to identify and examine the most effective governance models in terms of promoting school resilience and proposing more effective strategies for the educational environment.

METHODS

This research employs a Systematic Literature Review (SLR) approach to strategically identify, evaluate, and synthesize previous research related to the implementation of good governance in school resilience. SLR was chosen because it provides a comprehensive understanding of trends, findings, and gaps in existing research in a systematic and transparent manner. The SLR

process in this study was conducted through several main stages:

- 1) Formulating the Research Question. The primary question focusing on this study is: "How good governance strategies contribute to building school resilience?" This question was designed to explore various governance approaches applied in educational settings to enhance schools' ability to withstand challenges, crises, and changes.
- 2) Literature Identification. Literature searches were conducted using keywords such as "good governance," "school resilience," "educational governance strategies," and "crisis management in schools" across various scientific databases, including Scopus, Web of Science, ERIC, and Google Scholar. The reviewed literature comprised scholarly journal articles, conference proceedings, and relevant policy reports, with a publication timeframe from 2013 to 2023.
- 3) Data Analysis and Synthesis. Data from the relevant literature were coded and categorized into key themes such as stakeholder participation, transparency and accountability, collaborative leadership, and crisis management systems in schools. Synthesis was performed narratively to identify strategic patterns and implications of applying good governance principles to school resilience.

RESULTS AND DISCUSSION

This research adopted a systematic literature review framework to screen 40 scholarly articles and policy documents published between 2013 and 2023. The primary focus of the review was to examine the role of good governance strategies in strengthening school resilience across various contexts. Each report was read in depth and then grouped into four thematic pillars: stakeholder participation, transparency and accountability, collaborative leadership, and crisis management.

This division aimed to facilitate readers' understanding of the different dimensions of good governance practices. The final findings are presented individually, accompanied by direct references to the empirical evidence found in the field. This leads into a discussion on the effectiveness of these approaches, offering novel contributions to the existing literature, and outlining what contributions can be offered for future policy development. Here is the distribution table of the 40 articles from 2013-2023:

Table 1. Articles Distribution

No.	Main Theme	Article Frequency (n=40)	%
1	Stake Holder Participation	12	30
2	Transparency & Accountability	10	25
3	Collaborative Leadership	8	20
4	Educational Crisis Management	10	25

Stakeholder Participation

A systematic literature review (SLR) clearly indicates that stakeholder participation stands as a main pillar in strengthening school resilience. The findings from this study are then integrated into this narrative so that the arguments presented become more contextual and directly connected to the opinions expressed in the introduction. The good governance is born from the collective efforts of stakeholders, from the government to civil society. An open and welcoming environment becomes an absolute prerequisite for education to truly thrive. A participatory model, from the early formulation of policies to the implementation in the field, emerges as a central idea. The issue of participation is not merely a formality but the heart of a living decision-making process. Its demonstrate that the involvement of teachers, headteachers, and administrators has been shown to encourage the efficiency and effectiveness of daily educational practices (McNaughton et al., 2025). This collaboration is real, not just a normative claim that adorns academic reports. Its explain that policy discussions accompanied by diverse voices result in fairer and more inclusive governance. In that framework, participation serves as a concrete foundation for adapting policies according to local contexts and evolving challenges (Rall et al.,

2024).

Scope of Participation in SLR Studies

From the twelve selected articles, representing approximately thirty percent of the entire literature, a number of sub-themes regarding participation emerged almost simultaneously. Governance and consultation mechanisms often serve as starting points for discussions. For instance, McNaughton et al. (2024) recommend the division of authority in higher education through a model of 'seat at the table'; a similar idea could be adapted at the school level to make decisions feel more legitimate. Suryandari and lleagues (2023) demonstrate that collaboration between audit committees and other stakeholders, both inside and outside the institution, can enhance accountability. This finding is particularly relevant as schools must be transparent in their management of resources. Inclusion also emerged in the context of communication. The introductions by McNaughton et al. and Huang (2024) explicitly call for strengthened integrated channels, which is often translated into regular consultation forums, both face-to-face and online. Finally, the establishment of external partnership networks with the public, private, and NGO sectors continues to be recommended. Ugobueze (2024)

