

AMIDST GLOBAL CRISES: STRENGTHENING COMMUNITY RESILIENCE THROUGH INTERNATIONAL LAW LITERACY

Ratna Galuh Manika Trisista^{1*}, Untoro¹, Rina Septiani², Fira Mubayyinah², Marlina³

¹Faculty of Law, Universitas Islam Jakarta

Jl. Balai Rakyat, Utan Kayu, Kec. Matraman, Kota Jakarta Timur, DKI Jakarta 13120 - Indonesia

²Universitas Nahdlatul Ulama Indonesia, DKI Jakarta - Indonesia

³Poltekkes Kemenkes Aceh, Aceh - Indonesia

*Corresponding Author: manikatrিসিস্তা@gmail.com

Article history:

Received: May 2026

Revised: May 2026

Accepted: May 2026

ABSTRACT Global crises, including international conflicts, misinformation, economic instability, and humanitarian issues, increasingly affect local communities across national borders. However, public understanding regarding international law, humanitarian protection, and community resilience strategies remains limited, particularly among multicultural local communities living in globalized environments. This community engagement activity aimed to strengthen international law literacy and community resilience among the local community at Prasert Islam Mosque, Nonthaburi, Thailand, consisting of participants from diverse backgrounds, including students, workers, small business owners, and housewives. The activity employed an educational and participatory approach through counseling sessions, visual learning media, interactive discussions, and simulations related to humanitarian law, information verification, economic resilience, and community solidarity. The program was conducted through several stages, including needs assessment, preparation, implementation, follow-up activities, and evaluation. The results showed an improvement in participants' understanding regarding international law, humanitarian protection, critical information filtering, and the importance of maintaining social solidarity and local economic resilience during global crises. Participants also demonstrated increased awareness regarding responsible information dissemination and the role of communities in maintaining peace and social stability. The use of visual and contextual learning methods proved effective in encouraging active participation and improving participants' conceptual understanding. This activity concludes that international law literacy and community resilience education are important instruments for strengthening community preparedness and global awareness. Therefore, sustainable educational and community engagement programs are recommended to support the development of resilient and globally aware communities.

KEYWORDS: *Community Resilience; Global Crises; Humanitarian Law; International Law Literacy; Social Awareness.*

1. INTRODUCTION

Globalization has transformed the way communities interact, communicate, and respond to social challenges. The rapid development of digital technology and international communication networks has enabled information to spread instantly across national borders (Roozenbeek et al., 2023). While globalization creates opportunities for economic growth, cultural exchange, and social connectivity, it also increases the vulnerability of communities to global crises such as armed conflicts, misinformation, economic instability, humanitarian issues, and social polarization (Andreosso-O'Callaghan & Rajmil, 2024). Communities today are increasingly exposed to international issues through social media, online news platforms, and digital communication channels, even when such crises occur far from their immediate environments (Al-Obaidi, 2024). Consequently, global events can directly influence local social conditions, public perceptions, and economic stability within communities (Castells, 2009).

One of the major challenges emerging from globalization is the rapid dissemination of misinformation and unverified information during periods of international crisis (Al-Obaidi, 2024; Roozenbeek et al., 2023). The development of digital communication technology has made communities more vulnerable to provocative narratives, hate speech, and misleading information circulating through social media platforms (Roozenbeek et al., 2023). In many cases, the public tends to consume and share information without verifying its accuracy or understanding the broader context of international issues (Vosoughi et al., 2018). Low levels of information literacy within multicultural societies significantly contribute to the spread of misinformation and social tension. This condition demonstrates the importance of strengthening legal literacy, critical thinking, and responsible information-sharing practices at the community level (Steinfeld et al., 2025).

