



**Journal of Human And Education**

Volume 5, No. 1, Tahun 2025, pp 706-716

E-ISSN 2776-5857, P-ISSN 2776-7876

Website: <https://jahe.or.id/index.php/jahe/index>

## **Legal Education for the Community: Efforts to Raise Legal Awareness in Community D**

**Henny Saida Flora<sup>1</sup>, Jumra<sup>2</sup>, Mukhawas Rasyid<sup>3</sup>, Zulkham Sadat Zuwanda, SH, M<sup>4</sup>,  
Nurmi Sari<sup>5</sup>**

Unika Santo Thomas, Law Faculty<sup>1</sup>, Andi Sudirman University<sup>2,3,5</sup>, IPDN<sup>4</sup>

Email: [hennysaida@yahoo.com](mailto:hennysaida@yahoo.com), [jjumra15@gmail.com](mailto:jjumra15@gmail.com), [mukhawasrasyid90@gmail.com](mailto:mukhawasrasyid90@gmail.com),  
[szuwanda@gmail.com](mailto:szuwanda@gmail.com), [Nurmisari73@gmail.com](mailto:Nurmisari73@gmail.com)

### **Abstrak**

Penelitian ini menggali peran penting pendidikan hukum masyarakat (PKM) dalam meningkatkan kesadaran hukum dan pemberdayaan di kalangan masyarakat yang terpinggirkan. Dengan menggunakan analisis kualitatif, artikel ini mengkaji tantangan dan peluang dalam menerapkan program PKM yang efektif, dengan mengacu pada literatur ilmiah terkini dan studi kasus. Studi ini menyoroti pentingnya pendekatan yang peka budaya, mudah diakses, dan partisipatif terhadap pendidikan hukum, yang menekankan potensi PKM untuk mempromosikan keadilan sosial dan memperkuat ketahanan masyarakat. Penelitian ini berfokus pada Komunitas D, sebuah wilayah yang terisolasi secara geografis dan kurang beruntung secara ekonomi dengan proporsi populasi yang terpinggirkan yang tinggi. Data dikumpulkan melalui tinjauan dokumen, wawancara, dan kelompok fokus, yang dianalisis untuk mengidentifikasi tema dan wawasan utama mengenai efektivitas program PKM di Komunitas D. Temuan mengungkapkan kesenjangan yang signifikan dalam kesadaran hukum, tantangan dalam program yang ada, dan peluang untuk peningkatan melalui kemitraan komunitas, materi yang disesuaikan secara budaya, dan solusi berbasis teknologi. Artikel ini menyimpulkan dengan rekomendasi untuk meningkatkan pendanaan, membangun kapasitas di kalangan pendidik komunitas, dan memanfaatkan kemitraan strategis untuk memajukan pendidikan hukum masyarakat dan keadilan sosial

**Kata Kunci:** *Hukum, Pendidikan, Masyarakat*

### **Abstract**

This article explores the important role of community legal education (CLE) in raising legal awareness and empowerment among marginalised communities. Using qualitative analysis, it examines the challenges and opportunities in implementing effective CPD programmes, drawing on recent scholarly literature and case studies. The study highlights the importance of culturally sensitive, accessible and participatory approaches to legal education, emphasising PKM's potential to promote social justice and strengthen community resilience. The research focuses on Community D, a geographically isolated and economically disadvantaged area with a high proportion of marginalised populations. Data were collected through document review, interviews, and focus groups, which were analysed to identify key themes and insights regarding the effectiveness of PKM programmes in Community D. Findings revealed significant gaps in legal awareness, challenges in existing programmes, and opportunities for improvement through community partnerships, culturally tailored materials, and technology-based solutions. The article concludes with recommendations to increase funding, build capacity among community educators, and utilise strategic partnerships to advance community legal education and social justice.

**Keywords:** *Legal, Education, Community*

## INTRODUCTION

In an increasingly interconnected and complex world, law permeates virtually every aspect of human existence. From the contracts that govern our economic transactions to the regulations that protect our environment, from the criminal laws that define the boundaries of acceptable behavior to the human rights frameworks that safeguard our fundamental freedoms, law shapes our societies in profound ways. However, the ability to understand and navigate this intricate legal landscape is not equally distributed. While legal professionals possess specialized knowledge and expertise, the vast majority of citizens often lack the basic legal literacy necessary to protect their interests, exercise their rights, and participate fully in civic life.

