

THE URGENCY OF LEGAL EDUCATION FOR STUDENTS IN THE ERA OF DIGITALIZATION: BUILDING LEGAL AWARENESS IN CYBERSPACE

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Abstract. The rapid development of digital technology has transformed the way students interact, learn, and participate in social life through cyberspace. The increasing use of social media, online communication platforms, and internet-based applications has heightened the risk of legal violations such as cyberbullying, disinformation, privacy breaches, and hate speech. This condition indicates that technical digital literacy alone is insufficient without being accompanied by systematic and contextual legal education. This article aims to analyze the urgency of legal education for students as a foundation for building legal awareness in the era of digitalization. The study employs a descriptive qualitative approach through a literature review of various studies and regulations related to cyber law, civic education, and digital literacy. The findings reveal that legal education needs to be integrated into the school curriculum through an interdisciplinary approach that combines pedagogical aspects, digital ethics, and an understanding of cyber regulations. Legal education should not merely function as the transfer of normative knowledge, but also as a preventive effort to shape character, digital responsibility, and a culture of legal compliance from an early age. Therefore, strengthening legal education for students becomes a crucial strategy in creating a generation that is critical, ethical, and legally aware in utilizing cyberspace wisely and responsibly.

Keywords: legal education, legal awareness, digitalization, cyberspace, digital literacy.

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1. INTRODUCTION

The development of digital technology over the past two decades has brought fundamental changes to nearly all aspects of human life, including the world of education and students' social lives. Digitalization is no longer merely understood as the use of technological devices in learning; rather, it has formed a new ecosystem that influences ways of thinking, communicating, interacting, and acting socially and legally. Students, as a productive age group that interacts most intensively with digital technology, occupy a highly strategic yet vulnerable position in facing the complex dynamics of cyberspace. In this context, legal education becomes an urgent necessity that can no longer be positioned as supplementary material, but rather as a foundation for building legal awareness and digital responsibility among the younger generation.[1]

The digital era is marked by the widespread use of the internet, social media, and digital platforms that enable every individual to become both a producer and a consumer of information. For students, cyberspace has become a space for learning, playing, expressing themselves, and even constructing their identities. However, the freedom and convenience offered by digital technology are often not accompanied by adequate understanding of legal and ethical boundaries. As a result, various forms of legal violations in digital spaces such as the spread of hate speech, cyberbullying, privacy violations, misuse of personal data, and intellectual property infringement are increasingly involving students as both perpetrators and victims.[2]

This phenomenon indicates that the primary problem lies not in the technology itself, but in the low level of legal awareness and digital legal literacy among students. Many students are active on social media without understanding that every post, comment, or content distribution carries legal consequences. Cyberspace is often perceived as a value-free and law-free zone, even though normatively digital space remains within the reach of national and international legal systems. The gap between the intensity of digital technology use and legal understanding underscores the urgency of legal education that is contextual, adaptive, and relevant to the digital realities of students' lives. Legal education for students is not essentially intended to turn them into legal experts, but rather to instill legal awareness from an early age. Legal awareness includes understanding norms, rights and obligations, as well as the ability to distinguish between right and wrong actions from a legal perspective. In the digital context, legal awareness is closely related to digital ethics, social responsibility, and competence as digital citizens. Without adequate legal education, students risk being trapped in deviant digital behavior, whether due to ignorance or the influence of a permissive digital environment.[3]

Social realities show that legal cases involving students in cyberspace tend to increase along with the massive use of social media and digital platforms. Cyberbullying, for example, not only affects the mental health of victims but also has serious legal implications for perpetrators. Similarly, the spread of hoaxes, defamation, and privacy violations are often carried out without awareness that such actions may result in criminal or civil sanctions. This condition indicates a systemic failure in equipping students with legal understanding that is relevant to contemporary developments.[4]

On the other hand, the formal education system in Indonesia still tends to position legal education in a limited and normative manner. Legal material is often merely inserted into certain subjects, such as Pancasila and Civic Education, without contextual deepening of digital issues faced by students in their daily lives. A textual and theoretical learning approach makes legal education less grounded and difficult to understand as a practical guide in real life. Consequently, students perceive law as an abstract concept detached from their everyday realities in cyberspace.[5]

