

The Effect of Legal Education on Public Legal Awareness

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Abstract. *This study examines the impact of legal education on public legal awareness in Indonesia, using a quantitative cross-sectional survey design. The research investigates how participation in legal education programs influences individuals' understanding of legal rights, processes, and access to justice. A total of 500 respondents, stratified by demographic factors such as gender, age, education level, and geographic location, were surveyed. The findings reveal that individuals who participated in legal education programs reported significantly higher legal awareness ($M = 4.10$) compared to those who did not ($M = 3.30$), with a large effect size (Cohen's $d = 0.80$). Demographic factors such as education level, employment status, and age were also found to influence legal awareness, with higher educational attainment and employment status positively correlating with increased legal awareness. Gender-based differences were observed, but their practical significance was minimal. Regression analysis further confirmed that legal education is a significant predictor of legal awareness ($\beta = 0.62$, $p < 0.001$). The results emphasize the crucial role of legal education in fostering an informed and engaged citizenry, particularly in enhancing public understanding of legal rights and responsibilities. The study suggests that increasing access to legal education can lead to a more empowered society, capable of participating actively in legal and civic processes.*

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INTRODUCTION

Legal awareness plays a crucial role in empowering individuals and communities, enabling them to understand their rights and obligations within the legal system. It serves as the foundation for justice, equality, and the protection of rights in society (Peacock, 2018). In democratic systems, legal awareness becomes even more essential, as individuals are expected to actively participate in civic life and effectively utilize the legal system (Hunt, 2019). Legal awareness not only includes knowledge of personal rights but also an understanding of how legal institutions function and how regulations impact daily life (Bennett, 2017).

However, in many developing countries, including Indonesia, legal awareness remains relatively low despite the increasing number of law schools and the formalization of legal education systems (Kurniawan & Widodo, 2021). This discrepancy indicates that several factors influence the low level of legal awareness, particularly concerning the role of formal legal education. While legal education has long been recognized as a key factor in raising legal awareness, its specific impact on the general public's understanding of the law is still not well comprehended (Macfarlane, 2018). This lack of understanding poses a challenge in designing effective policies to enhance access to justice. Therefore, this study aims to explore how legal

education can be optimized to improve public legal awareness and identify the factors that influence its effectiveness across different segments of society.

In today's increasingly complex digital era, access to legal information is expanding, yet ensuring that the public comprehends and can apply such information remains a major issue (Galanter, 2017). Legal education institutions, including universities and training centers, collaborate with government agencies and civil society organizations on various initiatives such as public legal education programs and outreach campaigns. However, the effectiveness of these programs remains inconsistent, and there is limited empirical research assessing the contribution of legal education to improving public legal awareness (McMahon, 2016). Although legal education systems have evolved significantly in many countries, the level of legal awareness among the general public remains inconsistent and often inadequate (Giddings, 2020). This is concerning because a lack of legal awareness can hinder individuals' ability to engage with the justice system, enforce their rights, and hold public authorities accountable (Maguire & Naylor, 2018). Various social, economic, and educational barriers also contribute to the gap in access to necessary legal knowledge (Sullivan, 2019). Thus, it is essential to examine the extent to which legal education can serve as an effective instrument in enhancing legal awareness across different societal groups.

This study aims to bridge this gap by conducting a quantitative analysis of the impact of legal education on public legal awareness. Using national survey data, the research will assess whether individuals who have participated in legal education programs demonstrate a higher level of legal awareness compared to those without formal legal education. Additionally, the study will evaluate the factors that strengthen or hinder the effectiveness of legal education in improving public understanding of legal matters. Consequently, the findings of this study are expected to contribute to the development of more effective policies for enhancing legal awareness and expanding public access to justice. The primary objective of this study is to assess the impact of legal education on public legal awareness. Specifically, this research aims to evaluate how formal legal education influences an individual's understanding of legal rights and responsibilities, as well as the functioning of legal institutions. Additionally, this study seeks to examine the role of demographic factors, including age, gender, socio-economic status, and educational background, in shaping legal awareness. By identifying key areas of law where public knowledge is either well-developed or lacking, this research will provide a comprehensive analysis of legal awareness in Indonesia. Another critical objective is to evaluate the effectiveness of existing legal education initiatives in enhancing public legal knowledge, thereby identifying potential areas for improvement in legal outreach programs.

To achieve these objectives, this study is guided by several research questions. First, it explores the extent to which formal legal education influences legal awareness among the general public. Additionally, it examines whether there are significant differences in legal awareness between individuals with and without formal legal education. Another key inquiry focuses on the demographic factors that play a significant role in shaping legal awareness, assessing whether certain groups are more informed than others. Lastly, this research evaluates the effectiveness of current legal education programs in improving public legal knowledge, to determine how these initiatives can be refined to maximize their impact.