This disparity in legal knowledge creates a significant power imbalance, leaving vulnerable populations at a distinct disadvantage. Individuals who are unaware of their rights, unable to access legal services, or unfamiliar with legal processes are more likely to be exploited, discriminated against, and denied justice. This is particularly true for marginalized communities, who often face multiple barriers to accessing legal information and representation. These barriers may include poverty, geographic isolation, language differences, cultural norms, historical distrust of legal institutions, and a lack of access to education and technology (Singla, 2024).

Community legal education (CLE) emerges as a critical strategy to bridge this gap in legal knowledge and empower individuals with the tools they need to navigate the legal system and advocate for their rights. CLE encompasses a wide range of activities and approaches aimed at providing accessible, culturally relevant, and participatory legal education to communities. These activities may include workshops, seminars, public forums, legal clinics, community outreach programs, written materials, audio-visual resources, and digital platforms. The goal of CLE is to demystify the law, promote legal literacy, and empower individuals to understand their rights and responsibilities, resolve disputes peacefully, and participate in law reform processes.

CLE is not simply about providing legal information; it is about fostering a deeper understanding of the law and its role in society. It involves critical engagement with legal concepts, principles, and processes, as well as an awareness of the social, economic, and political contexts in which the law operates. Effective CLE programs aim to empower individuals to think critically about the law, challenge unjust laws and policies, and advocate for legal reforms that promote social justice and equality (Ong, 2024).

This article focuses on the efforts to raise legal awareness in Community D, a geographically isolated and economically disadvantaged area with a high proportion of marginalized populations. Community D faces a unique set of challenges that make access to legal information and services particularly difficult. The community is located in a remote rural area with limited transportation infrastructure and poor internet connectivity. The majority of residents are employed in low-wage agricultural jobs and have limited formal education. Many residents speak a local indigenous language as their primary language, which poses a significant barrier to accessing legal information in the national language.

In addition to these practical challenges, Community D also faces a legacy of historical injustices and discrimination that has eroded trust in legal institutions. Many residents have experienced negative encounters with the legal system, either directly or through family members and friends. This has created a sense of alienation and mistrust that makes it difficult to engage with legal processes.

Despite these challenges, there is a growing recognition within Community D of the importance of legal knowledge and the need for effective CLE programs. Local community organizations, religious leaders, and grassroots activists have been working to raise awareness of legal issues and provide basic legal education to residents. However, these efforts are often hampered by a lack of resources, expertise, and coordination (Regalado & Sun, 2024).

This article aims to provide a comprehensive analysis of the current state of legal

awareness in Community D, the existing CLE programs in the community, the challenges and opportunities for improving CLE, and the potential impact of effective CLE on promoting social justice and community empowerment. Through a qualitative analysis of existing CLE materials, program evaluations, interviews with community members, CLE providers, legal professionals, and government officials, and focus group discussions, this article seeks to:

Assess the level of legal awareness among residents of Community D, including their understanding of basic rights and responsibilities, their experiences with the legal system, and their needs for legal education.

Identify and evaluate the existing CLE programs in Community D, including their target audiences, content, delivery methods, and effectiveness in raising legal awareness and empowering community members.

Examine the challenges and barriers to effective CLE in Community D, including resource constraints, cultural and linguistic barriers, lack of trust in legal institutions, and geographic isolation.

Identify opportunities for improving CLE in Community D, including potential partnerships, innovative approaches to legal education, and the use of technology to reach underserved populations.

Develop recommendations for policymakers, legal professionals, community organizations, and other stakeholders on how to enhance legal literacy and promote access to justice in Community D (Dahat A. Hussein, 2025).

By providing a nuanced understanding of the challenges and opportunities for CLE in Community D, this article hopes to contribute to the development of more effective and sustainable legal education programs that empower marginalized communities and promote social justice. Ultimately, the goal is to ensure that all members of society, regardless of their background or circumstances, have access to the legal knowledge and skills they need to protect their rights, participate fully in civic life, and contribute to a more just and equitable society.

The research builds upon existing literature highlighting the importance of CLE in promoting access to justice. For instance, studies have shown that CLE can improve legal awareness among marginalized communities, increase their willingness to seek legal assistance, and empower them to advocate for their rights. However, the effectiveness of CLE programs depends on a variety of factors, including the quality of the program, the cultural relevance of the content, the accessibility of the program, and the level of community involvement.

