

Legal Education on Domestic Violence Prevention as an Effort to Raise Legal Awareness in the Community of Ngaresrejo Village, Sidoarjo Regency

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Abstract

Domestic violence remains a persistent social problem that negatively affects the physical, psychological, and social well-being of victims. In Ngaresrejo Village, Sidoarjo Regency, preliminary observations indicated that community members had limited knowledge regarding the forms of domestic violence, victims' legal rights, and available legal protection mechanisms. This condition highlights the need for community-based legal education as a preventive strategy to strengthen public awareness and encourage early intervention in domestic violence cases. This community service program aimed to enhance legal awareness and strengthen the community's capacity to prevent domestic violence through a participatory legal education approach grounded in community empowerment principles. The program involved 30 participants, including homemakers, community leaders, and youth representatives. Activities included legal counseling, interactive discussions, and case-based learning, designed to encourage active community participation and critical reflection on domestic violence issues. Program effectiveness was evaluated using pre-test and post-test assessments. The results demonstrated a substantial improvement in participants' understanding of domestic violence and legal protection mechanisms. Before the intervention, 66.7% of participants were categorized as having a low level of understanding, and 33.3% a moderate level. Following the program, 90% of participants achieved a high level of understanding. Beyond increasing legal knowledge, the activity also fostered greater community awareness of the importance of preventing domestic violence. It strengthened participants' readiness to contribute to creating a safer family and social environment. These findings suggest that participatory legal education is an effective community empowerment strategy for improving legal awareness and supporting sustainable domestic violence prevention efforts at the community level.

Keywords: *Legal Counseling; Legal Awareness; Domestic Violence; Community Service*

Introduction

Domestic violence remains a significant social and legal challenge in Indonesia, affecting not only individual victims but also the overall well-being of families and communities. As a violation of human rights, domestic violence can result in a wide range of consequences, including physical injuries, psychological trauma, social isolation, and economic vulnerability, particularly among women and children who are often disproportionately affected. (Khoirunnisa et al., 2025). Beyond its immediate impacts, domestic violence may undermine family stability and hinder the development of healthy social relationships within communities.

Recent data further demonstrate the urgency of strengthening domestic violence prevention efforts in Indonesia. According to the 2024 Annual Report (CATAHU) released by the National Commission on Violence Against Women, there were 330,097 cases of gender-based violence against women recorded in 2024, representing an increase of 14.17% compared to the previous year (Perempuan, 2025). The report also highlights that violence occurring within the personal sphere, including domestic violence, remains one of the most dominant forms of violence experienced by women. These figures indicate that domestic violence continues to be a significant social problem and underscore the importance of preventive interventions that strengthen legal awareness and community participation in violence prevention efforts.

The urgency of addressing domestic violence is reflected in the continuing increase in reported cases across Indonesia. Data released by government institutions and organizations concerned with women's protection indicate that domestic violence remains one of the most prevalent forms of violence experienced by women (Biro Hukum dan Humas Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2023). However, reported cases represent only a portion of the actual incidents occurring in society. Many victims choose not to seek assistance or report abuse because of fear, emotional dependence on perpetrators, economic considerations, social pressure, or cultural beliefs that regard domestic conflicts as private family matters (Waluyo, 2022). Consequently, numerous cases remain hidden and unresolved, limiting victims' access to protection and justice.

To address this issue, the Indonesian government enacted Law No. 23 of 2004 concerning the Elimination of Domestic Violence. This legislation provides a legal basis for preventing domestic violence, protecting victims, and prosecuting perpetrators (*Penghapusan Kekerasan Dalam Rumah Tangga*, 2004). The law recognizes physical, psychological, sexual, and economic violence as forms of domestic violence and establishes mechanisms through which victims can obtain legal protection. Nevertheless, the existence of legal regulations alone is insufficient to ensure effective protection. The implementation of legal protections largely depends on the extent to which community members understand their rights, recognize acts of violence, and are willing to utilize available legal mechanisms (Putra et al., 2023).

In this regard, legal awareness constitutes an important element in efforts to prevent domestic violence. Legal awareness is not limited to knowledge of legal rules but also encompasses individuals' understanding, attitudes, and behavior toward legal norms and values (Alhakim, 2021). Drawing on Soekanto's concept of legal awareness, individuals who possess adequate legal awareness are more likely to identify unlawful conduct, appreciate the importance of legal protection, and actively participate in maintaining social order. Conversely, limited legal awareness may lead communities to normalize abusive behavior and discourage victims from seeking assistance. Within the context of domestic violence, insufficient legal literacy often results in the misconception that only physical abuse constitutes violence, while psychological pressure, verbal intimidation, controlling behavior, and economic deprivation are overlooked despite being prohibited by law (Muttaqin & Saputra, 2019).

