

Building Legal Awareness Through Digital Platforms: Conceptualizing Web Applications in Responsive Legal Counseling

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Abstract

The phenomenon of low legal awareness remains a common characteristic of society in Indonesia, particularly in the province of West Kalimantan. This demonstrates the need for new innovations in legal education methods that are relevant to the current digital era. This study aims to conceptualize a web-based legal education model through the development of the SAHABAT (*Sobat Hukum Kalimantan Barat*) application as a responsive and inclusive digital medium to improve public legal literacy. The research method used a socio-legal approach with a qualitative descriptive method, involving literature studies, in-depth interviews, and field observations on the need for access to legal information. The data used in this study was primary data obtained directly from legal educators at the West Kalimantan Provincial Office

of the Ministry of Law and Human Rights. The results of the study show that the community needs an outreach platform that is easily accessible, interactive, and contextual to legal issues. The SAHABAT application is designed to provide popular legal information, online consultations, and topic-based legal education through interactive features. This study confirms that digitizing legal counseling through platforms such as SAHABAT can be a means of helping to increase legal awareness and community participation in realizing a responsive legal culture. This study recommends the integration of the SAHABAT application into the national legal counseling strategy as part of the digital transformation of public services in the legal field.

Keywords

Digital Legal literacy, Legal Awareness, Legal Education Platform, Legal Empowerment, SAHABAT Application

A. Introduction

Public legal awareness is an important foundation for law enforcement and the sustainability of democratic statehood. In the context of a country governed by the rule of law such as Indonesia, understanding and compliance with legal norms is not only the responsibility of law enforcement officials, but also of the public as subjects of the law. The Indonesia Rule of Law Index in the World Justice Project (WJP) 2024 report scored 0.57 on a scale of 0 to 1, indicating weaknesses in access to justice, legal clarity, and public participation in the legal system. This condition poses a serious challenge to the realization of a law-abiding and legally empowered civil society.¹

One of the main causes of low legal awareness among the public is the lack of access to legal information that is easy to understand, targeted, and relevant to the needs in the field. The conventional model

¹ Irfan Fathurohman, "Cek Fakta: Indonesia Ranking 42 dari 142 Negara Penegakan," *IDN Times*, 2 January 2025, <https://www.idntimes.com/news/indonesia/cek-fakta-indonesia-ranking-42-dari-142-negara-soal-penegakan-hukum-00-vdzm7-5b1lkh>.

of legal education through face-to-face meetings has limitations in terms of time and space management, making it ineffective in reaching the wider community, especially the younger generation and those living in remote areas. In today's digital age, communication and information exchange via the internet provide significant opportunities to reformulate legal education into a more adaptive, inclusive, and responsive approach. Initiatives to innovate legal education using technology can be found globally. For example, India has developed a mobile-based legal aid platform to reach rural communities, South Africa utilizes a digital community justice platform, and New Zealand integrates indigenous legal traditions into digital legal technology. These practices provide comparative insights and emphasize that the SAHABAT Indonesia application must adapt not only to technological demands but also to socio-cultural realities. The idea of developing the "SAHABAT" (*Sobat Hukum Kalimantan Barat*) application arose from the need for a digital legal education medium that could overcome the challenges of low legal literacy among the community in a more structured and contextual manner.

The idea for developing the "SAHABAT" (*Sobat Hukum Kalimantan Barat*) application was born out of the need for a digital legal education medium that could address the challenges of low legal literacy among the public in a more structured and contextual manner. This application is designed as a web-based legal education model with an educational, interactive, and participatory approach. SAHABAT is expected to serve as a transformative tool in fostering legal awareness among the public through features such as thematic legal education, online legal consultations, visual educational materials, and digital discussion forums.

The urgency of this research is also driven by the gap between the rapid development of information technology and the stagnation of legal education models used by the government and legal education institutions. On the one hand, the public has become accustomed to using digital devices to meet their daily information needs, ranging from news and entertainment to public services. However, on the other hand, legal information has not been integrated into digital communication patterns that are relevant to the needs of modern society. This widens

the gap in access to justice, especially for vulnerable groups such as women, children, indigenous communities, and rural communities.

This urgent situation is particularly relevant given the geographical conditions of West Kalimantan, which covers a vast area, including mountainous regions, border areas, and remote areas that are difficult to reach by conventional legal aid services. Although there are legal aid providers from the government and NGOs, limited human resources and infrastructure hinder the equitable distribution of legal education to all levels of society.

This application is designed as a web-based legal education model with an educational, interactive, and participatory approach. The SAHABAT application is expected to serve as a transformative tool in raising legal awareness through thematic legal education, online consultations, visual materials, and digital discussion forums. The urgency of this research is driven by the gap between the rapid development of digital technology and the stagnation of the legal education model used by the government and legal institutions.

This study adopts a legal-sociological approach to explore the extent to which society needs digital platforms as a means of legal education and how the conceptual design of the SAHABAT application can respond to these needs. Additionally, this study aims to establish a conceptual and practical foundation for achieving effective, community-based, and contextually relevant digital legal education tailored to the legal issues faced by the people of West Kalimantan. This research also supports the achievement of the Sustainable Development Goals (SDGs), particularly SDG 16 on Peace, Justice, and Strong Institutions,² and SDG 10 on Reduced Inequalities,³ by opening up

² Sultan Kowkas, Shaheen Shayeb, dan Narmeen Bransi, "The Future of Education Related to SDG 16 (Peace, Justice, and Strong Institutions)," *Buletin Edukasi Indonesia* 3, no. 01 (10 Februari 2024): 7–12, <https://doi.org/10.56741/bei.v3i01.517>.

³ Medani P. Bhandari, "What is next for the sustainable development goals, what are the challenges concerning SDG 10—reduced inequalities?," *Sustainable Earth Reviews* 7, no. 1 (15 Juli 2024): 23, <https://doi.org/10.1186/s42055-024-00093-8>.

more inclusive and equitable access to the law through a digital approach.

More broadly, the SAHABAT development initiative is in line with the spirit of national development as outlined in the Indonesia Maju vision through the Asta Cita document. In the fourth point of Asta Cita, it is stated that the government is committed to strengthening a legal system that is free from corruption, dignified, and trustworthy. This cannot be achieved without the support of a society with high legal awareness.⁴ In addition, the sixth Asta Cita emphasizes the importance of improving the quality of life of Indonesians, one of which is through empowering the community to understand and fight for their legal rights independently. Therefore, the digitization of legal education is not only a technical agenda but also part of the social transformation towards a smart, participatory, and empowered legal society.