In fact, various international studies emphasize the importance of legal education and digital literacy as part of 21st-century education. Reports from international organizations such as UNESCO stress that education in the digital era must equip learners with critical, ethical, and responsible competencies in using technology. In this context, legal education functions not only as a tool of social control but also as a means of empowering students to protect themselves, respect the rights of others, and participate constructively in digital society.[6]

From a pedagogical perspective, effective legal education must be adapted to the cognitive and social development characteristics of students. Dialogical, case-based, and contextual approaches become crucial so that students can understand the real implications of every digital action they take. Legal education is no longer sufficient if delivered merely in the form of memorizing articles or definitions; instead, it must be integrated with students' real experiences in cyberspace. In this way, law is not perceived as a threat or repressive tool, but as a normative guide that protects and balances individual freedom.[7]

The urgency of legal education for students is also closely related to the concept of the rule of law and democracy. As future citizens who will determine the direction of the nation, students need to be equipped with strong legal understanding to participate consciously and responsibly in national life. In the digital era, civic participation occurs not only in physical spaces but also in virtual ones. Therefore, legal education must bridge students' understanding of the relationship between freedom of expression, legal responsibility, and public ethics in digital spaces.[8]

Furthermore, legal education in the digital era also has a strong preventive dimension. With a good understanding of the law, students can avoid risky behaviors that may entangle them in legal problems. This prevention is particularly important considering the long-term impact of legal records on students' futures, whether in education, career, or social life. Preventive and humanistic legal education will help students understand that the law exists not to punish, but to protect and guide social behavior toward a more civilized direction.[9]

Nevertheless, efforts to strengthen legal education for students cannot be separated from structural and cultural challenges. One of the main challenges is the digital literacy gap between educators and students. Many educators do not fully understand the dynamics of cyberspace and its legal implications, making it difficult to provide relevant and contextual learning. Moreover, permissive culture on social media often reinforces the assumption that digital legal violations are normal and harmless. These challenges require a systemic and collaborative approach among schools, families, communities, and the state.[10]

The role of the family is also crucial in building students' digital legal awareness. Parents, as primary educators, often lack adequate understanding of legal risks in digital spaces. As a result, supervision and guidance of children's digital activities become less optimal. Legal education that is solely delegated to schools without family support will be difficult to maximize. Therefore, legal education for students needs to be designed as a collective movement involving multiple stakeholders.[11]

At the policy level, the state has the responsibility to ensure that the education system responds adaptively to digital challenges. Integrating digital legal education into the national curriculum becomes a strategic step in building a generation that is legally aware and ethically responsible in digital environments. This effort aligns with the vision of developing superior and competitive human resources in the global era. Without strong legal education, the digitalization of education may instead increase social and legal risks among students.[12]

In the Indonesian context, the urgency of legal education for students becomes even more significant considering the multicultural character of society and the very high level of social media penetration. The diversity of students' social, cultural, and economic backgrounds requires an inclusive legal education approach that is sensitive to local contexts. Legal education must bridge local values with national and global legal norms, so that students become not only competent technology users but also digital citizens with strong character.[13]

In conclusion, legal education for students in the era of digitalization is not an option, but an urgent necessity. It serves as a strategic instrument in building legal awareness, digital ethics, and social responsibility in cyberspace. Without adequate legal education, students risk becoming both victims and perpetrators of digital legal violations with wide-ranging impacts on individuals and society. Therefore, strengthening contextual, preventive, and character-oriented legal education becomes a crucial step in preparing young generations to live and contribute positively in the digital era.

2. RESEARCH METHODS

This study employs a normative legal research method, which focuses on the examination of legal norms, legal principles, and legal rules that govern specific legal issues. Normative legal research positions law as a set of norms or rules that regulate human behavior in social life, including within the context of digital spaces and students' activities in cyberspace.

This approach is chosen because the objective of the study is not to examine legal behavior empirically, but rather to analyze the urgency of legal education for students in the era of digitalization based on normative, conceptual, and existing legal frameworks. Accordingly, this research seeks to explain how the law ought to be (*das sollen*) in regulating and shaping students' legal awareness in cyberspace.

