Innovative Development of Public Communication System in Police

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Abstract

This study on the "Innovation to develop the role of community police officers in promoting media Literacy for the public" focuses on studying the role of community relations police officers in promoting public media literacy to propose guidelines for promoting media literacy to the public. The study uses a mixed research method to collect data using questionnaires with the community police officers and public relations in the responsible area of the Metropolitan Police Headquarters, totaling 270 people, including in-depth interviews and group discussions with qualified police officers in mass communications and faculty members of educational institutions. Data were analyzed using descriptive statistics and textual analysis. The results reveal that the most found social problems in individuals as arose from the effects of media are gambling, depression, suicide, sexual temptation, product scams, promotion of consumerism behavior, causing of stress and panic, and social media bullying. And the roles of police officers related to promoting media literacy to the public include: 1) dissemination of information, news, and various vital situations to the public with correctness and in a sudden manner 2) the role in preventing the impact of the media on the public; and 3) the role of dealing with the negative impact of the media's presentation of information. Meanwhile, the approaches for promoting media literacy include: 1) Training 2) Creating participation with the community, especially with community leaders, to create initiatives in monitoring community media 3) Creating cooperation between agencies at the local level such as educational institutions or social development agencies to jointly carry out activities in providing fundamental knowledge in media literacy and organizing activities to practice the skills in critical thinking and integrating media literacy with the school curriculum 4) Using community media to disseminate news and information to promote media literacy through handbooks, posters, and knowledge boards including broadcasting through the Public Address System and community radio to encourage people to consume media responsibly.

Keywords: community police, media literacy, innovation

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Introduction

The digital era has caused an unprecedented flow of information. Humans use social media for chatting, information searching, transacting, and buying goods which can be done anytime, anywhere via the Internet that comes with misinformation and disinformation. It was also found that the majority of social media users often encountered rapacious people who deceive, rob, and steal various information for use in illegal ways, leading to cybercrime, which is one of the vital crimes that occur to social media users in Thailand (Kittikhun Meethongchan and Wongyot Kerdsri, 2021) And in the studies by many academics have pointed out the negative effects of the media on children and youth, such as the media use in supporting consumerism has affected behavior changes and social values in buying luxury goods and the promotion of premature sexual intercourse including the imitation of fighting activities in the game and violence demonstrated through online games and inappropriate websites, etc (Malaporn Wichai, 2019), while Anderson et al., (2017) and Phillips (1983) pointed out that exposure to media that repeatedly presents violent content contributes to a tendency of violent behavior. And that lack of media literacy will lead to the disclosure of passwords to others, trusting in strangers who communicate through social media and unauthorized access to information, curious behavior, disclosure of vulnerabilities that allow criminals to gain access to personal information and not knowing and not understanding cyber threats. According to a survey of the overall status of digital literacy in Thailand, it is found that the average score is 68.6, classified as good. It can be evaluated that Thai people have knowledge, skills, understanding and capable of applying digital technology in their daily life and work appropriately. In terms of competency in digital law, it is needed to accelerate knowledge, and awareness for Thai people to make practice into a habit in order to develop upwards from the basic level to subsequently the good level, and the very good level, respectively. When compared with The Global Competitiveness Report 2019 of the World Economic Forum (WEF) that ranks the competitiveness of 141 countries through the sub-indicator 6.05 Digital Skills Among Active Population for explaining efficiency and readiness for digital skills of people in the country, Thailand is ranked 66th out of 141 countries with an average score of 54.3 points. When compared to the world's mean, Thailand is ranked at a higher level than the basics level (Office of the National Digital Economy and Society Commission, 2021).