Based on previous studies, a discourse has been conducted in recent years to establish a theoretical basis for developing an effective website-based legal education conceptual model to increase public legal awareness in the digital age. First, in a study entitled "*Realizing a Law-Conscious Village: The Kadarkum Group Approach to Improving Community Security and Order*" in 2024, the focus was on a community-based approach through legal awareness groups to increase legal awareness in villages.⁵ The limitations that emerged in this study were the long distance to the villages and the lengthy preparation and time required to conduct legal education. Given this, a study on the SAHABAT application concept is important in providing virtual spaces to bridge the limitations in conducting legal education offline. Existing programs such as Kadarkum (Family Legal Awareness) and free legal consultation services from the National Law Development Agency

⁴ Dwi Elok Indriastuty, "Issuance Of Social Bonds As A Means Of Realising The Asta Cita Program," *Hermeneutika: Jurnal Ilmu Hukum* 9, no. 1 (28 Februari 2025): 80–86, <https://doi.org/10.33603/hermeneutika.v9i1.9988>.

⁵ Yenny Aman Serah, "Mewujudkan Desa Sadar Hukum: Pendekatan Kelompok Kadarkum Dalam Meningkatkan Keamanan dan Ketertiban Masyarakat," *Jurnal Kolaboratif Sains* 7, no. 2 (2024), <https://doi.org/10.56338/jks.v7i2.4668>.

(BPHN) have played a role in increasing public legal awareness, but are still limited by high operational costs and dependence on face-to-face meetings. These limitations highlight the urgent need for alternative approaches that are scalable and sustainable.

Second, in a study entitled “*Contextualization of Progressive Law in Designing Hybrid Legal Counseling Methods as an Effort to Build Public Legal Awareness*” in 2024, the focus was on designing a hybrid legal counseling model with a progressive legal theoretical framework.⁶ The design of this hybrid legal counseling method combines offline and online methods in its implementation. The limitations that emerged in this study were that the hybrid counseling methods were not yet fully implemented, so that in terms of quantity, legal counseling was still carried out offline. Based on this, the study of the SAHABAT application concept is considered important, not only as a complement, but also as playing a strategic role in the main virtual dialogue space with the community and as a means of developing digital technology for legal counseling.

Third, a study titled “*Raising Public Legal Awareness in the Digital Age: Global Practices and Indonesia's Path Forward*” in 2025 focuses on comparing digital-based legal awareness models in various countries.⁷ The limitation of this study is that there is no concrete formulation of specific strategic application models, especially in Indonesia. Based on this, the conceptual study of the SAHABAT application can serve as a conceptual foundation to emphasize the importance of digital platforms in enhancing legal awareness in Indonesia.

Based on previous literature reviews, the study entitled “*Building Legal Awareness Through Digital Platforms: Conceptualizing Web Applications in Responsive Legal Counseling*” is a study that has not been

⁶ Yenny Aman Serah et al., “Contextualization of Progressive Law in Designing Hybrid Legal Counseling Methods as an Effort to Build Public Legal Awareness,” *International Journal of Law Reconstruction (IJLR)* 8, no. 2 (2024), <https://doi.org/10.26532/ijlr.v8i2.40062>.

⁷ Yenny Aman Serah et al., “Raising Public Legal Awareness in the Digital Age: Global Practices and Indonesia's Path Forward,” *Journal of Law and Legal Reform* 6, no. 1 (13 Maret 2025): 209–38, <https://doi.org/10.15294/jllr.v6i1.19654>.

researched before, and its novelty lies in the development of a conceptual model of web-based legal counseling specifically designed with a responsive legal theory framework. Unlike previous studies that were limited to offline approaches, hybrid approaches that were not fully implemented, or descriptions of digital policies without concrete systems, this study presents innovation in the form of an interactive virtual space that enables direct community participation, is adaptive to social changes, and addresses the need for inclusive, efficient, and contextual legal counseling. Thus, this study contributes new insights both theoretically in strengthening the responsive legal paradigm and practically in transforming legal education methods in the digital age.

This article focuses specifically on the initial idea: how to build an effective website-based legal education conceptual model to increase public legal awareness in the digital age. Using a conceptual approach, this article attempts to formulate the initial framework for system design, interactive educational principles, and sociocultural considerations necessary for legal education web applications to be widely accepted and accessible by the public.

By developing digital platforms such as SAHABAT, it is hoped that a more open, communicative, and sustainable legal education ecosystem will be realized. This research not only offers technological solutions but also presents a multidisciplinary approach that integrates legal awareness theory, legal effectiveness, and responsive law in the context of community-based legal development. Therefore, this research is important for contributing to the development of digital legal education models in Indonesia, particularly as part of the strategy for institutional transformation of the legal system and digital-based public services.

This study uses a legal-sociological approach with a descriptive qualitative method.⁸ This approach is used by researchers as a method to understand and explore the community's need for digital-based legal education media to help increase public legal awareness. Observations were then made on the patterns of community interaction with legal

⁸ Muhaimin, *Metode Penelitian Hukum* (Mataram: Mataram University Press, 2020).

information in digital media to see the potential of digital media to have a major impact on building public awareness of existing legal literacy.

The data used in this study is primary data obtained directly from legal advisors at the West Kalimantan Provincial Office of the Ministry of Law on July 29, 2024, and the respondent profiles can be seen in Table 1.

TABLE 1. Data of Legal Educators from the Regional Office of the Ministry of Law, West Kalimantan Province

		Gender		Total	Percentage
		Male	Female		
Age	20-29	1	0	1	9,1%
	30-39	1	1	2	18,2%
	40-49	4	2	6	54,5%
	50+	0	2	2	18,2%
Total					100%
Work Experience	Less than 5 years	2	1	3	27,3 %
	5-10 years	3	4	7	63,6 %
	More than 10 years	1	0	1	9,1 %
	Total				100%

Note: Total Respondents 11 (Male: 6, Female: 5)

Source: *data collection dated July 29, 2024*

The use of primary data in this study was based on considerations of proximity and accuracy to the object being studied. Sampling in this study used purposive sampling, where the criterion that had to be met was being a legal advisor in the West Kalimantan region.

After the data was collected, the analysis continued using qualitative descriptive data analysis techniques, a process that began with systematically compiling data obtained from interviews, respondent data, and other materials.⁹ The researchers then grouped the findings to conduct data analysis until patterns were found to draw

⁹ John W. Creswell dan J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 6 ed. (California: SAGE Publications, 2022).

conclusions.¹⁰ At this stage, the main concepts relevant to digital legal education were mapped, such as community participation, legal communication, information technology, and legal literacy. The results of this analysis formed the basis for formulating a conceptual model of web-based legal education through the SAHABAT application.

This method allows the author to construct initial ideas for the development of the SAHABAT platform in theory and practice, as well as provide initial recommendations for system design, features, and digital legal communication approaches that are in line with the characteristics of the people of West Kalimantan.