A situation with similar characteristics was found in Ngaresrejo Village, Sidoarjo Regency. Before implementing this community service program, the authors conducted preliminary observations, informal conversations with village officials, and discussions with community members to identify local needs related to domestic violence prevention. These activities revealed that most residents were familiar with domestic violence only in the context of physical abuse. Other forms of violence, such as psychological pressure, verbal intimidation, economic restriction, and controlling behavior within the household, were rarely perceived as acts that could have legal consequences.

The discussions also showed that many community members had limited information regarding available reporting mechanisms and victim protection

services. Several participants expressed the view that family conflicts should be resolved within the household and should not involve external parties, including legal institutions. While this perspective reflects the community's strong commitment to maintaining family harmony, it may unintentionally discourage victims from seeking assistance when violence occurs. As a result, domestic violence cases may remain hidden and unresolved despite the existence of legal protection mechanisms.

Various domestic violence prevention programs have been implemented in different regions of Indonesia. Most of these initiatives have focused on delivering legal information through lectures or socialization activities. Such programs have increased public knowledge of legal regulations; however, opportunities for participants to discuss local experiences, examine real-life situations, and explore practical prevention strategies have often been limited. Consequently, legal knowledge does not always translate into greater community involvement in preventing domestic violence.

This condition highlights an important gap in existing community outreach efforts. While information about domestic violence has become increasingly available, fewer programs have focused on strengthening the capacity of community members to recognize risks, support victims, and take part in prevention efforts within their own social environment. This gap is particularly relevant in Ngaresrejo Village, where limited legal awareness intersects with socio-cultural values that encourage the private handling of domestic matters.

The present program was developed in response to these local challenges. Its distinguishing feature lies in integrating participatory legal education with a community empowerment approach. Rather than relying solely on one-way information delivery, participants were encouraged to engage in interactive discussions, analyze case illustrations, share perspectives, and reflect on situations that may occur in everyday life. Through this process, legal education was positioned not merely as a transfer of knowledge but as a means of strengthening the community's capacity to recognize, prevent, and respond to domestic violence.

To the best of the authors' knowledge, no previous community service initiative in Ngaresrejo Village has specifically combined participatory legal education, case-based learning, and community empowerment principles within a domestic violence prevention program. The approach adopted in this

activity is expected to contribute not only to improving legal literacy but also to fostering greater community involvement in creating a safer and more supportive environment for victims of domestic violence.

The implementation of this program is also consistent with Sustainable Development Goal (SDG) 5, which emphasizes gender equality and the elimination of violence against women and girls. Strengthening legal awareness at the community level represents one practical step toward achieving these broader development objectives while responding to the specific needs identified within the local community (Dwiastuti et al., 2022).

Based on these considerations, this community service program was designed to enhance legal awareness and strengthen community capacity to prevent domestic violence among residents of Ngaresrejo Village, Sidoarjo Regency. Through participatory legal education activities, the program seeks to improve public understanding of the various forms of domestic violence, victims' legal rights, available reporting mechanisms, and preventive measures while encouraging sustainable community participation in domestic violence prevention efforts.

Methods

This community service program was conducted in Ngaresrejo Village, Sidoarjo Regency, using a participatory legal education approach to improve community understanding of domestic violence prevention and legal protection mechanisms. The approach was chosen because legal education is generally more effective when community members are actively involved in the learning process rather than merely recipients of information. Through active participation, participants were encouraged to connect legal concepts with situations they encounter in their daily lives, making the learning process more relevant and meaningful (Nuryana et al., 2025).

The activity was implemented in collaboration with the village government and involved 30 participants, including homemakers, community leaders, and youth representatives. These groups were selected purposively because they play important roles in shaping public opinion, disseminating information within the community, and supporting efforts to prevent domestic violence at the family and community levels.

Community participation was incorporated throughout the entire program. During the initial stage, village officials and community representatives identified local issues related to domestic violence and

discussed the community's educational needs. Their input helped the service team understand local perceptions, challenges, and expectations regarding domestic violence prevention. During the implementation stage, participants were encouraged to share experiences, discuss common situations occurring within families and communities, and reflect on possible responses to domestic violence cases. At the end of the activity, participants also provided feedback regarding the usefulness of the educational materials and the relevance of the program to their daily lives.