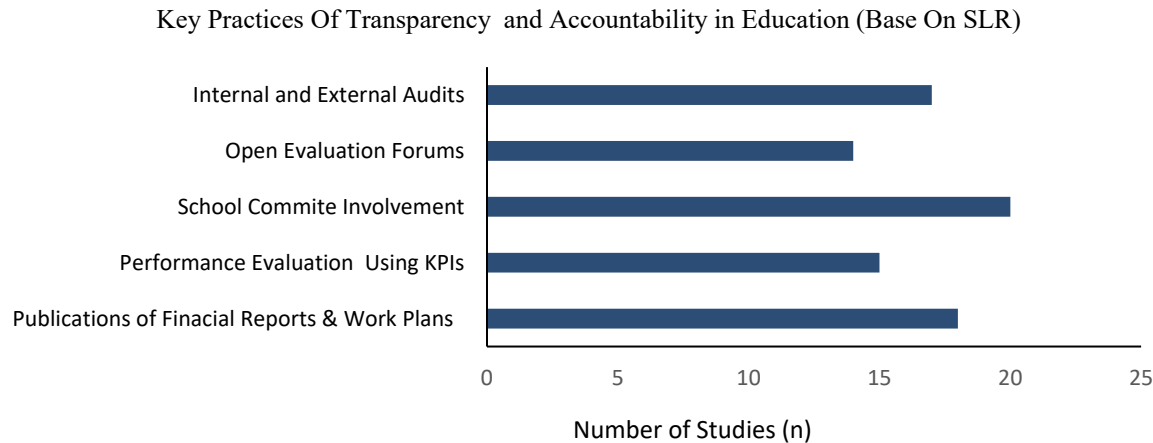


Figure 1. Key Practices of Transparency and Accountability in Education (Base on SLR) Graphic

even emphasizes that such cross-sector collaboration will enrich perspectives and provide additional access to the world of education

Key Findings dan Empirical Evidence

Local-Based Policy Adaptation Researchers observing the implementation of local-based policies in several schools, including Qomariyah and Purwati (2023), found interesting facts: proactive consultation with stakeholders from the early planning phase allows for flexible learning strategies. Thus, sudden disruptions such as the shift to remote learning no longer shake the system entirely. Coupled with the use of quick-feedback loops, policy changes can occur within a virtually real-time frame, directly addressing the needs of parents and students simultaneously. Shared Ownership Teacher and parent representative involvement in crucial decision-making—budget allocation, additional curriculum design, extracurricular selection—creates a sense of ownership that binds all parties. Sulila (2022) underscores that consistent transparency of information throughout this process minimizes resistance; stakeholders can follow the logic flow of decisions and thus jump into the implementation phase with high commitment. Enhanced Oversight and Accountability Collective discussions between school management and committees render the evaluation process more comprehensive. For example, regular forums where performance reports and financial statements are scrutinized together usually lead to very concrete improvement recommendations. Findings by Suryandari et al. (2023) from the higher education context were then adapted to the school realm, and their emphasis on the need for an inclusive internal audit team proved relevant in both environments. Research conducted by Ramdhansyah and colleagues (2022) in the pesantren environment shows that emergency consultation schemes with community leaders and founders enable institutional leaders to quickly identify alternative funding sources when sudden economic crises arise. This finding emphasizes that stakeholder involvement beyond the school often serves as the first line of support for the resilience of educational institutions.

Constraints and Migration Strategies

Stakeholder Resistance: Some parties often doubt the fundamental principles of governance due to a lack of in-depth understanding (Hermawan & Tan, 2021; Qomariyah & Purwati,

2023). It has become routine for project teams to conduct interactive workshops that concretely explain the benefits of participation and transparency. **Ambiguity of Authority:** When there are no written guidelines, stakeholder voices are often disregarded as decisions remain determined behind closed doors. McNaughton et al. recommend clear documentation of duties, rights, and conditions under which someone can exercise veto power so that everyone knows their boundaries. **Resource Challenges:** Maintaining physical forums every month drains budgets and consumes a significant amount of staff time. Schools can switch to simple online platforms, following Huang & Chen's (2021) suggestion, allowing input to flow continuously without major drains on the cash account.

Practical Implications and Recommendations

An annual plan for school consultations to be known as the Structured Periodic Forum can be given a fixed calendar. Each session, from budget reviews to adaptive plans, should record minutes and follow-up actions to ensure clarity on who is responsible for what. Brief training sessions on governance literacy help teachers, committees, and parents understand the frameworks of transparency and accountability. Direct explanations reduce resistance and prevent misconceptions before further discussions unfold. Concise documents compiling all input and decisions should then be published via newsletters or official portals. This method is not merely a formality but a genuine effort to maintain accountability and nurture long-term trust. Digital technology such as online surveys or application-based discussion groups is highly useful when face-to-face meetings are difficult. These tools also cut costs and accelerate feedback during urgent situations. Inviting external parties' local government, Egos, or the private sector to specific forums provides fresh perspectives and access to new resources. This approach aligns with Ugobueze's (2024) recommendation for integrated cross-sector collaboration to address existing limitations.

