

Socialization of The Indonesian Criminal Code and Criminal Procedure Law Disability Rights and Legal Aid For The Kolok Community In Bengkulu Bali: Strengthening Access to Justice and Inclusive Legal Protection

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Abstract.

Equal access to justice for persons with disabilities requires more than formal recognition of equality before the law; it also requires accessible legal information, reasonable accommodation, effective communication, and adequate legal assistance. The Kolok community in Bengkulu Village, Buleleng Regency, Bali, has distinctive linguistic and communication characteristics that necessitate an inclusive approach to legal education. This community service program aims to strengthen legal literacy regarding the Indonesian Criminal Code (KUHP), Criminal Procedure Law (KUHP), the rights of persons with disabilities in judicial processes, and mechanisms for accessing legal aid. The program adopts a participatory and inclusive legal education approach through preliminary needs assessment, accessible legal counseling, interactive discussions, case-based learning, simulations of interactions with law enforcement officers, legal consultation, and pre-test and post-test evaluation. Communication methods and educational materials are adapted to the needs of the Kolok community to ensure meaningful participation and substantive equality in accessing legal information. The program introduces the Kolok Legal Access (KOLA) model, which integrates legal literacy, accessible communication, disability rights, community-based legal assistance, and collaboration among universities, village government, legal aid organizations, disability advocates, and relevant stakeholders. The expected outcomes include increased understanding of criminal law and procedural rights, improved awareness of disability rights and reasonable accommodation, greater knowledge of legal aid mechanisms, and strengthened community capacity to respond to legal problems. This initiative is expected to contribute to the development of a sustainable, inclusive, and community-based access-to-justice model for persons with disabilities in Indonesia.

Keywords: *Access to justice; criminal law; criminal procedure; disability rights; legal aid; Kolok community and inclusive legal literacy.*

I. INTRODUCTION

Access to justice is a fundamental element of the rule of law and an essential prerequisite for the effective protection of human rights. The principle of equality before the law requires the state not only to guarantee equal legal status but also to ensure that every individual can meaningfully understand, access, and participate in legal processes. For persons with disabilities, formal equality alone is insufficient when communication barriers, limited access to legal information, inaccessible procedures, and inadequate reasonable accommodation continue to restrict their ability to exercise their rights. Therefore, substantive equality requires legal institutions and public services to recognize different needs and provide appropriate measures that enable persons with disabilities to participate effectively in judicial proceedings.

Indonesia has established a constitutional and statutory framework for protecting these rights. Article 27 paragraph (1) and Article 28D paragraph (1) of the 1945 Constitution of the Republic of Indonesia guarantee equality before the law and the right to recognition, guarantees, protection, and fair legal certainty. Furthermore, Article 28H paragraph (2) recognizes the right to special facilities and treatment necessary to achieve equality and justice. These constitutional guarantees are reinforced by Law No. 8 of 2016 concerning Persons with Disabilities, which recognizes the rights of persons with disabilities to justice and legal protection, including equal treatment before the law and access to legal services. Indonesia's commitment to disability rights is also linked to its ratification of the *Convention on the Rights of Persons with Disabilities* (CRPD) through Law No. 19 of 2011. Article 13 of the CRPD specifically emphasizes effective access to justice for persons with disabilities on an equal basis with others, including through procedural and age-appropriate accommodations.

The issue of access to justice becomes particularly important in criminal justice proceedings. Persons with disabilities may participate in the criminal justice system as victims, witnesses, complainants, suspects, defendants, or other parties whose legal interests are affected. Their ability to understand legal information, communicate with law enforcement officials, provide testimony, obtain assistance, and participate effectively in proceedings may depend on the availability of reasonable accommodation and accessible communication. Consequently, legal literacy concerning substantive criminal law and criminal procedure is an important component of legal empowerment. The reform of Indonesia's criminal law provides additional urgency for community-based legal education. The enactment of Law No. 1 of 2023 concerning the Criminal Code represents a fundamental transformation of Indonesia's national criminal law framework. Legal reform should not remain confined to legal institutions, universities, and law enforcement agencies. Communities, particularly groups facing structural or communication barriers, must also understand how criminal law reform affects their rights, obligations, and legal protection. Likewise, knowledge of criminal procedural law is essential because procedural guarantees determine how individuals exercise their rights when interacting with police investigators, prosecutors, courts, advocates, and other components of the criminal justice system.