International law and humanitarian law are important legal instruments in maintaining global peace, protecting civilians, and regulating state relations during international conflicts (Lambourne, 2016). Humanitarian law specifically emphasizes the protection of civilians, educational institutions, places of worship, and humanitarian organizations during armed conflicts and humanitarian crises (Droege, 2024). However, public understanding regarding international law and humanitarian protection remains relatively limited, especially among local communities that are not directly connected to academic or legal institutions (Tanaka, 2007).

Community resilience has become an increasingly important concept in responding to the challenges created by globalization and international crises (Dückers, 2017). Community resilience refers to the ability of communities to adapt, respond, and recover from social, economic, and humanitarian disruptions while maintaining social cohesion and collective well-being (Haggard et al., 2019). According to Rachel Haggard et al. (2019) resilient communities are characterized by

strong social solidarity, effective communication, community participation, and the ability to critically respond to crises. In addition, resilient communities tend to demonstrate higher levels of cooperation, collective awareness, and adaptability during periods of uncertainty.

The target population of this community engagement activity was the local community at Prasert Islam Mosque, Nonthaburi, Thailand. The mosque functions not only as a religious institution but also as a social and educational center for the surrounding community. The participants involved in this activity came from diverse social and occupational backgrounds, including students, workers, small business owners, and housewives. This diversity reflects the multicultural and socially dynamic nature of the local community in Nonthaburi. As members of a globally connected society, participants are regularly exposed to information related to international conflicts, humanitarian crises, and economic instability through digital media and social networks.

Based on preliminary observations and discussions conducted before the implementation of the program, many participants expressed concern regarding the increasing amount of global information circulating through social media platforms. However, participants also admitted having limited understanding regarding international law, humanitarian protection, and practical strategies for building resilience within their communities. Many participants were unfamiliar with methods of information verification, the role of international organizations, and the legal principles underlying humanitarian protection during conflicts. In addition, some participants stated that they often encountered misleading or emotionally provocative content related to international crises but lacked sufficient knowledge to critically evaluate the reliability of such information.

Previous studies indicate that participatory educational approaches are effective in strengthening public awareness and social resilience within communities. Filipe Couto and Isabe Baptista (2025) explain that participatory education encourages communities to become actively involved in the learning process through discussions, reflections, and collaborative problem-solving activities. This approach allows participants to connect theoretical concepts with real-life situations, making the learning process more contextual and meaningful.

Several institutions and organizations have previously conducted programs related to peace education, digital literacy, and humanitarian awareness. However, many existing activities still focus primarily on theoretical explanations and have not fully integrated practical community resilience strategies into educational programs.

This community engagement activity was therefore designed using an educational and participatory approach to strengthen international law literacy and community resilience among participants at Prasert Islam Mosque. The activity emphasized direct interaction, participatory

discussions, visual learning media, and contextual simulations related to global crises and humanitarian issues. Participants were encouraged to actively share experiences, discuss social challenges within their communities, and reflect on the importance of peace, solidarity, and responsible information dissemination.

In addition to improving legal and information literacy, the activity also aimed to strengthen social solidarity and collective responsibility within the community. Participants were encouraged to understand that maintaining peace, preventing misinformation, and supporting vulnerable groups are shared responsibilities within society. The activity also introduced practical strategies related to local economic resilience, information verification, and humanitarian solidarity through official and legal channels. Through these discussions, participants became more aware that global crises should be addressed not only at the governmental or international level but also through active participation and resilience within local communities.

Therefore, this community engagement activity aimed to strengthen international law literacy and community resilience among the local community at Prasert Islam Mosque, Nonthaburi, Thailand. The activity specifically focused on improving participants' understanding regarding international law, humanitarian protection, information verification, social solidarity, and local resilience strategies during global crises. Through participatory educational methods and direct community interaction, the activity was expected to contribute to the development of more critical, resilient, and globally aware communities capable of responding constructively to the challenges of globalization.

