



Mapping legal literacy in a rural community: a descriptive study of Darungan Village, Indonesia

Author Name(s): Nursalim Nursalim, Wikan Sasmita, Etty Andyastuti, Agus Widodo, Suratman, Yunita Dwi Pristiani, Irawan Hadi Wiranata, Hamida Ulfa Fauziah, Mohammad Khoirul Muanam, Nasrudin Nasrudin

Publication details, including author guidelines

URL: <https://jurnal.iicet.org/index.php/jppi/about/submissions#authorGuidelines>

Editor: Hendra Bustomi

Article History

Received: 11 Oct 2025

Revised: 25 Nov 2025

Accepted: 30 Dec 2025

How to cite this article (APA)

Nursalim, N., Sasmita, W., Andyastuti, E., Widodo, A., Suratman, S., Pristiani, Y.D., Wiranata, I.H., Fauziah, H.U., Muanam, M.K. & Nasrudin, N. (2025). Mapping legal literacy in a rural community: a descriptive study of Darungan Village, Indonesia. *Jurnal Penelitian Pendidikan Indonesia*, 11(4), 167-174. <https://doi.org/10.29210/020256492>

The readers can link to article via <https://doi.org/10.29210/020256492>

SCROLL DOWN TO READ THIS ARTICLE



Indonesian Institute for Counseling, Education and Therapy (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Indonesian Institute for Counseling, Education and Therapy. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Indonesian Institute for Counseling, Education and Therapy shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

JPPI (Jurnal Penelitian Pendidikan Indonesia) is published by Indonesian Institute for Counseling, Education and Therapy comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. JPPI (Jurnal Penelitian Pendidikan Indonesia) also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Nursalim, N., Sasmita, W., Andyastuti, E., Widodo, A., Suratman, S., Pristiani, Y.D., Wiranata, I.H., Fauziah, H.U., Muanam, M.K. & Nasrudin, N. (2025).

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

JPPI (Jurnal Penelitian Pendidikan Indonesia)

ISSN: 2502-8103 (Print) | ISSN: 2477-8524 (Electronic)



IICET
Indonesian Institute
for Community, Education and Therapy



Mapping legal literacy in a rural community: a descriptive study of Darungan Village, Indonesia

Nursalim Nursalim^{*)}, Wikan Sasmita, Etty Andyastuti, Agus Widodo, Suratman, Yunita Dwi Pristiani, Irawan Hadi Wiranata, Hamida Ulfa Fauziah, Mohammad Khoirul Muanam, Nasrudin Nasrudin

Nusantara PGRI University Kediri, Indonesia

Article Info

Article history:

Received Oct 11th, 2025

Revised Nov 25th, 2025

Accepted Dec 30th, 2025

Keyword:

Legal literacy,
Legal knowledge,
Legal awareness,
Attitudes toward the law,
Legal behavior,
Rural community,
Village society

ABSTRACT

This study aims to map the level and configuration of legal literacy among residents of Darungan Village, Pare District, Kediri Regency, by examining four core dimensions: legal knowledge, legal awareness, attitudes toward the law, and legal behavior. The research adopts a descriptive quantitative approach. Data were collected from 100 adult village residents selected through purposive sampling using a structured questionnaire measured on a five-point Likert scale. Descriptive statistical analysis was employed to identify mean scores and categorical levels across each legal literacy dimension. The findings indicate that overall legal literacy in Darungan Village is categorized as high. Residents demonstrate strong legal awareness and positive attitudes toward the law, while legal knowledge and legal behavior show moderate variation across dimensions. Although normative compliance with legal rules is well established, active engagement in formal legal processes such as reporting violations and participating in legal education activities remains limited. These results suggest that high legal awareness and positive attitudes do not automatically translate into proactive legal behavior. The study implies that efforts to strengthen legal literacy in rural communities should move beyond information dissemination and address structural, cultural, and access-related factors that influence legal behavior. Mapping legal literacy empirically at the village level provides an important foundation for designing context-sensitive legal education and community empowerment strategies that are aligned with local social realities.



