

# Legal Education on Consumer Rights: Community Empowerment Efforts in the Face of Unfair Business Practices

Henny Saida Flora<sup>1</sup>, Iyos Sutresna<sup>2</sup>, Kartini Maharani Abdul<sup>3</sup>, Dedah Ningrum<sup>4</sup>, Firmansyah<sup>5</sup>

<sup>1</sup> Unika Santo Thomas, Indonesia; hennysaida@yahoo.com

<sup>2</sup> Universitas Pendidikan Indonesia, Indonesia; iyossutresna@upi.edu

<sup>3</sup> Kaltara University, Indonesia; kartinimaharani92@gmail.com

<sup>4</sup> Universitas Pendidikan Indonesia, Indonesia; dedahningrum@upi.edu

<sup>5</sup> Institut Agama Islam Negeri Metro, Indonesia; firmansyah@metrouniv.ac.id

## ARTICLE INFO

### Keywords:

Legal;  
Education;  
Consumer;  
business

### Article history:

Received 2024-09-24

Revised 2024-10-26

Accepted 2024-11-24

## ABSTRACT

The objective of this research is to evaluate the efficacy of legal education in enhancing individuals' comprehension of consumer rights and to develop strategies to equip people with the tools to address unfair business practices. In this context, consumer rights encompass a range of aspects that are vital for the protection of individuals engaged in trade and consumption activities. In light of the fact that a considerable proportion of the population remains inadequately informed about their rights, particularly in the context of unfair business practices, the provision of legal education is of paramount importance. This study employs a qualitative methodology to examine individuals' experiences and perspectives on consumer rights, underscoring the significance of legal education in enhancing people's comprehension of consumer rights. Legal education ought to be pursued in a sustainable manner, with the active involvement of diverse stakeholders, including governmental bodies, non-governmental organisations (NGOs), and local communities. To enhance the efficacy of legal education, it is essential to utilise digital technology as a conduit for information dissemination.

*This is an open access article under the [CC BY](#) license.*



## Corresponding Author:

Henny Saida Flora

Unika Santo Thomas, Indonesia; hennysaida@yahoo.com

## 1. INTRODUCTION

Consumer rights are frequently overlooked, particularly in developing countries such as Indonesia. Consumers are entitled to fundamental rights, including the right to safety, accurate information, choice, and fair compensation. However, in practice, business practices in this field frequently contravene these rights. Examples of violations include price fraud, goods that do not correspond to the description, unclear product information, and poor after-sales service.

Indonesia has a specific regulation, Law No. 8/1999 on Consumer Protection. This law aims to provide protection to consumers by guaranteeing their rights and imposing sanctions on business actors who commit violations. However, its implementation still faces various obstacles. One of these is the weak supervision by the government of business actors. In many cases, business actors who violate consumer rights are not dealt with firmly, thus creating a loophole for them to continue engaging in unfair business practices (Verbovyi & Meniv, 2024).

Furthermore, there is often a lack of awareness regarding consumer rights. Factors such as low legal literacy, limited access to information, and a submissive culture contribute to a situation in which consumers are less inclined to assert their rights. For instance, many consumers refrain from reporting violations due to concerns about the time and cost involved in the legal process, or due to a lack of knowledge about the procedures to be followed.

The provision of legal education represents a strategic step to overcome this problem. By providing people with an understanding of consumer rights, they can be more critical in dealing with unfair business practices. The objective of legal education is to foster a society that is aware of its rights and is therefore more confident in claiming those rights in the event of a violation. Educated consumers can act as active watchdogs in the consumer protection system, for example by reporting violations or disseminating correct information about consumer rights to others. As consumer knowledge increases, businesses will be more circumspect in their business practices, as the risk of legal sanctions will increase if consumers are more active in reporting violations.

However, the implementation of legal education is not without its own challenges. One such challenge is how to convey legal information that is often complex and technical to ordinary people. Furthermore, the lack of institutions that specifically handle legal education at the community level represents another obstacle (Siwi K, 2022).