Table 1. Status of digital literacy in 9 areas in Thailand

| Status of digital literacy	Average score	Good
	68.6	
Rights and responsibilities	66.7	Good
Access to digital media	68.6	Good
Digital communication	71.7	Good
Security in the digital era	67.3	Good
Media and information literacy	72.3	Good
Guidelines for practice in the digital era	70.9	Good
Well-being in digital era	68.0	Good
Digital commerce	68.5	Good
Digital law	63.1	Basic
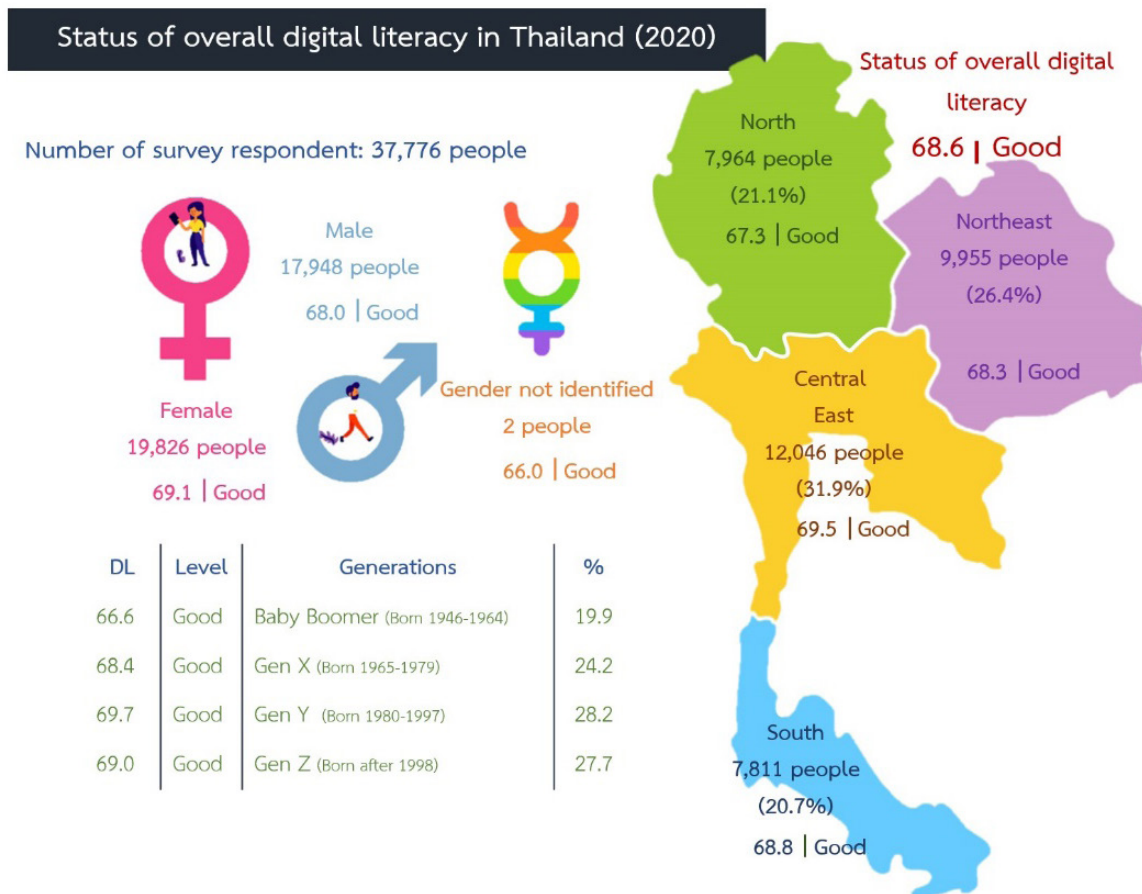
Figure. 1 Summary of the survey results on the status of digital literacy in Thailand in 2020.

Media literacy has become an important skill in discerning reliable sources, analyzing content, and making informed decisions. Community police officers are trusted personnel in the local community having the potential to engage with citizens on multiple levels which makes them an ideal option for promoting media literacy. Tomorn Apiwantanakorn (2009) stated that media literacy is a vital concept of 21st-century education that will help people to recognize, understand, evaluate, and create media content without being influenced by the media, knowing how to apply the media for the benefit of themselves and for the society. It is, therefore, a condition resulting from the ability of an individual to analyze the implication of content to evaluate the value and the intent as presented by the media through various techniques and to develop thinking and intellectual with the ultimate goal.

The role of community police officers in promoting public media literacy in the era of rapid dissemination of information and misinformation is regarded as a duty that will help increase the capability of law enforcement officials as facilitators in the study of media literacy, which is important. The police office has community police officers and public relations masses throughout the country that act directly and closely with the community, promoting and supporting community empowerment in preventing and solving various problems in the community prior to becoming violent and crime problems to a larger extent. However, the role of police officers must not only use media to prevent crime but also understand the conditions, factors, and effects of the media and must play a role in supporting and promoting people not to be affected by the consumption of media since it will eventually become a problem that the police has to deal with.

This paper explores new methods to strengthen their role in this effort to present innovative approaches for developing the role of community police officers in promoting public media literacy in the era of rapid dissemination and misinformation. Since empowering law enforcement officers as facilitators of media literacy education is regarded as critical. This paper introduces

new strategies, technologies, and collaborations that will empower community police officers to deal with challenges effectively and promote critical thinking for the public.