© 2025 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license

(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

Nursalim Nursalim

Nusantara PGRI University Kediri,

Email: nursalim@unpkediri.ac.id

Introduction

Indonesia constitutionally affirms itself as a state governed by the rule of law (*rechtsstaat*), as stipulated in Article 1 paragraph (3) of the 1945 Constitution of the Republic of Indonesia. This principle implies that all actions undertaken by both the state and its citizens must be grounded in and guided by prevailing legal norms. Within this framework, law functions not merely as a formal system of rules but as a foundational instrument for realizing social justice, legal certainty, and public welfare.

Consequently, the success of legal development cannot be assessed solely through the quantity of laws enacted, but more fundamentally through the extent to which citizens understand, internalize, and apply legal norms in their everyday social lives (Rahardjo, 2020).

A key prerequisite for the effective functioning of a rule-of-law society is legal literacy. Legal literacy refers to an individual's capacity to access, comprehend, evaluate, and use legal information in ways that enable informed decision-making and lawful behavior in social and civic contexts (Lawton, 2019). It encompasses not only knowledge of legal rules and institutions but also awareness of rights and obligations, attitudes toward the law, and the ability to translate legal understanding into concrete behavior (Lestari, 2021). In this sense, legal literacy represents a multidimensional construct that integrates cognitive, affective, and behavioral components, all of which are shaped by broader social, cultural, and institutional environments (Gerhardt, M. J., 2002).

Despite its central importance, empirical evidence indicates that legal literacy in Indonesia remains uneven, particularly in rural areas. Several studies have shown that residents of villages often have limited understanding of basic legal rights related to civil registration, access to public services, land administration, and dispute resolution mechanisms (Kusuma & Santosa, 2022). This condition contributes to low levels of legal participation, passive compliance with regulations, and reliance on informal or customary mechanisms that may not always ensure procedural fairness or legal protection. From a socio-legal perspective, low legal literacy weakens the legitimacy and effectiveness of law, as citizens are less likely to engage proactively with legal institutions or to assert their rights within formal legal frameworks (Soekanto, 2021).

The challenges of legal literacy are particularly evident in rural communities characterized by limited access to legal information, lower levels of formal education, and economic dependence on informal sectors (Kania & Bielefeldt, 2021; Kusuma & Santosa, 2022). Darungan Village, located in Pare District, Kediri Regency, exemplifies these conditions. Village profile data indicate that most residents are engaged in agriculture, trade, and other informal occupations, with educational attainment largely concentrated at the secondary level (BPS Kediri Regency, 2023). Access to structured legal education or regular legal outreach activities remains limited, and interactions with law often occur only when disputes or violations arise, reflecting a pragmatic and case-oriented pattern of legal engagement commonly found in rural communities (Soekanto, 2008; McManus, P., Walmsley, J., Argent, N., Baum, S., Bourke, L., Martin, J., ... & Sorensen, T., 2012). Preliminary observations and informal discussions with village officials suggest that legal understanding among residents tends to be pragmatic and case-oriented rather than grounded in systematic knowledge of legal principles and procedures (Sari et al., 2023).

Existing literature on legal literacy in Indonesia has largely focused on urban populations, students, or specific professional groups, often emphasizing normative discussions of legal awareness or the role of civic education in fostering compliance (Lestari, 2021; Pratama, 2023). While these studies provide valuable insights, they leave several gaps unaddressed. First, there is a limited number of empirical studies that examine legal literacy at the village level using a multidimensional framework that integrates knowledge, awareness, attitudes, and behavior simultaneously (Bilz, K., & Nadler, J., 2014; Nutbeam, 2020). Second, rural contexts are frequently treated as homogeneous or peripheral, with insufficient attention to how local culture, social relations, and access to information shape legal understanding and practice (Kania & Bielefeldt, 2021; Fauzi & Huda, 2023). Third, many studies focus on prescriptive recommendations without first providing a detailed empirical mapping of existing legal literacy conditions within specific communities, resulting in interventions that are weakly grounded in local realities (Tyler, 2020).