Before the educational activities were conducted, a preliminary needs assessment was undertaken through direct observation, informal interviews with village officials, and discussions with several community members. The assessment revealed that public understanding of domestic violence was still largely limited to physical violence, while psychological, sexual, and economic violence were less frequently recognized as forms of abuse regulated by law. In addition, knowledge regarding reporting procedures and victim protection services remained relatively limited. These findings were used as the basis for designing educational materials that addressed the actual needs of the target community.

The implementation process consisted of three stages: preparation, implementation, and evaluation. During the preparation stage, the service team coordinated with village authorities regarding schedules, participant involvement, venue arrangements, and educational materials. The materials were designed to cover the concept and forms of domestic violence, victims' legal rights, available reporting mechanisms, legal protection services, and preventive measures that can be implemented within family and community environments.

During the implementation stage, educational activities were delivered through short lectures, interactive discussions, question-and-answer sessions, and case-based learning. Lectures introduced essential legal concepts, while discussions and question-and-answer sessions provided opportunities for participants to seek clarification and exchange views. Case-based learning was incorporated to help participants analyze practical situations that may occur in everyday life and to encourage critical reflection on forms of violence that are often overlooked, particularly psychological and economic violence. Throughout the activity, the facilitators sought to create an open and

supportive atmosphere that encouraged participants to express their opinions comfortably and respectfully.

To evaluate the program's effectiveness, pre- and post-test assessments were administered before and after the educational sessions. The evaluation instrument consisted of 10 multiple-choice questions developed based on the program's learning objectives. The questions measured participants' understanding of four key aspects: the concept and forms of domestic violence, victims' legal rights, reporting and protection mechanisms, and preventive measures individuals and communities can undertake.

To improve content validity, the instrument was reviewed by two legal academics with expertise in criminal law and community legal education before use. Participants completed the pre-test before receiving the educational materials and completed the post-test after all learning activities had been completed. The results were then compared to identify changes in participants' understanding following the intervention.

Participant scores were categorized into three levels of understanding. Scores below 50 indicated a low level of understanding, scores between 50 and 75 indicated a moderate level of understanding, and scores above 75 indicated a high level of understanding. In addition to examining category changes, the average pre-test and post-test scores were compared to provide a clearer picture of learning outcomes achieved through the program.

The collected data were analyzed descriptively using frequencies, percentages, and comparisons between pre-test and post-test results. Improvements in participants' understanding were interpreted as indicators of the educational intervention's effectiveness. Program success was assessed based on three criteria: active participation during discussions and case analyses, improvement in participants' understanding as reflected in the evaluation results, and positive feedback regarding the relevance and usefulness of the educational activities.

To provide a clearer overview of the intervention, the implementation process was summarized in a conceptual model that illustrates the relationships among identified community needs, educational interventions, participant involvement, and expected outcomes. The model demonstrates how participatory legal education can strengthen legal awareness and

community capacity for domestic violence prevention through a community empowerment framework, as presented in Figure 1.

Figure 1. Conceptual model of legal awareness improvement through community-based legal education on domestic violence prevention.

