

The Influence of Legal Education and Legal Literacy Legal Awareness

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ABSTRACT

This study aims to analyze the influence of legal education and legal literacy on students' legal awareness. The study employed a quantitative approach involving 58 students as the sample, selected using a saturated sampling technique. Data were collected through questionnaires and analyzed using multiple linear regression with SPSS. The results showed that legal education had a positive and significant effect on legal awareness ($\beta = 0.363$; sig. = 0.026), as did legal literacy ($\beta = 0.404$; sig. = 0.002). Simultaneously, legal education and legal literacy had a significant effect on legal awareness ($F = 10.733$; sig. < 0.001). These findings confirm that strengthening practical legal education and legal literacy is necessary to improve students' legal awareness.

Keywords: Legal Education, Legal Literacy, Legal Awareness

INTRODUCTION

Law has a fundamental function in regulating people's lives, providing protection for the rights and interests of citizens, and creating order in social life. In the state of law, the existence of laws and regulations is not only supported by the existence of law enforcement institutions but also requires a society that knows, understands, accepts, and obeys the rule of law. Thus, legal awareness is an important element in creating an orderly and just life for society. Legal awareness is not only related to knowledge about the existence of a rule but is also reflected in an understanding of the substance of the law, a positive attitude towards the law, and behavior to obey the rules on the basis of personal awareness (Febrianty: 2025).

The issue of legal awareness remains a challenge in people's lives. The development of information technology, changes in social interaction patterns, and the easier access to information cause individuals to face various increasingly complex legal problems. On the one hand, the public has wider access to information, but on the other hand, not all of this information has a level of accuracy and legal authority that can be accounted for. This condition can create a gap between the availability of legal information and the ability of the public to understand and use the information appropriately. Research on legal awareness in Indonesia also shows that the level of basic understanding of the law has not always been followed by the ability to obtain adequate legal information and compliance with the law (Hafizhah: 2024; Wulandari et al.: 2025).

One of the strategic efforts to increase legal awareness is through legal education. Legal education is not solely interpreted as the process of conveying knowledge about laws and regulations, but also as a process of forming understanding, attitudes, and the ability to apply legal values in daily life. The effectiveness of legal education is greatly influenced by the suitability of the material with the needs of the community, the ability to deliver material in an easy-to-understand manner, interactive learning methods, the frequency of activities, and the encouragement to apply rules in real life. Previous research shows that legal education and counseling can increase public and students' understanding of the rule of law and encourage the formation of a more compliant attitude towards the law (Listyorini et al.: 2022; Latumahina et al.: 2023).

In addition to legal education, legal literacy is an increasingly important factor in forming a law-aware society. Legal literacy is related to the ability of individuals to gain access to legal information, understand legal terms and provisions, analyze problems based on applicable rules, and use legal information to protect

rights and carry out obligations. In the context of a digital society, this ability is increasingly important because legal information can be obtained through various media, both official sources and sources that do not necessarily have credibility. Research by Wulandari et al. shows that strengthening legal literacy through the provision of easily accessible, accurate, and relevant legal information has implications for the formation of a society that understands, obeys, and has awareness of the law (Wulandari et al.: 2025). In line with that, research on digital transformation and legal awareness shows the importance of educational innovation and the dissemination of legal information so that people are able to understand legal concepts in the midst of changing digital environments (Hafizhah: 2024).

The relationship between legal education, legal literacy, and legal awareness is increasingly relevant because the three concepts are related but not identical. Legal education is a process that provides learning experiences and legal understanding, while legal literacy describes an individual's capacity to access, understand, analyze, and utilize legal information. Legal awareness is a broader condition because it is reflected in a person's knowledge, understanding, attitude, and behavior towards the law (Febrianty: 2025; Wulandari et al.: 2025). Thus, a person who receives legal education does not necessarily have adequate legal literacy if he is unable to search and evaluate legal information independently. On the other hand, the ability to access legal information also does not necessarily produce legal awareness if the information is not understood and internalized into law-abiding attitudes and behaviors.