These gaps point to the need for context-sensitive, empirical research that captures the actual configuration of legal literacy in rural settings. Mapping legal literacy at the village level is a crucial analytical step, as it allows researchers and policymakers to identify strengths, limitations, and internal variations within communities (Sulistiyowati, 2022). Such mapping provides an empirical foundation for designing targeted legal education and empowerment programs that are responsive to local needs rather than based on generalized assumptions. Moreover, in the digital era, rural communities face additional challenges related to the circulation of legal misinformation, limited digital literacy, and

unequal access to reliable legal resources, further underscoring the importance of grounded empirical analysis (Pratama, 2023; Nutbeam, 2020).

This study addresses these gaps by focusing on Darungan Village as a case study of legal literacy in a rural Indonesian context. (Peczenik, A., & Hage, J., 2000) The novelty of the research lies in its empirical mapping of legal literacy as a multidimensional construct encompassing legal knowledge, legal awareness, attitudes toward the law, and legal behavior within a specific village community. (Vasiliy, L., & Vladimir, F., 2020) Rather than evaluating the impact of a particular intervention or educational program, this study adopts a descriptive analytical approach to capture the existing condition of legal literacy as experienced and practiced by community members. (White, J. B., 2002) By situating legal literacy within its social and cultural context, the study contributes to a more nuanced understanding of how law is perceived and enacted at the grassroots level.

Methodologically, the study is designed to be consistent with its descriptive objective. It employs a descriptive qualitative approach with Darungan Village as a single case study, allowing for in-depth exploration of residents' experiences, perceptions, and practices related to law. Data are collected through interviews, participatory observation, and documentation, enabling triangulation and contextual interpretation of findings. This approach aligns with the study's aim to map legal literacy in its natural setting rather than to test causal relationships or measure the effectiveness of interventions.

Based on this framework, the study is guided by the following research objectives: (1) to describe the level and characteristics of legal literacy among residents of Darungan Village across the dimensions of legal knowledge, legal awareness, attitudes toward the law, and legal behavior; (2) to identify social, cultural, and informational factors that shape legal literacy in the village context; and (3) to provide empirically grounded insights that may inform community-based legal education and legal empowerment initiatives. Correspondingly, the main research questions addressed are: What is the current configuration of legal literacy among residents of Darungan Village? What factors influence variations in legal literacy within the community? How can an empirical mapping of legal literacy contribute to the development of contextually appropriate legal empowerment strategies?

By addressing these questions, this study seeks to contribute both theoretically and practically. Theoretically, it enriches socio-legal and civic education scholarship by providing empirical evidence on legal literacy in a rural setting that has received limited scholarly attention. Practically, it offers data-driven insights for local governments, educational institutions, and legal organizations in designing legal outreach programs that are grounded in the lived realities of village communities. Ultimately, understanding legal literacy at the grassroots level is essential for strengthening the rule of law not only as a formal principle but as a lived social practice within Indonesian society.

Method

This study employed a descriptive quantitative research design with limited qualitative support to map the level of legal literacy among residents of Darungan Village, Pare Subdistrict, Kediri Regency, Indonesia. The quantitative approach served as the primary design, as the main findings were derived from numerical data presented in mean scores and categorical classifications. This design was chosen to describe existing conditions without testing causal relationships (Creswell & Creswell, 2018).

The unit of analysis was individual adult residents of Darungan Village. The research involved 100 respondents, selected through purposive sampling based on the following criteria: (1) aged 18 years or older, (2) permanent residents of the village, and (3) actively involved in community life. Additional contextual information was obtained from village officials and community leaders through brief interviews to support interpretation of survey findings.

Data were collected primarily using a structured questionnaire with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The instrument measured four dimensions of legal literacy: legal knowledge, legal awareness, attitudes toward the law, and legal behavior. Supporting data were obtained through short interviews and documentation of village profiles and legal outreach records.

