



Evaluation of the “One Village, One Law Graduate” Program at the Darussalam College of Sharia Sciences (STISDA) Bermi, West Lombok

Muhamad Zainudin; Muhammad Makki; Abdul Kadir Jaelani; Heri Hadi Saputra; Fahrudin

Master of Education Administration Study Program, Postgraduate, University of Mataram, Indonesia

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Abstract

This study aims to evaluate the implementation of the *One Village, One Law Graduate* Program at STISDA Bermi, West Lombok, using Brinkerhoff's evaluation model, which encompasses the components of input, process, output, and outcome. The research employed a qualitative descriptive method, with data collected through interviews, field observations, and document analysis. The findings reveal that the student selection process considered regional representation and social motivation, fostering a strong moral attachment between participants and their home villages. Program funding was conducted collaboratively between the university and village governments, ensuring the sustainability of legal advocacy activities. The involvement of multiple stakeholders—including lecturers, students, village officials, and community members—created effective coordination and strengthened social networks. Students served as a bridge between legal theory and community practice, assisting in local dispute resolution and enhancing residents' understanding of legal procedures. The program effectively bridged the gap in legal access in remote villages and strengthened community social capacity while fostering professionalism and social empathy among students. These findings provide valuable insights for developing effective and sustainable community-based legal education programs.

Keywords: *One Village One Law Graduate; Program Evaluation; Community-Based Legal Education; Community Participation, Student Involvement*

Introduction

Education plays a fundamental role in shaping human resources that are intelligent, morally grounded, and highly competitive. Through education, communities acquire not only academic skills but also social and moral awareness, enabling active participation in national development. Education serves as a strategic vehicle for fostering critical consciousness and civic engagement, promoting social welfare and justice (Tilaar, 2019). In the context of regional development, education functions as a primary driver of social transformation, fostering independence and community empowerment, particularly in rural areas that face limited access to resources and public services.

UNESCO emphasizes that educational disparities between urban and rural areas remain a global challenge, directly impacting the participation of rural communities in development processes (UNESCO,

2022). In Indonesia, such disparities extend beyond formal education to include legal awareness. Many rural communities have limited understanding of their legal rights and obligations, coupled with restricted access to formal legal assistance, making them vulnerable to injustice and abuse of authority (Ministry of Village, Development of Disadvantaged Regions, and Transmigration [Kementerian Desa PDTT], 2021). The low level of legal awareness among rural populations reflects limited comprehension of the national legal system and low legal literacy. Communities often resolve disputes through customary mechanisms, which do not always guarantee social justice (Setiawan, 2023). Education, information access, and the presence of local legal facilitators significantly influence rural legal awareness (Putri & Hardianto, 2020). Therefore, community-based educational approaches are essential to foster participatory and contextually relevant legal awareness tailored to rural community characteristics.

To address these challenges, the Darussalam College of Sharia (STISDA) Bermi, West Lombok, initiated the “One Village, One Law Graduate” program. This program aims to produce at least one law graduate in each target village to act as a change agent in enhancing legal literacy among local communities. The program is grounded in the principles of Community Legal Education (CLE), a model emphasizing active community engagement in understanding and asserting their legal rights (Taylor & Wong, 2021). The CLE framework aligns with empowerment theory, which highlights the importance of building the capacity of individuals and communities to control decisions affecting their lives (Zimmerman, 2000). Through this approach, communities become active participants rather than passive recipients of legal policies, using acquired legal knowledge to promote social justice.

From a legal culture perspective, the success of legal awareness programs depends on the extent to which law is understood and internalized as a living value within society. Legal culture reflects community attitudes, values, and perceptions of the law and its enforcement institutions (Friedman, 2016). In rural areas where customary norms and religious values remain strong, participatory legal education that respects local wisdom is key to successful outcomes. Legal education embedded in community culture bridges the gap between formal law and social practices (Hidayat & Nugroho, 2020). Through the “One Village, One Law Graduate” program, STISDA seeks to integrate national legal principles with the socio-religious values of West Lombok communities.

Effective and sustainable program implementation requires comprehensive evaluation to measure success and identify enabling and inhibiting factors. The Success Case Method (SCM) is suitable for this purpose, focusing on the achievement of best-case outcomes and analysing the factors contributing to program success (Brinkerhoff, 2020). This approach allows institutions to assess the extent to which program graduates contribute to increasing legal awareness and promoting social empowerment in rural communities.

Local socio-cultural conditions must also be considered in program implementation. Customary norms and local wisdom can pose both challenges and opportunities in the acceptance of formal law in rural areas (Ramadhan, 2022). Therefore, law graduates participating in the program must be equipped with cross-cultural communication skills and inclusive legal outreach strategies to engage effectively with village communities.