2. METHOD

This community engagement activity employed an educational and participatory approach to strengthen international law literacy and community resilience among the local community at Prasert Islam Mosque, Nonthaburi, Thailand. The approach was selected because the problems identified within the community were closely related to limited understanding regarding international law, humanitarian protection, misinformation, and practical strategies for responding to global crises. Through participatory educational methods, participants were encouraged not only to receive information but also to actively engage in discussions, reflections, and simulations related to global issues affecting local communities.

The program was conducted from February 2025 to June 2026 through several stages, including needs assessment, program preparation, fundraising, implementation of community engagement activities, follow-up activities, publication, reporting, and evaluation. The main educational outreach

activity was conducted in April 2026 at Prasert Islam Mosque, Nonthaburi, Thailand. The beneficiaries of the activity consisted of members of the local community from diverse backgrounds, including students, workers, small business owners, and housewives.

Before the implementation of the program, preliminary observations and informal discussions were conducted with community members to identify existing problems and community needs. The findings indicated that many participants had limited understanding regarding international law, humanitarian protection, and the impacts of global crises on local social and economic conditions. Participants also demonstrated limited awareness regarding information verification and responsible social media use. These conditions became the basis for designing the educational materials and participatory learning activities within the program.

The implementation of the activity consisted of several stages, namely:

- a. Needs assessment and community approach through informal discussions and observations regarding participants' understanding of global crises and international law;
- b. Preparation of educational materials, visual learning media, and interactive discussion materials related to humanitarian law, misinformation, and community resilience;
- c. Educational counseling sessions regarding international law, humanitarian protection, information verification, and local resilience strategies;
- d. Interactive discussions, simulations, and question-and-answer sessions to encourage participants' active involvement and critical thinking;
- e. Follow-up activities, publication, reporting, and evaluation of participants' responses and understanding after the program implementation.

The activity utilized visual presentation media, infographics, contextual illustrations, and participatory learning methods to improve participants' understanding of complex legal and social issues. Community participation became an essential element throughout the implementation process. Participants were actively involved in discussions, reflections, and collaborative learning sessions, allowing them to exchange experiences and perspectives regarding social resilience, economic challenges, and responsible information dissemination.

The expected results of this community engagement activity were improved public understanding regarding international law, humanitarian protection, information verification, and community resilience strategies during global crises. In addition, the activity was expected to increase participants' awareness regarding responsible information dissemination, social solidarity, and the importance of maintaining peaceful and resilient communities in the era of globalization.

3. RESULT AND DISCUSSION

Global crises were introduced in this activity as multidimensional challenges that increasingly affect societies in the era of globalization and digital communication. Armed conflicts, humanitarian crises, economic instability, climate-related disasters, and misinformation can spread rapidly across countries and influence social, economic, and political conditions within local communities. The discussion emphasized that the development of digital technology and social media has accelerated the circulation of information related to global crises, making communities more vulnerable to panic, social polarization, and misleading narratives. Therefore, understanding global issues and responding critically to information dissemination have become increasingly important within modern society.

The material also explained the role of international law and humanitarian law in maintaining global peace and protecting civilians during periods of conflict and crisis. Humanitarian law was introduced as a legal framework regulating the protection of civilians, medical personnel, educational institutions, places of worship, and humanitarian organizations during armed conflicts. In addition, the discussion highlighted the importance of information literacy, social solidarity, and community resilience in responding to the social and economic impacts of global crises. Critical thinking, responsible information dissemination, peaceful communication, and support for local economic resilience were emphasized as important elements in strengthening community preparedness and collective awareness in the digital era.

Before the implementation of the community engagement activity, most participants had limited understanding regarding international law, humanitarian protection, and the relationship between global crises and local community conditions. Based on preliminary discussions conducted before the educational sessions, participants generally perceived international conflicts and humanitarian issues as matters that only affected governments and international institutions. Many participants also admitted that they frequently received information related to global crises through social media but rarely verified the accuracy of such information before sharing it with others.