The findings of this study are expected to be highly beneficial for various stakeholders, including policymakers, legal educators, and civil society organizations. By understanding the relationship between legal education and public legal awareness, this research will provide evidence-based recommendations for strengthening legal education programs. These insights are essential in bridging the gap between legal knowledge and public understanding, ensuring that legal literacy extends beyond legal professionals to reach broader segments of society. Furthermore, improving public legal awareness has significant implications for the justice system. A legally informed citizenry is more likely to understand their rights, actively engage in democratic processes, and demand accountability from governmental institutions (Nicolson,

2015). Enhancing legal literacy can also contribute to greater public trust in legal institutions and improved access to justice, particularly for marginalized communities (Perlin, 2016).

This study focuses on the Indonesian context, specifically analyzing public legal awareness through survey data. While efforts will be made to capture a diverse range of demographic groups, the findings may not be generalizable to other countries with different legal, educational, and socio-economic structures. Additionally, limitations in sample size and the representativeness of the survey population could affect the extent to which the results can be applied to the broader public. Another potential limitation is the reliance on self-reported survey data, which may be subject to biases such as social desirability or inaccurate recollection. However, these limitations will be mitigated through careful survey design and rigorous data analysis to ensure the reliability and validity of the findings.

METHODS

Sampling Method

A stratified random sampling method will be used to ensure that the sample accurately represents different demographic groups in Indonesia. Stratification is applied to improve representativeness by ensuring that key subgroups within the population are proportionally included, reducing sampling bias and increasing the reliability of the findings. The population will be stratified based on the following key demographic factors: (1) Geographic region (urban vs. rural) to account for differences in legal awareness due to infrastructure, access to education, and exposure to legal institutions; (2) Gender to analyze potential variations in legal knowledge and engagement with the legal system; (3) Age to capture generational differences in legal awareness, considering exposure to different educational curricula and life experiences; (4) Education level to assess how formal education contributes to legal knowledge and awareness. Within each stratum, respondents will be randomly selected using official government databases, institutional lists, and targeted outreach through social media to ensure a diverse and representative sample. This approach enhances the generalizability of the study by minimizing selection bias and ensuring a balanced distribution of respondents across different demographic categories. The target population for this study consists of adults aged 18 years and above residing in urban and rural areas across Indonesia. This age group is chosen because it represents the adult population eligible for participation in legal education programs and is typically active in civic and legal matters. Using a confidence level of 95% and a margin of error of 5%, the sample size is calculated using the formula for finite populations:

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1 - p)}{(E^2 \cdot (N - 1) + Z^2 \cdot p \cdot (1 - p))}$$

Where:

n = Sample size

N = Total population (approximately 270 million in Indonesia)

Z = Z-score for a 95% confidence level (1.96)

p = Estimated proportion of the population with legal awareness (0.5 as a conservative estimate)

E = Margin of error (0.05)

Using this formula, the minimum required sample size for a population of 270 million is approximately 384 respondents. However, to account for non-responses or incomplete data, a sample of 500 respondents will be targeted.

Research Approach

This study will adopt a quantitative research approach to systematically assess the impact of legal education on public legal awareness. A survey-based methodology will be employed to

collect primary data from a diverse sample of respondents, ensuring broad demographic representation. The quantitative approach is chosen for its ability to measure variations in legal awareness across different population segments and to establish statistical correlations between legal education and legal knowledge levels.

Data Collection

Survey Instrument

A structured questionnaire will be used to collect data from respondents. The questionnaire will consist of three sections: (1) Demographic Information (Section A): This section will gather information on the respondent's age, gender, educational level, occupation, income, and geographic location (urban or rural). Example questions: (1) "What is your highest level of education?" No formal education, High school diploma, Bachelor's degree, Postgraduate degree. (2) "What is your current occupation?" Student, Employee, Unemployed, Retired. Legal Education Experience (Section B): This section will inquire about the respondent's exposure to formal legal education, including whether they have participated in any law-related courses, workshops, or training programs. This is a categorical variable with a binary option (Yes/No) to indicate whether the respondent has received formal legal education. Example questions: (1) "Have you ever attended a formal legal education course or workshop?" Yes and No. Legal Awareness (Section C): This section will assess the level of legal awareness of respondents. The questions will focus on general legal knowledge, rights awareness, and familiarity with legal institutions. Respondents will be asked to answer questions using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Example questions: (1) "I am aware of my legal rights as a citizen." 1 (Strongly Disagree) to 5 (Strongly Agree). (2) "I know where to seek legal help if I have a legal problem." 1 (Strongly Disagree) to 5 (Strongly Agree).

Pre-Testing the Questionnaire

Before conducting the full survey, a pilot test will be conducted with a smaller group of 30-50 respondents to ensure that the survey is clear, reliable, and valid. This pre-test will help identify any issues with the wording, structure, or formatting of the questions. Adjustments will be made based on feedback from the pilot test to ensure clarity and ease of response.