The “One Village, One Law Graduate” program has significant potential as a model for community-based legal education that could be adapted nationally. Program success depends on institutional support, affirmative policies, and incentives for graduates serving as village legal facilitators (Sari & Mahendra, 2023). Collaboration among higher education institutions, local governments, legal agencies, and community members is essential to ensure program sustainability.

Based on this background, this study focuses on evaluating the “One Village, One Law Graduate” program initiated by STISDA Bermi, West Lombok. The evaluation aims to assess program implementation, effectiveness, and its impact on improving legal awareness in rural communities. The findings are expected to contribute theoretically to the development of community-based legal education models and serve as a policy reference to strengthen the role of higher education in fostering legally aware, inclusive, and socially just communities in Indonesia.

Method

This study employed a qualitative research approach with an evaluative design, aiming to assess the effectiveness of the “One Village, One Law Graduate” program initiated by the Darussalam College of Sharia (STISDA) in Bermi, West Lombok. The qualitative approach was chosen because it allows for an in-depth understanding of the social context, implementation processes, and the lived experiences of both program implementers and beneficiaries in their natural settings (Sugiyono, 2020). The research applied the Success Case Method (SCM) developed by Brinkerhoff, which focuses on identifying and analysing the most successful cases to determine the enabling and constraining factors that influence the achievement of program objectives (Brinkerhoff, 2003). This model is considered relevant as it provides a concrete depiction of best practices that can serve as the foundation for improving community-based legal education programs.

The research was conducted at STISDA Bermi West Lombok and several partner villages where the program was implemented. These locations were selected purposively because STISDA serves as the implementing institution, while the partner villages represent diverse social and cultural contexts of the target communities. The study was carried out over six months, from May to October 2025, encompassing the stages of preparation, data collection, analysis, and validation of findings.

Data sources consisted of primary and secondary data. Primary data were obtained through in-depth interviews with key informants, including supervising lecturers, student participants, village heads, and community leaders. Additionally, participant observation was conducted to directly observe the implementation of legal activities in the villages, such as legal counselling, legal assistance, and social mediation. Secondary data were collected through document analysis, including activity reports, program archives, institutional policy documents, and relevant public data from government institutions and previous studies (Mulyadi et al., 2019).

Data collection techniques included in-depth interviews, participant observation, and document analysis. The interviews aimed to explore the perceptions, experiences, and reflections of program implementers and beneficiaries. Participant observation was used to understand the social interactions and contextual implementation patterns of the program. Document analysis served as supplementary evidence to reinforce the field findings. The triangulation of these three techniques enabled the acquisition of comprehensive and valid data (Sugiyono, 2018).

Data were analysed interactively following the stages proposed by Miles and Huberman, namely data reduction, data display, and conclusion drawing (Sugiyono, 2020). The analysis began with categorizing data according to the research focus—implementation and outcomes—then identifying successful and less successful cases based on the SCM framework. All data were compared and verified through source and method triangulation, ensuring reliability and consistency. The results of this process were synthesized into an evaluative narrative describing program effectiveness, supporting and inhibiting factors, as well as opportunities for future improvement.

To ensure data trustworthiness, the study adopted the four validity criteria proposed by Lincoln and Guba: credibility, transferability, dependability, and confirmability. Credibility was maintained through triangulation of sources, methods, and time, as well as by conducting member checks with informants. Transferability was achieved by providing detailed contextual descriptions to enable application in similar contexts. Dependability was ensured through a systematic audit trail documenting the research process, while confirmability was strengthened through peer debriefing with academic colleagues to ensure objectivity (Mulyadi et al., 2019).

Through this methodological framework, the study aims to provide a comprehensive understanding of the effectiveness of the “One Village, One Law Graduate” program implemented by STISDA Bermi, West Lombok, while generating evidence-based recommendations to enhance the sustainability and scalability of community-based legal education models in rural Indonesia.

Findings and Discussion

The implementation of the “One Village, One Law Graduate” program at Darussalam College of Sharia (STISDA) in Bermi, West Lombok, began with the student selection stage, which emphasized representation from each village and the candidates’ social motivation. Interviews indicated that most of the selection procedures were in accordance with institutional guidelines, although additional attention is required to ensure equitable mentoring for students assigned to remote areas. Some activities experienced slight delays due to distance; however, the program’s overall targets were successfully achieved. The student enrolment documents showed that participants met the criteria regarding geographic representation and legal educational background, enabling the program to address the specific legal needs of rural communities. The selection process, which prioritized social motivation and commitment to the participants’ home villages, strengthened the emotional and social bond between students and the communities they serve. Similar practices have been observed in the “One Village/Urban Area One Graduate” program implemented in Gowa Regency (Purba, 2025). In reality, some villages remain difficult to access due to geographical constraints, making additional strategies—such as remote mentoring and more intensive coordination—necessary to enhance program effectiveness (Selwa, 2020).