B. Community's Need for Digital-Based Legal Education

Public legal awareness cannot be separated from the availability of adequate, easily understandable, and relevant legal information. In West Kalimantan Province, this challenge is even more complex given the vast geographical area,¹¹ consisting of remote, border, and inland areas, which makes it difficult to provide conventional legal education services evenly.¹² West Kalimantan Province is located at 2° 08' North Latitude and 3° 02' South Latitude and between 108° 30' East Longitude and 114° 10' East Longitude. The capital of West Kalimantan Province is Pontianak City, with a total area of 147,352.00 km². Based on its geographical conditions, West Kalimantan Province is bordered by the State of Sarawak to the north, the Java Sea and Central Kalimantan Province to the south, the Natuna Sea and Karimata Strait to the west,

¹⁰ Sirajuddin Saleh, *Mengenal Penelitian Kualitatif: Panduan bagi Peneliti Pemula* (Gowa: Penerbit Agma, 2023).

¹¹ Destia Nur Fitri dan Vivi, "Piramida Penduduk Kalimantan Barat: Struktur dan Implikasinya terhadap Pembangunan," *Ekodestinas* 3, no. 1 (23 April 2025): 17–26, <https://doi.org/10.59996/ekodestinas.v3i1.154>.

¹² Firsta Rekayasa Hernovianty, Nana Novita Pratiwi, dan Dhea Adventia, "Analisis ketimpangan sosial wilayah di Kabupaten Sekadau, Provinsi Kalimantan Barat," *Region: Jurnal Pembangunan Wilayah dan Perencanaan Partisipatif* 17, no. 1 (31 Januari 2022): 212, <https://doi.org/10.20961/region.v17i1.50815>.

and East Kalimantan Province to the east.¹³ The administrative area of West Kalimantan Province consists of 12 regencies, 2 cities, 174 districts, and 2,132 villages/subdistricts, as shown in Figure 1.

FIGURE 1. Map of West Kalimantan Province



Based on the geographical conditions of West Kalimantan Province as shown in Figure 1 above, this makes West Kalimantan Province the third largest province in Indonesia.¹⁴ Due to its vast geographical area, there are many challenges and obstacles in the process of regional development, including human development, which encompasses legal awareness. This situation has led to disparities in access to legal services in various regions, particularly in remote, border, and inland areas that

¹³ Jeberta Tefilah Modes dan Rini Nurul Hidayah, "Analisis Sektor Unggulan di Provinsi Kalimantan Barat," *Jurnal Forum Analisis Statistik (FORMASI)* 1, no. 1 (28 September 2021): 35–45, <https://doi.org/10.57059/formasi.v1i1.10>.

¹⁴ Ignatius Kristanto, "Provinsi Kalimantan Barat: Pintu Gerbang Indonesia Menuju Kawasan Asia Timur di Bagian Barat - Kompas.id," Kompas, 17 Maret 2021, <https://www.kompas.id/baca/daerah/2021/03/17/provinsi-kalimantan-barat>.

are difficult to reach by conventional legal counseling services.¹⁵ These geographical challenges have a direct impact on the limited access to legal information and the weak understanding of the community regarding their basic legal rights. In this situation, the transformation of legal counseling through digital media has become an urgent and strategic necessity.

Based on observations in several districts in West Kalimantan, such as Sambas District and other districts, including cities such as Singkawang City,¹⁶ many people still lack basic information about their legal rights. This is reflected in various cases of land disputes,¹⁷ domestic violence,¹⁸ human trafficking,¹⁹ palm oil theft, and other legal violations, which are not reported or resolved through proper legal channels due to a lack of awareness of the applicable legal mechanisms. This low level of legal literacy is exacerbated by the limited number of

¹⁵ Rini Setiawati, “Permasalahan Akses Keadilan Melalui Pemberi Bantuan Hukum Di Provinsi Kalimantan Barat,” *Jurnal Hukum Media Bhakti* 3, no. 1 (25 Mei 2019): 57–64, <https://doi.org/10.32501/jhmb.v3i1.45>.

¹⁶ Yenny AS, Hendrik Saragih, dan Siswadi Siswadi, “Membangun Kesadaran Hukum Masyarakat Dalam Pengelolaan Sampah Di Kota Singkawang,” *Jurnal Hukum Media Bhakti* 2, no. 1 (27 Februari 2020), <https://doi.org/10.32501/jhmb.v2i1.20>.

¹⁷ Bernica Putri Fasius, “Penyelesaian Konflik Hak Ulayat Melalui Sanksi Adat (Studi Kasus Masyarakat Adat Dayak Simpang Dua),” *Jurnal Hukum, Politik dan Kekuasaan* 4, no. 2 (23 Februari 2024): 175–94, <https://doi.org/10.24167/jhpk.v4i2.10278>.

¹⁸ Agustinus Astono, Ya’ Rakha Muyassar, dan Ivan Wagner, “Perempuan Dayak dalam Peran Menjaga Lingkungan Hidup Perspektif Ekofeminisme terhadap Hukum Lingkungan di Kalimantan Barat (Studi Kasus: Kecamatan Sengah Temila, Kabupaten Landak),” *Arus Jurnal Sosial dan Humaniora* 4, no. 1 (9 April 2024): 8–16, <https://doi.org/10.57250/ajsh.v4i1.308>.

¹⁹ Rianawati Rianawati dan Wagiyem Wagiyem, “Evaluasi Pelaksanaan Pencegahan dan Pemberantasan Perdagangan Perempuan di Perbatasan Kabupaten Sambas Kalimantan Barat,” *Matra Pembaruan* 3, no. 2 (10 November 2019): 79–88, <https://doi.org/10.21787/mp.3.2.2019.79-88>.

legal educators available and the lack of outreach programs reaching remote areas.²⁰

Social limitations are also a significant obstacle. Many indigenous communities and communities in border areas have their own value systems and local legal cultures that sometimes do not directly interact with the national legal system. Therefore, legal education approaches cannot be rigid and one-sided.²¹ Legal education must be tailored to the socio-cultural context of the local community. In this regard, legal education using digitalization models can provide flexibility and the possibility of adapting legal content to the language and culture of the local community.

Public preferences in accessing information have undergone significant changes. Based on a survey conducted by the West Kalimantan Central Statistics Agency on urban and semi-urban communities in West Kalimantan, more than 70% of respondents aged 17–45 years stated that it was easier to access information through smartphones than through print media or face-to-face meetings. Internet access in West Kalimantan is indeed not yet evenly distributed, as shown in Figure 2 below:²²

²⁰ Suara Kalbar, “Daerah Perbatasan Indonesia Perlu Partisipasi Aktif dan Pencegahan Praktik Perdagangan Orang Bermodus Online Scamming – SUARAKALBAR.CO.ID,” Suara Kalbar, 24 Oktober 2023, <https://www.suarakalbar.co.id/2023/10/daerah-perbatasan-indonesia-perlu-partisipasi-aktif-dan-pencegahan-praktik-perdagangan-orang-bermodus-online-scamming/>.