Objectives

1. To study the role of community relations police officers in promoting media literacy for the public.

2. To create innovations to promote media literacy of community relations police officers for the public.

Research Methods

This research aims to study the role of community relations police officers in promoting media literacy for the public and presenting guidelines for promoting media literacy for the public by police officers using a mixed method using questionnaires, data surveys, and in-depth interviews and group seminars, whereas:

1) The questionnaire collected data on knowledge and understanding of media literacy of community police and public relations masses including the role of the police in promoting media literacy to prevent problems and the impact that arose from the media and guidelines for developing roles in promoting media literacy for the public by collecting data with a sample of police officers. The reliability of the tool was assessed on a group of 30 people with the same qualifications as the sample group (Pre-test) in order to use the data for improving the questionnaire to be more complete by using the Kuder-Ri confidence method (Kuder- Richarson). The confidence value of the tool was at 0.75, indicating that the confidence of this test is at a good level. The sample group used with the questionnaire are police officers working as community relations officers from 9 police stations under the Metropolitan Police Headquarters' Jurisdiction, 30 officers per station, totaling of 270 persons. The descriptive statistical analysis methods were used to find frequency, mean, percentage, and standard deviation values.

2) In-depth interviews were conducted to collect data on the situation of media literacy problems including the role of police officers and guidelines for promoting media literacy through group seminars that exchanged knowledge together on guidelines for carrying out activities to promote media literacy with the following target groups; 1) Officers and police officers 2) Experts in mass communication 3) Faculty members of the educational institution, 5 persons.

3) Group Seminar were conducted using information derived from questionnaires and in-depth interviews including the data analysis from the Focus Group Discussion stage to evaluate roles and patterns in strengthening media literacy. The sample group used and key informants of the study were community relation police administrators, a group of experts, faculties of mass communication, a group of experts in civil society and related fields from both central and regional, and police officers. Data analysis was performed using the content analysis method.

Results

1. The role of community relations police officers in promoting media literacy for the public.

This section presents the degree of media literacy of community police and relations masses, the role of the police in promoting media literacy to prevent problems and impacts arising from the media, and guidelines for developing a role in promoting media literacy to the public which is information derived from the questionnaire, it was found that;

1.1 Degree of media literacy of community police officers in promoting media literacy for the public

Social problems that occur to individuals due to the impact of the media that the community police officers most frequently found are: gambling, depression, suicide, and sexual temptation with 270 people, accounting for 11.05 percent, followed by sales scams with 257 people, accounting for 10.52 percent; physical harm, promoting consumerist behavior of 254 people, accounting for 10.40 percent; causing the disintegration of relationships between individuals of 242 people, accounting for 9.91 percent; causing stress and panic of 238 people, accounting for 9.74 percent; bullying on social media

of 187 people, representing 7.65 percent; inappropriate behavior imitation of 131 people, representing 5.36 percent, and other cases of 70 people, representing 2.87 percent, respectively.

In the analysis of data on the degree of media literacy of 270 community police officers in promoting media literacy, it was found that

For media accessibility, the sample group had access to media at a "high" level with an average of 3.72, representing 74.35 percent. They had the ability to choose and receive information from various types of media according to the nature of the information they desired, ranked as number 1 with an average of 4.17, accounting for 83.41 percent, followed by the ability to access the media (print media, radio, television, and social media) in a variety of ways with an average of 4.15, accounting for 83.04 percent, where the sample group was able to determine the intention the media wanted to present, with an average of 4.10, representing 82.07 percent and being able to determine that the information presented by the media may have an impact on consumers of such information positively and negatively with an average score of 4.10, accounting for 82.00 percent, respectively.

For media analysis, the sample groups were able to analyze media at a "high" level with an average of 4.00, accounting for 80.07 percent with the ability to analyze that each type of media has production strategies in persuading audiences to follow what the media intended to present, ranked as number 1 with an average of 4.17, accounting for 83.41 percent, followed by the ability to effectively capture the keystone the media intended to present with an average of 4.15, representing 82.96 percent; the ability to distinguish if the content presented by the media was appropriate or not with an average of 4.05, accounting for 81.04 percent; the ability to verify the accuracy of information presented by the media with an average of 3.88, representing 77.63 percent and the ability to explain the factors that affect the unreliability of each type of media with an average of 3.77, representing 75.33 percent respectively.

Media valuation: The sample group was able to evaluate the media at a level of "high" with an average of 4.13, accounting for 82.56 percent. They were able to determine the benefits of the information presented by the media, ranked as number 1 with an average of 4.16, accounting for 83.11 percent, followed by the ability to explain whether the information presented by the media is reliable or not, with an average of 4.15, representing 83.04 percent; the ability to evaluate the purpose that the media intended to present may have both positive and negative effects on the audiences with an average of 4.10, accounting for 82.00 percent, respectively.