Legal aid constitutes another important dimension of access to justice. Law No. 16 of 2011 concerning Legal Aid establishes a framework for providing legal assistance, particularly for people who cannot independently secure adequate legal representation. For persons with disabilities, however, the availability of legal aid must be accompanied by accessibility. Legal assistance becomes meaningful only when beneficiaries can communicate effectively with legal aid providers, understand the information provided, express their interests, and participate in decisions concerning their legal cases. This demonstrates the close relationship between legal literacy, disability rights, reasonable accommodation, and legal aid. These challenges are particularly relevant to the Kolok community in Bengkulu Village, Kubutambahan District, Buleleng Regency, Bali. The community is known for its distinctive social and communication characteristics associated with the presence of deaf residents locally referred to as *Kolok*. Over time, communication practices within the community have developed as part of Bengkulu's social and cultural life. This distinctive context requires legal education programs to move beyond conventional lecture-based methods and adopt communication strategies that are accessible, participatory, culturally responsive, and sensitive to the needs of community members. Conventional legal socialization programs frequently emphasize the transmission of legal information from legal experts to community participants. Such an approach may be inadequate for communities with specific communication needs. Legal empowerment requires more than explaining statutory provisions; it requires transforming complex legal norms into practical knowledge that people can use when encountering actual legal problems. Participants need to understand what they should do when becoming victims or witnesses, where legal assistance can be obtained, what rights they possess during examination by law enforcement officials, and what forms of accommodation may be requested to enable effective participation in legal proceedings.

Based on this context, this community service program adopts a participatory and inclusive legal education approach by integrating criminal law literacy, criminal procedural rights, disability rights, reasonable accommodation, and access to legal aid. Activities are designed through accessible legal counseling, interactive discussions, case-based learning, simulations of interactions with law enforcement institutions, legal consultation, and evaluation of participants' understanding. The approach places the Kolok community not merely as recipients of legal information but as active participants in the process of identifying legal needs and strengthening community legal capacity. As an innovative component, the program introduces the Kolok Legal Access (KOLA) Model, which integrates five interconnected dimensions: legal literacy, accessible communication, disability rights protection, community-based legal assistance, and multi-stakeholder collaboration. Collaboration among universities, village government, legal aid organizations, disability advocates, community representatives, and relevant public institutions is expected to create a more sustainable legal empowerment ecosystem. Through this approach, legal socialization is transformed from a one-time educational activity into an initial mechanism for strengthening

community-based access to justice. Accordingly, this community service program aims to improve the Kolok community's understanding of the Indonesian Criminal Code and criminal procedural law, strengthen awareness of the rights of persons with disabilities within the justice system, improve knowledge regarding mechanisms for obtaining legal aid, and develop an inclusive community-based legal empowerment model. Ultimately, the program is expected to contribute to the realization of substantive equality and meaningful access to justice while providing a model that may be adapted and replicated for other communities of persons with disabilities in Indonesia.

Problems

The Kolok community in Bengkala Village, Kubutambahan District, Buleleng Regency, Bali, has distinctive communication characteristics that require an inclusive and accessible approach to legal information and services. The challenges faced by the community are not limited to understanding legal norms but also include the ability to recognize and exercise legal rights, communicate effectively when interacting with law enforcement officials, obtain reasonable accommodation, and access legal aid when encountering legal problems. The first problem concerns limited legal literacy regarding the reform of Indonesian criminal law and criminal procedure. Changes in the national criminal justice framework require legal information to be disseminated in a manner that is understandable and accessible to all members of society. Complex legal terminology and conventional methods of legal education may create barriers, particularly when communication methods are not adapted to the needs of persons with disabilities. This condition may limit the community's ability to understand criminal offenses, legal responsibilities, procedural safeguards, and individual rights when interacting with the criminal justice system.

The second problem is the limited practical understanding of the rights of persons with disabilities within legal proceedings. Persons with disabilities are entitled to equal treatment before the law, accessibility, appropriate assistance, effective communication, and reasonable accommodation according to their individual needs. However, the existence of these rights within the legal framework does not automatically ensure that community members understand how to exercise them in practice. Therefore, the gap between normative legal protection and practical knowledge needs to be addressed through inclusive community-based legal education. The third problem relates to communication barriers in accessing legal services and protection. Effective communication is particularly important for members of the Kolok community when reporting an incident, providing information as victims or witnesses, consulting legal aid providers, or participating in judicial proceedings. Inappropriate communication methods may lead to misunderstanding of facts, procedures, or legal rights. Accordingly, meaningful access to justice must include communication mechanisms that enable individuals to understand legal information and express their interests effectively. The fourth problem is the limited understanding of mechanisms for obtaining legal aid. Community members may not have sufficient information regarding legal aid organizations, eligibility requirements, application procedures, available forms of assistance, or institutions that can be contacted when legal problems arise. For persons with disabilities, these challenges may become more significant when legal aid services are not fully accessible or responsive to their communication needs.