²¹ Lamria Fitriani Manalu, “Pemahaman Dan Sikap Masyarakat Terhadap Undang-undang Nomor 16 Tahun 2011 Tentang Bantuan Hukum Melalui Penyuluhan Hukum Keliling,” *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial* 5, no. 2 (30 September 2019): 95–104, <https://doi.org/10.30596/edutech.v5i2.3267>.

²² Rendra Oxtora, “Pemprov Kalbar ingin percepat kemandirian energi-akses digital desa - ANTARA News Kalimantan Barat,” Antara Kalbar, 13 Mei 2025, <https://kalbar.antaranews.com/berita/640845/pemprov-kalbar-ingin-percepat-kemandirian-energi-akses-digital-desa>.

FIGURE 2. Percentage of smartphone users over the age of five

Kab/Kota	Persentase Penduduk Berumur 5 Tahun ke Atas yang Menggunakan Telepon Seluler (HP)/Nirkabel dalam 3 Bulan Terakhir (Persen)		
	Laki-laki	Perempuan	Laki-Laki + Perempuan
	2023	2023	2023
Kalimantan Barat	81,73	75,03	78,42
Sambas	85,92	79,78	82,79
Bengkayang	75,64	72,80	74,26
Landak	75,24	65,92	70,80
Mempawah	82,76	77,59	80,20
Sanggau	78,67	66,46	72,77
Ketapang	78,89	72,80	75,93
Sintang	82,77	76,56	79,73
Kapuas Hulu	81,88	70,58	76,27
Sekadau	65,66	52,58	59,29
Melawi	71,38	61,47	66,50
Kayong Utara	83,78	80,47	82,13
Kubu Raya	83,81	77,60	80,73
Kota Pontianak	92,92	89,21	91,04
Kota Singkawang	86,50	83,43	84,99

Source: *Central Statistics Agency of West Kalimantan, 2024*

In general, it can be seen that the level of internet access in West Kalimantan, in urban areas, shows a much higher level of internet penetration compared to rural areas, as explained in Figure 3 below:

FIGURE 3. Percentage of the population using the internet

Kab/Kota	Persentase Penduduk Berumur 5 Tahun ke Atas yang Mengakses Internet (Termasuk Facebook, Twitter, Whatsapp) dalam 3 Bulan Terakhir (Persen)		
	Laki-laki	Perempuan	Laki-Laki + Perempuan
	2023	2023	2023
Kalimantan Barat	69,60	63,09	66,39
Sambas	69,71	62,21	65,89
Bengkayang	67,38	63,00	65,26
Landak	62,78	53,93	58,57
Mempawah	70,14	66,56	68,36
Sanggau	67,81	59,09	63,60
Ketapang	64,63	58,03	61,43
Sintang	69,70	63,62	66,73
Kapuas Hulu	65,58	52,47	59,07
Sekadau	51,91	44,32	48,22
Melawi	59,28	50,82	55,02
Kayong Utara	68,03	62,88	65,47
Kubu Raya	72,11	65,69	68,92
Kota Pontianak	86,15	80,98	83,53
Kota Singkawang	78,27	75,47	75,88

Source: *Central Statistics Agency of West Kalimantan, 2024*

Figure 3 above shows that regions with sufficient connectivity, such as Pontianak, Kubu Raya, Sambas, and Kayong Utara, exhibit a very high trend of legal information consumption through digital channels, such as social media, educational videos, and news sites, compared to other regions. Although there are several opportunities in the use of technology such as internet technology, several challenges also need to

be recognized, such as the weak internet infrastructure in border and rural areas, which limits access to digital services. Second, the level of digital literacy, especially among the older generation and marginalized groups, is still low. Third, there is the possibility of cultural resistance, as some communities prefer direct interaction and distrust online platforms. These challenges indicate that although the SAHABAT application can bridge the gap in terms of distance, the success of the SAHABAT application requires complementary conventional support, infrastructure development, and sustained community involvement.

Potential challenges that arise in digital law outreach, in line with the findings obtained from 11 respondents from the Regional Office of the Ministry of Law and Human Rights of West Kalimantan Province on July 29, 2024, as shown in the following Table 2.

TABLE 2. Potential strengths and weaknesses of digital legal counseling

Strengths	Weaknesses
Wide access, available anywhere	The network is unstable, requires data allowance
More extensive and flexible (time and place), easy to interact with, and a solution to distance limitations	Must be selective and detailed to avoid misperceptions/multiple interpretations
Legal information is more accessible anytime and comprehensively	You cannot directly ask questions to the source if it is only in the form of a video/recording
Reaching all levels of society	Not all regions have access to digital technology
Cost-effective, wide coverage, enhanced creativity, maximum use of technology	The message is not detailed and does not reach people who are not tech-savvy.
Once created, it can be used continuously, viewed repeatedly, is easier to remember, and has a wide reach	Challenges in areas without internet access require careful consideration when preparing materials.
Wider range of space	Interaction between legal providers and recipients is less than optimal
More up-to-date, conveyed to the wider community	-

Strengths	Weaknesses
Quickly accessible, doesn't take long	Hindered when there is no internet connection; conventional methods are easier to understand face-to-face
Easy to access	Not all segments of society can use digital technology
	Not everyone has access to technology

Source: *data collection dated July 29, 2024*

Based on Table 2, it was found that the potential challenges that legal advisors will face in using digital media or applications lie in limited access to technology, network instability, low digital literacy, and suboptimal interaction between providers and recipients of legal information. This shows that although digitization opens up new opportunities for legal counseling, there are still structural barriers that need to be overcome so that legal messages can be conveyed accurately and do not cause misperceptions among the public.

On the other hand, the apparent advantages of using digital media are wider reach, flexibility in terms of time and place, cost efficiency, and easy access to legal information quickly and repeatedly. These advantages provide great opportunities for legal education to reach a more heterogeneous segment of society, minimize geographical limitations, and increase the appeal of information delivery through more creative and innovative formats.