Creation: The sample group has the ability to create media at a "high" level with an average of 4.01, accounting for 80.10 percent, ranked as number 1. Once information presented by the media is found intentionally slanderous, deceptive, or may have a negative impact on society, they will proceed according to the legal procedures, with an average of 4.24, accounting for 84.74 percent, followed by the ability to distribute the information received from various media to other people appropriately, with an average of 4.15, accounting for 82.96 percent; the ability to use media according to the type and features that are consistent with the information they intend to disseminate, with an average of 4.10, accounting for 81.93 percent. The sample group can create information using spoken/written language as appropriate for communicating with others with an average of 4.03 accounting for 80.67 percent and when receiving distorted and inaccurate information, the sample group can argue, expressing opinions to the presented media, with an average of 3.51, representing 70.22 percent, respectively.

According to the above information, it can be concluded that the overall degree of media literacy of community police officers in promoting media literacy for people in the area of District Police Stations 1-9 is at a "high" level with an average of 3.96, accounting for 79.27 percent. When considering each aspect, it was found that the sample group had media literacy at a "high" level in every aspect, whereas the valuation of media was ranked as num-

Table 2. Degree of media literacy of community police and public relations in general

Media Literacy	$\bar{x}$	S.D.	percentage	Degree of Media Literacy	Rank
Media Accessibility	3.72	0.88	74.35	high	4
Media Analysis	4.00	0.64	80.07	high	3
Media Valuation	4.13	0.57	82.56	high	1
Creation	4.01	0.44	80.10	high	2
Total	3.96	0.63	79.27	high	

ber 1 with an average score of 4.13, accounting for 82.56 percent, followed by the creation with an average of 4.01, accounting for 80.10 percent. In terms of media analysis, it had an average of 4.00, accounting for 80.07 percent. And in the media accessibility, it was at an average of 3.72, accounting for 74.35 percent, respectively (Table 2).

1.2 The role of the police in promoting and supporting media literacy

To prevent problems and impacts arising from the media of community police officers in promoting media literacy for the public, it was found that the overall degree of literacy was at a "high" level with an average of 4.02, accounting for 80.50 percent. When considering each aspect, it was found that the sample group expressed their opinions on the role of disseminating information, news, and various important events of the society correctly and quickly, ranked as 1 with an average of 4.34, accounting for 86.89 percent, followed by the role of preventing the media's impact on the public, the ability to deal with negative impacts in the information presentation of the media, and the provision and support of printed media, and documents for distribution to disseminate information to people in the community, with an average of 4.29, accounting for 85.70 percent for all three issues. As for the role in informing news, crime situation, nature of the offense and offender to make the public aware, the average score was at 4.28, accounting for 85.63 percent. As for giving priority to cooperation with agencies related to media supervision, an average score was 4.23, accounting for 84.52 percent. As for the support and promo-

tion of more media channels for disseminating information, news, and knowledge to people in various communities, an average score was at 4.16, accounting for 83.26 percent. The sample group played a role in dealing with various types of media offenders strictly and responded to people who complained about the presentation of information by the media even though it was not their direct duty with an average of 4.12, accounting for 82.37 percent for both issues. The agency's office provided newspaper, radio, television, and internet media services for the people who came to contact them, an average was at 4.10, accounting for 82.27 percent; role in providing knowledge and understanding to people in the community regarding exposure to various types of media, the average was at 4.05, accounting for 81.04 percent; recommending safety measures in using social media had an average of 3.81, representing 76.30 percent; analysis of data on media-related impacts occurring in the community had an average score of 3.77, accounting for 75.41 percent; providing knowledge about rights, laws, and responsibilities as media consumers and messengers had an average of 3.75, representing 75.04 percent; collecting of information about media impact problems that affect suffering within the community, the average score was at 3.74 accounting for 74.74 percent; and the role of organizing training to provide knowledge for educational institutions and communities regarding media literacy had an average of 3.06, accounting for 61.19 percent, respectively.

In addition, from the interviews, it was found that the role of community relations police officers

in addition to preventing crime together with the community, can play a role in promoting media literacy as follows :

1) Role in providing knowledge as a trusted agency for the community where community relations police officers can engage with citizens and provide recommendations on media literacy which will help improve the relationship between the police and the community and build trust by organizing community relations project activities that community relations police officers in the area already carry out.