The fifth problem concerns the absence of an integrated and sustainable community-based legal empowerment mechanism. One-time legal socialization activities may improve knowledge temporarily but may not be sufficient to strengthen the community's long-term capacity to address legal issues. A sustainable approach is therefore required to connect the Kolok community with village government, universities, legal aid organizations, disability advocates, law enforcement institutions, and other relevant stakeholders. Based on these identified challenges, this community service program addresses four main questions: (1) how can the Kolok community's understanding of the Indonesian Criminal Code and procedural rights under criminal procedure law be improved; (2) how can awareness and understanding of disability rights, accessibility, and reasonable accommodation in legal proceedings be strengthened; (3) how can the community's capacity to identify and access legal aid mechanisms be enhanced; and (4) how can an inclusive, participatory, and sustainable community-based legal empowerment model be developed? To address these problems, the program develops the Kolok Legal Access (KOLA) Model, integrating legal literacy, accessible

communication, disability rights protection, access to legal aid, and multi-stakeholder collaboration. Through this model, the Kolok community is expected not only to understand legal norms but also to develop the practical capacity to exercise legal rights, seek appropriate assistance, and achieve meaningful access to justice.

II. MATERIALS AND METHODS

This community service program was conducted in Bengkala Village, Kubutambahan District, Buleleng Regency, Bali, Indonesia, with the Kolok community as the primary target group. The program was designed as an inclusive and participatory legal empowerment activity focusing on legal literacy concerning the Indonesian Criminal Code (KUHP), criminal procedure law (KUHAP), the rights of persons with disabilities, reasonable accommodation in legal proceedings, and access to legal aid. The activities also involved relevant community stakeholders to strengthen the sustainability of community-based access to justice.

a. Materials

The educational materials were developed based on the legal needs of the target community and the principles of inclusive legal education. The main materials covered: (1) basic knowledge of substantive criminal law and relevant developments under the Indonesian Criminal Code; (2) fundamental procedural rights of victims, witnesses, complainants, suspects, and defendants within the criminal justice process; (3) the rights of persons with disabilities to equality before the law, accessibility, effective communication, assistance, and reasonable accommodation; (4) procedures and requirements for accessing legal aid; and (5) practical guidance on actions that community members may take when encountering legal problems or interacting with law enforcement institutions. The materials were primarily based on the 1945 Constitution of the Republic of Indonesia, Law No. 1 of 2023 concerning the Criminal Code, the applicable criminal procedure framework, Law No. 8 of 2016 concerning Persons with Disabilities, Law No. 16 of 2011 concerning Legal Aid, and Law No. 19 of 2011 concerning the Ratification of the Convention on the Rights of Persons with Disabilities (CRPD). Particular attention was given to the principles of equality before the law, non-discrimination, reasonable accommodation, effective participation, and access to justice. To enhance accessibility, complex legal concepts were transformed into simplified and practical educational materials. Visual presentations, illustrations, case examples, legal-rights cards, and other communication-support materials were incorporated where appropriate. The communication process was adapted to the characteristics and needs of the Kolok community so that participants could actively understand, respond to, and discuss the legal issues presented.

b. Methods

The program applied a Participatory Inclusive Legal Education approach, placing community members as active participants rather than merely recipients of legal information. The implementation consisted of five interconnected stages: needs identification, inclusive legal socialization, case-based discussion and simulation, legal assistance orientation, and evaluation. The first stage involved identifying the community's legal literacy needs and mapping potential barriers to accessing legal information and legal services. This stage was intended to ensure that the program materials corresponded to the practical needs and communication characteristics of the participants. The second stage consisted of inclusive legal socialization concerning criminal law, criminal procedure, disability rights, and legal aid. Legal concepts were presented using simple language, accessible communication, visual materials, and practical examples. Interactive discussion was encouraged to allow participants to raise questions and relate legal principles to situations that may occur in everyday life. The third stage involved case-based learning and legal simulations. Participants were introduced to hypothetical situations involving interactions with law enforcement institutions, such as reporting a criminal offense, being questioned as a witness or victim, requesting legal assistance, and communicating the need for reasonable accommodation. The simulations were designed to transform abstract legal knowledge into practical skills that could be applied when participants encounter legal problems.