In this normative legal research, several approaches are employed, namely :[14]

1. **Statutory Approach**, This approach is conducted by examining various laws and regulations related to education, child protection, information technology, and digital spaces. The analysis focuses on legal norms governing students' rights and obligations in the use of digital technology, as well as the role of legal education in building legal awareness in cyberspace. This approach is essential to assess the consistency, synchronization, and relevance of regulations to the digital realities faced by students.
2. **Conceptual Approach**, The conceptual approach is used to examine relevant legal concepts, such as legal awareness, digital legal literacy, digital citizenship, digital ethics, and the rule of law. This approach is carried out by referring to doctrines, scholars' perspectives, and evolving legal and educational theories in order to construct a comprehensive conceptual framework for understanding the urgency of legal education for students.

3. RESULTS AND DISCUSSION

The Normative Framework of Legal Education and Student Protection in Cyberspace

The results of this normative legal analysis indicate that, from a normative standpoint, the national legal system has provided a relatively adequate foundation for regulating societal behavior, including that of students, in digital spaces. The principle of the rule of law affirms that all citizens' activities, whether in physical or virtual spaces, fall within the scope of legal regulation. In the educational context, the state has a constitutional obligation to guarantee the right to quality education while simultaneously protecting students from various forms of threats, including those arising from digital technological developments.

Various regulations in the fields of education, child protection, and information and communication technology, either explicitly or implicitly, have established boundaries for conduct in cyberspace. These norms include prohibitions against the dissemination of content involving violence, pornography, hate speech, defamation, and the misuse of personal data. From a normative perspective, these provisions demonstrate that the state does not regard digital space as a lawless arena, but rather as an integral part of the social sphere subject to legal norms.[15]

Nevertheless, the analysis reveals a significant gap between the existence of legal norms and the implementation of legal education at the student level. Existing regulations tend to focus more on enforcement and sanctions, while educational and preventive aspects have not received sufficient attention. Legal education is still narrowly understood as the introduction of rules and prohibitions, rather than as a process of internalizing values and cultivating legal awareness.

In practice, legal education in schools remains fragmented and largely normative. Legal materials are often incorporated into specific subjects without direct linkage to the digital realities students face daily. As a result, legal norms that should serve as behavioral guidelines are instead perceived as abstract concepts detached from students' lived experiences in cyberspace. This indicates that the core problem lies not in the absence of norms, but in the weakness of translating legal norms into educational practice.[16]

From the perspective of legal theory, this condition reflects an imbalance between law in books and law in action. Laws may be comprehensively codified, yet they have not fully come alive in students’ awareness and behavior. Legal education should function as a bridge between legal norms and social practice, particularly in the context of rapid digitalization. Without such a bridge, the law risks being perceived merely as a repressive instrument that emerges only after violations occur.

Thus, the normative analysis underscores that the urgency of legal education in the digital era cannot be separated from the need to optimize the preventive function of law. Legal education must be designed as a strategic instrument capable of internalizing legal norms into students’ patterns of thought and behavior, so that law is not merely experienced as a threat of sanctions but as an ethical and social guide for interaction in cyberspace.

The Dynamics of Digital Legal Violations Among Students and Low Levels of Legal Awareness

The discussion demonstrates that the increasing incidence of digital legal violations involving students constitutes a complex and multidimensional phenomenon. As a generation that has grown up alongside digital technology, students generally possess high levels of technological literacy; however, this is not always accompanied by sufficient legal literacy and digital ethics. This imbalance creates significant vulnerability to various forms of legal violations in cyberspace.

Digital legal violations among students often occur in forms perceived as “minor” or “just a joke,” such as cyberbullying, the dissemination of demeaning memes, the unauthorized capture and distribution of images, and the use of others’ creative works without proper attribution. From a normative standpoint, however, such actions carry tangible legal implications and may result in serious consequences for both perpetrators and victims.[17]

Low levels of legal awareness among students are evident in how they conceptualize digital spaces. Many students perceive social media and digital platforms as private domains detached from legal oversight. This perception is reinforced by the anonymity and social distance afforded by digital technologies, leading students to feel secure in engaging in various actions without considering legal consequences. In reality, however, every digital activity leaves a trace that can serve as legal evidence.