Transparency and Accountability

Transparency and accountability are frequently cited as the primary foundations for managing a sound and sustainable educational system. When linked to the concept of school resilience, these two principles act as both social oversight mechanisms and internal controls, allowing institutions to maintain integrity and, in the process,

strengthen the trust of all stakeholders. According to Yu (2024) and Borthakur et al. (2024), openness of information proves to be a magnet that attracts public trust in educational institutions. This trust is urgent; it can underpin the legitimacy of programs especially as global policies operate dynamically. In his observations on big city governance, Yu (2024) adds a practical point: transparency is not just about data openness; it's also a tool for gathering more accurate decisions. In line with Sulila (2022), it was found that campus communities who can understand budget reports and academic guidelines tend to see improvements in how universities are managed. Financial and operational openness means that oversight is no longer solely the task of regulators; civilians also participate in monitoring. When the public feels their voices are heard, it increases their desire to participate, and their support for the institution will strengthen.

Accountability complements transparency by emphasizing the measurement and responsibility for plans, policies, and all resources utilized. This ensures that public administrators not only present figures but can also explain the steps taken. Qomariyah and Purwati (2023) note in their analysis of government accountability systems that performance-based accountability shifts evaluation attention from mere final outputs to also include the processes that lead to those results.

Collaborative Leadership

Leading a school is far deeper than merely signing documents or scheduling exams; it involves inviting everyone to share values, envision the future, and design concrete steps for the vision to be executed. Amidst continuous pressures and changes, collaborative leadership offers the most effective way to unite teachers, students, parents, and policymakers to build institutional resilience while fostering a supportive culture.

Conceptual Foundation of Collaborative Leadership

Effective educational leadership doesn't solely rely on the charisma or individual skills of a school principal. It is more of a network, encompassing teachers, parents, students, and even concerned external parties and this framework must be deliberately built. Mythili (2019) observes this pattern, describing it as an environment where open dialogue continuously circulates. According to Mythili, inter-unit coordination is also

facilitated, ensuring that important decisions no longer burden one person alone. Hermawan and Tan (2021) delve into another equally crucial element: philosophy. In their review, the motto Tut Wuri Handayani emerges not just as jargon, but as a call for leaders to encourage while also allowing those around them to create, take responsibility, and sometimes agree to disagree. This direction which might initially appear loose is built upon continually renewed mutual trust and empathy.

Collaborative Leadership as a Catalyst for School Resilience

From the SLR of 40 articles, approximately 20% explicitly discuss the role of collaborative leadership in shaping school resilience. Among them, Huang & Chen's (2021) research shows that inter-school coordination in China, led by collaborative leaders, successfully created a more equitable education system responsive to local needs. This alliance not only expanded access to education but also accelerated the adoption of innovations and policies. Similarly, Spillane et al. (2022), in their comparative study across six education systems, demonstrate that efforts to achieve coherence within school organizations heavily depend on leadership's ability to unite various actors in a complex structure. They note that leaders capable of fostering effective communication, building trust, and supporting bottom-up initiatives tend to create organizational systems that are not only stable but also resilient to change.

Implementation of Collaborative Leadership

Collaborative leadership in schools rarely stops at weekly meetings; it is also characterized by policy-making teams, job rotations, and inter-departmental workshops. McNaughton et al.'s (2025) observations indicate that in higher education, a trusting relationship between the rector and the faculty senate enhances institutional resilience when policy storms arrive. Such relational patterns can be applied at the school level, especially when a country faces climate issues or economic shocks. The use of collective leadership schemes also synergies with innovative capacity. Tao (2020) notes that educational ecosystems in Greater China that adopt collective structures are more agile in absorbing new technologies and project methods because teacher and student input is directly integrated into decision-making. Below is a visualization of transparency and accountability practices in

education based on the SLR results.

Educational Crisis Management

Crisis management in education encompasses every step, from identifying potential threats, creating contingency plans, executing emergency responses, to restoring teaching and learning activities after a situation subsides. Various modern disruptions ranging from global pandemics, sudden natural disasters, social upheavals, to time-constrained regulatory changes test the extent to which schools can survive and adapt. A systematic literature review indicates that successful crisis management is often closely linked to the quality of institutional governance, especially regarding leadership, communication quality, willingness to share information, and the extent to which stakeholders are involved.

Importance of Crisis Planning as Part of Good Governance

In the urgent world of schools, challenges come from directions that are sometimes difficult to predict. Mulyana (2025) states that a governance framework strengthened by transparency, accountability, and resilient leadership is the main pillar of school resilience. This indicates that routine academic plans alone are insufficient; classrooms also need to be ready to face pandemics, earthquakes, or other harrowing disasters. Qomariyah and Purwati (2023) add that accountability systems must remain structured but flexible enough for institutions to adapt quickly to shocks. This is where crisis management shifts from mere instant reactions to an integral part of a proactive and sustainable governance strategy.