A number of previous studies have discussed the importance of legal education in increasing legal awareness. Listyorini, Saputra, and Andraini's research shows the importance of applying legal education to students to build legal awareness and support law enforcement (Listyorini et al.: 2022). Pradanna and Irawan's research also emphasizes the role of legal education in building legal awareness and encouraging social transformation (Pradanna and Irawan: 2024). Meanwhile, Wulandari et al.'s research specifically highlights the relationship between legal literacy, compliance, and legal awareness through the use of legal information sources (Wulandari et al.: 2025). These studies show that legal education and literacy have an important position in the formation of legal awareness; however, some studies still use normative approaches, literature reviews, case studies, or community service activities. Therefore, there is still room to empirically test the influence of legal education and legal literacy simultaneously on legal awareness through a quantitative approach (Febrianty: 2025).

The research gap is important because legal education and legal literacy are two different mechanisms for shaping legal awareness. Legal education is oriented towards the learning process and internalization of legal materials, while legal literacy is oriented towards the capacity of individuals to interact with legal information and issues. Testing these two variables simultaneously can provide a more comprehensive picture of the factors that contribute to legal awareness. Recent research on legal education also shows that systematic and continuous education plays an important role in increasing the understanding of rights, obligations, and compliance with the rule of law (Aziz et al.: 2026; Pradanna and Irawan: 2024).

Based on this description, this research is important to determine the extent to which legal education and legal literacy affect legal awareness. Legal education in this study is measured through the suitability of the material, delivery methods, frequency of activities, and evaluation and application. Legal literacy is measured through the ability to access legal information, understand legal terms, analyze actions based on rules, use legal information to protect rights, and seek legal clarity before taking action. Legal awareness is measured through legal knowledge, legal understanding, legal attitudes, and legal behavior patterns. With these characteristics, this research is expected to make an empirical contribution to the development of legal sociology studies and legal education, as well as provide input for educational institutions and stakeholders in designing strategies to increase public legal awareness.

Based on the problems and gaps in the research, this study aims to analyze the influence of legal education and legal literacy on legal awareness, both partially and simultaneously. The results of the study are expected to strengthen the empirical evidence regarding the factors that shape legal awareness and become the basis for the development of legal education and literacy programs that are more relevant, easy to understand, and oriented towards changing people's legal behavior (Febrianty: 2025; Wulandari et al.: 2025).

RESEARCH METHODS

This study uses a quantitative approach with associative research. The quantitative approach is used because the research aims to measure the relationship and influence between variables through numerical

data obtained from respondents and analyzed using statistical techniques. According to Sugiyono (2022), quantitative research is used to research certain populations or samples by collecting data using research instruments and statistical data analysis to test hypotheses. Associative research is used to determine the influence of legal education (X1) and legal literacy (X2) on legal awareness (Y), both partially and simultaneously. The selection of this approach is in accordance with the purpose of the research, which not only describes the conditions of variables but also tests the empirical causality relationship between variables.

The population in this study is all active students of the Sociology Study Program of the Islamic University of Balitar (UNISBA) in 2026, which totals 58 students. The population was chosen because students are a group that receives formal education and has involvement in the academic environment that allows the formation of knowledge, understanding, and attitudes towards the law. Given that the population is relatively small and allows it to be reached completely, this study uses a saturated sampling technique. According to Sugiyono (2022), saturated sampling is a sample determination technique when all members of the population are used as research samples. This technique is generally used when the population is relatively small or the researcher wants to obtain data that represent all members of the population as a whole. Thus, all 58 active students of the Sociology Study Program of the Islamic University of Balitar in 2026 are designated as research respondents. The use of saturated sampling is expected to provide a more comprehensive picture of the influence of legal education and legal literacy on legal awareness among all students who are the research population. This study uses three variables: legal education as the first independent variable (X1), legal literacy as the second independent variable (X2), and legal awareness as a dependent variable (Y).