The objective of this research is to investigate the potential of legal education to empower communities as critical and empowered consumers. The objective of this research is to examine the role of legal education in empowering communities as critical and empowered consumers. The research is structured around three main areas of focus:

This research aims to ascertain the extent to which existing legal education programmes are effective in enhancing individuals' comprehension of consumer rights. For instance, it will examine whether individuals are more capable of discerning instances of consumer rights violations or whether they are more proactive in utilising the available legal mechanisms to assert their rights.

Furthermore, the research seeks to identify the obstacles that impede the effective implementation of legal education. These may encompass structural impediments, such as a dearth of policy support or funding, or cultural impediments, such as a paucity of public interest in legal matters.

In order to overcome these challenges, this research aims to develop strategies that can empower communities more effectively. These strategies include community-based approaches, collaboration with educational institutions and civil society organisations, and the use of digital technology to reach a wider audience.

The findings of this research are not only relevant in the context of consumer protection, but also contribute to the strengthening of social justice in society. Over time, legal education can facilitate the development of a more robust legal culture, in which consumers and businesses demonstrate mutual respect for each other's rights and obligations. This research also provides practical recommendations for the government, non-governmental organisations (NGOs) and businesses to enhance the efficacy of legal education in supporting consumer protection in Indonesia.

## 2. METHOD

This research adopts a qualitative approach, which aims to dig deeper into people's experiences, views and perceptions related to consumer rights and how they deal with unfair business practices. The qualitative approach was chosen because its main focus is on understanding meanings, social processes, and phenomena that occur in people's daily lives. This research seeks to explore not only

what consumers understand about their rights, but also how they respond and act towards business practices that harm them.

A qualitative approach allows researchers to investigate social dynamics that occur at the individual and community level in a deeper and more contextualised way. Through this approach, researchers can gain a more holistic picture of consumer protection issues, taking into account the various factors that influence people's understanding and behaviour, including social, economic and cultural factors. The focus of the research was to gain first-hand perspectives from consumers who experience unfair business practices and how legal education can assist them in understanding and protecting their rights (Meydan & Akkaş, 2024).



Figure 1. Qualitative Method

### Research Location and Participants

This research was conducted in the city of Yogyakarta, which was chosen because it has a diverse profile of consumers, small businesses, and institutions active in legal empowerment activities. Yogyakarta, as one of the major cities in Indonesia, has complex social and economic dynamics, providing rich insights into business practices and legal understanding at the community level.

The participants of this study consisted of three main groups:

#### 1. Consumers

A total of 10 consumers were selected as the main participants. They were selected based on their personal experience in dealing with unfair business practices, such as fraud or defective products that were not replaced. The selection of consumers with first-hand experience allowed researchers to gain insights into how they perceive consumer rights and what they know about available legal protections.

#### 2. Small Business Actors

A total of 5 small business owners were engaged to provide perspectives from the perspective of goods and services providers. Interviews with business owners helped to identify obstacles they face in educating consumers or in running businesses that comply with consumer protection laws. They were also able to provide insight into the challenges of maintaining fair and transparent business practices.

#### 3. Legal Practitioners

A total of 5 legal practitioners who have experience in handling consumer protection cases were also invited to participate. They provided legal perspectives on consumer rights, as well as challenges

faced in community empowerment. The interviews with legal practitioners aimed to understand how consumer protection laws are implemented and accepted by the community.

### Data Collection Techniques

In this study, three main data collection techniques were utilised to obtain in-depth and comprehensive information about the community's experiences and views regarding consumer rights.

#### 1. In-depth Interviews

In-depth interviews were conducted with consumers who had experience with unfair business practices. The purpose of these interviews was to explore consumers' perceptions of their rights, their experiences with unfair business practices, and their level of understanding of consumer protection law. The interviews were semi-structured, allowing the researcher to explore certain topics in greater depth while still allowing participants the flexibility to express their experiences freely. Some of the questions asked to consumers included:

- What do you know about your rights as a consumer?
- Have you ever experienced unfair business practices? If so, how did you deal with it?
- Do you feel you need more information about consumer protection?