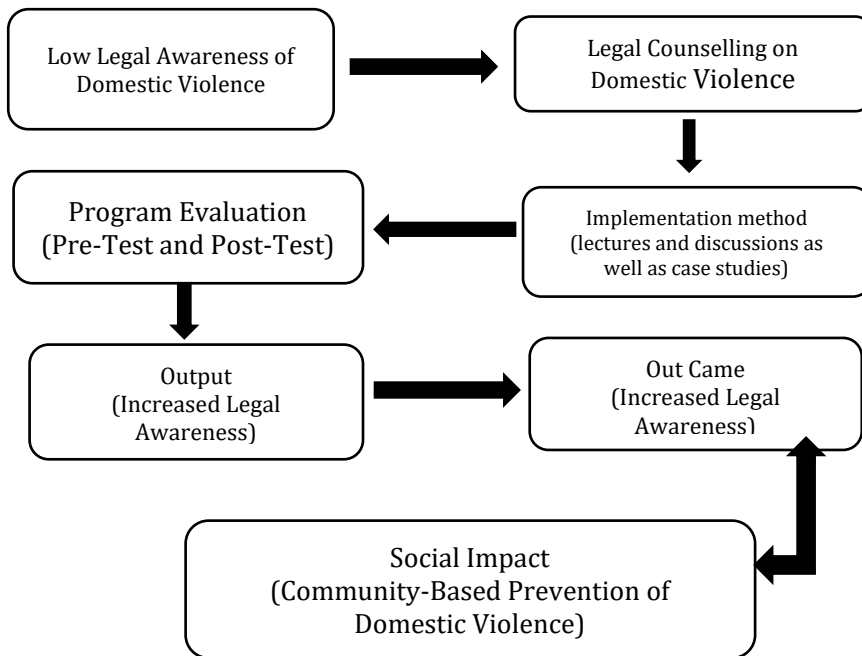


Figure 1. Illustrates the relationship between the initial community problems, the legal education intervention, implementation methods, and the expected outcomes of the community service program. Legal counseling activities served as the primary intervention for improving public understanding of domestic violence and legal protection mechanisms. Through lectures, interactive discussions, and case-based learning, participants were expected to develop broader legal awareness regarding domestic violence prevention. The effectiveness of the program was evaluated through pre-test and post-test assessments designed to measure improvements in participants' legal understanding after the educational activities were complete

Result

The community service program on domestic violence prevention was conducted in Ngaresrejo Village, Sidoarjo Regency, involving 30 participants, including homemakers, youth representatives, and community leaders. The activity was implemented using a participatory legal education approach through legal counseling sessions, interactive discussions, question-and-

answer sessions, and case-based learning on domestic violence issues within family and community settings.

Before the educational activities began, participants completed a pre-test to assess their initial understanding of domestic violence, victims' legal rights, reporting procedures, and available legal protection mechanisms. The assessment instrument consisted of 10 multiple-choice questions developed based on the program's learning objectives.

The pre-test results showed that participants' initial understanding of domestic violence prevention remained relatively limited. Of the 30 participants, 20 (66.7%) were categorized as having a low level of understanding, and 10 (33.3%) as having a moderate level of understanding. No participant achieved the high-understanding category during the initial assessment. These findings indicate that many members of the community had not fully understood information regarding domestic violence and legal protection mechanisms before the implementation of the program.

After participating in the educational activities, all participants completed a post-test using the same assessment instrument. The results showed a marked improvement in participants' understanding of domestic violence prevention and legal protection mechanisms. A total of 27 participants (90%) achieved the high-understanding category, while the remaining 3 participants (10%) were categorized as having a moderate level of understanding. No participant remained in the low-understanding category after the activity.

In addition to changes in the understanding categories, participants' average scores also increased. The mean score increased from 46.3 in the pre-test to 84.7 in the post-test, indicating an improvement of 38.4 points following the implementation of the legal education program.

Table 1. Distribution of Participants' Levels of Understanding Before and After the Program

Figure Table 1. Distribution of Participants' Levels of Understanding

Participants' Level of Understanding	Pre-test	Post-test
Low	20 (66.7%)	0
Moderate	10 (33.3%)	3
High	0 (0%)	27
Total	30	30

A comparison of pre-test and post-test results shows that participants who initially had limited understanding moved predominantly into the high-understanding category after participating in the educational activities. The elimination of the low-understanding category and the substantial increase in the high-understanding category reflect positive learning outcomes among participants.

In addition to the quantitative findings, several qualitative observations emerged during the discussion and case-analysis sessions. Many participants stated that before attending the activity, they generally understood domestic violence only as physical abuse. Forms of violence such as verbal intimidation, psychological pressure, economic restriction, and controlling behavior within the household were rarely recognized as forms of domestic violence regulated by law.

Participants also indicated that information regarding reporting procedures and victim protection services was not widely known within the community. During the discussion sessions, questions frequently focused on where victims could seek assistance, how to initiate reporting procedures, and what legal protections are available to victims and their families. These questions reflected participants' interest in understanding practical steps that can be taken when domestic violence occurs.

Active participation was observed throughout the activity. Participants discussed case illustrations, shared experiences related to family and community issues, and responded to questions raised by facilitators and fellow participants. The discussion sessions provided opportunities for participants to exchange perspectives and reflect on situations that may occur in their own social environments.

At the end of the activity, participants expressed positive responses regarding the relevance of the educational materials. Several participants conveyed that the activity helped them better understand the different forms of domestic violence and increased their awareness of available legal protection mechanisms. Village representatives also welcomed the program's implementation and expressed interest in organizing similar educational activities in the future.

The implementation of the legal education program is documented in Figures 3 and 4.