The legal education variable (X1) is defined as the process of providing knowledge and understanding of the law through learning or socialization activities that aim to encourage individuals to understand and apply the rules of law in daily life. The operationalization of the X1 variable consists of five indicators:

- 1) material suitability,
- 2) delivery method,
- 3) frequency of activities, and
- 4) evaluation and implementation.

This conceptualization is in line with Wulandari et al. (2025) who explain that legal literacy is not only related to understanding the content of the law but also the ability to access legal information and encourage more proactive legal attitudes and behaviors.

The legal literacy variable (X2) is defined as the ability of individuals to obtain, understand, analyze, and use legal information to make decisions, protect rights, and carry out obligations. Legal literacy in this study is measured through five indicators:

- 1) access to information,
- 2) understanding of the term,
- 3) analytical skills,
- 4) use of information, and
- 5) understanding the rules.

This conceptualization is in line with Wulandari et al. (2025) who explain that legal literacy is not only related to understanding the content of the law, but also the ability to access legal information and encourage more proactive legal attitudes and behaviors.

The legal awareness variable (Y) is defined as an individual's condition that is reflected in knowledge, understanding, attitude, and behavior towards the rule of law. The Y variable is measured through four indicators:

- 1) legal knowledge,
- 2) understanding of the law,
- 3) legal attitude, and
- 4) legal behavior patterns.

The indicators of knowledge and understanding each consist of one item of statement, while the legal attitude and pattern of legal behavior each consist of two items of statement. Thus, variable Y consists of six items.

The research data consisted of primary and secondary data. Primary data were obtained directly from respondents through the distribution of questionnaires, while secondary data were obtained from books,

scientific articles, documents, and other sources relevant to legal education, legal literacy, and legal awareness. The questionnaire was compiled based on the indicators of each variable and was administered to respondents who met the sample criteria.

The respondents' answers were measured using a Likert scale. Each statement was given an alternative answer from the Strongly Disagree level to the Strongly Agree level. The Likert scale is suitable for measuring respondents' attitudes, perceptions, and assessments of social phenomena. The answer values were then converted into numerical data for statistical analysis.

Before being used in the main analysis, the research instrument was first tested for validity and reliability. The validity test was conducted to determine the ability of each statement item to measure the construct that should be measured. Validity testing can be carried out using the *Pearson Product Moment correlation* between the score of each item and the total score of the variable. An item is declared valid if the value of the significance of the correlation is less than 0.05. Next, the reliability test was conducted. According to Ghozali (2021), the reliability test is used to determine the consistency of respondents' answers to a research instrument, while a reliable instrument shows the level of stability and consistency of measurements. Reliability can be tested using *Cronbach's Alpha*. The instrument is declared reliable if the *Cronbach's Alpha* value meets the acceptance limit used in the study. Validity and reliability testing was carried out on all items on the variables of legal education, legal literacy, and legal awareness before hypothesis testing was conducted.

Data analysis was carried out using the help of SPSS statistical software. The analysis consisted of a classical assumption test and a hypothesis test. Before multiple linear regression analysis was performed, the data were tested through a classical assumption test, which included a normality test, a multicollinearity test, and a heteroscedasticity test. The normality test aimed to determine whether the residual regression model was normally distributed. The multicollinearity test was performed to ensure that there was no too high correlation between independent variables. The test can be done by looking at the *values of Tolerance* and *Variance Inflation Factor (VIF)*. Heteroscedasticity tests were performed to determine whether there was a residual variance inequality in the regression model.

Hypothesis testing is carried out using multiple linear regression with equations:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Description: Y = Legal Awareness, α = Constant, β_1 = Legal Education regression coefficient, β_2 = Legal Literacy regression coefficient, X_1 = Legal Education, X_2 = Legal Literacy, e = Error

Multiple linear regression was used because the study involved two independent variables that were suspected to affect one dependent variable. The regression coefficient was used to determine the direction and magnitude of the influence of each independent variable on legal awareness.