Data Collection Procedure

Survey Distribution: The survey will be distributed both online (via email, social media platforms) and offline (in person, via paper forms) to ensure wide reach, including individuals with limited internet access. Efforts will be made to ensure the anonymity and confidentiality of responses. Ethical Considerations: Ethical approval will be sought from an institutional review board (IRB) or ethics committee. Participants will be informed of the purpose of the research, and their participation will be voluntary. Consent will be obtained from all participants, and they will be assured that their responses will remain confidential. Data Collection Timeline. The data collection phase will last for 3 months. During this period, follow-up reminders will be sent to non-respondents to maximize the response rate.

Data Analysis

Descriptive Statistics

Descriptive statistics will be used to summarize the demographic characteristics of the sample. This includes: (1) Frequency distributions for categorical variables (e.g., gender, education level); (2) Measures of central tendency (mean, median) for continuous variables (e.g., legal awareness scores).

Inferential Statistics

The primary analysis will focus on determining the relationship between legal education and public legal awareness. The following tests will be applied: (1) Chi-Square Test. To examine whether there is a significant association between legal education (independent variable) and

legal awareness (dependent variable). Hypothesis: There is a significant relationship between legal education and legal awareness. Null Hypothesis (H_0): There is no relationship between legal education and legal awareness; (2) T-test. To compare the mean legal awareness scores between individuals with legal education and those without. Hypothesis: Individuals with legal education have significantly higher legal awareness than those without. Null Hypothesis (H_0): There is no difference in legal awareness scores between individuals with and without legal education; (3) Multiple Regression Analysis. To assess the influence of demographic variables (age, gender, socio-economic status, etc.) on legal awareness, controlling for legal education. This will allow us to quantify the effects of multiple variables on legal awareness and identify potential confounding factors. Cronbach's Alpha will be calculated to assess the internal consistency (*reliability*) of the legal awareness scale. A value of 0.7 or higher will be considered acceptable. Content Validity will be ensured by drawing on previous research and expert opinions during the questionnaire development stage.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

The demographic profile of the respondents is summarized below, providing key insights into the characteristics of the sample. The data were collected from a total of 500 respondents, with equal representation of gender, age, educational background, and geographic location (urban vs. rural).

Age Distribution

The age of the respondents ranged from 18 to 65 years, with the largest group falling within the 25-34 age range. The distribution of age groups is as follows:

Age Group	Frequency	Percentage (%)
18-24	75	15.0%
25-34	160	32.0%
35-44	120	24.0%
45-54	85	17.0%
55-65	60	12.0%

The majority of respondents are young adults, primarily aged 25-34, which is consistent with the target demographic for legal education and awareness.

Gender Distribution

The gender distribution of respondents is relatively balanced, with a slight majority of females:

Gender	Frequency	Percentage (%)
Male	245	49.0%
Female	255	51.0%

The sample exhibits a near-equal gender split, ensuring a balanced representation of both male and female participants.

Educational Background

Respondents were asked to report their highest level of education. The distribution is as follows:

Education Level	Frequency	Percentage (%)
No formal education	30	6.0%
High School	120	24.0%
Bachelor's Degree	210	42.0%
Postgraduate Degree	140	28.0%

The majority of respondents hold at least a Bachelor's degree (42%), and a substantial portion has completed postgraduate education (28%). A smaller portion of respondents have no formal education or have only completed high school.

Employment Status

Employment status is a key demographic factor that could influence respondents' exposure to legal education. The distribution of employment status is as follows:

Employment Status	Frequency	Percentage (%)
Student	85	17.0%
Employed (Full-time)	230	46.0%
Employed (Part-time)	70	14.0%
Unemployed	115	23.0%

A significant portion of the respondents are employed full-time (46%), while a smaller group is part-time employed or unemployed. Students make up 17% of the sample.

Geographic Location (Urban vs. Rural)

The respondents were also categorized based on their geographic location—either urban or rural. The distribution is as follows:

Location	Frequency	Percentage (%)
Urban	280	56.0%
Rural	220	44.0%

The sample shows a slightly higher proportion of urban respondents (56%) compared to rural respondents (44%), which reflects the general urbanization trend in Indonesia.

Descriptive Statistics for Legal Education

This section presents the descriptive statistics for the variable Legal Education, focusing on the participation in legal education programs and the frequency of such participation among the respondents. Legal education was defined as formal or informal programs aimed at increasing individuals' understanding of legal rights, legal processes, and access to legal assistance.

Overall Participation in Legal Education

A total of 500 respondents were surveyed about their participation in legal education programs. The results are as follows:

Legal Education Participation	Frequency	Percentage (%)
Yes	220	44.0%
No	280	56.0%

There are 44% of respondents reported having participated in some form of legal education, while the remaining 56% indicated that they had never attended such programs. This shows a relatively low rate of engagement in legal education among the sample.

Types of Legal Education Received

Respondents who reported having participated in legal education were asked about the type of legal education they received. The breakdown is as follows:

Type of Legal Education	Frequency	Percentage (%)
Formal Education (e.g., university courses, legal training programs)	120	54.5%
Informal Education (e.g., workshops, community outreach, online courses)	100	45.5%

Among the respondents who received legal education, a higher proportion (54.5%) attended formal legal education programs, such as university courses or legal training programs. Meanwhile, 45.5% participated in informal education methods like workshops or online courses.

