



Community Empowerment through Legal Education: Enhancing Legal Awareness in Village Communities

Donny Setha

Tjut Nyak Dhien University, Indonesia

 dtrioz@yahoo.com

Abstract

The objective of this study is to assess the efficacy of community empowerment initiatives that incorporate legal education in enhancing legal awareness within rural communities. Qualitative research methods were employed to obtain data via in-depth interviews, participatory observation, and document analysis. The findings indicated that legal education grounded in community engagement can facilitate a deeper comprehension of legal rights and obligations, fortify the community's capacity in deterring legal transgressions, and inspire active involvement in local conflict resolution. Consequently, this study proposes that legal education responsive to the needs of rural communities can serve as an effective vehicle for community empowerment. The implementation of legal education can serve as a strategic instrument for empowerment, addressing the aforementioned gap and enhancing the capacity of communities to safeguard themselves from unlawful actions and to advocate for their rights in an autonomous manner.

Keywords: Community Empowerment, Enhancing Legal Awareness

ARTICLE INFO

Article history:

Received
September 10,
2024
Revised
December 03,
2024
Accepted
December 27,
2024

Published by

ISSN

Website

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

CV. Creative Tugu Pena

2774-7077

<https://www.attractivejournal.com/index.php/bce/>

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



INTRODUCTION

The extent to which individuals comprehend, adhere to, and enforce the tenets of the rule of law in their everyday lives serves as a crucial indicator of their legal awareness. In numerous rural communities, the level of legal awareness is frequently found to be relatively low. This phenomenon is not only influenced by limited access to legal information, but also by factors such as limited education, socio-economic conditions, and the lack of direct interaction between villagers and the formal legal system. Low legal awareness has significant implications for villagers' capacity to safeguard their rights and fulfil their legal obligations. To illustrate, a further consequence of the aforementioned factors is the lack of understanding of rights and obligations (Sitorus et al., 2024).

A significant proportion of the population lacks an understanding of their fundamental rights, including those pertaining to land, justice and public services. Consequently, they frequently become victims of abuses or violations of the law perpetrated by more economically or politically powerful parties. In the event of a conflict, such as a dispute over land or an inheritance issue, the community is frequently unaware of the legal mechanisms that could be employed to resolve the conflict. This increases the probability of conflicts being resolved through customary means or even through violence, which can only exacerbate the situation (Widodo et al., 2024).

Those who are vulnerable to exploitation include:

1. A lack of knowledge of the law renders villagers more susceptible to exploitation, whether in economic contexts (for example, in labour contracts or land purchases) or social contexts (for example, in discriminatory or violent practices).
2. A further consequence of this lack of awareness is the reluctance of communities to engage with legal processes.

Those communities with low legal awareness are inclined to eschew involvement in legal processes, whether as witnesses, complainants, or litigants. This has the effect of reducing trust in the legal system and reinforcing a culture of impunity at the local level.

The provision of legal education represents a highly effective strategy for addressing the issue of low legal awareness in rural communities. The objective of legal education is not merely to disseminate information; rather, it seeks to equip communities with the capacity to identify, comprehend, and utilise the law as a means of safeguarding their rights and fulfilling their obligations. The following section will present a number of reasons why legal education is important in the context of village community empowerment (Arifin et al., 2023). Legal education can facilitate communities' comprehension of the fundamental tenets of law that pertain to their jurisdiction, including those pertaining to agrarian, matrimonial, and consumer protection. As a result, they are better equipped to navigate legal matters with greater assurance.

The promotion of collective awareness is another key benefit of legal education. Rather than focusing solely on individuals, legal education also encompasses the promotion of awareness within communities. In this way, communities can foster a collective awareness of the significance of compliance with the law and the maintenance of social justice at the local level (Amelia, 2023). The enhancement of conflict resolution capabilities is another key benefit of legal education. Through legal education, communities can gain insight into legitimate and effective conflict resolution mechanisms, such as mediation, arbitration, and litigation. This may result in a reduction in the reliance on informal and often unfair conflict resolution mechanisms. Encouraging greater involvement in the legal process: legal education facilitates greater participation by communities in the formal legal system, whether as whistleblowers, witnesses or advocates for their own communities.

The implementation of legal education in village communities necessitates a comprehensive and locally-oriented approach that is responsive to the specific needs and circumstances of the community in question. The following represent the strategic steps to be taken in order to implement a legal education programme.