Each dimension of legal literacy was operationalized into measurable indicators adapted from socio-legal literacy frameworks (Nutbeam, 2020; Sulistyowati, 2022). Quantitative data were analyzed

using descriptive statistical techniques, including mean score calculations and categorical classification (low, moderate, high). The analysis procedure included data coding, score averaging, categorization, and comparative interpretation across dimensions. Qualitative data were used descriptively to contextualize numerical trends.

Ethical considerations were applied throughout the study. All respondents provided informed consent, participation was voluntary, and confidentiality was ensured through anonymization. The study adhered to ethical principles of respect, transparency, and data protection in social research (Creswell & Poth, 2018).

Results and Discussions

The socio-economic composition of the respondents in Darungan Village revealed significant diversity (Table 1). Of the 39 participants, 76.92% were women and 23.08% men, suggesting that women were either more accessible or more willing to participate in the study. Educational attainment was dominated by Senior High School/Vocational School graduates (66.67%), followed by elementary and junior high school graduates (20.51%), and diploma or bachelor degree holders (12.82%). Regarding employment, traders comprised the largest group (51.28%), followed by farmers (25.64%), private employees (12.82%), and other professions, including teachers and entrepreneurs (10.26%). This demographic distribution highlights the predominance of secondary-level education and informal sector employment, which is consistent with socio-economic patterns typical of rural Indonesian villages (Fauzi & Huda, 2023).

Table 1. Socio-Economic Characteristics

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	30	76.92
	Male	9	23.08
Educational Attainment	Elementary & Junior High School	8	20.51
	Senior High School / Vocational School	26	66.67
	Diploma / Bachelor Degree	5	12.82
Occupation	Traders	20	51.28
	Farmers	10	25.64
	Private Employees	5	12.82
	Others (teachers, entrepreneurs, etc.)	4	10.26

The socio-economic composition of the respondents in Darungan Village revealed significant diversity (Table 1). Of the 39 participants, 76.92% were women and 23.08% men, suggesting that women were either more accessible or more willing to participate in the study. Educational attainment was dominated by Senior High School/Vocational School graduates (66.67%), followed by elementary and junior high school graduates (20.51%), and diploma or bachelor degree holders (12.82%). Regarding employment, traders comprised the largest group (51.28%), followed by farmers (25.64%), private employees (12.82%), and other professions, including teachers and entrepreneurs (10.26%). This demographic distribution highlights the predominance of secondary-level education and informal sector employment, which is consistent with socio-economic patterns typical of rural Indonesian villages (Fauzi & Huda, 2023).

Table 2. Legal Knowledge

Aspect of Legal Knowledge	Mean	Category
Knowledge that laws protect citizens' rights	4.44	High
Knowledge that legal violations entail sanctions	4.41	High
Knowledge of legal institutions (police, prosecutors, judges)	4.31	High
Knowledge of family-related laws (marriage, inheritance)	3.37	Medium
Overall Average	4.26	High

As shown in Table 2, the overall legal knowledge of Darungan Village residents is high (M = 4.26). Respondents demonstrated strong understanding of citizens' rights (M = 4.44), legal sanctions for

violations ($M = 4.41$), and the role of formal legal institutions such as police, prosecutors, and judges ($M = 4.31$). However, knowledge regarding family-related laws, including marriage and inheritance, was moderate ($M = 3.37$). These results suggest that while residents are generally aware of fundamental legal principles and institutional structures, procedural and administrative legal knowledge remains limited, particularly in areas less frequently encountered in everyday life (Sulastrri, 2022).

Legal Awareness

The legal awareness dimension was also high ($M = 4.29$), with the highest score observed in obedience to regulations without supervision ($M = 4.38$). Awareness of citizens' rights and obligations ($M = 4.33$) and responsibility in maintaining legal order ($M = 4.15$) indicate that most residents recognize the importance of civic compliance, though active engagement in structured legal activities is still limited. The variation between dimensions suggests that internalized motivation to follow the law is stronger than engagement in formal legal processes.