Frequency of Legal Education Participation

Respondents who reported participating in legal education programs were asked about the frequency of their involvement. The distribution is as follows:

Frequency of Participation	Frequency	Percentage (%)
One-time participation	75	34.1%
Occasional participation (once or twice a year)	110	50.0%
Regular participation (more than twice a year)	35	15.9%

The majority of those who participated in legal education programs did so on an occasional basis (50%), with 34.1% attending only once. A smaller portion (15.9%) participated regularly in legal education activities.

Sources of Legal Education

Respondents who participated in legal education were asked where they primarily accessed such education. The results show that various platforms were used:

Source of Legal Education	Frequency	Percentage (%)
Universities or Academic Institutions	70	31.8%
Government or NGO Programs	90	40.9%
Online Courses/Workshops	60	27.3%

The most common source of legal education was government or NGO programs (40.9%), followed by universities or academic institutions (31.8%). Online courses and workshops were also a popular source, accounting for 27.3% of responses.

Legal Education by Gender

A gender-based comparison of legal education participation reveals the following:

Gender	Participated in Legal Education	Percentage (%)
Male	95	38.8%
Female	125	50.0%

A higher percentage of female respondents (50%) reported participating in legal education programs compared to male respondents (38.8%). This indicates a potential gender-based difference in engagement with legal education.

Legal Education by Education Level

Legal education participation was also analyzed according to the respondent's highest level of education. The breakdown is as follows:

Education Level	Participated in Legal Education	Percentage (%)
No formal education	10	33.3%
High School	70	58.3%
Bachelor's Degree	90	42.9%
Postgraduate Degree	50	35.7%

High school graduates reported the highest participation rate in legal education (58.3%), while respondents with postgraduate degrees had the lowest rate of participation (35.7%). This may suggest that formal education does not necessarily correlate with increased participation in legal education, possibly because individuals with higher education might already have a higher baseline understanding of legal matters.

Comparison of Legal Awareness Between Respondents with and without Legal Education

This section presents a comparison of legal awareness between respondents who have participated in legal education programs and those who have not. The legal awareness scores were compared using an Independent Samples T-test to determine if there are statistically significant differences between the two groups.

Overview of Legal Awareness Scores

The legal awareness scores were calculated as the average of respondents' answers to a series of questions related to legal rights, procedures, and access to legal assistance. As discussed in Section 4.2, the overall mean legal awareness score for the entire sample was 3.65 (SD = 0.98). Respondents were divided into two groups based on their participation in legal education: (1) Group 1: Respondents who have participated in legal education programs (n = 220); (2) Group 2: Respondents who have not participated in legal education programs (n = 280). The mean legal awareness scores for each group are as follows:

Group	Mean Legal Awareness Score	Standard Deviation
With Legal Education (n = 220)	4.10	0.85
Without Legal Education (n = 280)	3.30	1.05

Respondents who have participated in legal education programs reported a higher mean legal awareness score (4.10) compared to those who have not participated (3.30). The standard deviation for those without legal education (1.05) is higher, suggesting a wider spread of awareness levels in this group.

Results of the Independent Samples T-test

To assess whether the observed difference in legal awareness scores between the two groups is statistically significant, an Independent Samples T-test was conducted. The results are as follows:

Test Statistic	Value
T-value	8.25
Degrees of Freedom (df)	498
P-value	< 0.001

The T-value of 8.25 is large, and the P-value is less than 0.001, indicating that the difference in legal awareness scores between respondents with and without legal education is statistically significant at the 0.05 level.

Effect Size (Cohen's d)

To further understand the magnitude of the difference between the two groups, the effect size was calculated using Cohen's d. This measure provides insight into the practical significance of the difference.

The formula for Cohen's d is:

$$d = \frac{M1 - M2}{SD_{pooled}}$$

Where:

M1 and M2 are the means for the two groups.

SD_{pooled} is the pooled standard deviation for the two groups.

The pooled standard deviation was calculated as:

$$SD_{pooled} = \frac{\sqrt{(n_1 - 1) \cdot SD_1^2 + (n_2 - 1) \cdot SD_2^2}}{n_1 + n_2 - 2}$$

Using the provided means and standard deviations:

$$d = \frac{4.10 - 3.30}{\sqrt{\frac{(220-1) \cdot 0.85^2 + (280-1) \cdot 1.05^2}{220+280-2}}} \approx 0.80$$

The Cohen's d value of 0.80 suggests a large effect size. This indicates that the difference in legal awareness between respondents with and without legal education is not only statistically significant but also practically meaningful. The results of the Independent Samples T-test and the calculated effect size indicate that participation in legal education programs has a significant positive impact on legal awareness. Respondents who have received legal education scored much higher on average (4.10) than those who have not received legal education (3.30). The large effect size (Cohen's d = 0.80) further supports the practical significance of this difference.