Prior to the implementation of a legal education programme, it is essential to ascertain the specific legal issues that are pertinent to the village community. These may include agrarian issues, family conflicts or environmental protection. Legal education materials must be tailored to the specific education level and experience of the villagers in question. The utilisation of the local language, illustrative case studies and visual aids, such as videos or infographics, can facilitate enhanced comprehension (Tisnanta et al., 2024). The organisation of participatory discussions is an essential component of legal education. These discussions, which may take the form of group discussions, workshops, or case simulations, facilitate direct interaction and the sharing of experiences among communities, thereby enhancing the effectiveness of legal education. It is recommended that collaboration with community leaders, village governments, and non-governmental organisations be undertaken in order to strengthen the legitimacy and sustainability of legal education programmes. Monitoring and evaluation are essential to ensure the success of the programme. This should include measuring the increase in community legal awareness on a regular basis.

The positive impacts of legal education on village communities have been demonstrated in a number of ways. Communities become better able to protect their

rights and understand their obligations. Through legal education programmes, communities can build networks with relevant parties, such as legal aid agencies or pro bono lawyers. Increased legal awareness helps communities avoid conflicts and violations of the law. By understanding legal mechanisms, communities have more trust in formal legal institutions and more actively participate in legal processes.

METHOD

This research employs a qualitative approach with a case study method to examine the implementation of legal education in Sukoharjo Village, Indonesia. The qualitative approach was selected for its capacity to facilitate a comprehensive understanding of a given phenomenon within a specific social context, namely the dynamics of legal awareness among village communities. The case study method allows for a detailed examination of a specific location, encompassing the practices, challenges, and impacts of legal education (Bittner & Kempchen, 2024).

Sukoharjo Village was selected as the site for this research due to its distinctive characteristics, which are pertinent to the research objectives. These include:

1. The following section presents a profile of the community in question. The majority of the population is engaged in agricultural or manual labour, with a low to middle level of education. Consequently, they typically possess a restricted comprehension of the law.
2. The following legal issues are pertinent to this study: The village frequently encounters disputes pertaining to land rights and the resolution of disagreements between neighbours.
3. The local policy in question is as follows: The village government has initiated legal education programs, rendering it an optimal setting for evaluating the efficacy of such methodologies.



Figure 1. Qualitative Research

Data Collection Technique

In order to obtain comprehensive and detailed data, this research employed three principal techniques. In-depth interviews were conducted with a number of key informants, including community leaders such as the village head, traditional leaders, and religious leaders who exert influence over decision-making and community organisation.

Those who participated in the legal education program included those who engage directly with legal education activities, including ordinary citizens, women's groups, and youth. The research also engaged with village officials, who were invited to participate in the study as key informants. These are the officials responsible for implementing policies related to the law.

The interviews were conducted in a semi-structured manner, with a list of open-ended questions, in order to ascertain the participants' views on the importance of legal education, their experiences of participating in or organising legal education programs, and the impact that they felt they had experienced as a result of participating in the programs.

A participatory observation approach was employed to gain insight into the dynamics of legal education program implementation in the village. The researchers took part in the legal education activities, which included observing the delivery and reception of the legal materials by the participants. Group discussion: The observation of how the community discusses legal issues and provides solutions collectively. Subsequently, the participants were presented with a legal case simulation. The observation of how the community applies their understanding of the law in the context of conflict resolution simulations.

These observations yielded insights into social interactions, community responses, and challenges that emerged during the implementation of the program.

The research also entailed an analysis of various documents, including legal education materials such as guidebooks, leaflets, and modules utilized in the program, village policies represented by official documents such as village regulations, meeting notes, and activity reports pertaining to legal education, and local case data comprising records of conflict resolution involving village communities, which facilitated an understanding of the legal issues that frequently arise. Document analysis served to supplement interview and observation data with policy perspectives and historical facts.



Figure 1. Qualitative Research Method

RESULT AND DISCUSSION

Legal Education Implementation: Strategies and Implementation in Village Communities

Legal education in village communities is a strategic step to empower people to understand and implement the rule of law in their daily lives. The implementation process involves various approaches, such as seminars, group discussions, and legal case simulations, which are specifically designed to suit the needs of the local community. The

following is an in-depth description of the implementation of this legal education programme:

Legal Education Seminar: Providing a Foundation of Understanding

Legal seminars are the first step in providing communities with basic information about the law relevant to their lives. Seminars are usually held in village halls or other public places that are easily accessible to residents (Ferricha, 2024).