#### 2. Participatory Observation

Participatory observation was conducted to understand how legal education is carried out in the community. Researchers observed activities conducted by non-governmental organisations (NGOs) that are active in providing training and education to consumers on their rights. Observations were made at educational events such as seminars, workshops, or community activities related to consumer protection. The focus of the observation is to see how the information is delivered, the response of the participants, and the obstacles that may occur in the education process.

#### 3. Document Study

The research also included document studies related to consumer rights and legal protection in Indonesia. Documents analysed included laws, government regulations, case reports, and documentation from legal institutions or consumer protection organisations. This document study helped the researcher understand the existing legal framework and how it applies in the context of consumer protection. In addition, it also provides insight into how unfair business practices may be defended or addressed within the existing legal system.

### Data Analysis Technique

The data obtained from in-depth interviews, participatory observation, and document studies were then analysed using the thematic analysis approach developed by Braun and Clarke (2006). This approach allows researchers to identify, analyse and report patterns or themes that emerge from the data collected.

The steps of data analysis using this thematic approach include:

#### 1. Data Coding

At this stage, the researcher reads and studies the data thoroughly to understand its context. Each piece of data relevant to the research was given a specific code or label to facilitate the identification of emerging themes.

#### 2. Theme Identification

After coding, the researcher analysed the codes that had been given to identify themes that were recurrent and relevant to the research objectives. These themes covered aspects such as consumers' level of knowledge about their rights, challenges faced in dealing with unfair business practices, and the effectiveness of legal education in empowering communities.

### 3. Interpretation of Results

The final stage is the interpretation of the results, where the researcher connects the identified themes with existing theories and research objectives. We also matched the findings with relevant literature to provide a deeper understanding of the phenomenon being studied. In addition, the researcher also considered external factors that might influence the results of the study, such as government policies and the role of community institutions in legal counselling.

With these methods and techniques, this research is expected to provide a comprehensive insight into the importance of legal education in empowering communities to protect consumer rights and deal with unfair business practices.

## 3. FINDINGS AND DISCUSSION

In light of the aforementioned description, the results or findings of the research can be discussed as follows.

### **Effectiveness of Legal Education**

The results show that legal education plays an important role in raising public awareness of consumer rights. Legal education provides a clearer understanding of the basic concepts of consumer protection, such as the right to information, the right to choose, the right to security, and the right to be heard. This is especially important in countries like Indonesia, where many people lack legal literacy (Andriati et al., 2023).

In this study, 75% of participants reported that they have a better understanding of the concrete steps they can take when facing unfair business practices after attending the legal education programme. These steps include:

#### *Recognising Unfair Business Practices*

Participants became better able to identify unlawful business practices, such as price gouging, unclear product information, or misleading advertising. Before the education programme, many of them did not realise that these actions could be categorised as violations of consumer rights.

#### 1. Making a Complaint

Legal education helps people understand the formal procedures for filing complaints with consumer protection agencies, such as the Consumer Dispute Settlement Body (BPSK) or relevant government agencies. Previously, many people were reluctant or did not know how to report violations because they felt the process was too complicated.

#### 2. Using legal channels

Some participants admitted that they were previously afraid or hesitant to take legal action. After the training, they were more confident to use legal channels as a means of protection against harmful practices (Faujura et al., 2021).

#### *Factors that Support the Success of Legal Education*

#### 1. Relevant and Easy to Understand Materials

The delivery of legal education materials was done in a simple way and using real-life examples, so participants found it easier to understand legal concepts that previously seemed abstract.

#### 2. Interactive Methods

The training used interactive methods such as group discussions, case simulations, and role-playing. These methods increased participant engagement and helped them understand the practical application of the knowledge gained.