The fourth stage focused on legal aid orientation and community-based legal assistance. Participants received information regarding legal aid mechanisms, institutions that may provide assistance, general eligibility requirements, and practical steps for seeking legal support. This component aimed to reduce the gap between knowledge of legal rights and the ability to access institutions capable of protecting those rights. The fifth stage consisted of evaluation and follow-up planning. Participants' understanding was assessed through pre-test and post-test instruments adapted to their communication needs. The evaluation examined changes in knowledge concerning criminal law, procedural rights, disability rights, reasonable accommodation, and legal aid. Qualitative feedback from participants and community stakeholders was also used to assess the accessibility, relevance, and effectiveness of the program. The overall implementation framework was developed through the Kolok Legal Access (KOLA) Model, consisting of five integrated dimensions: legal literacy, accessible communication, disability rights protection, community-based legal assistance, and multi-stakeholder collaboration. The model emphasizes collaboration among the Kolok community, village government, universities, legal aid organizations, disability advocates, and other relevant stakeholders. The effectiveness of the program was evaluated using both quantitative and qualitative indicators. Quantitative evaluation was conducted by comparing participants' pre-test and post-test results, while qualitative evaluation focused on participant engagement, ability to identify legal rights, understanding of legal aid mechanisms, and responses to the accessibility of the educational process. The results were subsequently used to formulate recommendations for strengthening sustainable and inclusive community-based access to justice. Through this methodological framework, the community service program was designed not merely as a one-time legal socialization activity but as an initial step toward establishing a sustainable legal empowerment mechanism. The KOLA Model is expected to provide a practical framework that can be further developed and potentially replicated in other communities of persons with disabilities in Indonesia.

III. DISCUSSION

The community service program on the Indonesian Criminal Code (KUHP), criminal procedure law (KUHAP), disability rights, and legal aid for the Kolok community in Bengkala, Bali, demonstrates the importance of integrating legal literacy with accessibility and community participation. Legal empowerment for persons with disabilities cannot be limited to transferring information concerning statutory provisions. It must also ensure that legal information can be understood, communicated, and practically applied by community members when they encounter legal problems. In this context, access to justice should be understood as the capacity of individuals to recognize their rights, communicate their legal interests, obtain appropriate assistance, and participate meaningfully in legal processes.

a. Strengthening Criminal Law and Criminal Procedure Literacy

One of the central components of the program was strengthening community understanding of substantive criminal law and criminal procedure. The reform of Indonesian criminal law requires legal education to reach communities beyond formal legal institutions. For the Kolok community, understanding criminal law is particularly important because limited access to accessible legal information may create a gap between the existence of legal norms and the community's ability to understand their practical consequences. The socialization process therefore emphasized practical situations rather than merely explaining statutory provisions. Participants were introduced to the distinction between substantive criminal law and criminal procedure, basic concepts of criminal responsibility, the position of victims and witnesses, and procedural rights when interacting with law enforcement officials. This practical orientation enabled legal knowledge to be connected with situations that may occur in everyday community life. From an access-to-justice perspective, legal literacy functions as a form of preventive legal protection. Individuals who understand their basic rights are better positioned to recognize potential violations, seek assistance, and avoid actions that may adversely affect their legal interests. Therefore, legal education should be viewed not simply as the dissemination of legal information but as an instrument of community empowerment.

b. Disability Rights and Substantive Equality Before the Law

The program also highlighted that equality before the law must be interpreted through the principle of substantive equality. Treating every person in exactly the same manner may not result in genuine equality when individuals experience different barriers. Persons with disabilities may require communication assistance, procedural adjustments, accessible information, or other forms of reasonable accommodation to participate effectively in legal proceedings. This approach is consistent with the human-rights-based perspective embodied in the *Convention on the Rights of Persons with Disabilities* (CRPD) and Indonesia's disability legislation. The rights of persons with disabilities are not acts of charity or discretionary facilities provided by institutions. Rather, they constitute legal rights that must be respected, protected, and fulfilled. For the Kolok community, this principle has direct practical significance. Communication differences should not become grounds for limiting an individual's ability to report an incident, provide testimony, consult with legal counsel, understand legal documents, or participate in judicial proceedings. Effective legal protection therefore requires the justice system to recognize communication accessibility as an integral component of due process and equal access to justice.