The t (partial) test is used to determine the influence of individual legal education on legal awareness and the effect of individual legal literacy on legal awareness. The hypothesis is accepted if the significance value is < 0.05 . Furthermore, the F (simultaneous) test is used to determine whether legal education and legal literacy together have a significant effect on legal awareness. Simultaneous hypotheses are accepted if the significance value is < 0.05 . The significance level used in all hypothesis testing is 5% ($\alpha = 0.05$). Thus, the decision to accept or reject the hypothesis is based on a statistical significance value of 0.05.

Based on the above method, the hypothesis of this study is formulated as follows:

H0₁: Legal education does not have a positive and significant effect on students' legal awareness.

H1₁: Legal education has a positive and significant effect on students' legal awareness.

H0₂: Legal literacy does not have a positive and significant effect on students' legal awareness.

H1₂: Legal literacy has a positive and significant effect on students' legal awareness.

H0₃: Legal education and legal literacy simultaneously do not have a significant effect on students' legal awareness.

H1₃: Legal education and legal literacy simultaneously have a significant effect on students' legal awareness.

RESULTS AND DISCUSSION

1) Validity Test Results

The validity test was conducted to determine the ability of each instrument to measure the research variable. The test was carried out using the Pearson Product Moment correlation with the number

of respondents as many as 58 students. Based on the data processing results, the validity test results of each variable are presented in Table 1.

Table 1.
Validity Test Results

No.	Statement Items	Sig.	Remarks
1	X1.1	< 0.001	Valid
2	X1.2	< 0.001	Valid
3	X1.3	< 0.001	Valid
4	X1.4	< 0.001	Valid
5	X1.5	< 0.001	Valid
6	X2.1	< 0.001	Valid
7	X2.2	< 0.001	Valid
8	X2.3	< 0.001	Valid
9	X2.4	< 0.001	Valid
10	X2.5	< 0.001	Valid
11	Y1	< 0.001	Valid
12	Y2	< 0.001	Valid
13	Y3	< 0.001	Valid
14	Y4	< 0.001	Valid
15	Y5	< 0.001	Valid
16	Y6	< 0.001	Valid

Source: Primary Data, Processed in 2026

Based on Table 1, all statements on the variables of legal education (X1), legal literacy (X2), and legal awareness (Y) show a positive correlation with the total score of each variable and have a significance value of less than 0.05. Thus, all items of the instrument are declared valid and can be used in the next analysis. The results show that the research instrument has an adequate ability to represent the constructs of legal education, legal literacy, and legal awareness.

2) Reliability Test Results

The reliability test was conducted to determine the internal consistency of the research instrument. The test results can be seen in the following table 2:

Table 2.
Reliability Test Results

No.	Variable	Number of Items	Cronbach's Alpha	Remarks
	Legal Education (X1)	5	0,701	Reliable
	Legal Literacy (X2)	5	0,781	Reliable
	Legal Awareness (Y)	6	0,701	Reliable

Source: Primary Data, Processed in 2026

Based on table 2 above, the Cronbach's Alpha value of all variables is at or above 0.70 so that the instrument can be declared to have adequate reliability. The legal literacy variable shows the highest internal consistency, with an alpha value of 0.781. Thus, the instrument used in the study has a sufficient level of consistency for hypothesis testing.

3) Classical Assumption Test Results

a) Normality Test

The normality test was performed on the residual regression model using the Kolmogorov-Smirnov one-sample test. The results of the normality test are presented in Table 3.

Table 3.
Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		58
	Red	.0000000

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
Normal Parameters, b	Std. Deviation		2.46551797
Most Extreme Differences	Absolute		.110
	Positive		.069
	Negative		-.110
Test Statistic			.110
Asymp. Sig. (2-tailed) ^c			.079
Monte Carlo Sig. (2- tailed) ^d	Sig.		.079
	99% Confidence Interval	Lower Bound	.072
		Upper Bound	.086
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.			