After participating in the educational sessions, participants demonstrated improved understanding regarding the role of international law and humanitarian law in protecting civilians and maintaining global peace. Participants became more aware that global crises could directly influence local economic conditions, social stability, and public perception within their communities. Participants also showed increased understanding regarding the importance of responsible

information dissemination and information verification before sharing content through digital platforms.



Figure 1. Educational Session

The use of visual learning media, contextual illustrations, and simulations significantly improved participants' engagement during the activity. Participants actively responded to discussions related to misinformation, humanitarian protection, and community resilience strategies. Interactive learning methods enabled participants to better understand complex legal and social issues through practical examples closely related to their daily experiences.

Participants from different backgrounds contributed actively during the discussions. Students shared perspectives regarding the influence of social media and digital communication, while workers, housewives, and small business owners discussed practical challenges related to economic instability and community solidarity during periods of global uncertainty. This interaction created a collaborative learning environment that encouraged participants to exchange experiences and strengthen collective awareness within the community.

Community participation became one of the most important aspects of the activity implementation. Participants were actively involved in question-and-answer sessions, group discussions, simulations, and reflections regarding global crises and local resilience strategies. The participatory approach encouraged participants to become directly involved in identifying social challenges faced by their communities and discussing practical solutions collectively.



Figure 2. Educational Outreach Activity at Prasert Islam Mosque, Nonthaburi, Thailand

One of the important findings during the activity was the increasing awareness among participants regarding the importance of information verification. Before the program, many participants tended to immediately trust and share information received through social media platforms. However, after the educational sessions and simulations, participants demonstrated greater caution in responding to online information and expressed awareness regarding the importance of checking reliable sources before disseminating information to others.

The activity also encouraged participants to strengthen social solidarity and local resilience within the community. Participants discussed practical strategies for maintaining peaceful communication, supporting local economic activities, and preventing the spread of misinformation during periods of crisis. Small business owners and workers highlighted the importance of supporting local products and community-based economic activities as part of strengthening resilience against global economic instability.

In addition, the activity demonstrated the adoption of new knowledge and perspectives among participants. Before the program, many participants viewed global crises as distant international problems unrelated to their daily lives. After participating in the discussions and simulations, participants became more aware that global crises could affect social relations, economic conditions, and public communication within local communities. This shift in perspective indicated that the

educational activity successfully connected global issues with practical realities experienced by participants.

Several challenges were identified during the implementation of the program, including differences in participants' educational backgrounds, varying levels of digital literacy, and limited prior understanding regarding international law and humanitarian protection. Nevertheless, the participatory and contextual learning methods proved effective in helping participants understand the materials more easily. Participants showed enthusiasm throughout the activity and actively contributed to discussions related to social resilience, information literacy, and humanitarian awareness.

The results of this activity indicate that community-based educational programs can contribute positively to strengthening public awareness, critical thinking, and community resilience in responding to globalization and international crises. The combination of visual learning methods, interactive discussions, and direct community participation created a more engaging learning process and encouraged participants to become more critical, responsible, and socially aware within their communities.

4. CONCLUSION

The community engagement activity at Prasert Islam Mosque, Nonthaburi, Thailand, successfully improved participants' understanding regarding international law, humanitarian protection, information verification, and community resilience in responding to global crises. Participants from diverse backgrounds, including students, workers, small business owners, and housewives, showed increased awareness regarding the importance of responsible information dissemination, social solidarity, and critical responses toward global issues affecting local communities.

The participatory educational methods used in this activity, such as interactive discussions, visual learning media, and simulations, proved effective in addressing the community's needs and challenges. The activity also encouraged active participation and strengthened collective awareness within the community. Therefore, similar community empowerment programs should be conducted continuously to strengthen legal literacy, information literacy, and social resilience, particularly within multicultural communities facing the challenges of globalization and rapid information exchange.