Attitudes Toward the Law

Residents exhibited high overall attitudes toward the law ($M = 4.47$), with the highest value in trust and support for strict enforcement ($M = 4.59$). Although the community values impartiality and fairness ($M = 4.51$ and $M = 4.31$, respectively), some respondents expressed doubts about consistency and trustworthiness in law enforcement, highlighting areas of perceptual variance and potential social tension. These variations may influence both compliance behavior and participation in civic activities (Tyler & Huo, 2022).

Legal Behavior

Legal behavior scored slightly lower ($M = 4.16$) compared to other dimensions. Avoidance of unlawful actions such as bribery scored highest ($M = 4.31$), whereas participation in reporting crimes ($M = 4.10$) and engagement in legal education activities ($M = 4.08$) were comparatively lower. This demonstrates that while routine compliance is strong, proactive engagement in legal processes remains limited, reflecting both cultural norms and access barriers (Rahman & Fitriani, 2023).

Table 6. Summary of Findings

Dimension of Legal Literacy	Mean Score	Category
Legal Knowledge	4.26	High
Legal Awareness	4.29	High
Attitude Toward the Law	4.47	High
Legal Behavior	4.16	High
Overall Legal Literacy Score	4.29	High

Across the four dimensions of legal literacy, residents generally demonstrate high levels of knowledge, awareness, attitudes, and behavior (Table 6). Notably, disparities exist between cognitive, affective, and behavioral components, with behavior exhibiting the greatest variation. Additionally, socio-demographic factors such as education, occupation, and gender appear to influence literacy patterns, suggesting the importance of contextualizing results within the village's social structure.

Variations in Legal Literacy

The observed variation across dimensions aligns with the hierarchical model of legal literacy proposed by Sulistyowati (2022), where knowledge informs awareness, which shapes attitudes, ultimately guiding behavior. Residents show high cognitive understanding and positive attitudes, yet behavioral engagement in formal legal processes is moderate. These discrepancies may stem from structural and cultural barriers, including reliance on informal dispute resolution, fear of social reprisal, and limited legal outreach programs (Kania & Bielefeldt, 2021).

Education and occupation appeared to moderate literacy levels. Respondents with higher educational attainment demonstrated better understanding of procedural and institutional legal mechanisms, whereas those in informal trades exhibited strong normative compliance but less engagement with formal legal procedures. Gender differences were also noted; female respondents were more accessible and possibly more involved in community discussions, suggesting a gendered dimension in civic participation.

Interrelationship Among Literacy Dimensions

Analysis indicates that legal knowledge alone does not guarantee proactive behavior. While knowledge and awareness are high, behavioral scores lag in activities requiring reporting, advocacy, or participation in legal education. This suggests that legal literacy should be conceptualized as an integrated system, where cognitive, affective, and behavioral dimensions interact dynamically. For instance, strong attitudes toward impartial law enforcement may not translate into reporting violations if trust in authorities is low (Tyler & Huo, 2022). Therefore, interventions should target not only knowledge transfer but also mechanisms that strengthen trust, motivation, and access.

Role of Rural Context

The rural social context of Darungan Village plays a pivotal analytical role rather than serving as mere background. Factors such as informal economic structures, limited digital access, community reliance on traditional dispute mechanisms, and local leadership influence both perceptions and enactment of legal literacy. These structural and cultural features interact with literacy dimensions to produce context-specific outcomes, emphasizing that legal education strategies must be tailored to local conditions (Fauzi & Huda, 2023; Soekanto, 2008).

Critical Engagement with Theory

These findings support Soekanto's (2008) assertion that legal awareness is shaped by both formal knowledge and social experience. However, contrasts in behavioral engagement highlight limits in universal applicability; rural communities may demonstrate normative compliance without active institutional participation. This underscores the importance of integrating socio-cultural theory and participatory legal education frameworks to foster not only knowledge but also meaningful civic action (Tyler, 2020).