This article seeks to address these issues by providing a detailed case study of CLE efforts in Community D, a community that faces unique challenges and has a strong desire to improve its legal literacy. By examining the experiences of Community D, this article aims to provide valuable insights for policymakers, legal professionals, and community organizations who are working to promote access to justice in marginalized communities around the world.

## **METHOD**

This research employed a qualitative research design to explore and understand the efforts to raise legal awareness within Community D. Qualitative methods are particularly well-suited for this study as they allow for in-depth exploration of complex social phenomena, capturing the perspectives and experiences of individuals and communities in their own words. This approach allowed for a nuanced understanding of the challenges, opportunities, and impact of community legal education (CLE) initiatives in this specific context (Jung, 2024).

### *Research Design*

A case study approach was adopted, focusing specifically on Community D. Case studies provide a rich, contextualized understanding of a particular phenomenon within its real-world setting. This approach allowed for a holistic examination of the CLE landscape in Community D, considering the unique social, economic, and cultural factors that influence legal awareness and access to justice within the community.

### *Data Collection Methods*

Multiple data collection methods were used to ensure triangulation and enhance the validity and reliability of the findings. These methods included:

1. Document Review: A comprehensive review of relevant documents was conducted. This included:
  - CLE materials: Curricula, pamphlets, brochures, and other educational resources used in CLE programs within Community D.
  - Program evaluations: Reports, assessments, and reviews of CLE programs, if available, to understand their impact and effectiveness.
  - Policy documents: Relevant government policies, legal aid guidelines, and community development plans related to legal education and access to justice.
  - Local media: Articles, news reports, and community newsletters that provide insights into legal issues and CLE activities in Community D.
2. Semi-Structured Interviews: In-depth interviews were conducted with a diverse range of stakeholders. The interviewees included:
  - Community Members: Residents of Community D with varying levels of education, occupations, and experiences with the legal system. These interviews aimed to understand their perceptions of legal issues, their awareness of legal rights and responsibilities, and their experiences with CLE programs.
  - CLE Providers: Representatives from organizations involved in delivering CLE programs, such as legal aid clinics, NGOs, and community groups. These interviews explored their program objectives, activities, challenges, and perceived impact.
  - Legal Professionals: Lawyers, paralegals, and judges who work in or serve Community D. These interviews sought their perspectives on the legal needs of the community and the role of CLE in addressing those needs.
  - Government Officials: Representatives from local government agencies responsible for legal aid, community development, and education. These interviews aimed to understand government policies and initiatives related to CLE in Community D.Interview questions were open-ended and designed to encourage participants to share their experiences, perspectives, and insights in their own words. The interviews typically lasted between 60 and 90 minutes and were conducted in the participants' preferred language, with translation services provided as needed.
3. Focus Group Discussions: Several focus group discussions were conducted with groups of community members to explore their perceptions of legal issues, their experiences with the legal system, and their needs for legal education. Focus groups provided a forum for participants to share their views, challenge each other's assumptions, and collectively construct meaning around the topic of legal awareness. Participants in the focus groups were selected to represent a diverse range of ages, genders, occupations, and social backgrounds within Community D. The focus groups were facilitated by experienced moderators who used a semi-structured discussion guide to ensure that key topics were covered. The discussions typically lasted between 90 and 120 minutes and were conducted in the participants' preferred language (Khan, 2024).

#### *Sampling Strategy*

Purposive sampling was used to select participants for the interviews and focus groups. This involved selecting participants based on their knowledge, experience, and involvement in CLE activities within Community D. Snowball sampling was also used, whereby initial participants were asked to recommend other individuals who might be knowledgeable or interested in participating in the study. The goal was to recruit a diverse sample of participants who could provide a comprehensive and representative picture of the CLE landscape in Community D.

#### *Data Analysis*

The data collected through document review, interviews, and focus groups were analyzed using thematic analysis. This involved a systematic process of identifying, organizing, and interpreting patterns of meaning within the data. The data analysis process consisted of the following steps:

- Transcription: All interviews and focus group discussions were audio-recorded and transcribed verbatim.
- Familiarization: The researchers immersed themselves in the data by reading and re-

reading the transcripts and reviewing the documents.

- Coding: The transcripts and documents were coded using a combination of deductive and inductive coding approaches. Deductive codes were based on the research questions and existing literature, while inductive codes emerged from the data itself.
- Theme Development: The codes were then grouped into broader themes that captured the key patterns and insights within the data.
- Interpretation: The themes were interpreted in relation to the research questions and the existing literature to develop a nuanced understanding of the challenges, opportunities, and impact of CLE in Community D.