Figure 3 shows the delivery of educational materials on domestic violence prevention, while Figure 4 illustrates the interactive discussion and question-and-answer session conducted during the activity.



Figure 3. Presentation of educational materials on domestic violence prevention, covering forms of domestic violence, victims' rights, reporting procedures, and legal protection mechanisms.



Figure 4. Interactive discussion and question-and-answer session between facilitators and participants during the participatory legal education program in Ngaresrejo Village, Sidoarjo Regency.

Discussion

The findings of this community service program demonstrate that the observed improvement in participants' understanding of domestic violence is not merely a result of information transfer but is closely related to how legal knowledge is internalized through a participatory learning process. In this context, the program's effectiveness can be explained by the interaction among the educational method, community engagement, and local socio-cultural conditions that shape legal reception in society.

From the perspective of legal awareness theory proposed by Soerjono Soekanto, legal awareness is constructed through four interrelated

dimensions, namely legal knowledge, legal understanding, legal attitude, and legal behavior (Soekanto, 1977). The increase in participants' comprehension following the program indicates that the intervention primarily strengthened the first two dimensions, namely legal knowledge and legal understanding. Participants were not only exposed to information about the PKDRT Law, but also guided to interpret various forms of domestic violence beyond physical abuse. This process is important because, as Soekanto argues, knowledge of law alone is insufficient if it is not followed by proper understanding and internalization within social life (Rosana, 2014).

The participatory nature of the learning process played a central role in this improvement. Unlike conventional legal socialization that tends to be one-directional, this program encouraged dialogue, reflection, and contextual discussion of real-life situations. This approach aligns with Lawrence Friedman's concept of legal culture, which emphasizes that societal attitudes, values, and expectations toward it strongly influence law's effectiveness. In the case of Ngaresrejo Village, initial perceptions of domestic violence were largely shaped by a cultural view that domestic matters should remain private. Through interactive discussions, these cultural assumptions were gradually questioned, allowing participants to reinterpret domestic violence not merely as a family issue, but as a legal and social problem that requires collective attention (Sinaga, 2022).

In addition, Satjipto Rahardjo's perspective on progressive law is relevant in explaining the dynamics observed in this program. According to Rahardjo, law should not be understood merely as a rigid set of rules, but as a tool to achieve social justice that must be actively lived and contextualized within society. The shift in participants' understanding, particularly regarding psychological, economic, and verbal violence, reflects the process of "law in action" rather than "law in books." In this sense, legal education serves to humanize law by bringing it closer to everyday social experiences.

Another important factor contributing to the program's effectiveness is the socio-cultural context of rural communities. In Ngaresrejo Village, strong family cohesion and norms of harmony often lead to the perception that domestic conflict should be resolved internally. While these values contribute positively to social stability, they may also unintentionally discourage victims from recognizing or reporting violence. The participatory approach used in this program helped gradually shift this perception by creating a safe space for

discussion, allowing participants to reflect on practices previously considered normal in family life critically.

The program's effectiveness is also supported by the principle that adult learning is more effective when it is contextual and experience-based. By linking legal concepts to real situations commonly encountered in the community, participants were able to construct meaning based on their own social realities. This reinforces previous findings that community-based legal education is more effective when it moves beyond normative explanation and instead engages participants in reflective dialogue (Bramantyo, 2024).

Although the program showed positive outcomes, the process also revealed that legal awareness is not easily transformed in a short period. Initial hesitation among participants to openly discuss domestic violence reflects the persistence of social stigma surrounding this issue. This indicates that legal culture does not change instantly through a single intervention, but requires continuous engagement and reinforcement. Therefore, increasing legal awareness should be understood as a gradual process that involves repeated interaction between legal institutions, educators, and the community (Ahmad, 2018).

From a broader perspective, the findings of this program suggest that legal education has implications beyond cognitive improvement. Strengthening legal awareness contributes to shaping community sensitivity toward violence, encouraging early identification of domestic violence cases, and fostering a more supportive environment for victims. In this regard, legal education functions not only as an informational tool but also as a form of social empowerment that contributes to the development of a more responsive and protective community structure (Adhilia et al., 2025).

Finally, the sustainability of such initiatives is crucial. Without continuous engagement, the improved understanding gained during the program may diminish over time. Therefore, collaboration between universities, village authorities, and community-based organizations is essential to ensure that legal awareness continues to develop within society. This reinforces the view that domestic violence prevention should not be approached as a one-time intervention, but as an ongoing process of strengthening legal culture at the grassroots level.