2) Create participation to create cooperation between law enforcement agencies, educational institutions and community organizations to carry out activities, training, and awareness campaigns related to the impact of media.

3) Specialized training to equip police officers with the necessary knowledge and skills related to media to encourage police officers to effectively transfer media literacy knowledge to the community by combining media literacy training with the police academy curriculum. And training for continuous development can increase comprehension of media and propaganda and information distortion techniques that are widespread today so that the police can identify correct information and deception during the operation, identify reliable sources and share the news with the public including preventing the matters that aren't true.

1.3 Guidelines for developing the role of community police officers in promoting media literacy for the public

It was found that the sample group had opinions on guidelines for developing the monitoring system and presentation of information by the media in the responsible area, ranked as number 1 with an average of 4.61, accounting for 92.30 percent, followed by the development of knowledge for police officers regarding guidelines to deal with problems and the impact of media to the community, with an average of 4.59, accounting for 91.78 percent. Meanwhile, their opinion on the guidelines for expanding the work of community police officers and

public relations to provide knowledge and advice to people in the community regarding media usage and recognition of the inappropriate use of media, had an average of 4.56, accounting for 91.26 percent, including guidelines for educating community police officers and public relations on media literacy, with an average of 4.56, accounting for 91.11 percent and providing knowledge to inspire the community and public relations police officers to realize the necessity of media literacy of the police officers, with an average of 4.53 accounting for 90.67 percent, respectively.

2. Innovation to promote media literacy to the public of police officers

Media literacy refers to the ability to access, analyze, evaluate, and create media content critically. With the rapid advancement of technology, the dissemination of information has become rapid. As a result, fake news, misinformation, and disinformation have increased exponentially. While lack of media literacy among the public may result in dangerous information and beliefs, confusion about important events, and destruction of the reliability of legitimate news sources.

According to the group seminar, it concluded that the patterns, methods, and issues to be communicated with the target group of people, the first key point to consider is that the language used must be simple, and the second is the identity of the community relations police. Such identity is the impact of the media on crime problems. This is the key issue and clearly reflects the role of the police including overall knowledge about the media that police officers need to know, such as the media ecosystem, what makes the media survive today, media funding sources, and conditions and factors contributed to the occurrence of fake news that causes issues which eventually become a crime problem. The meeting proposed a model for promoting media literacy for the public of police-community relations officers as follows:

Meetings and community activities Organizing educational meetings in the community which may be part of community meeting activities that officials are already conducting or by organizing training to provide specific media literacy knowledge and included in the

community activities. This would be an effective way for police officers to engage with the public. These events can cover a variety of topics, such as addressing current issues; how to determine reliable sources of information, news, and media; awareness of bias in news reporting found in each type of media; and fact-checking techniques; cooperation with relevant agencies, local teachers, journalists, and media experts. These will help increase the credibility and effectiveness of activities.

Social media campaign Community police officers may utilize the power of social media to spread the message of media literacy via short videos, info-graphics, and interactive posts to explain concepts like "fake news", the dangers of sharing unverified information, and the importance of cross-referenced news. Encouraging citizens to share these posts with their networks can expand the message and reach a wider extent of responsible community.

Informal discussions between community relations police and community Police officers should provide opportunities for open discussion between police officers and community members. This is important for understanding the concerns and the perspectives of the public and integrating informal media literacy discussions with community leaders. This can help police officers deal with misinformation or arising rumors or information related to police activities and it will build trust by promoting transparency.

Cooperation with schools Community relations police officers can cooperate with schools and educational institutions to integrate media literacy know-how into the curriculum and appended into police activities such as Teacher in Front of the Flagpole, and Five-Minute Teacher. These approaches can help provide youth in educational institutions with the skills needed to expose themselves to the media responsibly and help them become critical thinkers from the beginning.

Using local medias Creating handbooks, posters, and information boards for community offices or where people assemble for activities including broadcasting through public address towers and community radio can make a huge impact on a wider audience. These short messages can serve as a timely informative reminder about the importance of media literacy and encourage people to adopt responsible media consumption habits.