In this context, website-based legal education is a strategic alternative that can overcome geographical, social, and cultural barriers. Interactive websites that provide legal education content, online consultations, and participatory discussion forums will be more effective than one-way methods such as lectures or conventional legal leaflets. By integrating information technology, the public can access legal materials anytime and anywhere, without relying on physical activity schedules or visits from legal educators.²³

Furthermore, the digital approach enables better audience segmentation. People can be provided with content tailored to their

²³ Elina L. Sidorenko dan Pierre Von Arx, "Transformation of law in the context of digitalization: defining the correct priorities," *Digital Law Journal* 1, no. 1 (17 Mei 2020): 24–38, <https://doi.org/10.38044/DLJ-2020-1-1-24-38>.

characteristics, such as content for teenagers on bullying, child marriage, and sexual violence; content for women on domestic violence and workers' rights; content for the general public on online gambling; or content for farmers and indigenous communities on agrarian law. This segmentation will strengthen the effectiveness of the legal messages conveyed and increase the likelihood of legal behavior change.²⁴

The development of website-based legal counseling is in line with findings in the field regarding the prospects for the development of digital legal counseling by legal counselors, as can be seen in Table 3 below:

TABLE 3. Prospects for the Development of Digital Legal Education in the Future

Answer Categories	Number of Respondents (n=11)	Percentage (%)
Very good/promising	5	45,5%
Legal knowledge dissemination solutions	2	18.2%
Technological progress and innovation	3	27,3%
Helping in the future	1	9,0%

Source: *data collection dated July 29, 2024*

Based on Table 3, the majority of respondents (45.5%) consider the prospects for digital technology-based legal education to be very good and promising, in line with the massive development of digitalization. Another portion (18.2%) emphasized that digital technology is a strategic solution in overcoming the limitations of legal information dissemination, while 27.3% see that the prospects will continue to advance in line with technological progress and innovation. Meanwhile, 9% of respondents believe that the application of digital technology will provide significant benefits in the future. These findings indicate that the digitization of legal counseling is not only seen as a passing trend, but as a strategic direction that needs to be integrated

²⁴ Iskandar Wibawa, "Era Digital (Pergeseran Paradigma Dari Hukum Modern Ke Post Modernisme)," *Masalah-Masalah Hukum* 45, no. 4 (22 Oktober 2016): 285, <https://doi.org/10.14710/mmh.45.4.2016.285-291>.

with practical approaches so that its benefits can truly be felt by the community.

The use of websites also provides space for integration between normative legal information and real-life case dynamics. For example, the public can learn from case experiences packaged in the form of documentary videos, victim interviews, or legal settlement simulations. This makes the law not merely normative, but alive in the context of people's daily lives.

In addition, the digitization of legal counseling also supports the active role of legal counselors. Through an account-based or digital community system, counselors can monitor interactions, answer questions, and tailor materials to the needs of the community. Legal counselors are no longer the sole source of knowledge, but are transforming into facilitators of legal dialogue that empower the community to think critically.

Thus, the urgency of digital-based legal education in West Kalimantan is not only a matter of efficiency, but also a matter of social justice and equal access to legal information. Conventional legal education models can no longer be relied upon exclusively, given the increasingly complex and digital nature of society. Therefore, the transformation towards digital legal education based on applications such as SAHABAT is a necessary strategic step.

In responding to this urgency, the sustainability of the SAHABAT application should not be viewed as a stand-alone effort. This application must be part of a national strategy, in line with the legal awareness program of the Ministry of Law of the Republic of Indonesia. Strategic steps that can be taken include pilot implementation in West Kalimantan, a region with high geographical and social complexity, followed by evaluation of the results, replication in other provinces, and finally integration at the national level with adequate regulatory and financial support.

This step is in line with the principles of responsive law, which places law as a tool of social engineering and a response to the real needs of society. Digital platforms not only expand access but also strengthen the relevance of law in people's daily lives. Through SAHABAT, the people of West Kalimantan are expected to gain a better understanding

of the law, feel connected to the legal system, and be able to advocate for their rights independently.

1. Principles of the Conceptual Model for Digital Legal Education

The conceptual model of the SAHABAT (*Sobat Hukum Kalimantan Barat*) application is built on the understanding that effective legal counseling in the digital age requires a paradigm shift from a conventional top-down model to a participatory, responsive, and contextual model. Therefore, the development of this model is not only based on practical field needs but also grounded in a multidisciplinary theoretical framework that integrates responsive legal approaches, legal literacy theory, and interactive digital communication concepts.

a. A Responsive Legal Approach as the Basis for Developing the SAHABAT Application Concept

Based on the philosophical school of pragmatism, truth cannot only be found through abstraction or reason alone, but must also be tested in social reality.²⁵ The emergence of legal realism, which is rooted in the philosophy of pragmatism, is the opposite of legal positivism, which separates law from the reality that exists in society. Legal realism emphasizes that law is the concrete solution to problems faced by society.²⁶

Based on this legal realism, a new perspective on law emerged, known as sociological jurisprudence. Sociological jurisprudence is an approach to law that emphasizes that in order to understand the law, it is necessary to understand the values underlying social phenomena, so that the law can function effectively as a tool for regulating, adjusting, and shaping social life in a fair and contextual manner.²⁷ Roscou Pound

²⁵ B. Tripkovic dan D. Patterson, "Legal Pragmatism," in *Encyclopedia of the Philosophy of Law and Social Philosophy* (Dordrecht: Springer Netherlands, 2017), 1–8, https://doi.org/10.1007/978-94-007-6730-0_89-1.

²⁶ Frederick Schauer, "Legal realism and legal reality," *Jurisprudence* 13, no. 1 (2 Januari 2022): 113–20, <https://doi.org/10.1080/20403313.2022.2054218>.

²⁷ Brian Z. Tamanaha, "Sociological Jurisprudence Past and Present," *Law & Social Inquiry* 45, no. 2 (12 Mei 2020): 493–520, <https://doi.org/10.1017/lsi.2019.26>.

argued that law is a tool for regulating social life, or law as a tool of social engineering.²⁸ Therefore, law is not merely a set of formal legalistic rules, but rather a system that can function within society and can influence and be influenced by the social, political, economic, and cultural conditions that exist in society.

Furthermore, Roscoue Pound's view of sociological jurisprudence then led to a more relevant legal thinking in line with the times with the emergence of responsive law theory initiated by Philippe Nonet and Philip Selznick. Responsive law theory emerged as a result of the failure of legal systems that consistently emphasized formalism, legal certainty, and limited neutrality, often rendering them unable to address the rapid social changes taking place.²⁹ Based on responsive law theory, law is considered to have evolved from its initial repressive form to an autonomous form and finally to a responsive form.³⁰ Based on its stages of evolution, repressive law is law that serves the interests of those in power, so that its focus is only on maintaining social control.³¹ Then, there is the stage of autonomous law or law that is separate from political interests, so that power is subject to existing law. Here, the law has begun to be independent and neutral, but it is still constrained by its formal procedural nature. These limitations cannot reach social and

²⁸ Harpani Matnuh, "Law as a Tool of Social Engineering," in *Proceedings of the 1st International Conference on Social Sciences Education - "Multicultural Transformation in Education, Social Sciences and Wetland Environment" (ICSSE 2017)* (Paris, France: Atlantis Press, 2018), <https://doi.org/10.2991/icsse-17.2018.28>.

²⁹ Agam Ibnu Asa, Misnal Munir, dan Rr. Siti Murti Ningsih, "Nonet And Selznick's Responsive Law Concept In A Historical Philosophy Perspective," *CREPIDO* 3, no. 2 (30 November 2021): 96–109, <https://doi.org/10.14710/crepido.3.2.96-109>.