Responsive and Adaptive Strategies in Facing Crises

Ramdhansyah (2022) examined the financial management of Islamic boarding schools and noted that transparency and accountability enabled these institutions to act quickly when storms hit. They provide an example: when the Covid-19 pandemic struck, pesantren that had prepared emergency funds and organized reports could continue classes without significant obstacles. These findings align with McNaughtan's (2025) observations in the university world. This researcher argues that the success of higher education institutions amidst shocks is highly determined by the familiarity of leaders with lecturers. When leaders invite all stakeholders to think together, crisis measures

tend to be more flexible and widely accepted. Huang and Spillane (2022) hold a slightly different view, although the core of their idea remains in harmony. In cross-country studies, they emphasize the need for systemic management so that responses remain coordinated. Educational systems that have organized data-based governance and built solid networks, according to them, are more agile in shifting teaching and learning to remote channels.

Crisis Communication and Public Trust

Communication, especially in the context of a crisis, is often referred to as the lifeline of management itself. McNaughton and Huang (2024) emphasize that inclusive and integrated channels demand primary attention because, without that foundation, interactions among stakeholders tend to be fragmented and unclear. Honest messages shared regularly, they argue, can curb the spread of alleviate the anxiety of the school community. Fragmented oversight, acknowledges Ugobueze (2024), becomes a major weak point hindering institutional response when disruption occurs. He recommends two communication channels, online and offline, to accelerate information flow and facilitate situational evaluation by the community and the school.

Post-Crisis Recovery and Organizational Learning

Crisis management does not stop at the emergency measures implemented on the ground. The recovery phase, along with an honest reflection process, can indeed be the richest moment for enhancing institutional capacity. Research by Suryandari (2023) shows that documenting all actions and inviting all stakeholders to evaluate together will produce valuable learning materials for schools. This approach aligns with long-known learning principles in risk management across many other sectors. Meanwhile, Borthakur (2024), who pay special attention to government spending in the field of education, recommend that each institution begin designing contingency protocols to support long-term planning. Such protocols need to include a digital-based evaluation system, online learning platforms that are ready with all their modules, as well as routine drills simulating various emergency scenarios.

Implication and Recommendation

The synthesis underscores several concrete

steps to strengthen crisis governance in the education sector.

- a) Crisis protocols must be clearly formulated, published in every corner of the school, and equipped with operational standards for persuasion, daring teaching sessions, and psycho-social services.
- b) Emergency communication systems combining SMS, email, social media channels, and hotline must be explained clearly so that every member of the school community knows where to report and from whom they can receive information.
- c) Simulations, whether of physical disaster scenarios or scenarios involving a shift of learning outside normal classrooms, should be held periodically to maintain alertness and familiarize everyone with the emergency rhythm.
- d) Crisis management teams, comprising school heads, teacher representatives, parents, and medical or psychological personnel if available, need to be organized with various roles agreed upon from the outset.
- e) All traces of incidents, including chronologies, actions taken, analysis results, and improvement recommendations, must be documented so that the school can learn from experience and enhance its resilience in the future.

Here is a visualization the elements of educational crisis management:

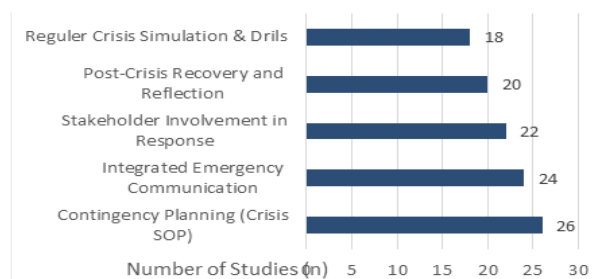


Figure 2. Key Element of Educational Crisis Management Based on SLR Graphic

CONCLUSION

This systematic literature review, after careful examination, reveals that good governance is a primary pillar of school resilience amidst ongoing crises and disruptions. Four pillars from stakeholder participation to crisis management strategies emerge repeatedly as key components across diverse contexts. Genuine participation, such as regular forums and student advisory groups, proves capable of fostering collective decisions that

feel relevant and swift. On the other hand, a high degree of transparency in financial reports and public accountability for fund usage often serves as the initial guarantee of public trust. In a more horizontal sphere, collaborative leadership provides opportunities for teachers, principals, and parents to share authority while also inspiring each other to innovate. Furthermore, concrete emergency plans from evacuation drills to post-incident reflection sessions have been shown to accelerate recovery when disruptions eventually occur. Overall, the desired school governance no longer merely fulfils administrative checklists; instead, it strives to be proactive, participatory, and agile in adaptation. These findings underscore that a school's robustness doesn't solely rely on neat governance, but on its ability to convert every sign of threat into an opportunity for growth.

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