Source: Primary Data, Processed in 2026

The test results in Table 3 above show an Asymp. Sig. (2-tailed) value of 0.079. Since the significance value is greater than 0.05, the residual regression model can be declared to be normally distributed. With the assumption of normality met, the data can be continued on multiple linear regression analysis. This condition shows that there are no residual distribution deviations that statistically interfere with the feasibility of the research model.

b) Multicollinearity Test

The multicollinearity test was used to determine whether there was too high a correlation between the independent variables. The test results can be seen in the following table 4:

Table 4.

Multicollinearity Test Results

Coefficient								
Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIVID
1	(Constant)	8.027	3.556		2.257	.028		
	X1	.363	.159	.272	2.285	.026	.920	1.087
	X2	.404	.125	.384	3.222	.002	.920	1.087
a. Dependent Variable: Y								

Source: Primary Data, Processed in 2026

Based on Table 4, the legal education variable has a tolerance value of 0.920 and a VIF of 1.087, while the legal literacy variable also has a tolerance value of 0.920 and a VIF of 1.087. A tolerance value greater than 0.10 and a VIF far below 10 indicate that there are no symptoms of multicollinearity in the regression model. Thus, legal education and legal literacy can be used simultaneously as independent variables to predict legal awareness.

c) Heteroscedasticity Test

The heteroscedasticity test was performed by regressing the residual absolute value to an independent variable. The test results can be seen in the following table 5:

Table 5.

Heteroscedasticity Test Results

NEW ERA						
Models		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.145	2	4.073	2.201	.120b
	Residual	101.784	55	1.851		
	Total	109.930	57			

NEW ERA					
Models	Sum of Squares	df	Mean Square	F	Sig.
a. Variable Dependent: AbsRes					
b. Predictors: (Constant), X2, X1					

Source: Primary Data, Processed in 2026

Based on Table 5, the model significance value is 0.120, which is greater than 0.05. These results show that there is no statistical evidence of heteroscedasticity in the model. Thus, the residual variance can be considered relatively homogeneous, and the regression model meets the assumptions required for hypothesis testing.

4) Multiple Linear Regression Analysis Results

Based on the results of the multiple linear regression test, the following equation was obtained:

$$Y = 8.027 + 0.363X_1 + 0.404X_2 + e$$

The equation shows that if legal education and legal literacy are in a constant condition, the constant value of legal awareness is 8.027. The regression coefficient of legal education of 0.363 shows that every increase in one unit of legal education is expected to increase legal awareness by 0.363 units, assuming constant legal literacy. Meanwhile, the regression coefficient of legal literacy of 0.404 shows that every increase in one unit of legal literacy is estimated to increase legal awareness by 0.404 units, assuming constant legal education. Both regression coefficients have a positive value. This indicates that the better the legal education and the higher the legal literacy of students, the higher the tendency of legal awareness to have.

5) Test Results t

The results of the t-test are presented in Table 6. Below:

Table 6.

Test Results t

Coefficient						
Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.027	3.556		2.257	.028
	X1	.363	.159	.272	2.285	.026
	X2	.404	.125	.384	3.222	.002
a. Dependent Variable: Y						

Source: Primary Data, Processed in 2026

Based on the results of the t-test in Table 6, legal education has a regression coefficient value of 0.363, a t-value of 2.285, and a significance value of 0.026. Because the significance value is $0.026 < 0.05$, H11 is accepted. Thus, legal education has a positive and significant effect on the legal awareness of students in the Sociology Study Program of the Islamic University of Balitar.

These findings show that legal education not only functions as a means of conveying knowledge about the rules but also plays a role in shaping students' understanding, attitudes, and behavioral tendencies towards the law. In the context of this study, legal education, measured through the suitability of materials, delivery methods, frequency of activities, and evaluation and application, contributes to the formation of students' legal awareness. Theoretically, the findings of this research are in line with Soekanto's (1982) view that legal awareness is a process reflected through legal knowledge, legal understanding, legal attitudes, and legal behavior patterns. Thus, legal education that provides knowledge and understanding of legal rules can be one of the means to shape individual legal attitudes and behaviors.