³⁰ Doni Dermawan, Yaswirman Yaswirman, dan Yusnita Eva, "Relasi Hukum dan Kekuasaan Analisis Pemikiran Nonet Selznick," *Jurnal Hukum dan Pembangunan Ekonomi* 12, no. 1 (29 Agustus 2024): 10, <https://doi.org/10.20961/hpe.v12i1.82118>.

³¹ Teja Sukmana, "Responsive Law and Progressive Law: Examining the Legal Ideas of Philip Nonet, Philip Selznick, and Sadjipto Raharjo," *Peradaban Journal of Law and Society* 2, no. 1 (18 Juni 2023): 92–105, <https://doi.org/10.59001/pjls.v2i1.82>.

moral values, so that in the end it evolves into the stage of responsive law.³² Responsive law not only guarantees a formal procedural system in law, but also considers law capable of responding to and addressing legal needs in society. Furthermore, law is expected to be participatory and open to new values.

Based on responsive law theory, the ideal law should not stop at formal legality alone, but should be able to accommodate the aspirations of the community, respond quickly to social changes, and be a tool for comprehensive change. In this context, the relationship between responsive law theory and the application of SAHABAT as a conceptual model in digital legal education can reach the community in a broad and participatory manner. The approach in the SAHABAT application, particularly in its interactive and participatory design, enables the public to voice their legal issues directly.

The SAHABAT application concept indirectly reflects responsive legal principles such as openness to new values, direct community involvement in virtual spaces, and legal education activities that adapt to social developments and the times through virtual interaction. Through the SAHABAT application concept, it is possible to address autonomous legal issues, such as legal education models that are only conducted offline, legal discussions that require costs, travel time, and physical space, transforming these into an easy and efficient process through virtual spaces. The SAHABAT application concept brings a new direction in the legal education model in Indonesia, which is generally more one-way, formal, and administrative, toward a more flexible, two-way, communicative, and transformative approach. This application concept also facilitates collaborators such as the community, legal educators, academics, and other stakeholders to be more active and widespread in conducting digital-based legal education activities.

b. Digital Legal Communication: From Monologue to Dialogue

Conventional legal communication models are often one-way (monologue), where the public is a passive recipient of legal information

³² Gunther Teubner, "Substantive and Reflexive Elements in Modern Law," *Law & Society Review* 17, no. 2 (1 Juli 1983): 239–85, <https://doi.org/10.2307/3053348>.

delivered in a technocratic manner. In contrast, the SAHABAT application promotes a two-way (dialogic) communication model through interactive features, such as question and answer room, a legal community forum, and a case reporting or consultation feature that is directly connected to legal advisors or the nearest legal aid institution.

This digital-based legal communication enables the public to convey their legal problems directly, while also providing feedback on the effectiveness of the educational content delivered. Through this approach, legal education is no longer general in nature, but rather more specific and needs-based (needs-based legal education). Furthermore, this approach also encourages the emergence of a participatory ecosystem in legal education,³³ in which the public is not only the recipient of information, but also an active partner in the process of raising legal awareness. The participation built in this digital-based approach enables collaboration between legal educators, community leaders, and application users in formulating legal content that is relevant to issues that actually occur in the community. Furthermore, the analytical features in the SAHABAT application can also be used to map the types of legal problems most frequently faced by the community in a particular area, thereby providing empirical data for policymakers to design more measurable, targeted, and contextual legal education strategies.

Thus, the SAHABAT application is not merely an instrument for disseminating information, but also a vehicle for cultural and structural transformation in building a society that is legally aware, critical of injustice, and active in learning about the law. This approach is in line with the spirit of responsive law, which not only prioritizes formal certainty, but also the social significance of the law itself.

c. Principle of Inclusiveness: Reaching the Marginalized

One of the main principles in the design of SAHABAT is inclusivity. This means that the application is not only designed for

³³ Otelemate Ibim Dokubo, Maria Alina Radulescu, dan Lorenzo Squintani, "What law does not understand about public participation," *Helikon* 10, no. 11 (Juni 2024): e32001, <https://doi.org/10.1016/j.helikon.2024.e32001>.

those with high digital literacy or living in urban areas, but also reaches indigenous communities, women in remote areas, youth, and other vulnerable groups. This inclusivity strategy is realized through:

- 1) A simple and user-friendly interface design;
- 2) Content in local languages or simplified language, making it accessible to non-legal audiences;
- 3) Diverse learning media options, such as videos, infographics, and case simulations;
- 4) Offline access support, providing downloadable materials for learning without an internet connection.

Through this approach, legal counseling is no longer a privilege for educated groups, but a fundamental right for all citizens without discrimination. This inclusive approach also reinforces the main mission of the SAHABAT application as a means of legal empowerment that embraces socio-cultural diversity and levels of community accessibility. By opening up space for marginalized groups to understand their legal rights and obligations, this application is expected to narrow the legal gap between the center and the regions, between educated and uneducated communities, and between active users of the legal system and those who have been marginalized from the process.³⁴ Inclusivity is not only manifested in the technical aspects of design and language, but also in the spirit of outreach that places the community as subjects of law who are dignified and have the capacity to actively access and influence the legal process. The SAHABAT application is not merely a legal information tool but a concrete manifestation of distributive justice in the realm of legal education, namely distributing legal knowledge to all segments of society in a fair, equitable, and adaptive manner to local needs. This principle aligns SAHABAT with the concept of responsive, participatory law that upholds the values of social justice in national legal development.

³⁴ Brenda D. Gibson, "Affirmative Reaction: The Blueprint for Diversity And Inclusion In The Legal Profession After SFFA," *SSRN Electronic Journal*, 2024, <https://doi.org/10.2139/ssrn.5026593>.

d. Interactive and Participatory Education

In the field of legal education, interactivity is key to fostering a deeper awareness of the law. Interactive legal education enables a reflective process, in which individuals not only understand legal norms, but are also able to internalize them in their daily lives.

The interactive educational features of the SAHABAT app include:

- 1) Thematic legal quizzes and educational games, as a form of gamified learning;
- 2) Legal scenario simulations, to understand the legal consequences of an action;
- 3) Practice rooms and self-guided exercises, enabling the public to try drafting legal reports, complaint letters, or understand simple legal procedures.