#### 3. Involvement of Community Leaders

Legal education programmes that involve community leaders, such as neighbourhood chiefs, religious leaders, or local activists, have proven to be more effective as these figures have great influence in building community trust (Emilia Esa Wardana & Hardian Iskandar, 2024).

### *Long-term Impact*

In addition to providing immediate understanding, legal education also has a long-term impact on people's behaviour. The study found that after participating in legal education, people tend to:

1. Be more careful in their transactions, for example by reading terms and conditions more carefully.
2. Become more active in voicing complaints against harmful business practices.
3. Encourage others in their neighbourhood to understand consumer rights, creating a domino effect in community empowerment.

### *Case Study: Legal Education Success*

One example of a successful legal education programme in this study was a training held by an NGO in Yogyakarta. In this programme, participants were trained to recognise consumer violations and given practical guidance on how to access legal aid. After the programme, a housewife who was a victim of online fraud was able to report her case to the authorities and obtain compensation. However, the effectiveness of legal education still faces several obstacles, including:

1. Limited Access.

Legal education is often only available in urban areas, leaving communities in remote areas unable to benefit.

2. Low Initial Interest

Many people are not interested in participating in legal education programmes because they do not realise the importance of consumer protection.

### *Policy Implications*

Based on these findings, legal education needs to be made a priority programme by the government and non-government agencies. Some recommended steps include:

1. Making legal education part of the school curriculum.
2. Using social media and digital apps to reach a wider audience.
3. Increasing collaboration between legal institutions, universities and local communities to organise ongoing training.

Overall, legal education has proven to be an effective empowerment tool to help people understand and protect their consumer rights, and create a fairer business environment (Sudewo, 2022).

## **The Challenge of Legal Education**

Legal education is one of the most important strategies in empowering the public, especially to understand and fight for consumer rights. However, in its implementation, there are various challenges that hinder the effectiveness of legal education programmes. The two main challenges found in this study are the lack of access to information and low legal literacy among the public (Arifin et al., 2023).

### *Lack of Access to Information*

Limited legal education facilities at the local level are a significant obstacle to the dissemination of knowledge about consumer rights. This can be explained through the following aspects:

1. Lack of Legal Training Providers

Most areas, especially in rural or peri-urban areas, do not have access to institutions that specifically provide legal training or information. Legal training is often only available in big cities, so people living in remote areas do not have the opportunity to participate in such educational activities.

2. Limited Funding and Infrastructure

Many organisations that want to provide legal education are often constrained by a lack of funding. This results in a limited number of legal education programmes that can be implemented, both on a local and national scale. In addition, infrastructure such as training rooms, technology tools and supporting materials are often inadequate to support the programmes.

### 3. Lack of Inter-agency Communication

Lack of coordination between the government, non-governmental organisations (NGOs) and local communities often results in legal education programmes not reaching the people who need them. The absence of systematic collaboration also makes the information delivered in various trainings inconsistent or even contradictory.

### 4. Geographical Barriers

Communities in remote areas face physical access barriers to legal training. Long distances to city centres or training institutions are often costly and time-consuming, making them less likely to attend such programmes (Kemala, 2023).

### *Low Legal Literacy*

Legal literacy refers to the community's ability to understand the terms, concepts and mechanisms of the applicable law. In this study, low legal literacy is the main challenge that makes legal education less effective. Some of the reasons underlying low legal literacy are:

#### 1. The complexity of legal language

Most people, especially those with low levels of education, have difficulty understanding the legal language used in training or official documents. Terms such as 'default,' 'civil liability,' or 'consumer dispute' are often confusing and require simpler explanations.

#### 2. Lack of Formal Legal Education

The curriculum in formal schools rarely provides lessons on the basics of law, including consumer rights. As a result, many people do not have a basic knowledge of how the law works or how they can utilise the law to protect themselves.

#### 3. Lack of Real Case Examples in Legal Education

Most legal training does not take a practical approach by providing real-life case examples that are relevant to everyday life. This makes the training material difficult to understand and apply in the context of people's lives.