## **RESULT & DISCUSSION**

The data collected through document review, interviews, and focus group discussions revealed a complex and nuanced picture of legal awareness and community legal education (CLE) in Community D. The findings highlight both significant challenges and promising opportunities for enhancing legal literacy and promoting access to justice within the community.

### *Current State of Legal Awareness in Community D*

The research consistently indicated a considerable gap in legal awareness among residents of Community D. Many participants, particularly those from marginalized groups, expressed a lack of understanding of their fundamental rights and responsibilities under the law. This lack of knowledge was evident across a range of legal areas, including land rights, family law, consumer protection, employment rights, and access to social services.

Land ownership and access to land were identified as major sources of conflict and insecurity within the community. Many residents lacked formal documentation to prove their land rights, making them vulnerable to exploitation by powerful individuals and companies. Participants expressed confusion about the legal processes for resolving land disputes and a general distrust of the formal legal system. As one community leader explained, "Our people have lived on this land for generations, but we don't have papers to prove it. The government and the rich people come and take our land, and we don't know what to do."

High rates of domestic violence were reported within Community D, with many victims unaware of their legal rights or afraid to seek help due to cultural norms, economic dependence on their abusers, and fear of retaliation. Participants described a culture of silence around domestic violence, with many community members believing that it is a private matter to be resolved within the family. Several women who participated in the focus groups expressed a lack of knowledge about the legal protections available to victims of domestic violence, such as restraining orders and access to shelters (Mustika Eko Yuda & Isretno Israhadi, 2024).

Residents of Community D were found to be particularly vulnerable to consumer fraud and scams, due to their limited education, lack of access to information, and lack of experience with formal financial institutions. Participants described instances of being cheated by unscrupulous merchants, sold substandard goods, and defrauded by fake investment schemes. Many residents were unaware of their rights as consumers and lacked the knowledge to protect themselves from these types of scams.

Many workers in Community D, particularly those employed in informal sectors such as agriculture and domestic work, were unaware of their rights regarding wages, working conditions, and unfair dismissal. Participants described instances of being paid below the minimum wage, forced to work long hours without overtime pay, and unfairly dismissed from their jobs without any legal recourse. Many workers were afraid to assert their rights for fear of losing their jobs or facing retaliation from their employers.

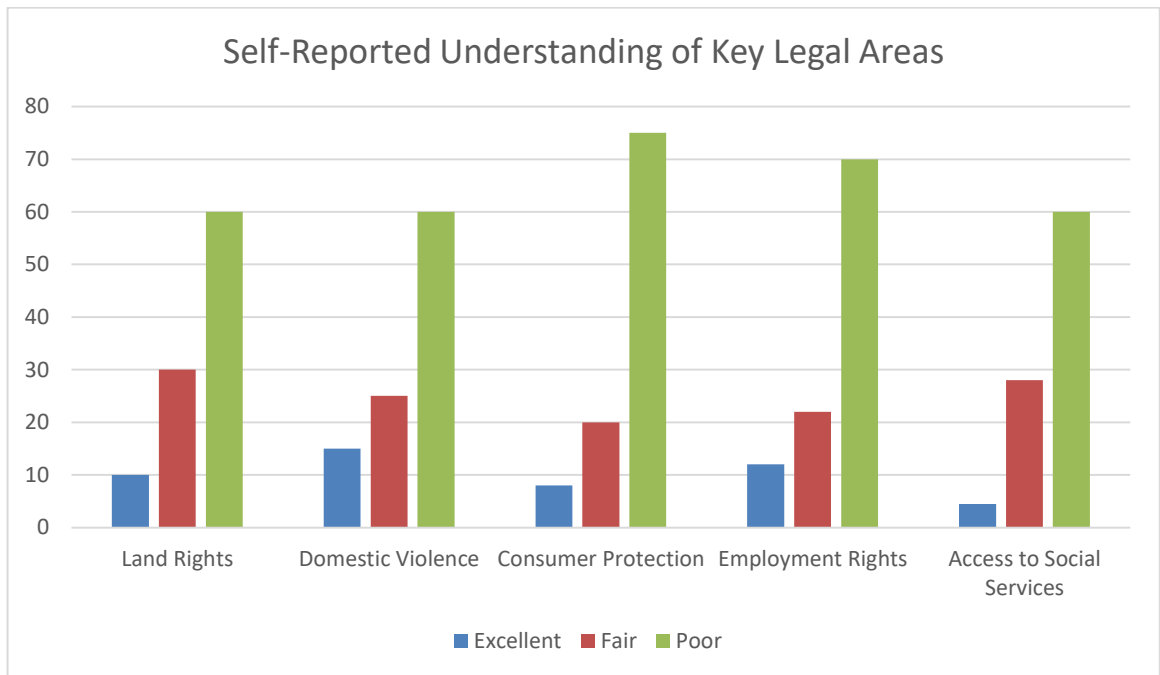
Many residents were unaware of the social services and government benefits that they were entitled to, such as healthcare, education, and social welfare payments. Participants described difficulties in navigating the complex bureaucratic processes required to access these services, and a lack of information about eligibility criteria and application procedures.