Limitations and Implications

Despite high overall literacy scores, the study identifies important limitations: the small sample size (n = 39) may limit generalizability, and socio-cultural nuances may lead to underreporting of sensitive behaviors. Furthermore, measurement instruments may not fully capture procedural literacy or the influence of informal knowledge networks. Nevertheless, these results provide critical insights for policy: targeted community-based legal education, village legal forums, and digital literacy interventions are necessary to translate knowledge and awareness into proactive civic participation. In conclusion, the study demonstrates that legal literacy in Darungan Village is high but differentiated across dimensions, with structural, social, and cultural factors mediating the translation of knowledge and attitudes into behavior. Policies should therefore emphasize integrated interventions addressing cognitive, affective, and behavioral aspects within the specific rural context.

Conclusions

This study provides an empirical synthesis of legal literacy in Darungan Village, revealing a generally high level of legal literacy across cognitive, affective, and behavioral dimensions. Residents demonstrate strong legal knowledge and legal awareness, accompanied by positive attitudes toward the law. However, the findings also show a noticeable gap between understanding and action: while citizens are well informed about their rights and obligations, their participation in formal legal processes and proactive legal engagement remains comparatively limited. This pattern indicates that legal literacy in rural contexts may manifest more strongly as normative compliance than as active institutional participation.

Conceptually, these findings reinforce the view of legal literacy as a multidimensional construct in which knowledge and awareness do not automatically translate into behavior. Empirically, the study highlights that rural legal literacy is shaped not only by individual cognition but also by social trust, cultural norms, and structural access to legal institutions. High scores in attitudes toward the law coexist with lingering perceptions of inconsistency or injustice in law enforcement, which may discourage residents from engaging more actively with formal legal mechanisms.

This study has several limitations that should be acknowledged. First, the relatively small and localized sample limits the generalizability of the findings beyond the specific village context. Second, the reliance on self-reported survey data may introduce social desirability bias, particularly in

measuring legal behavior. Third, the instruments used may not fully capture procedural legal literacy or the role of informal and customary legal practices that are prevalent in rural communities.

Based directly on the results, this study recommends the development of community-based legal education programs that move beyond information delivery toward participatory and practice-oriented activities. Legal outreach initiatives should focus on strengthening procedural understanding, improving trust in legal institutions, and creating safe channels for community members to report and resolve legal issues. Collaboration between village authorities, academic institutions, and legal practitioners is essential to translate high legal awareness into meaningful civic engagement.

For future research, more specific and realistic directions are proposed. Comparative studies across multiple villages are needed to examine variations in legal literacy patterns and contextual influences. Longitudinal research could assess how legal literacy evolves following targeted interventions. In addition, mixed-method approaches that integrate ethnographic observation and in-depth interviews would provide deeper insight into the interaction between formal legal knowledge and informal legal practices in rural settings. Such research would further strengthen the empirical and theoretical foundations for designing effective legal empowerment strategies at the grassroots level.