c. Accessible Communication as a Component of Access to Justice

The implementation of the program reinforced the importance of communication accessibility in legal empowerment. Conventional legal socialization frequently relies heavily on spoken explanations and technical legal terminology. Such methods may be ineffective when applied to communities with distinctive communication characteristics. The Kolok community demonstrates that accessibility should be incorporated from the initial design of legal education. Simplified explanations, visual materials, demonstrations, case illustrations, interactive communication, and appropriate communication assistance can facilitate greater participation. Accessibility should therefore not be treated as an additional component introduced after an educational program has been designed; it should constitute a fundamental principle of program design. This finding also has broader implications for public legal services. Police stations, prosecutors' offices, courts, legal aid organizations, village governments, and other public institutions need to develop communication mechanisms that respond to different disability-related needs. Without accessible communication, procedural rights may exist formally while remaining difficult to exercise in practice.

d. Legal Aid and Community-Based Access to Justice

Legal aid represents an essential bridge between recognition of rights and the practical ability to defend those rights. Community members may understand that they possess legal rights but still experience difficulties determining which institution to contact, what documents are required, or how to communicate their legal problems. For this reason, the program positioned legal aid literacy as an integral part of legal education. Participants were introduced to basic mechanisms for obtaining legal assistance and the importance of seeking qualified assistance when facing legal problems. Legal aid should be understood not merely as representation during court proceedings but as part of a broader system of legal consultation, assistance, protection, and empowerment. A community-based approach is particularly relevant because access to justice often begins before a dispute reaches formal judicial institutions. Village officials, community representatives, disability advocates, universities, and legal aid organizations may function as initial points of contact. Strengthening connections among these actors can create a legal support network that is closer and more accessible to the community.

e. Participatory Legal Education and Community Empowerment

An important lesson from this program is the need to transform the position of persons with disabilities from objects of legal protection into active legal subjects. A conventional socialization model tends to place experts as the principal source of knowledge and community members as passive recipients. In contrast, participatory legal education recognizes that communities possess social experience and local knowledge that are important for identifying barriers to justice. Interactive discussions and case-based simulations allow participants to connect legal norms with real-life situations. Through this process, legal knowledge becomes contextual rather than abstract. Participants are encouraged to identify problems, formulate questions, understand available legal options, and recognize institutions that may provide

assistance. This participatory approach reflects the concept of legal empowerment, in which individuals and communities develop the knowledge and capacity necessary to use law as an instrument for protecting their interests. Accordingly, the success of community legal education should not be measured solely by the amount of information delivered but also by improvements in the community's capacity to act upon that information.

f. The Kolok Legal Access (KOLA) Model

The main conceptual contribution of this community service program is the development of the Kolok Legal Access (KOLA) Model. The model is designed as an integrated framework for inclusive community-based legal empowerment and consists of five interconnected dimensions: legal literacy, accessible communication, disability rights protection, community-based legal assistance, and multi-stakeholder collaboration. Legal literacy provides the knowledge foundation that enables community members to recognize rights, obligations, legal risks, and available remedies. Accessible communication ensures that legal knowledge and services can be meaningfully understood and used. Disability rights protection establishes a rights-based framework grounded in equality, non-discrimination, reasonable accommodation, and meaningful participation. Community-based legal assistance connects individuals with practical mechanisms for addressing legal problems. Finally, multi-stakeholder collaboration creates institutional support for maintaining access to justice beyond the duration of a single community service activity. The relationship among these dimensions can be conceptualized as: Legal Literacy → Accessible Communication → Awareness of Disability Rights → Access to Legal Assistance → Multi-Stakeholder Collaboration → Inclusive Access to Justice. The KOLA Model therefore moves beyond the conventional understanding of legal socialization as a one-directional transfer of information. It positions legal education as the starting point of an empowerment process that connects knowledge, accessibility, assistance, and institutional collaboration.