ACKNOWLEDGMENT

The authors would like to thank the management and local community of Prasert Islam Mosque, Nonthaburi, Thailand, for their collaboration and willingness to become partners in this community engagement activity. Appreciation is also addressed to LSM Sharing for its assistance in facilitating the implementation of the program and to the Pengurus Cabang Istimewa Muhammadiyah Thailand for the support and cooperation provided throughout the activity. The authors further acknowledge Universitas Islam Jakarta for the financial support that contributed to the implementation of this community engagement program.

CONFLICT OF INTERESTS

The authors confirm that this article was prepared without any financial, personal, or professional interests that could influence the implementation of the community engagement activity or the interpretation of its results. Universitas Islam Jakarta provided funding support for the program implementation but was not involved in the research design, data analysis, manuscript preparation, or publication decision. The authors also confirm that they have no affiliation with the editorial management of IJCCH or with any institution that could directly benefit from the publication of this article.

REFERENCES

- Al-Obaidi, J. A. (Ed.). (2024). *Changing Global Media Landscapes: Convergence, Fragmentation, and Polarization*. IGI Global. <https://doi.org/10.4018/979-8-3693-3767-7>
- Andreosso-O'Callaghan, B., & Rajmil, D. (2024). Crises and globalization: The delineation of a new path. In B. Andreosso-O'Callaghan & D. Rajmil (Eds.), *Geopolitical Uncertainty and International Business* (pp. 19–32). Edward Elgar Publishing. <https://doi.org/10.4337/9781035325412.00011>
- Castells, M. (2009). *The Rise of the Network Society* (1st ed.). Wiley. <https://doi.org/10.1002/9781444319514>
- Couto, F., & Baptista, I. (2025). Fostering Participation in Community Development as a Social-Pedagogical Approach. In A. Abreu, J. V. Carvalho, A. Mesquita, A. Sousa Pinto, & M. Mendonça Teixeira (Eds.), *Perspectives and Trends in Education and Technology* (Vol. 859, pp. 537–543). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-78155-1_49
- Droege, C. (2024). International humanitarian law and peace: A brief overview. *International Review of the Red Cross*, 106(927), 989–1001. <https://doi.org/10.1017/S1816383125000062>
- Dückers, M. L. A. (2017). A multilayered psychosocial resilience framework and its implications for community-focused crisis management. *Journal of Contingencies and Crisis Management*, 25(3), 182–187. <https://doi.org/10.1111/1468-5973.12183>

- Haggard, R., Cafer, A., & Green, J. (2019). Community resilience: A meta-study of international development rhetoric in emerging economies. *Community Development*, 50(2), 160–180. <https://doi.org/10.1080/15575330.2019.1574851>
- Hicks, A., & Lloyd, A. (2016). It takes a community to build a framework: Information literacy within intercultural settings. *Journal of Information Science*, 42(3), 334–343. <https://doi.org/10.1177/0165551516630219>
- Lambourne, W. (2016). International Law: To End the Scourge of War ... and to Build a Just Peace? In O. P. Richmond, S. Pogodda, & J. Ramović (Eds.), *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace* (pp. 247–258). Palgrave Macmillan UK. https://doi.org/10.1007/978-1-137-40761-0_19
- Roozenbeek, J., Culloty, E., & Suiter, J. (2023). Countering Misinformation: Evidence, Knowledge Gaps, and Implications of Current Interventions. *European Psychologist*, 28(3), 189–205. <https://doi.org/10.1027/1016-9040/a000492>
- Steinfeld, N., Berenblum, T., Miletzky, Y., & Kornfeld, E. (2025). Misinformation identification as a digital literacy skill in an ultra-orthodox community: An eye tracking study. *Humanities and Social Sciences Communications*, 12(1), 1159. <https://doi.org/10.1057/s41599-025-04938-1>
- Tanaka, Y. (2007). Treaty obligation to promote public education and the teaching of international law. *European Journal of Legal Education*, 4(2), 135–147. <https://doi.org/10.1080/16841360802338704>
- Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. *Science*, 359(6380), 1146–1151. <https://doi.org/10.1126/science.aap9559>