3. Social innovation: A training course for community relations police officers in promoting media literacy for the public. The results of the meeting and group seminar of experts and police officers responsible for community relations for Provincial Police Regions 12 and 7 have indicated that it is vital for police officers to spark ideas and conduct training to develop media literacy skills. The issues discussed in the seminar provided common opinions and helped brainstorm in order to further develop into the following training courses:

1) Problems and the needs of curriculum

Social problems and crime have become more severe and complex. One important reason is the impact of communication both from mass media and online media that results in stimulating a culture of consumerism and inappropriate behaviors. Violence presented through various types of media including the problem of social media bullying, importing illegal information into the internet, deception, fraud, and internet deception, eventually leads to a crime problem which is the responsibility of the police, police officers with a duty to maintain peace and order and deal with crime problems that affect people's physical lives. One accepted strategy is to deal with the root cause of the problem according to Community Policing guidelines in order to reduce the chances for problems to occur. It is, therefore, necessary for police officers to gain knowledge and understanding of the media and the negative impacts that occur, and guidelines for preventing and solving problems that occur. Therefore, a workshop training is organized to promote media literacy skills for community relations police officers to increase their potential in preventing and solving problems more efficiently.

2) Objectives of the training program

To organize a workshop training to promote media literacy skills to community relations police officers

3) Scope of content

1. Workshop training to promote media literacy skills for police officers by providing knowledge about the concept, understanding, patterns, and

definition of media literacy including the situation and how to deal with media impacts

2. Development of role and operating model of police officers in promoting media literacy

4) Target group: police officers who perform duties in community relations. The guidelines and criteria for selecting trainees must be defined from the police officers who are responsible for prevention, suppression, investigation, and traffic in the position of Deputy Superintendent of each police station and downwards, and community and public relations police officers who are voluntary will be mainly selected.

5) Objectives of the training program

To spark the ideas for police officers to realize the importance of media impact as one of the causes of crime problems and to provide knowledge and understanding in taking a role in dealing with problems and jointly promote media literacy skills for citizens with other sectors of society.

6) Course content includes;

Training Topics	Objectives/Details
1. Problems and effects of media use	Situation of problems arising from both mass media and on-line media
2. The role of police officers and the media	Sparking ideas for officials to realize the role of police officers and media literacy.
3. Promoting media literacy skills	- Recognize different types of media - Understand the structure of different media - Media supervision - Explore the issues caused by the media - Dealing with problems caused by the media

Training Topics	Objectives/Details
4. Laws and measures related to dealing with media impacts	Knowledge about procedures, actions against effects and problems caused by the media according to the role of the police
5. Guidelines for promoting media literacy to the public for police officers	Improving skills in campaigning and transfer of knowledge

7) Guidelines for organizing learning activities

Use the concept of organizing WORKSHOP training activities in the WORLD CAFÉ format that allows project participants to exchange knowledge with lecturers and attendees using case studies.

8) Guidelines for measuring and evaluating media literacy knowledge and skills

The meeting jointly considered and defined a proposal for the scope of the training for community relations police officers as follows:

9) Guidelines for expansion of activities in promoting media literacy of police officers The meeting jointly considered guidelines for implementing the expansion of activities and supporting activities in applying knowledge and media literacy to promote the operations of community police and public relations. The feature of the activity is to promote knowledge about media literacy in various ways, such as training to provide knowledge, group meetings, and production of educational media including appending to the existing community public relations projects in the community area of responsibility of the police and determine the target group in the area of responsibility of the police. Therefore, in order for the role of community relations police officers to play a part in promoting social media literacy, this paper presents a mechanism considered as a social innovation which can be summarized as shown in Figure 1.
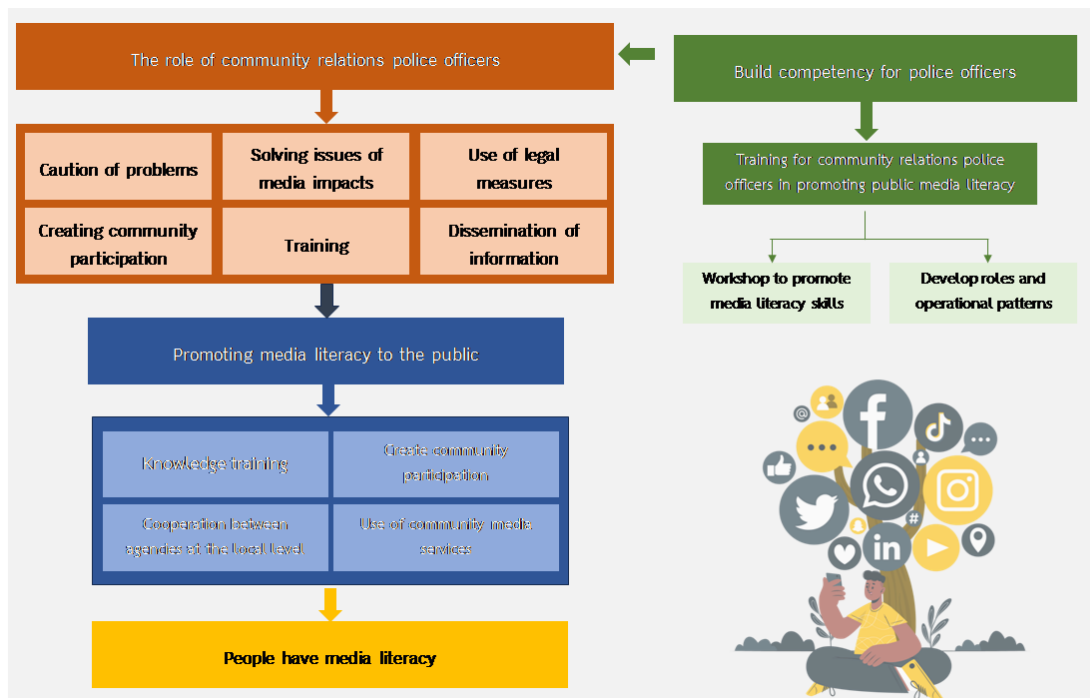
Figure 2. Guidelines for developing the role of community police officers
in promoting media literacy to the public.