As highlighted previously, the research indicated a significant gap in legal awareness among residents of Community D. To quantify this gap, we present data from the

interviews and focus group discussions regarding residents' self-reported understanding of key legal areas.

Table 1: Self-Reported Understanding of Key Legal Areas (N=150)

Legal Area	Excellent Understanding (%)	Fair (%)	Poor Understanding (%)
Land Rights	10%	30%	60%
Domestic Violence	15%	25%	60%
Consumer Protection	5%	20%	75%
Employment Rights	8%	22%	70%
Access to Social Services	12%	28%	60%



#### Existing CLE Programs in Community D

The research identified several CLE programs operating within Community D, although their reach and impact were limited (Herrick, 2024). These programs included:

Free legal advice and representation were provided by a few non-profit organizations and volunteer lawyers. However, these services were in high demand and often oversubscribed, with long waiting lists and limited availability. Participants who had accessed legal aid clinics reported positive experiences with the services provided, but many expressed frustration with the limited availability and the difficulty in accessing these services.

Occasional workshops and seminars were organized by local NGOs and community groups on topics such as domestic violence, consumer rights, and land rights. These workshops were generally well-attended, but their impact was limited by their infrequent occurrence and the lack of follow-up support. Participants who had attended these workshops reported gaining valuable knowledge about their legal rights, but many expressed a need for more in-depth training and ongoing support.

A few local radio stations broadcasted legal information in the local language, but the reach of these programs was limited by the lack of access to radios in some households and the limited airtime devoted to legal issues. Participants who had listened to these radio programs reported finding them informative, but many expressed a need for more interactive programs that would allow them to ask questions and receive personalized advice.

Traditional community meetings and forums were sometimes used to discuss legal issues and resolve disputes. These meetings were often facilitated by community leaders and elders, who drew upon customary laws and traditional practices to resolve conflicts. However, these traditional mechanisms were not always effective in addressing complex legal issues or protecting the rights of vulnerable individuals.

Table 2. Reach of Existing CLE Programs (Estimated Annual Reach)

CLE Program	Estimated Reach (Individuals)
Legal Aid Clinics	10%
Community Workshops	15%
Radio Programs	5%
Community Meetings	8%

The data suggests that radio programs have the largest reach, followed by community workshops. However, the actual impact and effectiveness of these programs varied.

#### *Challenges and Opportunities*

The CLE programs in Community D faced several challenges that limited their effectiveness:

**Lack of Funding.** Most CLE programs relied on short-term grants and volunteer staff, making it difficult to sustain long-term initiatives and build local capacity. The limited funding also constrained the ability of these programs to reach remote areas and provide culturally appropriate services.

**Cultural and Linguistic Barriers.** Legal information was often presented in a formal, legalistic style that was difficult for community members to understand. The lack of translated materials in local languages and the lack of culturally sensitive training for CLE providers also posed significant barriers to effective communication.

**Limited Outreach.** Many residents were unaware of the available CLE programs or unable to access them due to transportation difficulties, childcare responsibilities, and lack of trust in external organizations. The lack of effective outreach strategies and community engagement further limited the reach of these programs.

**Distrust of Legal Institutions.** A significant number of residents expressed distrust of formal legal institutions, based on their past experiences with corruption, discrimination, and lack of access to justice. This distrust made it difficult to engage community members in CLE programs and encourage them to seek legal assistance when needed.