#### 4. Reliance on Legal Figures or Experts

Communities often rely on legal figures or practitioners to understand their rights and obligations. This dependency shows that they do not have the confidence to understand the law independently, reflecting their low level of legal literacy.

#### 5. Social and Economic Disparities

Economically disadvantaged communities tend to overlook the importance of legal literacy because their focus is more on fulfilling basic needs. This gap exacerbates inequalities in legal understanding among different segments of society (Apri Aji Setyawan & Zainal Arifin Hoesein, 2024).

### *Implications of these Challenges for Legal Education*

These two challenges mean that people not only lack understanding of their consumer rights, but also lack the ability to take legal action if they fall victim to unfair business practices. As a result, business practices that harm consumers continue to take place due to the lack of resistance or complaints on the part of consumers. To overcome this challenge, several steps need to be taken, such as:

1. Simplification of Legal Materials: Legal education materials should be delivered in simple language and easily understood by the general public.

2. Provision of Digital Access: Using information technology to disseminate legal information to the public, especially in remote areas.

3. Integration of Legal Literacy in Formal Education: Incorporating basic legal materials into the school curriculum to improve early legal understanding.

4. Community-based Collaboration Programme: Collaborate with community leaders to reach out to communities in remote areas (Multazam & Widiarto, 2023).

By addressing these challenges, legal education is expected to be more effective in empowering communities to confront unfair business practices.

### **Community Empowerment Strategy**

Community empowerment strategies aim to provide individuals and communities with the tools, knowledge and motivation to protect their rights independently, including in the face of unfair business practices (Sarjiyanto et al., 2024).

#### *Community-based Approach*

The community-based approach emphasises the importance of involving community leaders, such as traditional leaders, village heads, or neighbourhood leaders, in the legal education process. These figures have great social influence in their neighbourhoods and are therefore capable of becoming agents of change (Maharani et al., 2024).

#### 1. Advantages of the Community-Based Approach

- a. **Social Proximity:** Community leaders are more likely to reach out to local communities as they are perceived as trusted figures.
- b. **Multiplication Effect:** Information relayed to community leaders tends to spread more widely through their social networks.
- c. **Strengthening Local Culture:** Legal education can be tailored to local cultural norms and values to increase relevance and community acceptance.

#### 2. Implementation of a Community-Based Approach

##### a. Training of Community Leaders:

- Provide training to community leaders on consumer rights and legal protection mechanisms.
- Teach them to be facilitators in group discussions and education sessions in the community.

##### b. Socialisation Activities:

- Organise discussion forums, workshops, or seminars at the village or kelurahan level.
- Integrate legal education materials in traditional events or regular community meetings.

##### c. Creation of Discussion Groups:

- Establish working groups that focus on consumer protection issues to discuss local cases and find solutions together.

This community-based approach not only empowers communities but also creates an enabling environment for fair and transparent business practices.

#### *Cooperation with Legal Institutions*

Collaboration between the government, non-governmental organisations (NGOs) and universities is a key element in creating a structured and sustainable legal education programme. Roles of Relevant Institutions

#### 1. Government.

The government is responsible for providing supportive regulations and budget for programme implementation. The government can also establish consumer information centres at the local level.

#### 2. NGOS.

NGOs often have direct access to grassroots communities and experience in designing empowerment programmes. They can be strategic partners to implement legal education on the ground.

#### 3. Universities.

Universities can provide intellectual resources, such as research on consumer behaviour patterns, training materials, and experts (Abiddin et al., 2022).

#### *Collaborative Implementation Strategy*

#### 1. Joint Training Programme.

- Organise legal trainings involving lawyers, academics, and NGO activists.

- Training materials include consumer rights, dispute resolution mechanisms, and how to report violations.
2. Public Awareness Campaign:
    - Use traditional media (radio, newspapers) and digital media to disseminate information on consumer rights.
    - Organise consumer protection-themed campaigns on specific days, such as National Consumer Day.
  3. Information and Legal Aid Centres:
    - Establish legal aid centres at the local level to provide free consultation to consumers.
    - The centre can also serve as a complaint point for people facing unfair business practices (Hummel & Kusumasari, 2024).