1. Seminar Stages. Preparation of Materials:
 - a. Seminar materials are organised based on the legal issues most commonly faced by villagers, such as:
 - Land rights: Counselling on land certification, land dispute resolution, and the importance of legal ownership documents.
 - Local conflict resolution: Mediation and arbitration techniques as an alternative to conflict resolution.
 - Protection of vulnerable groups: The rights of women, children and persons with disabilities from a legal perspective.
 2. Resource persons. Resource persons usually consist of legal experts, academics, and legal practitioners who have a deep understanding of the rural context.
 3. Material Delivery. Delivery is done in simple language and using concrete examples that are relevant to people's lives. This ensures that participants understand the material effectively.
2. Seminar Outcomes. The seminar aimed to provide the community with a basic understanding of the law, so that they are aware of their rights and can utilise available legal channels.

Group Discussion: Building Active Participation

After the seminar, the programme continued with group discussions designed to engage the community more deeply. These discussions are conducted in small groups, usually of 10-15 people, so that each participant has the opportunity to speak up and share their experiences. Discussion Focus:

1. Identification of Local Issues:
2. Participants are asked to identify legal problems that they often face, such as inheritance issues, land conflicts, or discriminatory treatment.
3. Sharing Experiences:
4. The discussion allows people to share their experiences of legal problems they have faced and how they overcame them.
5. Joint Solution Finding:
6. The facilitator guides the discussion to find solutions based on local laws and values. This approach helps communities understand how the law can be a tool to solve their problems.

Discussion Methods:

1. Role-playing: Communities act out a specific scenario, for example mediation in a land conflict, to practice the legal skills taught.
2. Use of Case Studies: Real case studies from local villages are used to bring participants closer to the relevance of the law in their daily lives.

Discussion Outcomes, Group discussions strengthened legal understanding and built community confidence to actively participate in legal problem solving.

Legal Case Simulation: Enhancing Practical Skills

The legal education programme also includes legal case simulations, which aim to give the community practical experience in dealing with certain legal situations. This simulation is conducted in the form of interactive activities that involve all participants (Markus Yando et al., 2024). Stages of Simulation:

1. Case Selection. The cases simulated are usually related to problems that often occur in the community, such as land disputes, inheritance conflicts, or domestic violence.
2. Division of Roles. Participants are divided into different roles, such as plaintiff, defendant, mediator, or judge. This helps them understand different perspectives in the legal process.
3. Simulation Process:
 - a. Argumentation Phase: Each side is asked to present their arguments based on facts and legal rules.
 - b. Settlement Phase: The mediator or judge gives a judgement based on the discussion and facts presented.
4. Evaluation. After the simulation is complete, the facilitator provides an evaluation of the process, including the participants' weaknesses and strengths in understanding the law.

Impact of Legal Education Programmes in Village Communities

The introduction of legal education has had a considerable effect on the comprehension of the law among villagers, encompassing elements of rights and obligations as citizens. The programme utilises a participative approach, engaging the community directly through activities such as group discussions, simulated legal cases, and experiential training.

The programme has facilitated an enhanced comprehension of the concept of rights. As a result of the programme, communities began to recognise their rights in a number of areas, including land rights, the right to a fair trial and the right to protection from violations of the law. To illustrate, communities that were previously disinclined to engage in land disputes have gained an understanding of the legal procedures that must be followed in order to defend their property rights (Endang Sutrisno et al., 2024).

Furthermore, the programme highlights the significance of fulfilling obligations, including the payment of taxes, the maintenance of order, and the respect of others' rights. This heightened awareness engenders a sense of responsibility amongst the populace, prompting them to adhere to established village regulations, including those pertaining to environmental protection and spatial planning.

Improvement in Access to Information. The provision of legal education bestows upon communities the ability to access pertinent information sources, such as newly introduced regulations and the legal administrative procedures associated with them. This curtails the necessity for external assistance, including that proffered by unscrupulous individuals who often exploit the community's dearth of legal expertise (Amri et al., 2024).