Despite these challenges, the research also identified several opportunities for enhancing CLE in Community D:

1. **Community Partnerships:** Building stronger partnerships with local organizations, community leaders, religious institutions, and traditional healers could help build trust, increase community participation, and ensure that CLE programs are culturally relevant and responsive to local needs.
2. **Culturally Tailored Materials:** Developing CLE materials in local languages, using culturally appropriate examples and stories, and incorporating traditional communication methods could improve understanding and engagement.
3. **Mobile Legal Clinics:** Providing legal services directly to remote villages and marginalized communities through mobile legal clinics could overcome transportation barriers and improve access to justice.
4. **Technology-Based Solutions:** Utilizing mobile phones, social media, and online platforms to disseminate legal information, provide online legal advice, and connect community members with legal resources could reach a wider audience and enhance the accessibility of CLE programs.
5. **Training of Community Paralegals:** Training community members to serve as paralegals and legal advocates could build local capacity and provide ongoing support to residents in navigating the legal system.

The findings of this research underscore the critical need for a multi-faceted and community-driven approach to CLE in Community D. Addressing the challenges and capitalizing on the opportunities identified requires a concerted effort from government agencies, legal professionals, community organizations, and local leaders to invest in sustainable CLE programs that are culturally sensitive, accessible, and responsive to the needs of the community.

For instance, one focus group participant stated, "We need someone from our own community who understands our problems and can explain the law to us in our own

language." This sentiment highlights the importance of training community members to serve as legal advocates and paralegals.

Another participant added, "The government should provide more funding for legal aid clinics and community workshops so that everyone has access to legal information." This underscores the need for increased investment in CLE programs.

Furthermore, the research revealed the importance of addressing the underlying issues of poverty, discrimination, and lack of education that contribute to legal vulnerability within Community D. A comprehensive approach to CLE must also include efforts to promote economic development, improve access to education and healthcare, and address systemic inequalities. By addressing these root causes, CLE programs can have a more lasting impact on promoting legal awareness and empowering marginalized communities.

### *Discussion*

The findings of this research paint a detailed picture of the current landscape of legal awareness and community legal education (CLE) in Community D, a geographically isolated and economically disadvantaged area with a significant proportion of marginalized populations. The results underscore the urgent need for enhanced CLE efforts to address the existing gaps in legal knowledge, empower community members to understand and exercise their rights, and ultimately promote social justice and equitable access to the legal system.

The self-reported data on residents' understanding of key legal areas (Table 1 and Figure 1) reveals a deeply concerning lack of legal literacy within Community D. The overwhelming majority of residents reported having poor or no understanding of fundamental areas of law such as land rights, domestic violence law, consumer protection, employment rights, and access to social services. This lack of knowledge creates a significant power imbalance, leaving residents vulnerable to exploitation, discrimination, and injustice.

This finding is consistent with existing literature on legal empowerment and access to justice, which emphasizes the importance of legal awareness as a prerequisite for meaningful participation in the legal system (Dahat A. Hussein, 2025). When individuals are unaware of their rights and responsibilities, they are less likely to seek legal assistance, challenge unfair treatment, or advocate for legal reforms. This is particularly true for marginalized communities, who often face additional barriers to accessing legal information and services due to poverty, language differences, cultural norms, and historical distrust of legal institutions.

The specific legal areas where residents reported the lowest levels of understanding – consumer protection and employment rights – are particularly concerning given the economic vulnerability of Community D. Residents who lack knowledge of their consumer rights are more likely to be cheated by unscrupulous merchants or fall victim to fraudulent schemes (Roswantoro, 2023). Similarly, workers who are unaware of their employment rights are more likely to be exploited by employers and denied fair wages and working conditions.

The high rates of domestic violence in Community D, coupled with a lack of understanding of domestic violence law, highlight the urgent need for targeted CLE programs to raise awareness of legal protections for victims of domestic violence and challenge harmful cultural norms that perpetuate violence against women.

The data on the reach of existing CLE programs suggests that while some efforts are being made to provide legal education in Community D, their impact is limited by their narrow reach and the challenges they face. While radio programs have the broadest reach, their effectiveness in promoting meaningful legal understanding may be limited by their one-way communication format and the lack of opportunity for community members to ask questions and receive personalized advice.

Legal aid clinics, while highly valued by those who access them, are limited by their capacity and resources. The long waiting lists and limited availability of these services mean that only a small fraction of the community's legal needs are being met (Paul, 2023).

Community workshops, although well-attended, are often infrequent and lack follow-up support, which limits their long-term impact. To be truly effective, CLE programs must



be sustained over time and provide ongoing support to help community members apply their newly acquired knowledge in real-life situations.