The results of this study reinforce the research of Febrianty et al. (2025), who used a quantitative approach and found that individuals who participated in legal education programs had a higher level of legal awareness than individuals who did not participate in the program. The study also found that legal education is a significant predictor of legal awareness. The findings of this study are also consistent with the research of Listyorini et al. (2022), who emphasized that legal education is important for shaping an

individual's ability to understand the law, distinguish right and wrong actions, and understand the consequences of breaking the law.

Thus, the results of empirical research on students of the UNISBA Sociology Study Program reinforce the findings of previous research that legal education is an important instrument in the formation of legal awareness. However, the large regression coefficient shows that legal education is not the only factor that determines legal awareness; therefore, it is necessary to consider other factors, including an individual's ability to obtain and use legal information.

Furthermore, the results of the t-test for legal literacy have a regression coefficient of 0.404, a t-value of 3.222, and a significance value of 0.002. Because the significance value is $0.002 < 0.05$, H12 is accepted. Thus, legal literacy has a positive and significant effect on the legal awareness of students in the Sociology Study Program of the Islamic University of Balitar.

These findings can be explained through the perspective of legal literacy, which places the ability to obtain and use legal information as an important part of an individual's capacity to deal with legal issues. Students who are able to access official legal sources, understand legal terms, distinguish between unlawful and non-unlawful actions, and use legal information to protect their rights have stronger cognitive capital to shape legal attitudes and behaviors.

The results of this study are relevant to Wulandari et al.'s (2025) research, which specifically discusses the relationship between *legal literacy*, *legal compliance*, and *legal awareness*. This study places legal literacy as a strategic factor in building a law-aware society and emphasizes the importance of disseminating easily accessible and trustworthy legal information. The findings of this study expand the results of Wulandari et al.'s research because this study uses a normative juridical approach, while this study provides quantitative empirical evidence regarding the influence of legal literacy on legal awareness. Thus, the results of the study show that legal literacy is not only a normative concept but also has a significant empirical relationship with legal awareness.

These findings are also relevant to the context of digital transformation presented in the introduction. The ease of obtaining information through the internet does not automatically result in good legal literacy. Students need to have the ability to identify credible legal sources, understand the substance of information, and use it appropriately. Therefore, increasing legal awareness is not enough through the delivery of legal materials conventionally, but also needs to be accompanied by strengthening legal literacy skills.

6) F Test Results

The results of the F test can be seen in table 7. Below:

Table 7.

F Test Results

NEW ERA						
Models		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	135.234	2	67.617	10.733	<.001b
	Residual	346.490	55	6.300		
	Total	481.724	57			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2, X1						

Source: Primary Data, Processed in 2026

The results of the F test in Table 7 above show an F value of 10.733 with a significance value of <0.001. Because the significance value is less than 0.05, H13 is accepted. Thus, legal education and legal literacy simultaneously have a significant effect on the legal awareness of students in the Sociology Study Program of the Islamic University of Balitar.

These results show that students' legal awareness is related to the process of obtaining legal education and their ability to access, understand, analyze, and utilize legal information. The two variables complement each other. Legal education provides a learning process and internalization of legal values, while legal literacy provides individuals with the capacity to independently interact with legal information and issues.

These simultaneous results strengthen the framework of thought in the introduction that legal education and legal literacy are two different but interrelated mechanisms in the formation of legal awareness. Legal education provides a foundation of knowledge and understanding, while legal literacy allows individuals to develop the ability to search, evaluate, and apply legal information in real situations. Therefore, the strategy to increase students' legal awareness should ideally not only be oriented towards providing legal materials but also building applicable legal literacy skills.

CONCLUSION

Based on the results of the research, it can be concluded that legal education has a positive and significant effect on students' legal awareness, and legal literacy has a positive and significant effect on legal awareness. Simultaneously, legal education and legal literacy also have a significant effect on the legal awareness of students of the Sociology Study Program of the Islamic University of Balitar. Legal literacy has a relatively stronger influence than legal education. These findings emphasize the importance of strengthening applicable legal education and improving legal literacy skills to form students who have law-abiding awareness and behavior.

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