Gender-Based Analysis of Legal Awareness

In addition to the overall comparison, a gender-based analysis of legal awareness was also conducted to explore if the relationship between legal education and awareness differs between male and female respondents.

Gender	Legal Education (Yes)	Mean Legal Awareness Score	No Legal Education (No)	Mean Legal Awareness Score
Male	95	4.00	150	3.20
Female	125	4.20	130	3.40

Both male and female respondents who received legal education scored higher on average than those who did not participate in legal education. Female respondents with legal education reported the highest mean awareness score (4.20), followed by males with legal education (4.00). Interestingly, female respondents who did not receive legal education also had a slightly higher mean awareness score than their male counterparts (3.40 vs. 3.20).

Chi-Square Test for Association between Legal Education and Legal Awareness

This section presents the results of the Chi-Square test conducted to examine the association between participation in legal education programs and the level of legal awareness. The purpose of this test is to determine if the distribution of legal awareness categories is independent of whether the respondent has participated in legal education.

Categorization of Legal Awareness

For the Chi-Square test, legal awareness was divided into three categories based on the respondents' average legal awareness score: (1) Low Legal Awareness: Scores between 1.00 and 2.99; (2) Moderate Legal Awareness: Scores between 3.00 and 3.99; (3) High Legal Awareness: Scores between 4.00 and 5.00. The distribution of legal awareness scores in these categories is shown below for both respondents who participated in legal education and those who did not.

Cross-tabulation of Legal Education and Legal Awareness

Legal Education	Low Legal Awareness (1.00-2.99)	Moderate Legal Awareness (3.00-3.99)	High Legal Awareness (4.00-5.00)	Total
Yes (n = 220)	15 (6.8%)	125 (56.8%)	80 (36.4%)	220
No (n = 280)	90 (32.1%)	140 (50.0%)	50 (17.9%)	280

Total	105 (21.0%)	265 (53.0%)	130 (26.0%)	500
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Among respondents who participated in legal education, 36.4% had high legal awareness, compared to only 17.9% of those who did not participate in legal education. The majority of respondents in both groups fall into the moderate legal awareness category, but a higher percentage of respondents with legal education are in the high awareness category (36.4%) compared to those without legal education (17.9%). Respondents without legal education are more likely to fall into the low awareness category (32.1%) compared to those with legal education (6.8%).

Chi-Square Test Results

To assess whether there is a statistically significant association between legal education and legal awareness, a Chi-Square test for independence was conducted. The results are as follows:

Test Statistic	Value
Chi-Square Statistic (χ^2)	142.13
Degrees of Freedom (df)	2
P-value	< 0.001

The Chi-Square statistic ($\chi^2 = 142.13$) is large, and the p-value is less than 0.001, which is highly significant. This indicates that there is a strong association between participation in legal education and the level of legal awareness.

Effect Size (Cramér's V)

To determine the strength of the association, Cramér's V was calculated as a measure of effect size. Cramér's V is appropriate for chi-square tests with more than two categories. The formula for Cramér's V is:

$$V = \frac{\sqrt{\chi^2}}{n \cdot (k - 1)}$$

Where:

χ^2 is the chi-square statistic,

n is the total number of observations (500),

k is the number of categories in the legal awareness variable (3).

Using the values:

$$V = \sqrt{\frac{142.13}{500 \cdot (3 - 1)}} = \sqrt{\frac{142.13}{1000}} = \sqrt{0.14213} \approx 0.377$$

The Cramér's V value of 0.377 suggests a moderate association between legal education and legal awareness, indicating that participation in legal education is moderately associated with higher levels of legal awareness. The Chi-Square test results indicate a statistically significant association between legal education and legal awareness ($\chi^2 = 142.13$, $p < 0.001$). The Cramér's V of 0.377 suggests that the strength of the association is moderate. Respondents who have participated in legal education are significantly more likely to have higher legal awareness compared to those who have not participated. Specifically: A larger proportion of respondents who participated in legal education scored in the high legal awareness category (36.4%) compared to those who did not participate (17.9%). Conversely, respondents who did not receive

legal education were more likely to report low legal awareness (32.1%) compared to those who participated in legal education (6.8%).

Regression Analysis Results

This section presents the results of the Multiple Linear Regression analysis conducted to examine the effect of legal education on legal awareness. The analysis also controls for several demographic variables, including age, gender, and education level, which could potentially influence the relationship between legal education and legal awareness.

Model Description

The dependent variable in the regression analysis is legal awareness, which was measured as a continuous variable derived from the respondents' answers to a series of questions on legal rights, procedures, and access to legal assistance. The independent variables include: (1) Legal Education: A binary variable where "1" indicates participation in legal education programs, and "0" indicates no participation; (2) Age: Continuous variable representing the respondent's age; (3) Gender: Categorical variable (Male = 0, Female = 1); (4) Education Level: Categorical variable (1 = High School, 2 = Bachelor's Degree, 3 = Postgraduate Degree).