Conclusion and Discussion

According to the current situation of social problems and crime that become more violent and complex, it is considered one of the responsibilities of police officers as a duty to maintain peace and order and deal with crimes that affect people's physical lives. One strategy that has been recognized is to deal with the root cause of the problem according to the guidelines of Community Policing and Thailand has applied this concept and managed to establish community relations police officers which have a different role from the traditional policing concept whose functions are mainly to emphasize on law enforcement and the patrol system as the main principle in crime prevention. The community police emphasize participation and problem-solving by trying to identify the cause of the crime to reduce the fear of crime among the people by having the community police officers play roles in building relationships by focusing on building trust and relationships with the responsible communities. This often involves informal interactions, such as attending community discussions and meetings (Trojanowiczet al.,1998) In addition, community relations officers will

use cooperation and engagement in collaboration with local authorities, organizations, and citizens to develop solutions (Skogan & Hartnett, 1997) rather than defensiveness alone. That is the community polices apply crime prevention through various activities such as the Neighbor Warning programs by educating the community including children and youth about crime prevention (Cordner, 2010)

As for the role of community relations police officers in promoting media literacy for the public, it is necessary that officers should play a role in promoting media literacy for people in the community, which is in accordance with the duties of police officers and the concept of Community Policing. In other words, media literacy is an important skill in today's era, helping citizens to think critically and evaluate information from the media critically, being able to distinguish facts and make decisions wisely amid the spread of fake news, misinformation, and online scams. And although the study of media literacy appears to be the primary responsibility of educational institutions and regulatory agencies including media organizations, the police can play an important role in raising awareness and educat-

ing the public about media literacy. This is consistent with a study by The Aspen Institution in the Digital and Media Literacy book: A Plan of Action (Hobbs, 2010), which emphasized that media literacy is not only the responsibility of educational institutions but it also requires community participation. In addition to their law enforcement role which is the main duty of police officers, it also involves providing knowledge, publishing news, and training on media literacy of community relations police officers for the public. This is consistent with Brenner (2017) who studied the "Media literacy education and police training. In Education, Outreach and Public Engagement " expressed the opinion that police agencies can engage with communities through programs, training, and campaigns on the information recognition that emphasize media literacy and providing information aiming to educate the public about the risks and challenges related to media consumption and help people to have critical thinking skills by organizing activities or collaborating with schools, community centers and local organizations while police can release information about media literacy, digital citizenship, online safety and responsible media consumption.

In addition, the role of community relations police officers in building relationships with the community and citizens will provide efficiency in dealing with and preventing problems of being deceived and defrauded resulting from media consumption and social media. This is in line with the study of Livingstone's (2019) which concluded that promoting media literacy for the public is an effective preventive measure in reducing crime victimization or negative impacts from the media while helping increase online safety for media consumers. And the role of being instructors of community relations police officers will create a relationship between police and the public, making people dare to join the surveillance network to report event and such news. This approach helps create a safer environment of social media exposure and reduce the impact of cybercrime in the dimension of creating cooperation in the form of partnership to promote media literacy. In promoting media literacy which is the collaboration between law enforcement agencies and organizations in-

volved in promoting public media literacy, it can largely promote public awareness and understanding of media literacy since police agencies can work closely with non-profit organizations such as educational institutions and various media organizations to jointly organize educational training, seminars, and learning media about media literacy. Such cooperation will help disseminate reliable information to the public, increase the ability to distinguish misinformation and reduce the risk of being misused or distorted