### *Use of Digital Media*

Digital technology has become a very effective tool in disseminating information quickly and widely. In the context of legal education, digital media can be used to overcome geographic and demographic constraints, such as limited access to in-person training.

1. Benefits of Using Digital Media
  - a. Wide Reach: Information can be disseminated to various regions, including remote areas.
  - b. Cost Efficiency: Digital platforms are more cost-effective compared to traditional methods such as face-to-face seminars.
  - c. Interactivity: Digital media allows consumers to actively participate through comments, online discussions, or question and answer forums.
2. Strategies for Using Digital Media
  - a. Online Education Platform:
    - Create online learning modules that can be accessed through a website or app.
    - Modules include materials such as consumer rights, case examples, and dispute resolution steps.
  - b. Social Media:
    - Using social media such as Facebook, Instagram, and TikTok for consumer rights awareness campaigns.
    - Create visual content, such as infographics and short videos, to capture people's attention.
  - c. Mobile Apps:
    - Develop an app that provides information on consumer rights, a list of legal aid centres, and guidance on reporting violations.
    - The app can also include a chatbot feature to answer user queries in real-time.
  - d. Webinars and Live Streaming:
    - Organise webinar sessions with legal experts to discuss topics related to consumer protection.
    - Live streaming can reach a wider audience and allow for direct interaction.

The use of digital media not only expands the reach of legal education but also increases the accessibility of information, especially for younger generations who are more familiar with technology (Dong et al., 2024).

## 4. CONCLUSION

This research substantiates the assertion that legal education is a vital element in facilitating the public's comprehension of and ability to enforce consumer rights enshrined in legislation. In the absence of a comprehensive understanding of consumer rights, the public will be ill-equipped to effectively address unfair business practices, including fraud, price manipulation, and products that fail to meet the promised quality standards. In this context, legal education serves as an instrument for the dissemination of information regarding the importance of protecting consumer rights and the provision of deeper knowledge on how to claim these rights when necessary. It is important to note

that the responsibility for legal education does not fall solely on the government or any single institution. Rather, it should be conducted in a sustainable manner that involves a diverse range of stakeholders, including non-governmental organisations (NGOs), local communities, and educational institutions. A community-based approach, whereby legal education is adapted to the particular requirements of each community, will facilitate greater comprehension and responsiveness to the legal materials presented. Local communities, for instance, can serve as effective agents of change in the dissemination of information pertaining to consumer rights, particularly if they are engaged in counselling that is pertinent to their daily lives. The provision of legal education on consumer rights plays a pivotal role in enhancing public comprehension and empowering individuals to challenge unfair business practices. It is therefore evident that ongoing endeavours on the part of a multiplicity of actors, including the government, educational institutions and the community at large, are required to enhance consumer legal literacy. The utilisation of digital technology as an educational tool has the potential to accelerate the dissemination of information on a wider and more effective scale. With the support of the government, in conjunction with collaboration with educational institutions and the implementation of more rigorous regulations concerning the transparency of information provided by businesses, it is anticipated that the protection of consumer rights can be optimised. In the future, a society that is more aware and educated about its rights will be better equipped to navigate challenges in an increasingly complex and risky business environment.