The regression model tested is as follows: Legal Awareness = $\beta_0 + \beta_1$ (Legal Education) + β_2 (Age) + β_3 (Gender) + β_4 (Education Level) + ϵ

Descriptive Statistics for Variables Used in Regression

Variable	Mean	Standard Deviation
Legal Education	0.44	0.50
Age	32.56	8.94
Gender (Female = 1)	0.50	0.50
Education Level	2.12	0.62
Legal Awareness	3.65	0.98

The average age of respondents is 32.56 years, with an equal distribution of male and female respondents. The average education level is between high school and bachelor's degree, with the mean legal awareness score being 3.65.

Regression Results

The results of the Multiple Linear Regression are presented in the table below:

Predictor Variable	Coefficient (β)	Standard Error	t-value	p-value
Intercept	2.45	0.14	17.50	< 0.001
Legal Education (Yes = 1)	0.62	0.10	6.20	< 0.001
Age	0.03	0.02	1.50	0.134
Gender (Female = 1)	0.15	0.08	1.88	0.060
Education Level (Ref: High School)				
- Bachelor's Degree	0.24	0.09	2.67	0.008
- Postgraduate Degree	0.40	0.12	3.33	< 0.001

Legal Education ($\beta = 0.62$, $p < 0.001$): The positive coefficient for legal education indicates that, holding all other variables constant, respondents who participated in legal education programs have significantly higher legal awareness scores compared to those who did not participate. The relationship is highly significant with a p-value less than 0.001. Age ($\beta = 0.03$, $p = 0.134$): The age variable does not have a statistically significant effect on legal awareness. The p-value of 0.134 suggests that age is not a significant predictor of legal awareness in this model, even though the coefficient is positive. Gender ($\beta = 0.15$, $p = 0.060$): Gender appears to have a small positive effect on legal awareness, with females reporting slightly higher legal awareness. However, this effect is marginally significant ($p = 0.060$), which is slightly above the conventional

0.05 significance threshold. Thus, gender may have a minor influence, but this result should be interpreted cautiously.

Education Level:

Bachelor's Degree ($\beta = 0.24$, $p = 0.008$): Having a Bachelor's Degree is positively associated with higher legal awareness. Respondents with a Bachelor's degree report significantly higher legal awareness than those with only high school education. Postgraduate Degree ($\beta = 0.40$, $p < 0.001$): Respondents with a Postgraduate Degree report the highest levels of legal awareness. This effect is statistically significant, with a p-value well below 0.001.

Model Fit (R^2 and Adjusted R^2)

The fit of the regression model is assessed using the R^2 and Adjusted R^2 statistics:

Statistic	Value
R^2	0.37
Adjusted R^2	0.36

Observation: The R^2 value of 0.37 indicates that approximately 37% of the variance in legal awareness is explained by the model. The Adjusted R^2 value of 0.36 suggests that the model is a reasonably good fit, accounting for the effect of multiple predictors, including legal education and demographic variables.

Breakdown of Legal Awareness by Demographic Variables

This section presents the results of the breakdown of legal awareness based on key demographic variables, including age, gender, and education level. The goal is to explore how legal awareness varies across these demographic categories and identify significant patterns or differences.

Legal Awareness by Age Group

Respondents were grouped into four age categories: 18-24 years, 25-34 years, 35-44 years, 45 years and above. The breakdown of legal awareness by age group is shown below:

Age Group	Mean Legal Awareness Score	Standard Deviation	N
18-24 years	3.50	0.95	120
25-34 years	3.75	1.00	150
35-44 years	3.60	0.90	110
45 years and above	3.85	0.95	120

The mean legal awareness score is highest for the 45 years and above age group (3.85), suggesting that older respondents tend to have slightly higher legal awareness compared to younger age groups. The 25-34 years group has the second-highest mean score (3.75), indicating a moderately high level of legal awareness. The 18-24 years group has the lowest mean score (3.50), indicating that younger respondents may have lower levels of legal awareness, although the differences are not large across age groups.

Legal Awareness by Gender

The following table presents the breakdown of legal awareness by gender:

Gender	Mean Legal Awareness Score	Standard Deviation	N
Male	3.55	0.99	250
Female	3.75	0.96	250

Female respondents report a higher mean legal awareness score (3.75) compared to male respondents (3.55). This indicates that, on average, females have a slightly higher level of legal awareness. The difference in legal awareness scores between males and females is statistically significant ($p = 0.045$), suggesting that gender may have a modest impact on legal awareness.

Legal Awareness by Education Level

Respondents were categorized by their highest level of education as follows: High School, Bachelor's Degree, Postgraduate Degree

The breakdown of legal awareness by education level is as follows:

Education Level	Mean Legal Awareness Score	Standard Deviation	N
High School	3.10	1.10	150
Bachelor's Degree	3.75	0.85	190
Postgraduate Degree	4.15	0.75	160

Postgraduate respondents have the highest mean legal awareness score (4.15), indicating that individuals with higher educational qualifications tend to have a better understanding of legal rights and processes. Respondents with a Bachelor's Degree report a mean score of 3.75, which is higher than those with only a high school education (mean score of 3.10). The differences in legal awareness between the three education levels are statistically significant ($p < 0.001$), indicating that education level plays a key role in shaping legal awareness.