Interactive education also opens opportunities for the emergence of new legal educators from within the community who independently share their legal knowledge through digital platforms.

e. An easily accessible system that adapts to the local context

The key to the success of a digital outreach platform is ease of access and adaptability to local dynamics.³⁵ In West Kalimantan, geographical factors such as distance between regions, limited infrastructure, and gaps in internet access pose major challenges. For this reason, the SAHABAT application was designed with a high degree of flexibility, such as:

- 1) Lightweight file size and compatibility with various devices (from basic mobile phones to computers);
- 2) Modular design enabling integration with other legal services (Legal Affairs Department, Legal Aid Bureau, and Local Government Legal Office);
- 3) Region-specific customization features displaying local legal content tailored to the district or sub-district;

³⁵ Lisa Collingwood dan Brian Simpson, "Information and Communications Technology Law in changing times," *Information & Communications Technology Law* 34, no. 1 (2 Januari 2025): 1–2, <https://doi.org/10.1080/13600834.2024.2406665>.

- 4) Availability of an online legal counseling hotline to assist users experiencing technical difficulties or confusion regarding content.

With this adaptive principle, the SAHABAT application is not static but continues to evolve in line with community needs and legal developments.

f. Participation and Reduction of Legal Information Gaps

The SAHABAT model is expected to become a tool for social transformation that encourages community participation in the legal system, both as seekers of justice and as local legal educators. This participation is built through mechanisms of community involvement in content production, a badge system or recognition for active users, and opportunities for collaboration with legal education institutions and legal communities in the region.

Meanwhile, the legal information gap that has been a major obstacle for marginalized groups can be reduced through the presentation of legal content that is:

- 1) Based on the real needs of the community (e.g., inheritance law, customary law, land law, domestic violence);
- 2) Contextual and problem-oriented, not merely normative;
- 3) Available in various multimedia formats and difficulty levels, from beginner to advanced.

Thus, SAHABAT not only provides access to the law but also empowers communities to understand, utilize, and advocate for the law in their daily lives.

2. Initial Design of the SAHABAT Application as a Medium for Digital Transformation of Legal Counseling

The development of the SAHABAT (Sobat Hukum Kalimantan Barat) application as a model for digital legal counseling was designed in response to the need for a more effective, adaptive, and inclusive legal information medium. This application not only provides one-way services but also offers a space for interaction, education, and community empowerment through digital technology. The initial design is based on a combination of technical and theoretical approaches, taking into account the principles of responsive law, social justice, digital literacy, and the local needs of the community in West

Kalimantan. The workflow of the application was initially designed in Figure 4.

FIGURE 4. Workflow of the SAHABAT Application

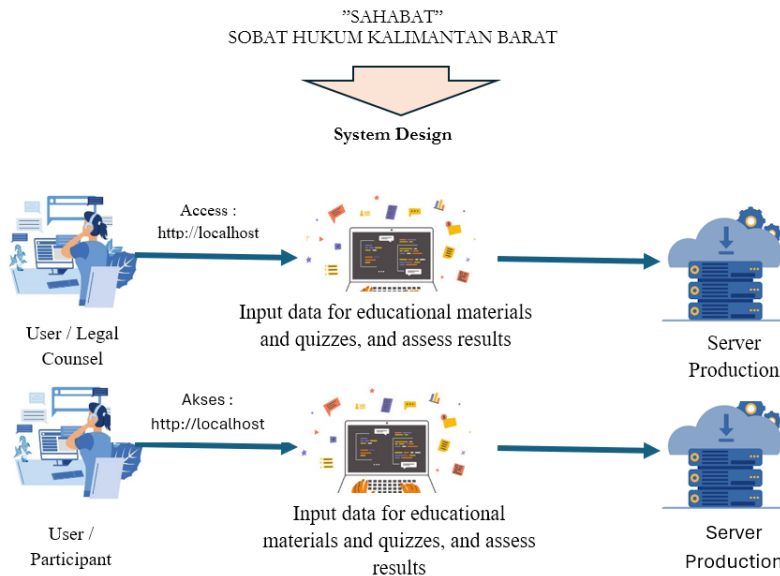


Figure 4 illustrates the workflow of the SAHABAT (Sobat Hukum Kalimantan Barat) application system design as an interactive and participatory web-based legal education medium. Figure 4 shows that the system is designed with two main types of users, namely user/educator and user/participant, both of whom have access through specific links to enter the system.

On the first side, user counselors (e.g., advocates, paralegals, law lecturers, or counselors from government agencies) can input legal counseling materials and quizzes, as well as assess the results of participants' answers. This process is carried out directly through the system interface connected to the main server (production server), where all data is stored and managed centrally. Similarly, on the second side, participants (the general public, students, indigenous communities, or residents in remote areas) can also access the system to access counseling materials, take quizzes, and interact virtually with the legal content provided.

Both interaction channels, from both the extension workers and participants, converge on the production server, which functions as a data processing and storage center. This server ensures that all activities in the system (material uploads, quiz processes, and evaluations) are documented and can be accessed again as needed. This workflow underscores that the SAHABAT application not only enables one-way dissemination of legal materials but also builds an evaluative and interactive system between educators and participants within the framework of efficient and adaptable digital legal education tailored to the geographical challenges of West Kalimantan.

The initial interface designed in the SAHABAT application concept accommodates two initial users, namely legal counselors and counseling participants, as shown in Figure 5 below.

FIGURE 5. SAHABAT Application Interface

The screenshot displays the login interface for 'Sobat Hukum Kalimantan Barat'. The main form includes a title, two input fields for 'testing' (username) and 'Password', a blue 'Log in' button, and a link for 'Lost password?'. Below this, a section titled 'Some courses may allow guest access' features an 'Access as a guest' button. At the bottom, there is a language selector set to 'English (en)' and a 'Cookies notice' button. To the right of the form, two text boxes provide details for different user roles: 'User Login / Legal Counsel' and 'User Login / Participant'.

User Login / Legal Counsel
Users can log in using their username and password. Accessible via a web browser on computers, laptops, tablets, and mobile phones. Users can fill in topics for legal counseling materials and give quizzes to assess participants' understanding.

User Login / Participant
Users can log in using the username and password provided. Accessible via a web browser on computers, laptops, tablets, or mobile phones. Users can read and view legal education materials anytime and anywhere.

As shown in Figure 5 above, this login form can be accessed through various devices such as computers, laptops, tablets, and mobile

phones with an internet connection via a web browser. Users simply enter the username and password provided to access the system. In addition, there is a guest access option that allows certain visitors to view open courses without logging in, in accordance with the access policy determined by the platform administrator. For legal educators, after logging in, they can upload educational materials, select topics, and create quizzes or assessments to measure participants' understanding of the provided content. This feature is designed to give legal educators full control over creating relevant, contextual, and responsive educational content tailored to the legal needs of the community.

Meanwhile, users/participants, including the general public, students, indigenous communities, and vulnerable groups, can also log in using the accounts provided. Once logged in, they can access legal education materials anytime and anywhere, including videos, legal documents, infographics, and question-and-answer forums. This makes the legal learning process more flexible, inclusive, and adaptive to geographical and social limitations. This login interface represents the simplicity and accessibility of the system, which overall aims to encourage active community involvement in the digital legal education process. This feature reinforces the principles of inclusivity and participation in the spirit of responsive law, where every citizen has the right to legal information that is easily accessible, understandable, and applicable in everyday life.