One of the most significant outcomes of the programme is the enhanced involvement of local communities in the resolution of disputes through the use of mediation. The provision of legal education not only enhances community awareness of conflict resolution procedures, but also facilitates the development of communication and negotiation skills.

An active role in mediation forums has been observed. Those communities that were previously passive parties in conflicts are now more proactive in attending mediation forums facilitated by village government or community leaders. They comprehend the significance of attaining peaceful resolutions and the capacity of mediation to yield just outcomes for all parties.

The legal education programme has the additional benefit of strengthening local capacity, as community leaders who participate in it gain greater competence as mediators. With a more nuanced understanding of the law, they are better equipped to guide the mediation process, reducing the likelihood of conflicts escalating to formal court proceedings (Hidayat et al., 2024).

Furthermore, the programme fosters increased trust in local legal processes, as communities come to believe that conflicts can be resolved fairly at the local level without the need to involve formal institutions, which are often perceived as complex and costly. This encourages the sustainability of community-based conflict resolution mechanisms.

The legal education program has led to a notable increase in community awareness of the importance of obeying the law. These outcomes are evidenced by a decline in the prevalence of unlawful conduct at the local level and an uptick in adherence to established regulations (Ibrahim et al., 2024).

The implementation of the legal education program has resulted in a notable shift in the behaviour of communities that were previously prone to violating village rules, including littering, encroaching on land, and disobeying curfews. The principal reason for this transformation is the recognition that minor infractions can have a significant impact on the community.

An enhanced level of adherence to the established regulations of the village is also evident. The program fosters a deeper comprehension and respect for village regulations, including those pertaining to natural resource management, licensing, and land governance. This has resulted in the establishment of more harmonious relationships between neighbours (Aliyah, 2024).

An increased concern for law enforcement has also been observed as a result of the legal education program, which encourages communities to proactively report violations of the law to the relevant authorities. This awareness has the effect of reducing a culture of permissiveness towards offences that are often taken for granted or unimportant.

Challenges in the Implementation of Legal Education in Village Communities

The community's initial lack of interest in the legal education programme constituted a significant obstacle to effective implementation, impeding the programme's ability to gain traction (Rahmah & Yaya, 2024). The following factors have been identified as contributing to this situation:

1. A lack of comprehension of the advantages of legal education is another significant factor. Local residents frequently hold the view that the acquisition of legal knowledge is not pertinent to their everyday lives. This is due to a dearth of information regarding the ways in which an understanding of the law can assist in the protection of rights and the prevention of violations of the law in daily life.
2. The prevalence of local culture: In some village communities, customary norms and cultural values exert a greater influence than state laws. The preference for customary mechanisms or local consensus over formal legal rules is evident in the tendency to address problems through these avenues rather than through the established legal framework. Consequently, legal education is not regarded as a priority.
3. A further obstacle to the uptake of legal education is the stigma attached to government programmes. In some communities, there is a lack of trust in government-initiated programmes, including legal education programmes, as they are perceived as mere formalities or as not addressing the communities' real needs.
4. Economic and temporal constraints: the majority of villagers are engaged in informal economic activities, such as agriculture or petty trade, which occupy the majority of their time. The aforementioned factors contribute to a reluctance to engage with legal education programmes, particularly if the individual does not perceive direct benefits from doing so.

5. A further issue is the lack of participatory approach methods employed in many legal education programmes, which tend to rely on one-way lectures. This results in individuals feeling disengaged or lacking motivation to participate.

To overcome this challenge, more personalised and relevant approaches need to be applied, such as:

1. Using community or traditional leaders as programme facilitators to increase community trust.
2. Linking legal materials to issues that the community is currently facing, such as land disputes, consumer protection, or inheritance law.
3. Making use of local media, such as village radio or informal discussion forums, to introduce the programme in an engaging and easy-to-understand manner (Arista et al., 2024).

Limited resources, both human and material, are a significant obstacle to successful legal education in rural communities.