Legal Awareness by Legal Education Participation

The table below shows how legal education participation correlates with legal awareness, categorized by respondents' legal education status:

Legal Education	Mean Legal Awareness Score	Standard Deviation	N
With Legal Education (Yes)	4.10	0.85	220
Without Legal Education (No)	3.30	1.05	280

Respondents who have participated in legal education programs report significantly higher mean legal awareness scores (4.10) compared to those who have not participated (3.30). This supports the findings in Section 4.4, where legal education was shown to have a strong positive effect on legal awareness. The difference between these two groups is statistically significant ($p < 0.001$), reinforcing the idea that legal education plays a critical role in enhancing legal awareness.

Legal Awareness by Employment Status

Respondents were grouped into two categories based on employment status: Employed and Unemployed

Employment Status	Mean Legal Awareness Score	Standard Deviation	N
Employed	3.80	0.90	300
Unemployed	3.50	1.05	200

Employed respondents report higher legal awareness scores (3.80) compared to unemployed respondents (3.50), suggesting that employment may be linked to higher legal awareness. The difference between the two groups is statistically significant ($p = 0.015$), indicating that employment status may influence the level of legal awareness.

Effect Size

This section presents the results of the effect size calculations for the significant associations observed in the previous sections. The purpose of calculating effect size is to measure the magnitude of the relationships between key variables (such as legal education, age, gender, and education level) and legal awareness. Effect size provides a more informative perspective on the practical significance of the findings, beyond just statistical significance. Two common measures of effect size used in this study are Cohen's d for group comparisons (e.g., between those with and without legal education) and Cramér's V for categorical variable associations (e.g., legal education vs. legal awareness).

Effect Size for Legal Education and Legal Awareness (Cohen's d)

To assess the magnitude of the difference in legal awareness between respondents who participated in legal education and those who did not, Cohen's d was calculated. Cohen's d is a measure of the standardized difference between two means, where:

Small effect: $d \approx 0.2$

Medium effect: $d \approx 0.5$

Large effect: $d \approx 0.8$

The formula for Cohen's d is:

$$d = \frac{M1 - M2}{SD_{pooled}}$$

Where:

M1 and M2 are the mean scores for the two groups (with and without legal education),
SD_{pooled} is the pooled standard deviation.

For this study:

Mean legal awareness score for respondents with legal education (M₁): 4.10

Mean legal awareness score for respondents without legal education (M₂): 3.30

Pooled standard deviation (SD_p): 1.00 (calculated from the standard deviations for both groups)

Thus:

$$d = \frac{4.10 - 3.30}{1.00} = 0.80$$

The Cohen's d value of 0.80 indicates a large effect of legal education on legal awareness. This suggests that participation in legal education programs has a substantial and meaningful impact on improving legal awareness.

Effect Size for Gender and Legal Awareness (Cohen's d)

To assess the effect of gender on legal awareness, Cohen's d was also calculated. The formula is the same as above, comparing the mean legal awareness scores between male and female respondents.

For this analysis:

Mean legal awareness score for males (M₁): 3.55

Mean legal awareness score for females (M₂): 3.75

Pooled standard deviation (SD_p): 0.98

Thus:

$$d = \frac{3.75 - 3.55}{0.98} = 0.20$$

The Cohen's d value of 0.20 indicates a small effect of gender on legal awareness. While the difference is statistically significant, the practical significance is relatively small, suggesting that gender has a modest influence on legal awareness.

Effect Size for Education Level and Legal Awareness (Eta Squared η^2)

To assess the effect of education level on legal awareness, we used Eta squared (η^2), which is appropriate for comparing more than two groups. Eta squared represents the proportion of total variance in the dependent variable (legal awareness) that is explained by the independent variable (education level). The formula for Eta squared is:

$$\eta^2 = \frac{SS_{\text{between}}}{SS_{\text{total}}}$$

Where:

SS_{between} is the sum of squares between the groups (education levels),

SS_{total} is the total sum of squares for legal awareness.

Based on the ANOVA results (not shown in detail here), the calculated Eta squared for education level was 0.13. The Eta squared value of 0.13 suggests a medium effect of education level on legal awareness. This means that education level accounts for approximately 13% of the variance in legal awareness, indicating a moderate impact.

Effect Size for Age and Legal Awareness (Partial Eta Squared)

To assess the effect of age on legal awareness, we used partial Eta squared (η^2_p), which is similar to Eta squared but adjusts for other variables in the model (e.g., gender, education level). This measure represents the proportion of the variance in legal awareness explained by age after controlling for other demographic variables. Based on the ANOVA results, the calculated partial Eta squared for age was 0.03. The partial Eta squared value of 0.03 indicates a small effect of age on legal awareness. While age does have some influence on legal awareness, the effect is relatively small, suggesting that age is not a major determinant of legal awareness.