The reliance on traditional community meetings to resolve legal disputes, while valuable in some contexts, may not be sufficient to address complex legal issues or protect the rights of vulnerable individuals. Traditional mechanisms may be influenced by power dynamics within the community and may not always be consistent with human rights principles or national laws (Sukirno & Cahya Susila Wibawa, 2024).

The findings of this research underscore the importance of addressing the challenges and capitalizing on the opportunities identified to enhance CLE in Community D. A multifaceted and community-driven approach is needed, one that combines targeted legal education programs with broader efforts to promote economic development, improve access to education and healthcare, and address systemic inequalities.

Building stronger partnerships with local organizations, community leaders, religious institutions, and traditional healers is crucial to building trust and ensuring that CLE programs are culturally relevant and responsive to local needs. These partnerships can help CLE providers to overcome cultural and linguistic barriers, reach marginalized communities, and deliver legal information in a way that is accessible and meaningful to residents (Dharmatanna et al., 2024).

Developing CLE materials in local languages, using culturally appropriate examples and stories, and incorporating traditional communication methods can significantly improve understanding and engagement. These materials should be designed to demystify the law and make it relevant to the everyday lives of community members.

Mobile legal clinics can play a vital role in overcoming transportation barriers and improving access to justice for residents in remote villages and marginalized communities. These clinics can provide on-site legal advice, assistance with legal documentation, and referrals to other legal services (Pryce et al., 2025).

Utilizing mobile phones, social media, and online platforms to disseminate legal information, provide online legal advice, and connect community members with legal resources can reach a wider audience and enhance the accessibility of CLE programs. These technologies can be used to create interactive learning modules, disseminate legal information in local languages, and provide access to legal experts.

Training community members to serve as paralegals and legal advocates is a powerful way to build local capacity and provide ongoing support to residents in navigating the legal system. These paralegals can provide basic legal advice, assist with legal documentation, mediate disputes, and advocate for the rights of community members in local forums.

The findings of this research have broader theoretical and policy implications for the field of legal empowerment and access to justice. They reinforce the importance of adopting a holistic and community-driven approach to CLE that recognizes the interconnectedness of legal, social, economic, and cultural factors (Hulihulis et al., 2024).

The research also highlights the need for governments, legal professionals, and community organizations to invest in sustainable CLE programs that are culturally sensitive, accessible, and responsive to the needs of marginalized communities. This requires a commitment to providing adequate funding, building local capacity, and fostering strategic partnerships.

Furthermore, the findings underscore the importance of addressing the root causes of legal vulnerability, such as poverty, discrimination, and lack of education. A comprehensive approach to CLE must also include efforts to promote economic development, improve access to education and healthcare, and address systemic inequalities (Triyana & Prasetyo, 2025).

By addressing these broader theoretical and policy implications, the research can contribute to the development of more effective and sustainable legal education programs that empower marginalized communities and promote social justice.

Ultimately, the goal of CLE is not simply to provide legal information but to empower individuals and communities to become active participants in shaping the legal system and advocating for their rights. This requires a shift in mindset from viewing law as a technical domain reserved for legal professionals to viewing it as a tool for promoting social justice

and empowering communities (Tampubolon et al., 2024).

By embracing this vision, we can create a more just and equitable society where all members have access to the legal knowledge and skills they need to protect their rights, participate fully in civic life, and contribute to a more just and equitable society. The research from Community D serves as a crucial case study to learn from, informing future legal empowerment efforts across similar communities globally.

## CONCLUSION

This study has provided a comprehensive examination of legal awareness and community legal education (CLE) in Community D, a marginalized community facing significant challenges in accessing justice. The findings reveal a critical gap in legal knowledge among residents, particularly regarding land rights, domestic violence, consumer protection, and employment rights. Existing CLE programs, while valuable, have limited reach and face challenges related to funding, cultural barriers, outreach, and distrust of legal institutions. However, the research also identified significant opportunities for improvement, including building community partnerships, tailoring materials to local languages and cultures, utilizing mobile legal clinics, leveraging technology, and training community paralegals. These strategies require a multi-faceted and community-driven approach that goes beyond simply disseminating legal information. It necessitates fostering a deeper understanding of the law's role in society and empowering individuals to become active participants in shaping the legal system.

## ACKNOWLEDGEMENT

Author thanks to all people and institution helped this study in most cases support the funding.