From the perspective of legal awareness theory, compliance with the law is influenced not only by the threat of sanctions but also by understanding, attitudes, and values internalized by individuals. The analysis indicates that while many students are generally aware of the existence of legal rules, they do not fully comprehend their relevance to everyday digital activities. Such superficial legal knowledge is insufficient to foster responsible legal behavior.[18]

Furthermore, reactive law enforcement approaches tend to be ineffective in the context of students. When students encounter legal consequences only after violations occur, the resulting impact is often traumatic and counterproductive to educational objectives. Rather than cultivating legal awareness, enforcement measures unaccompanied by education may generate fear and resistance toward the law.

These findings indicate that the core issue lies in the absence of systematic and contextual legal education. Students require a comprehensive understanding of the relationship between freedom of expression and legal responsibility, as well as between digital rights and social obligations. Without such understanding, students will continue to face vulnerability, both as perpetrators and as victims of digital legal violations.[19]

Therefore, the dynamics of digital legal violations among students reaffirm that legal education is not merely a supplementary component of the curriculum but an urgent necessity for building holistic legal awareness. Legal education must be capable of explaining why certain actions are prohibited, how they affect others, and what legal consequences they entail, enabling students to make informed and responsible decisions.

Strengthening Legal Education as a Preventive Measure and a Means of Forming Students’ Digital Character

Based on the normative and conceptual analyses, strengthening legal education for students in the digital era must be directed toward cultivating preventive legal awareness and character

formation. Legal education can no longer rely solely on conventional approaches centered on memorizing rules and articles of law; instead, it must be developed through contextual, participatory, and experience-based strategies aligned with students' digital realities.

First, legal education must be integrated with digital literacy and character education. This approach positions students as active subjects who not only understand legal rules but also internalize the values underpinning them. The concept of digital citizenship serves as a crucial framework for fostering students' understanding of rights, obligations, and responsibilities in cyberspace. Legal education must emphasize that freedom of expression in digital environments is inherently accompanied by legal responsibility and social ethics.[20]

Second, case-based and experiential learning models represent effective strategies for digital legal education. By analyzing real-world cases of legal violations relevant to students' lives, learning becomes more meaningful and reflective. Students not only study legal norms in abstraction but also grasp the concrete implications of their digital actions. This approach aligns with the primary objective of legal education as a means of cultivating awareness rather than merely transferring knowledge.[21]

Third, strengthening legal education requires synergy among schools, families, and the state. Schools function as formal institutions providing systematic learning environments; families play a critical role in value formation and digital supervision; and the state supplies supportive regulatory and policy frameworks. Without such collaboration, legal education risks remaining fragmented and unsustainable.

Moreover, enhancing educators' capacity is a key determinant of successful digital legal education. Educators must be equipped with adequate understanding of cyberspace dynamics and their legal implications to deliver relevant and contextual instruction. Legal education delivered by educators who comprehend students' digital realities is more likely to be accepted and internalized. From a normative perspective, a preventive and humanistic model of legal education aligns with the function of law as an instrument of social engineering. Law does not merely regulate and punish but also educates and shapes civilized social behavior. In the context of students, the educational function of law becomes essential in preparing a generation capable of using technology responsibly.[22]

In conclusion, the discussion demonstrates that legal education in the era of digitalization plays a strategic role in shaping students' digital character. Contextual, integrative, and preventive legal education will help students recognize that cyberspace is not a lawless domain but part of the broader social sphere governed by legal norms and ethical standards. Strengthening legal education is therefore not only an effort to prevent violations but also a long-term investment in building a civilized digital society.

Discussion

The findings of this study reaffirm that legal education for students in the era of digitalization is no longer an optional complement to formal education but a fundamental necessity. The rapid expansion of digital technologies has transformed students from passive users of information into active participants in cyberspace, where legal risks, ethical dilemmas, and normative violations are increasingly prevalent. From a normative legal perspective, this condition underscores the widening gap between the existence of legal norms regulating cyberspace and the level of legal awareness among students as subjects of law.