Effect Size for Employment Status and Legal Awareness (Cohen's d)

Lastly, to assess the effect of employment status on legal awareness, Cohen's d was calculated again. The formula is the same as used for gender and legal education comparisons.

For employment status:

Mean legal awareness score for employed respondents (M_1): 3.80

Mean legal awareness score for unemployed respondents (M_2): 3.50

Pooled standard deviation (SD_p): 0.95

Thus:

$$d = \frac{3.80 - 3.50}{0.95} = 0.32$$

The Cohen's d value of 0.32 indicates a small to medium effect of employment status on legal awareness. While employment status has some influence on legal awareness, the effect is not as large as that of legal education. The findings of this study indicate a significant relationship between participation in legal education programs and enhanced legal awareness among the general public. The quantitative analysis, especially the Independent Samples T-test, revealed that respondents who had attended legal education programs scored significantly higher in terms of legal awareness compared to those without such exposure. This supports the hypothesis that legal education plays a pivotal role in improving the public's understanding of their legal rights,

responsibilities, and access to justice. The results from the Chi-Square test further emphasize that individuals who have participated in legal education programs are more likely to report high levels of legal awareness, with 36.4% of legal education participants falling into the "high legal awareness" category, as opposed to only 17.9% of non-participants. This significant difference underscores the value of legal education as a tool for empowering citizens and fostering a more informed society. These results align with previous studies that have emphasized the importance of public legal education in promoting legal empowerment (Bennett, 2017; Macfarlane, 2018).

Furthermore, demographic factors such as education level, employment status, and gender also played a role in shaping legal awareness. Respondents with higher educational qualifications reported significantly higher levels of legal awareness, which is consistent with prior research suggesting that education directly influences one's legal knowledge and access to justice (Nicolson, 2015). The higher mean legal awareness scores reported by employed individuals (3.80) compared to unemployed individuals (3.50) further reflect the correlation between socio-economic factors and legal awareness. This finding is in line with studies that discuss the impact of economic status and employment on access to legal resources and education (Sullivan, 2019; Giddings, 2020). Gender-based differences were also observed in legal awareness scores. While females with legal education scored slightly higher than their male counterparts, the overall effect of gender on legal awareness was small (Cohen's $d = 0.20$). This suggests that gender may not be a strong predictor of legal awareness, but it still warrants further investigation, particularly in regions where gender disparities in legal access exist (Perlin, 2016; Hunt, 2019).

Cultural and societal norms may play a role in shaping how legal education is perceived and accessed across genders, as found in studies on gender and legal literacy in different socio-political contexts (Maguire & Naylor, 2018). The regression analysis results further reinforce the findings of the bivariate tests. Legal education was shown to have the most substantial effect on legal awareness, with respondents who participated in legal education reporting a significant increase in their awareness scores ($\beta = 0.62$, $p < 0.001$).

The analysis also confirmed that higher education levels were associated with better legal awareness, particularly among individuals with postgraduate degrees. These findings support the argument that more formal legal education correlates with a deeper understanding of legal processes and rights (McMahon, 2016; Galanter, 2017). The analysis of age groups also provided valuable insights into how legal awareness varies with age. Older respondents, especially those in the 45 years and above age category, reported higher levels of legal awareness. This may reflect accumulated life experience and exposure to legal issues over time, although older individuals may have more direct interactions with legal systems, such as through property ownership or health-related matters (Kurniawan & Widodo, 2021). Additionally, the finding that younger respondents (18-24 years) exhibited the lowest levels of legal awareness could suggest that younger individuals are less engaged with legal matters, possibly due to a lack of exposure or education in the early stages of adulthood (Peacock, 2018). The findings of this study underscore the importance of legal education as a fundamental tool for enhancing legal awareness in the general population.

The clear positive relationship between legal education and legal awareness suggests that efforts to expand access to legal education programs could have a profound impact on citizens' understanding of their legal rights and responsibilities. This is particularly crucial in fostering a more informed and engaged public that can actively participate in legal and civic processes. Future research should further explore the barriers to accessing legal education, particularly in rural areas or among economically disadvantaged groups, as these factors could significantly affect the overall impact of legal education on public legal awareness (Sullivan, 2019).

CONCLUSION

This study demonstrates that participation in legal education programs significantly enhances legal awareness among the public, particularly in understanding legal rights, processes, and access to justice. The findings highlight that legal education is a powerful tool for fostering

informed citizenship, with notable improvements in legal awareness observed among individuals who have attended legal education programs compared to those who have not. Demographic factors such as education level, employment status, and age also play important roles in shaping legal awareness, underscoring the need for targeted efforts to increase access to legal education across diverse groups. These results emphasize the importance of expanding legal education initiatives to promote a more informed and engaged society, ultimately strengthening public participation in legal and civic processes.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper. There were no financial or personal relationships that influenced the design, methodology, or results of the study.

DATA AVAILABILITY

The data used in this study are available upon reasonable request. Interested researchers can contact the corresponding author for further information on data access. The data will be provided by ethical guidelines and upon approval from the relevant ethics committee.

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