To provide a comprehensive overview of user interactions in the SAHABAT application, this design also includes operational logic flows, which are visualized in Figure 6 below.

FIGURE 6. User Interaction Flow of the SAHABAT Application

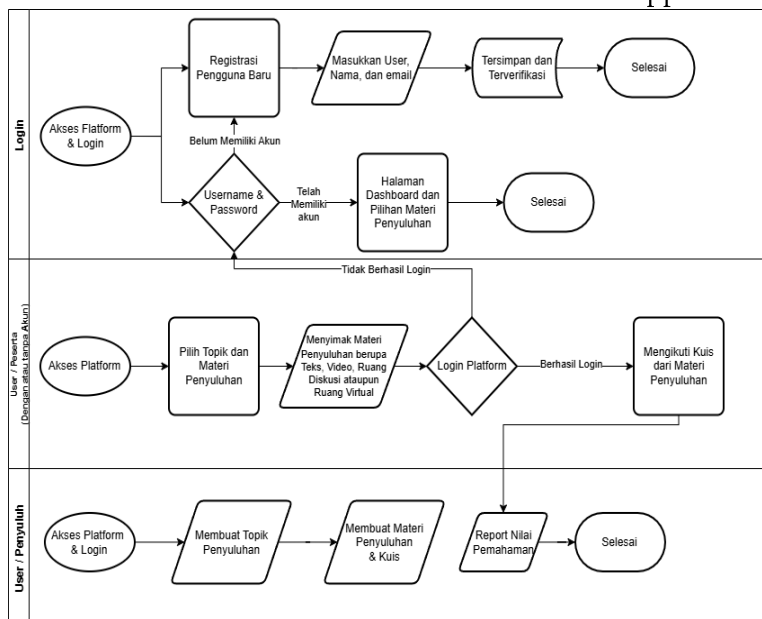


Figure 6 systematically explains the stages that users of the SAHABAT application go through, both from the perspective of the counseling participants and the legal counselors. The first stage begins with the registration process for new users, which involves filling in personal information such as name, username, and email address, which are then stored and verified within the system. Once the registration process is successful, users are directed to the main dashboard, which contains a list of legal counseling topics that can be selected and accessed at any time. For users who already have an account, they simply log in using the username and password provided.

On the participant side, after successfully logging in, users can select available topics and educational materials. This material is presented in various formats such as text, video, discussion forums, and interactive virtual sessions. After reviewing the material, participants can immediately take a comprehension quiz to assess their level of understanding of the legal content that has been studied. The entire process emphasizes flexibility, inclusivity, and a needs-based approach that is characteristic of the responsive legal model.

Meanwhile, on the extension worker side, the workflow begins with logging into the platform, followed by preparing legal extension topics and materials, and creating quizzes as assessment tools. Extension workers are also responsible for summarizing and reporting participants' understanding scores, which can be used as evaluation material for further material development. This creates a dynamic and participatory feedback system between extension workers and participants.

Technically, the SAHABAT application is designed as a web-based platform that can be accessed via computers and smartphones. The platform features a user-friendly interface with simple language and inclusive visuals. The application architecture consists of three main layers:

- a. Presentation Layer (Frontend): Serves as the application display. The design prioritizes ease of navigation, readability, and responsiveness to various screen sizes.
- b. Application Layer: Provides key functional features, including educational content, discussion forums, online legal consultations, and a user reporting or feedback system.
- c. Data Layer (Backend): Stores legal content data, user data, usage statistics, and user interactions with legal counselors.

Built on open-source technology and a cloud-based system, the SAHABAT application is designed to be cost-effective, easy to update, and enables collaboration with various stakeholders, including legal advisors from the Ministry of Law and Human Rights as the leading sector, universities, legal aid institutions, particularly those accredited by the National Legal Aid Agency, and local governments.

“SAHABAT” is designed to include several outstanding features developed based on the results of community needs mapping and responsive legal principles. These features include, for example:

- a. Thematic Legal Education

This feature contains legal materials based on themes relevant to local needs, such as: Protection of women and children; Land and agrarian law; Prevention of domestic violence and human trafficking and sexual violence; child marriage; online gambling and online lending issues, rights to public services, and other legal issues.

- b. Digital literacy and protection from cybercrime
The material is presented in the form of interactive modules, infographics, short videos, and quizzes. This format was chosen to reach various segments of society, including those with limited literacy skills.
- c. Online Legal Consultation (Live Chat & Consultation Form)
The public can consult directly with legal advisors through a chat feature or by filling out a complaint form. This service provides initial answers to everyday legal problems and refers users to legal aid institutions when necessary. Consultations will be conducted by certified legal aid providers, such as attorneys accredited by PERADI, paralegals recognized by the Ministry of Law, and those who understand the law. To ensure reliability, all legal content will be reviewed by a supervisory team consisting of academics and practitioners. User data confidentiality will be guaranteed by implementing encryption and anonymization protocols, in accordance with cybersecurity standards.
- d. Community Discussion Room
This feature enables open discussions between the public, traditional leaders, paralegals, community legal aid groups, and legal advisors. Discussion topics are curated to reflect current issues faced by the community. Discussions can also be segmented by region or topic.
- e. People's Legal Dictionary
This is a directory of legal terms simplified into everyday language and accompanied by case examples. It aims to overcome technical problems with legal language that are often misunderstood by the public.
- f. Activity Calendar & Notification
Contains a schedule of live digital outreach (webinars or live streaming), important legal announcements (e.g., elections, free legal aid), and reminders for users to complete the material.
- g. User Profile & Interaction History
Each user has an account that records the modules they have studied, discussions they have participated in, and quiz scores. This is used as a basis for mapping users' legal literacy and compiling recommendations for further material.

h. Self-Reported Legal Cases

The public can independently report legal cases they have experienced or that have occurred around them, which are then followed up by legal educators or referred to the relevant authorities.

C. Conclusion

The development of the SAHABAT (Sobat Hukum Kalimantan Barat) application as a digital legal education platform is a response to the need for a more inclusive, interactive, and contextual transformation of legal education models. Utilizing a responsive legal approach, this application is designed not only as a medium of information, but also as a technology-based legal empowerment space that reaches a wide audience, especially in areas that are difficult to reach through conventional means. The educational, participatory, and user-friendly features embedded in SAHABAT enable the establishment of adaptive two-way legal communication that responds to social dynamics and local needs. Therefore, SAHABAT has the potential to become a strategic innovation in raising public legal awareness and strengthening access to justice in the digital age. However, the effectiveness of the SAHABAT application will depend on addressing infrastructure gaps, improving digital literacy, ensuring reliable content, and obtaining institutional support from the national government and local communities.

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