The discussion highlights that current legal framework governing digital activities such as regulations on electronic information, child protection, and education are largely designed with a preventive and repressive orientation. However, without systematic legal education, these regulations remain abstract norms that are disconnected from students' daily digital practices. This confirms the argument that law, as a normative system, requires internalization through education in order to function effectively as a social control mechanism. Legal awareness cannot emerge solely from the existence of sanctions but must be cultivated through continuous legal learning processes that shape attitudes, values, and responsible digital behavior.[23]

Furthermore, this study emphasizes that legal education in the digital era must move beyond traditional doctrinal approaches that focus exclusively on rules and prohibitions. Instead, it should adopt an integrative model that combines legal norms with ethical reasoning, digital literacy, and civic responsibility. The discussion shows that students often engage in online activities without understanding the legal consequences of actions such as cyberbullying, data misuse, digital defamation, and copyright violations. This situation reflects a structural weakness in the education system, where legal education has not yet been positioned as a strategic instrument for preparing students to become responsible digital citizens.[24]

From a conceptual standpoint, the findings align with theories of legal awareness that view law not merely as a coercive instrument but as a value system that guides behavior. Legal awareness in cyberspace requires students to understand not only what the law prohibits but also why certain behaviors are regulated and how legal norms protect individual and collective interests. In this sense, legal education functions as a bridge between abstract legal principles and concrete digital practices, enabling students to internalize the normative foundations of law within the context of their everyday online interactions.

The discussion also reveals that the role of educational institutions is crucial in shaping students' legal consciousness in cyberspace. Schools are not only spaces for cognitive development but also arenas for social and normative formation. When legal education is systematically integrated into the curriculum either through civic education, digital literacy programs, or interdisciplinary learning it can foster a preventive legal culture that minimizes legal violations before they occur. This preventive function is particularly important in the digital environment, where legal harm can spread rapidly and have long-term consequences.[25]

In addition, this study highlights the importance of aligning legal education with the principle of the rule of law. Students, as future citizens, must be introduced early to the idea that freedom in cyberspace is inseparable from legal responsibility. Digital freedom without legal awareness risks producing a culture of impunity, where technology is perceived as a space beyond legal control. The discussion underscores that legal education plays a strategic role in reinforcing the legitimacy of law in digital spaces by demonstrating that cyberspace is not a lawless realm but an extension of the legal order.

Another significant point of discussion concerns the normative tension between technological innovation and legal regulation. While digital technologies evolve rapidly, legal norms often lag behind. This gap creates uncertainty and challenges in law enforcement, particularly when students are involved as both victims and perpetrators of cyber-related offenses. Legal education, therefore, serves as an adaptive mechanism that equips students with the ability to navigate legal uncertainty by grounding their digital behavior in fundamental legal and ethical principles, rather than relying solely on detailed regulations that may quickly become obsolete.[26]

Moreover, the discussion indicates that legal education for students should not be limited to knowledge transmission but should emphasize critical legal thinking. Students must be encouraged to question, interpret, and evaluate legal norms in relation to real-world digital issues. Such an approach is consistent with the objectives of modern legal education, which seeks to empower individuals to engage with law as active participants rather than passive subjects. In the context of cyberspace, this critical capacity enables students to recognize legal risks, respect the rights of others, and contribute to a more just and orderly digital society.

Finally, this discussion reinforces the normative conclusion that strengthening legal education for students is a strategic investment in building a sustainable legal culture in the digital era. Legal norms regulating cyberspace will only be effective if supported by a high level of legal awareness among users, particularly students who represent the most active and vulnerable group in digital environments. By integrating legal education into the broader framework of digital education, states can ensure that technological progress is accompanied by the development of legal consciousness, ethical responsibility, and respect for the rule of law.

4. CONCLUSIONS

This study concludes that legal education for students in the era of digitalization is an urgent and strategic necessity to build legal awareness in cyberspace. The rapid expansion of digital technologies has positioned students as active legal subjects who are vulnerable to various legal risks arising from online interactions, making the internalization of legal norms essential. Through a normative legal analysis, this research demonstrates that the effectiveness of cyber-related legal regulations depends not only on the existence of formal rules but also on the level of students' legal consciousness, which must be cultivated through systematic and integrative legal education. By embedding legal education within the broader framework of digital literacy and civic education, educational institutions can play a preventive role in shaping responsible digital behavior, strengthening respect for the rule of law, and ensuring that freedom in cyberspace is balanced with legal and ethical responsibility.

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