Program funding emerged as a crucial factor for sustainability. STISDA provided scholarships for village-based students, while local governments supported the program by offering facilities and issuing formal partnership agreements. Another source confirmed that the university granted tuition reductions, and the villages issued official endorsement letters to ensure smooth program implementation. The official decrees assigning lecturers and the cooperation agreements demonstrated institutional commitment to financial management, though some administrative updates for supervising lecturers are still required. This collaborative funding mechanism reflects efficiency, transparency, and public trust, similar to the financial models used in community empowerment programs in Indragiri Hilir Regency (April & Alkadafi, 2020). In practice, the limited economic capacity of rural areas necessitates a multi-stakeholder and community-based funding approach, ensuring that the program continues sustainably through shared responsibility (Faizah, 2025).

Inter-sectoral coordination proved to be a key determinant of program effectiveness. Field observations revealed active collaboration among lecturers, students, village officials, and local residents, even though technical constraints such as limited infrastructure and long travel distances required innovative strategies—such as implementing a block-teaching system. Community members also contributed by providing venues, attending legal education sessions, and giving constructive feedback throughout the activities. Such cross-sector collaboration mirrors the community engagement practices in the Child-Friendly Village program in South Lampung Regency, where public participation enhanced the adaptability of initiatives to local needs (Kamilia et al., 2020). In the current social reality, although rural areas continue to face challenges such as transportation limitations and insufficient facilities, active citizen participation has enabled program activities to run effectively, while simultaneously strengthening social networks and collective resilience (Harahap, 2021).

Students played a strategic role as intermediaries between academic legal theory and practical community law. Interviews revealed that their presence significantly improved villagers’ understanding of administrative procedures related to land certificates, inheritance rights, and basic legal norms. Another respondent emphasized that residents now feel more confident and secure because of the availability of local legal assistance. Document analysis showed an average attendance of around 30 participants per legal counselling session, consisting mostly of women and youth, with several villagers demonstrating the ability to independently draft formal letters. Student activity reports recorded the successful resolution of several land disputes and administrative issues, highlighting their tangible contributions to local legal governance (Sahrul et al., 2024). The program’s development plans include expanding its coverage to additional villages, producing comprehensive legal practice modules, and establishing partnerships with the West Lombok District Government and legal aid institutions. In the present context, the shortage of

professional legal practitioners in rural areas positions law students as strategic actors bridging the legal access gap and fostering community legal awareness (Syahputra, 2022).

Overall, the evaluation of the “One Village, One Law Graduate” program demonstrates its success in integrating socially motivated student selection, collaborative funding mechanisms, multi-stakeholder engagement, and meaningful student contributions in the field. The program has not only enhanced legal literacy among rural communities but has also strengthened the students’ capacity as agents of social transformation. Sustainability strategies—such as village expansion, development of legal practice modules, and inter-institutional cooperation—illustrate the program’s potential for continued growth. Furthermore, the initiative highlights the vital role of higher education institutions in promoting legal empowerment, social inclusion, and community resilience in Indonesia’s rural development framework.

Conclusion

1. The implementation of the *One Village, One Law Graduate* Program at STISDA Bermi, West Lombok, has been effectively carried out by integrating legal education with the needs of rural communities through advocacy activities, legal counseling, and direct legal assistance. However, several challenges remain, including distance barriers, limited practical facilities, and the need for continuous curriculum updates to optimize the program’s overall impact.
2. The evaluation of the *One Village, One Law Graduate* Program at STISDA Bermi, West Lombok, indicates that its implementation has been effective in enhancing legal awareness and access among rural communities through strong campus-village collaboration. Nonetheless, further improvement is needed in the areas of practical facilities, documentation, and module development to ensure the program’s long-term sustainability and greater societal impact.

Recommendation

1. STISDA should strengthen the implementation of the One Village, One Law Graduate Program by enhancing practical facilities, updating community-oriented learning modules, and reinforcing campus–village collaboration so that the integration of Islamic law and positive law can generate tangible impacts for local communities.
2. STISDA should establish an integrated evaluation and documentation system involving external stakeholders to periodically assess the program’s effectiveness and utilize the evaluation results as a foundation for continuous improvement and expansion of the program to other villages.

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