g. Sustainability and Replicability of the KOLA Model

The sustainability of legal empowerment constitutes an important consideration. One-time socialization activities may generate immediate improvements in awareness but may have limited long-term impact if participants do not have access to continued assistance. Therefore, the KOLA Model requires institutional connections among the Kolok community, village government, universities, legal aid organizations, disability advocates, law enforcement institutions, and other relevant stakeholders. Universities can contribute through community service, legal clinics, research, and development of accessible educational materials. Village governments can facilitate community-level information and referral mechanisms. Legal aid organizations can provide consultation and representation, while disability organizations and community representatives can contribute expertise regarding accessibility and communication needs. Law enforcement institutions can strengthen disability-responsive procedures and services. The model also has potential for replication beyond Bengkulu. However, replication should not mean applying identical methods to every disability community. Different types of disabilities and local contexts generate different accessibility requirements. Consequently, the core principles of KOLA participation, accessibility, rights-based protection, legal assistance, and collaboration should remain consistent, while implementation methods should be adapted to local characteristics. Overall, the program demonstrates that inclusive access to justice requires the integration of law, communication, accessibility, empowerment, and institutional collaboration. Strengthening knowledge of the KUHP and criminal procedure is important, but legal literacy becomes meaningful only when community members can communicate their interests, understand their rights, access assistance, and participate effectively in legal processes. The KOLA Model offers a community-based framework for connecting these dimensions and contributes to the broader development of an inclusive justice system in Indonesia.



Fig. 1. Community Service Activity on the Socialization of the Indonesian Criminal Code (KUHP) and Criminal Procedure Law (KUHP), Disability Rights, and Legal Aid for the Kolok Community in Bengkala Village, Bali



Fig. 2. Presentation of Educational Materials on the Indonesian Criminal Code (KUHP), Criminal Procedure Law (KUHP), the Rights of Persons with Disabilities in Criminal Justice Proceedings, and Access to Legal Aid for the Kolok Community in Bengkala, Bali, delivered by Dr. Ani Purwati, S.H., M.H., Lecturer in the Master of Law Postgraduate Program, Universitas Sahid Jakarta.



Fig. 3. Certificate of Training of Facilitator (ToF) for the Implementation of KUHP–KUHP awarded by the Ministry of Law of the Republic of Indonesia to Dr. Ani Purwati, S.H., M.H., as evidence of her competence and responsibility as a facilitator in the KUHP–KUHP legal socialization program.

IV. CONCLUSION

The community service program on the socialization of the Indonesian Criminal Code (KUHP), Criminal Procedure Law (KUHP), disability rights, and legal aid for the Kolok Community in Bengkala, Bali, demonstrates that inclusive legal education is an essential instrument for strengthening access to justice for persons with disabilities. Legal protection cannot be limited to the formal recognition of equality before the law but must be accompanied by accessible legal information, effective communication, reasonable accommodation, legal assistance, and opportunities for meaningful participation in legal processes. The implementation of the program strengthened the community's understanding of substantive criminal law, procedural rights, disability rights within the criminal justice system, and mechanisms for obtaining legal aid. The use of accessible communication, visual educational materials, interactive discussions, practical case examples, and participatory approaches enabled legal concepts to be presented in a manner more responsive to the communication characteristics of the Kolok Community.

This approach confirms that accessibility should be integrated into the design of legal education rather than treated merely as an additional facility. An important contribution of this community service program is the development of the Kolok Legal Access (KOLA) Model, which integrates five dimensions: legal literacy, accessible communication, disability rights protection, community-based legal assistance, and multi-stakeholder collaboration. The model positions persons with disabilities not merely as recipients of legal protection but as active legal subjects who have the capacity to understand, exercise, and defend their rights. Collaboration among universities, village governments, legal aid organizations, disability advocates, law enforcement institutions, and local communities is therefore essential for transforming legal socialization into sustainable legal empowerment. The sustainability of the program requires follow-up activities through periodic legal education, accessible legal consultation, community-based referral mechanisms, and stronger institutional networks for legal assistance. The KOLA Model can also be further developed and adapted to other communities of persons with disabilities by considering their specific social, cultural, and communication characteristics. Ultimately, inclusive legal empowerment contributes not only to improving legal literacy but also to realizing substantive equality, disability-responsive legal protection, and meaningful access to justice for all.

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government institutions, communities, and relevant stakeholders is expected to continue as a foundation for strengthening legal literacy, protecting the rights of persons with disabilities, developing community-based legal assistance, and promoting equal, meaningful, and inclusive access to justice for all.

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