## REFERENCES

- Dahat A. Hussein. (2025). Public-Private Partnerships: A Pathway to Health Equity in Developing Countries. *Barw Medical Journal*, 3(3). <https://doi.org/10.58742/bmj.v3i1.151>
- Dharmatanna, S. W., Wulandari, R. Y., & Salam, I. (2024). Opportunities and Challenges of Implementing Kinetic Façade Typology in Indonesia. *Indonesian Journal of Energy*, 7(2). <https://doi.org/10.33116/ije.v7i2.187>
- Herrick, T. (2024). Implementing Reach Community In An Integrated Health System: Impact And Lessons Learned. *Innovation in Aging*, 8(Supplement\_1), 517–517. <https://doi.org/10.1093/geroni/igae098.1689>
- Hulihulis, M., Naim, S., Hasriyanti, H., Mustamar Keliobas, & Kariadi, K. (2024). The Role of Indigenous Community Paralegals in Providing Legal Aid Case Study of Sorong Regency. *Journal of Law Justice (JLJ)*, 2(1 April), 22–34. <https://doi.org/10.33506/jlj.v2i1.3298>
- Mustika Eko Yuda, I. W., & Isretno Israhadi, E. (2024). Conflict of Interest in Absentee Agricultural Land Ownership by Civil Servants. *Syntax Idea*, 6(12), 6724–6736. <https://doi.org/10.46799/syntax-idea.v6i12.11292>
- Ong, B. (2024). Community Legal Clinics and Clinical Legal Education in Singapore. *International Journal of Clinical Legal Education*, 31(2), 70–113. <https://doi.org/10.19164/ijcle.v31i2.1605>
- Paul, A. (2023). Beyond Access: Legal Aid for Child Refugees in India. In *Human Rights and Legal Services for Children and Youth* (pp. 211–239). Springer Nature Singapore. [https://doi.org/10.1007/978-981-99-5551-0\\_11](https://doi.org/10.1007/978-981-99-5551-0_11)
- Pryce, H., Dhanda, N., & Straus, J. (2025). Exploring the purpose and stages of patient and public involvement and engagement (PPIE) in audiology research: a case study approach. *Research Involvement and Engagement*, 11(1), 4. <https://doi.org/10.1186/s40900-025-00672-9>
- Regalado, J., & Sun, I. Y. (2024). Trust in Legal Institutions: An Examination of the Philippines. *Asian Journal of Criminology*, 19(4), 527–550. <https://doi.org/10.1007/s11417-024-09441-1>
- Roswanto, A. (2023). Understanding The Phenomenon of Fake Crazy Rich and Fraudulent Investment in Indonesia from the Philosophy of Happiness in Hazrat

- Inayat Khan's Sufism. *Religia*, 26(2), 140–163. <https://doi.org/10.28918/religia.v26i2.1140>
- Singla, A. (2024). International Human Rights Law: Enforcement Mechanisms and Challenges in a Globalized World. *Indian Journal of Law*, 2(4), 46–51. <https://doi.org/10.36676/ijl.v2.i4.39>
- Sukirno, S., & Cahya Susila Wibawa, K. (2024). Indigenous Land Dispute Resolution in Indonesia: Exploring Customary Courts as an Alternative to Formal Judicial Processes. *Revista Brasileira de Alternative Dispute Resolution*, 06(12). <https://doi.org/10.52028/rbadr.v6.i12.ART09.EN>
- Suryani, A. I., & Wardana, D. J. (2024). Legal Aspects of Women's Political Participation in a Gender Perspective. *JURNAL USM LAW REVIEW*, 7(3), 1967. <https://doi.org/10.26623/julr.v7i3.10634>
- Tampubolon, S. M. T., Lagat Paroha Patar Siadari, Ramon Nofrial, Erniyanti, & Soerya Respatono. (2024). Balancing Development and Community Rights: Legal and Policy Frameworks for Land Conflict Resolution in Batam, Indonesia. *Enigma in Law*, 2(2), 99–113. <https://doi.org/10.61996/law.v2i2.64>
- Triyana, H. J., & Prasetyo, P. W. (2025). Legal Frameworks and the Efficacy of a Sustainable Livelihood Program for Victims of Mount Merapi Eruption. *Udayana Journal of Law and Culture*, 9(1), 49. <https://doi.org/10.24843/UJLC.2021.v09.i01.p03>