The patterns in promoting media literacy among the people that are effective and appropriate for police officers are: 1) Knowledge training either organizing training to provide media literacy knowledge in the community, which is in line with the guidelines for promoting media literacy by Martens (2010) and Potter (2014), which stated that actual experiences such as organizing seminars or workshops result in enhancing critical thinking skills and media analysis effectively. The community relations police officers can regularly organize training seminars to provide knowledge to the people in the community. 2) Creating community participation; police officers may take the initiative by providing training and knowledge or meeting and visiting including informal conversations with community leaders that will result in community surveillance initiatives. This is in line with a study by Murphy & Cherney (2012), which proposed suggestions for building diverse police partnerships with communities. One condition for success is that police officers may start with coordination and inspiring community leaders to recognize the importance of gathering to solve problems and training to provide knowledge on important issues. This will lead to surveillance in the community as a result 3) Cooperation between agencies at the local level; Hobbs (2010) studied and recognized that schools can provide basic knowledge of media literacy and organize activities, and practices of critical thinking skills, and police officers may provide or request cooperation by integrating media literacy topics into the school curriculum or into various activities so that children and youth can be educated about the role and influence of the media both in the concrete part of the

problem and guidelines for dealing with problems. This will allow children and youth to gain more knowledge 4) Usage of community media service; which serves to advise the public to be able to distinguish the reliability of information by taking advantage of community media to promote media literacy.

However, for the efficiency in developing the role of community relations police officers in promoting media literacy to the public, it is basically that community relations police officers must have media literacy skills which encompass the ability to access, analyze, evaluate, and create media in all its forms (Hobbs, 2010) In strengthening media literacy among police officers, continuous media literacy training on concepts and techniques (Wardle & Derakhshan, 2017) must be provided to help officials build positive public opinions by understanding and taking advantage of media dynamics. Therefore, police officers need to develop media literacy skills to create an image and maintain trust from the community and other skills such as skills in managing the impact of issues caused by the media. In the event that people experience an issue and are affected by the media, they will be knowledge and skills provided on how to proceed with the law. Since such legal measures are related to media literacy skills, leadership skills, communication skills, and training skills, especially for community relations police officers which is a group that can reach the goals of the people in each group. And in case it is required to drive the role of police officers in promoting media literacy to be successful, there are many components needed. Whether it is the problem in terms of arising situation, structural components of the police and the final consequences to happen to society according to the meeting's proposal to expand the results when working with the public that should be defined as a guideline and curriculum content to achieve maximum efficiency in operations

Suggestions

Studying and developing the role of community relations police officers in promoting media literacy for the public is essential in today's information age. From the study results, there are recommendations as follows.

1. Operational suggestions

1.1 Provide training for the community relations police officers in the area by police officers working in community relations should undergo specific training in media literacy in order to have knowledge and understanding and to ensure to correctly identify and respond to news and information from the media and be able to give advice to the public.

1.2 Establish cooperation with community organizations and related agencies including educational institutions to organize training, and seminars, and provide knowledge on media literacy to critical target groups in the responsible areas.

1.3 Police community relations officers should exploit social media platforms as a network of communities in the area of responsibility to disseminate and exchange news and information and identify and deal with inaccurate and deceptive information, especially during important events or emergencies.

1.4 Conduct awareness campaigns for the community on a regular basis formally, such as meetings, and informally, such as discussions by police departments. And community relations police officers can conduct a campaign to make communities aware of the importance of media literacy by supporting community participation as a network for media monitoring and jointly managing information and its impacts.

1.5 Emphasize risky and vulnerable groups including children and youth who are likely to be affected by the media to ensure that these groups of citizens are prepared to be literate media consumers.

1.6 Police agencies and officials should develop regulations that provide standards for verifying information before the police release it to the public

2. Policy recommendations

2.1 Cooperate with educational institutions, establish a policy for cooperation with schools and educational institutions to develop media literacy curricula for police officers, expanding results to the people in the media literacy workshop

2.2 Use the social media platforms of the Royal Thai Police to share educational content and informa-

tion related to media literacy to promote fact-checking on conflict issues or during crises.

2.3 Conduct a training project for police officers to provide training in media literacy which is part of the development program for police officers and prepare police officers to have media literacy skills

2.4 Create cooperation with media regulatory and local media organizations to exchange news and information, promoting the dissemination of transparent, accurate, and reliable information.

2.5 Promote correct information by disseminating of information such as brochures, knowledge handbooks, or online media that provide guidelines for consuming media with discretion and information notification channels including stimulating critical thinking for people to question the source of information and fact-checking the news.

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