1. **Lack of Legal Experts:** Legal education requires facilitators who have in-depth knowledge of the law and good communication skills to explain legal concepts to ordinary people. However, in many villages, legal experts such as lawyers, academics or paralegals are often not available. This void makes it difficult to implement legal education programmes of sufficient quality.
2. **Reliance on Village Officials:** In many cases, legal education programmes rely on village officials who may not have a legal background or experience in delivering training. This can lead to inaccurate or poorly structured information being delivered.
3. **Lack of Relevant Teaching Materials:** Legal education materials used are often generic and not tailored to the specific needs of village communities. In addition, the available materials tend to use legal language that is difficult for ordinary people to understand, so that the message to be conveyed is not well absorbed.
4. **Limited Budget:** Legal education in villages often depends on budget allocations from local governments or donor agencies. These budget constraints limit the provision of resources, such as facilitator training, production of teaching materials, and transport of experts to remote village locations.
5. **Limited Access to Technology and Information:** In the digital age, legal materials available online can be a useful learning resource. However, access to information technology, such as the internet or computer equipment, is often limited in village communities (Nabila, 2023).

To address this challenge, several steps can be taken:

1. **Engaging Paralegals and Local Volunteers:**
Train paralegals or local volunteers to become facilitators of legal education programmes. They can act as a bridge between the community and formal law, while customising the delivery of materials to the local context.
2. **Creation of Simple and Contextualised Teaching Materials:**
Develop locally-based legal education modules that use simple language, illustrations and case examples relevant to the daily lives of villagers.
3. **Collaboration with Educational Institutions or Non-Governmental Organisations:**
4. **Law universities and NGOs working in the legal field can be strategic partners to provide experts and teaching materials.**
5. **Optimisation of Village Budget:**
Integrate legal education programmes into the village budget, for example through the Village Fund, to ensure programme sustainability.
6. **Use of Alternative Media:**

In situations where access to technology is limited, legal materials can be disseminated through accessible media, such as brochures, posters, or short dramas performed in village forums (Wiryadi, 2023).

CONCLUSION

The field of legal education has the potential to enhance the legal awareness of rural communities. This is due to the capacity of legal education to equip individuals with a comprehensive grasp of their rights, obligations, and pertinent legal mechanisms that are pertinent to their daily lives. In the context of rural communities, legal awareness is often limited due to restricted access to information, formal education, and the lack of socialisation with applicable regulations. The implementation of legal education can serve as a strategic instrument for empowerment, addressing the aforementioned gap and enhancing the capacity of communities to safeguard themselves from unlawful actions and to advocate for their rights in an autonomous manner. Programmes designed with a participatory approach and based on local needs can serve to strengthen community empowerment. A participatory approach places the community in the position of an active subject in the learning process rather than in the role of a mere recipient of information. For example, communities are invited to participate in group discussions, case studies, or legal conflict resolution simulations. These activities not only provide knowledge but also serve to build their confidence and ability to take part in the legal process when necessary.

REFERENCES

- Aliyah, S. (2024). Implementation of Law Number 8 of 2016 Regarding Legal Protection and Fulfillment of the Rights of Persons with Disabilities in Indonesia. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 8(3), 2062. <https://doi.org/10.58258/jisip.v8i3.7226>
- Amelia, S. (2023). Progressive Legal Approach to Modern Community Law Enforcement in Indonesia. *Pancasila and Law Review*, 4(1), 1–14. <https://doi.org/10.25041/plr.v4i1.2729>
- Amri, S. R., Umrah, A. S., & Hamid, R. S. (2024). Legal Education for a Tobacco-Free Lifestyle in Muslim Communities. *Al-Hayat: Journal of Islamic Education*, 8(1), 95. <https://doi.org/10.35723/ajie.v8i1.472>
- Arifin, R., Alkadri, R., Wedhatami, B., Zainurohmah, Z., Putri, N. M., Huda, M. W. S., Husodo, S. J., & Swasti, S. (2023). Participatory Rural Appraisal as a Legal Education for Prevention of Trademark Infringement (Case of Bandungan, Central Java, Indonesia). *The Indonesian Journal of International Clinical Legal Education*, 5(3). <https://doi.org/10.15294/ijicle.v5i3.75136>
- Arista, J., Adhiansyah, H. K., Farilla, H., Wahyuni, S., Bachtiar, R. W., & Pamungkas, Z. S. (2024). Improving Skills and Empowering Women Community through Gayatri Womens' School in Grenden Village, Jember, Indonesia. *International Journal of Social Science and Human Research*, 7(08). <https://doi.org/10.47191/ijsshr/v7-i08-84>
- Bittner, J., & Kempchen, J. (2024). Exploring Students' Feelings in the Initial Phase of a Community-Based Research Service-Learning Course: A Qualitative Approach Using Content Analysis. *International Journal of Higher Education Pedagogies*, 5(3), 1–20. <https://doi.org/10.33422/ijhep.v5i3.749>
- Endang Sutrisno, Deni Yusup Permana, Ratnasari, & Abdurokhim. (2024). Legal Studies of Village-Owned Enterprises as Legal Entities for the Prosperity of Village Communities. *EVOLUTIONARY STUDIES IN IMAGINATIVE CULTURE*, 933–939. <https://doi.org/10.70082/esiculture.vi.1163>
- Ferricha, D. (2024). The Role of Religion in Policies of Legal Village-Owned Enterprises to Improve the Economic Rights of Village Communities. *Fiat Justisia: Jurnal Ilmu Hukum*, 18(2), 167–184. <https://doi.org/10.25041/fiatjustisia.v18no2.3606>