Figure 5.

Comparison of participants' levels of understanding before and after participation in the domestic violence legal education program.

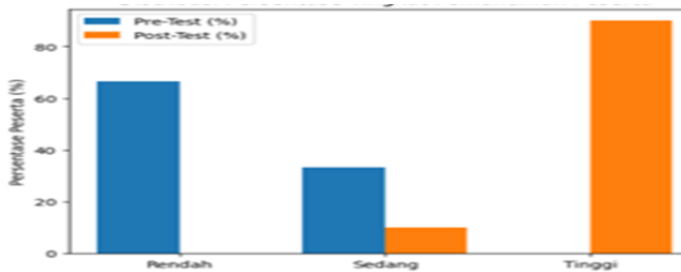
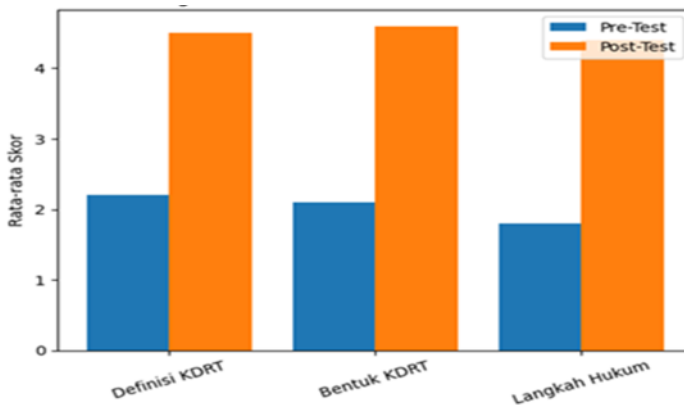


Figure 6.

Improvement in participants' understanding across key indicators, including the definition of domestic violence, forms of violence, and legal protection mechanisms.



Based on Figure 6, participants demonstrated increased understanding across all assessment indicators. The most noticeable improvement was found in participants' ability to identify non-physical forms of domestic violence, particularly psychological and economic violence, which many participants had poorly understood.

Conclusion and Suggestion

This community service program demonstrates that participatory legal education can play an important role in strengthening legal awareness in rural communities, particularly in domestic violence prevention. The findings suggest that the program contributed not only to increasing participants' legal knowledge but also to shaping a more comprehensive understanding of

domestic violence, including non-physical forms such as psychological, economic, and verbal violence.

More importantly, the program highlights a meaningful shift in community capacity. Participants began to show greater awareness of how domestic violence is regulated under Indonesian law and how victims can access legal protection mechanisms. In this sense, the program does not merely serve as a knowledge-transfer activity but also as a form of community empowerment that encourages people to recognize, reflect on, and respond to domestic violence within their social environment.

Another important contribution of this program lies in its ability to strengthen community sensitivity toward domestic violence issues that were previously considered private or normal within household relations. By introducing participatory discussions and contextual learning, the program helped community members reconsider long-standing social perceptions and develop a more critical understanding of domestic violence as a legal and social issue.

Therefore, the main contribution of this community service activity is strengthening legal literacy and community capacity for domestic violence prevention at the village level. The program shows that legal education, when delivered through participatory and context-based approaches, can support not only cognitive understanding but also early-stage awareness for community-based prevention efforts.

However, this program also has several limitations. The implementation period was relatively short, which limited the depth of discussion on legal procedures and victim protection mechanisms. In addition, long-term behavioral change could not be fully measured within the scope of this activity. These limitations indicate that strengthening legal awareness requires continuous and sustained engagement rather than a one-time intervention.

Suggestions

Based on the program's implementation and findings, several recommendations can be proposed.

First, legal education on domestic violence should be conducted continuously, not only as a single outreach activity. Regular engagement is

needed to strengthen the community's understanding and translate it into consistent attitudes and actions.

Second, collaboration between universities, village governments, and local community organizations should be strengthened. Such collaboration is important to build a sustainable community-based support system, particularly in providing information, early detection, and referral mechanisms for domestic violence cases.

Third, future programs are encouraged to expand their scope by integrating practical components, such as simulation of reporting procedures, introduction to victim support services, and community-based monitoring mechanisms. This will help bridge the gap between legal knowledge and practical action.

Finally, it is recommended that future research and community service activities include a longer evaluation period to assess behavioral changes and the long-term impact of legal education programs. This will provide a more comprehensive understanding of how legal awareness evolves within rural communities.

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