References

- Asshiddiqie, J. (2020). *Law and Human Rights from the Perspective of the Indonesian Constitution*. Jakarta: Rajawali Pers.
- Bilz, K., & Nadler, J. (2014). Law, moral attitudes, and behavioral change. *The Oxford handbook of behavioral economics and the law*, 241-267.
- BPS Kediri Regency. (2023). *Social and Demographic Statistics of Darungan Village, 2023*. Kediri: BPS.
- Creswell, J. W. (2021). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Fauzi, A., & Huda, M. (2023). Civic literacy and legal awareness in rural society. *Journal of Citizenship Education*, 5(2), 45-57.
- Gerhardt, M. J. (2002). Attitudes About Attitudes. *Mich. L. Rev.*, 101, 1733.
- Huda, N. (2023). *Legal Education and Citizen Awareness*. Yogyakarta: UII Press.
- Jimly Asshiddiqie. (2020). *The Constitution and Indonesian Constitutionalism*. Jakarta: Konstitusi Press.
- Kania, M., & Bielefeldt, A. (2021). Access to justice and legal literacy: Challenges in rural communities. *International Journal of Law and Society*, 4(3), 115-130.
- Kusuma, A. R., & Santosa, B. (2022). Legal literacy and access to justice in rural Indonesia. *Journal of Indonesian Legal Studies*, 7(1), 67-82.
- Soekanto, S. (2008). *Legal awareness and legal compliance in society*. Rajawali Pers.
- Lawton, R. (2019). *Legal literacy and citizen empowerment*. Routledge.
- Lestari, S. (2021). Legal literacy and civic awareness in Indonesian society. *Jurnal Pendidikan Kewarganegaraan*, 11(2), 101-115.
- McManus, P., Walmsley, J., Argent, N., Baum, S., Bourke, L., Martin, J., ... & Sorensen, T. (2012). Rural Community and Rural Resilience: What is important to farmers in keeping their country towns alive?. *Journal of Rural Studies*, 28(1), 20-29.
- Nurdin, A., & Susanti, R. (2021). *The Impact of Legal Awareness on Compliance with Village Regulations*. *Indonesian Journal of Legal Studies*, 3(1), 67-80.
- Nutbeam, D. (2020). Health and legal literacy in the context of public policy. *Global Public Health Review*, 15(4), 243-258.
- Peczenik, A., & Hage, J. (2000). Legal knowledge about what?. *Ratio Juris*, 13(3), 326-345.
- Pratama, E. (2022). *Strengthening Legal Awareness through Participatory Village Education*. *Jurnal Hukum dan Sosial Masyarakat*, 4(2), 88-102.
- Pratama, E. (2023). Digital challenges in strengthening legal literacy in rural communities. *Jurnal Hukum dan Sosial Masyarakat*, 5(1), 1-15.
- Rahardjo, S. (2020). *Legal science in a social context*. Alumni.
- Rahardjo, S. (2021). *Legal Science in a Social Context*. Bandung: Alumni.

-
- Rahman, S., & Fitriani, D. (2023). Passive legal obedience in rural society: A socio-legal approach. *Asian Journal of Law and Policy*, 6(1), 98–112.
- Rosenfeld, M. (2021). *The Rule of Law and Democratic Citizenship*. Oxford University Press.
- Sari, D. P., Wibowo, A., & Hakim, L. (2023). Community legal awareness in rural villages: A socio-legal study. *Indonesian Journal of Law and Society*, 5(2), 143–159.
- Soekanto, S. (2008). *Legal awareness and legal compliance in society*. Jakarta: Rajawali.
- Soekanto, S. (2021). *Legal awareness and legal compliance in society*. Rajawali.
- Sudjana, N., & Rahman, I. (2022). *Legal Literacy in the Digital Era: Challenges and Strategies for Community Legal Education*. Bandung: Alfabeta.
- Sugiyono, M. (2008). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Sulastri, M. (2022). Understanding procedural law among rural citizens. *Jurnal Ilmu Sosial dan Hukum*, 10(2), 144–158.
- Sulistyowati, D. (2022). A model of legal literacy in rural communities. *Jurnal Hukum dan Keadilan Sosial*, 8(1), 25–38.
- Tyler, T. R. (2020). Procedural justice and legal legitimacy. *Annual Review of Law and Social Science*, 16, 25–42.
- Tyler, T. R., & Huo, Y. J. (2022). *Trust in the Law: Encouraging Public Cooperation with the Police and Courts*. Princeton University Press.
- UNESCO. (2021). *Civic and Legal Literacy Framework for Sustainable Development*. Paris: UNESCO.
- Vasiliy, L., & Vladimir, F. (2020). Legal awareness in a digital society. *Russian Law Journal*, 8(1), 138–157.
- White, J. B. (2002). Legal knowledge. *Harvard law review*, 115(5), 1396–1431.
- Wijayanti, D. (2020). *Rural Legal Literacy and the Role of Village Institutions*. *Jurnal Pemberdayaan Hukum Indonesia*, 2(3), 55–66.