## REFERENCES

- Abiddin, N. Z., Ibrahim, I., & Abdul Aziz, S. A. (2022). Non-Governmental Organisations (NGOs) and Their Part towards Sustainable Community Development. *Sustainability*, 14(8), 4386. <https://doi.org/10.3390/su14084386>
- Andriati, F., Azhari, A. F., & Yuspin, W. (2023). Minister of Health Regulation of the Republic of Indonesia Number 35 of 2014 on Reproductive Health Service Standards: Legal Review and Normative Aspects in Healthcare Practices. *SOEPR*, 9(2), 209–219. <https://doi.org/10.24167/sjhc.v9i2.10960>
- Apri Aji Setyawan, & Zainal Arifin Hoesein. (2024). The Impact of the Common Law Legal System on Legal Development in Indonesia. *International Journal of Sociology and Law*, 2(1), 01–11. <https://doi.org/10.62951/ijsl.v2i1.205>
- 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 Bandung, Central Java, Indonesia). *The Indonesian Journal of International Clinical Legal Education*, 5(3). <https://doi.org/10.15294/ijicle.v5i3.75136>
- Dong, K., Liu, Y., Wang, J., & Dong, X. (2024). Is the digital economy an effective tool for decreasing energy vulnerability? A global case. *Ecological Economics*, 216, 108028. <https://doi.org/10.1016/j.ecolecon.2023.108028>
- Emilia Esa Wardana, & Hardian Iskandar. (2024). Legal Protection of Thrift Trade in Indonesia. *Journal of Law, Politic and Humanities*, 5(1), 242–248. <https://doi.org/10.38035/jlph.v5i1.905>
- Faujura, R. P., Gultom, E., & Sudjana, S. (2021). THE MONOPOLY PRACTICE AND UNFAIR BUSINESS COMPETITION IN THE TECHNOLOGY TRANSFER ACTIVITY THROUGH THE FOREIGN PATENT IN INDONESIA. *UUM Journal of Legal Studies*, 12. <https://doi.org/10.32890/uujls.12.1.2021.5988>
- Hummel, D., & Kusumasari, B. (2024). Power dynamics and resource dependence: NGO-government collaboration in Yogyakarta, Indonesia. *Public Administration and Development*, 44(1), 32–42. <https://doi.org/10.1002/pad.2034>
- Kemala, A. S. (2023). Legal Protection for Limited Liability Companies as Consumer Users of Virtual Office Services in Indonesia. *Indonesian Journal of Innovation Studies*, 25. <https://doi.org/10.21070/ijins.v25i.983>
- Maharani, M., Budiarti, A. I., Puteri, B. P. T., & Arianto, G. N. (2024). Community-Based Paralegals for

- Access to Justice in Indonesia. *Journal of Contemporary Sociological Issues*, 4(2), 144. <https://doi.org/10.19184/csi.v4i2.45781>
- Meydan, C. H., & Akkaş, H. (2024). *The Role of Triangulation in Qualitative Research* (pp. 101–132). <https://doi.org/10.4018/979-8-3693-3306-8.ch006>
- Multazam, M. T., & Widiarto, A. E. (2023). Digitalization of the Legal System: Opportunities and Challenges for Indonesia. *Rechtsidee*, 11(2). <https://doi.org/10.21070/jihr.v12i2.1014>
- Sarjiyanto, S., Mulki, Y. A., & Istiqomah, N. (2024). The impact of typology capital on community empowerment programs: evidence from rural development in Indonesia. *Jurnal Ekonomi & Studi Pembangunan*, 25(1), 17–35. <https://doi.org/10.18196/jesp.v25i1.20083>
- Siwi K, C. T. (2022). Perlindungan Konsumen di Masa Pandemi Covid-19 Sebagai Wujud Pemenuhan HAM. *Jurist-Diction*, 5(2), 441–464. <https://doi.org/10.20473/jd.v5i2.34877>
- Sudewo, P. A. (2022). The Strategies Analysis of Corporate University in the Government Agencies in Indonesia. *Jurnal Wacana Kinerja: Kajian Praktis-Akademis Kinerja Dan Administrasi Pelayanan Publik*, 25(1), 69. <https://doi.org/10.31845/jwk.v25i1.719>
- Verbovyi, A. O., & Meniv, L. D. (2024). Actual issues of consumer rights protection. *Uzhhorod National University Herald. Series: Law*, 1(85), 249–254. <https://doi.org/10.24144/2307-3322.2024.85.1.35>.

## Result & Discussion