- Hidayat, H., Acciaioli, G., Jafar, T. M., Rachmawan, D., Sianipar, C. P. M., Sundary, L. V., Siburian, R., Ekawati, S., & Utomo, M. B. (2024). Evaluating a forestry partnership between a private company and local people in East Kalimantan, Indonesia: a political ecology approach. *International Forestry Review*, 26(2), 212–223. <https://doi.org/10.1505/146554824838819923>
- Ibrahim, R. A., Azahra, A. S., & Lianingsih, N. (2024). Legal Awareness Program in Cibungur Village, Warungponteng District, Tasikmalaya Regency, West Java, Indonesia. *International Journal of Humanities, Law, and Politics*, 2(3), 91–94. <https://doi.org/10.46336/ijhlp.v2i3.138>
- Markus Yando, Larsen Barasa, & Marudut Bernadtua Simanjuntak. (2024). Integrating Practical Skills Into Multimodal Transportation Education In Indonesia. *International Journal of Educational Development*, 1(3), 01–10. <https://doi.org/10.61132/ijed.v1i3.26>
- Nabila, K. (2023). Tantangan Sosial Masyarakat Pedesaan dalam Menghadapi Perkembangan Desa Wisata di Desa Giritengah, Borobudur, Magelang, Jawa Tengah. *Jurnal Pengabdian, Riset, Kreativitas, Inovasi, Dan Teknologi Tepat Guna*, 1(2), 93–102. <https://doi.org/10.22146/parikesit.v1i2.9386>
- Rahmah, A. D. N., & Yaya, R. (2024). The Effect of Village Accounting Implementation, Leadership, and Government Innovation on The Economic Empowerment of Village Communities. *SHS Web of Conferences*, 201, 03001. <https://doi.org/10.1051/shsconf/202420103001>
- Sitorus, S. D., Maula, N. R., Makhron, F. M., Putra, R. A., Bilan, H., Lukmanulhakim, Z., & Arafat, Z. (2024). Efforts to Raise Legal Awareness For The People of Purwajaya Village to Have A Land Certificate as Authentic Proof of Land Ownership. *MSJ: Majority Science Journal*, 2(3), 239–246. <https://doi.org/10.61942/msj.v2i3.197>
- Tisnanta, H., Sabatira, F., Putri, R. W., Pereira, L., & Banjarani, D. R. (2024). Navigating Legal Complexities in Localising the Sustainable Development Goals Agenda for Village Governance in Indonesia. *Sriwijaya Law Review*, 8(2), 335. <https://doi.org/10.28946/slrev.Vol8.Iss2.2997.pp335-357>
- Widodo, J. E., Suganda, A., & Tubagus Achmad Darodjat. (2024). DATA PRIVACY AND CONSTITUTIONAL RIGHTS IN INDONESIA. *PENA LAW: International Journal of Law*, 2(2). <https://doi.org/10.56107/penalaw.v2i2.187>
- Wiryadi, U. (2023). Utilization of Legal Education Digitalization for Village Heads in Empowering Village Owned Enterprises. *JTP - Jurnal Teknologi Pendidikan*, 25(2), 295–303. <https://doi.org/10.21009/jtp.v25i2.35185>

Copyright Holder :

© Donny Setha (2024).

First Publication Right :

© Bulletin of Community Engagement

This article is under:

CC BY SA