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Flight Attendant Training Program Evaluation Based on Kirkpatrick Model

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ABSTRACT

Training assessment is a necessary endeavor if businesses want to assume that the training they offer has a beneficial effect on employee success and the organization as a whole. This study was conducted to elicit knowledge about flight attendants in the program creation phase at the Angkasa Training Center in Jakarta. This study attempts to analyze program execution beginning with the response, learning, behavior, and performance, which includes assessing the program's effectiveness, implementing the program, and assessing the program's effects. Interview tools and Focus Group Discussion (FGD) techniques were used to collect data. Inter-views with flight attendant students, training participants' supervisors, and fellow trainees, specifically flight attendant students, were performed. The following are the findings of this study: 1). The level of appraisal of student reactions to the organizing committee and resource persons is very strong. You need just to focus on the planning of materials at the start of the session. 2) Evaluation of learning, specifically the ability of students' behaviors, abilities, and skills to have a significant assessment, 3). The behavioral assessment, namely the implementation of the evaluation, is conducted after the subjects return to their respective work environments. There was a substantial difference in behavior improvement during the pre-and post-training periods. Changes in behavior such as attendance discipline, dress code, driving, peer motivation, effective coordination, accuracy, and pace at which everyday activities are completed 4) Evaluation of the effect, specifically, there is a rise in the work of training graduates. Alumni will teach, mentor, and extend the experience learned through training to their colleagues, allowing for the development of more effective training approaches.

Keywords: Evaluation, program, flight attendant training, and kirkpatrick's four-level model.

Introduction

Effective training will help organizations meet their goals, expand the capacity of their resources, satisfy customers, and enhance internal processes. Knowledge is a trustworthy source of information for navigating the volatile, unpredictable, and dynamic global climate. Knowledge enables us to gain a strategic edge (Eisenhardt & martin, 2000). Complex market challenges must be resolved quickly, including the acquisition of specialized expertise by planning. This is why nearly any business is placing a higher premium on planning. The assessment of training efficacy is critical for business success since the learning results of training will result in the acquisition of skills, abilities, and attitudes by cabin crew while performing flight services. Additionally, the efficacy of instruction designed to impart skills, skill, and behaviors in the context of actions reflective of operation throughout the flight is affected by psychological considerations such as individual expectations, individual learning, individual desires, and reinforcement obtained, as well as by non-psychological factors such as equipment, materials, and teach-er teaching methods.

Lion Air Group has an integrated area in the Balaraja area, Banten. The area is called Lion City. Lion City stands on an area of 30 hectares. There are office areas, Angkasa Training Center (ATC), and housing for Lion Air Group's flight attendants. At that location, two buildings have 92 rooms. At the

training location itself, several facilities are ranging from classrooms, mock-ups of Boeing 737 aircraft equipped with various emergency doors, and swimming pools that are used by prospective flight attendants to carry out rescue simulations on water. After going through the training phase in class, the flight attendants were directed to go to a mock-up to practice evacuating the aircraft passengers immediately. The training starts from opening the emergency door to the correct way to launch the emergency door. In the next stage, prospective flight attendants were directed to the swimming pool's edge to explain how to develop an inflatable boat and how to board a boat.

At the Angkasa Training Center, Lion Air Group flight attendants are trained to serve passengers on the plane. To become a flight attendant in the Lion Air Group, participants must attend a series of training for 3 to 4 months. Several facilities at the Angkasa Training Center, ranging from classrooms, aircraft mock-ups, and a swimming pool area for emergency training.

This emergency training is carried out in four stages, starting from classroom training, training to extinguish fires, conducting land rescue, and performing a water rescue. Flight attendants are required to understand the process of rescuing passengers in an emergency.

In the first stage, the flight attendants are understanding and introducing the safety equipment on board. They are also taught how to put out a fire in case of a fire on the plane. Furthermore, they were given training on how to open and exit through emergency doors. To get out of the emergency door, the flight attendants are taught how to slide correctly. They are then taught how to evacuate passengers when they are in an emergency in the water. In that phase, they are taught how to develop and ride a rubber boat.

They were also taught how to inflate a buoy in 10 seconds. After that, they were they are taught how to evacuate passengers when in a water emergency, including dealing with underwater animals such as sharks. They must know how to get passengers into the rubber boat and survive on the sea. After practicing the procedures when facing an emergency, the flight attendants are asked to return to the room for an evaluation.

This emergency training is not only given to prospective flight attendants. Experienced flight attendants are required to participate in this training regularly. Those who are already flight attendants still follow this exercise—usually done once a year.

Kirkpatrick's evaluation model was specific to this training program, although it can also be applied to other disciplines. Kirkpatrick's four stages are critical and must be understood by professionals in training, development, and education to see what is planned, what is coordinated, how the process is applied, and how the participants have implemented the program.

The four-level Kirkpatrick evaluation model includes evaluation of reaction, learning, behavior, and results. Reaction evaluation aims to measure how participants react to the program, for example, participant satisfaction. The information needed in evaluating the reaction is a good reaction from the participants because the bad reaction makes the participants not motivated to learn. Learning evaluation aims to obtain information about learning for changing attitudes, increasing knowledge and skills as expected after participating in a training program. Behavior evaluation aims to see the four conditions of student behavior change initiated by a desire to change, knowing what and how to do it, working in a suitable climate, and strengthening these changes. Outcome evaluation aims to measure the training program's outcome because its ultimate goal must be stated in this outcome evaluation.

Literature Review

A different viewpoint on training; historically, he said, training was seen as an expense, but now it is viewed as an investment process. The companies adapt to modernization. To deal with this, companies must ensure that all workers have up-to-date expertise and experience, which can be accomplished by teaching. The companies do not work in isolation or encounter just local challenges; rather, they partner with a variety of international firms, which instill a global eco-nomic culture and atmosphere in the local economy's operating company entities. Additionally, he acknowledged that preparation and learning strengthen human talents and abilities, as well as those of the team and the organization as a whole. Training enhances an individual's ability and makes him do well in an organization; as a result, the

organization's success in the community or general increases. Thus, employee training is critical for enlightening the company's efficiency, well-being, and the viability of society—individual training results in the effectiveness of the enterprise. Training is intended to improve, enhance, and update a person's ability, experience, and abilities to perform better. External environmental issues continue to grow regularly, affecting internal customers. And preparation, along with participant selection, logistical assistance, location, moderator or facilitator, and training material, all contribute to the success of the training. Training entails arming workers with modern or conventional approaches, strategies, or modules for translating content, experience, and skills into operation to increase the organization's overall efficacy. Training is geared toward the present level, while production is geared toward the potential stage. Training is an integral aspect of an organization's primary goal. Learning culture is a societal obligation for certain organizations. Numerous studies have established a connection between organizational success and preparation. Training contributes strategically to an organization's objectives.

On the other side, noted that preparation is critical because it contributes to the nation's human resources. Training has a strong impact on workers' job growth. The organization places a premium on career growth for key positions. However, he believes that an organization can prioritize developing new hires for potential high-ranking positions, as this ensures an organization's loyalty, engagement, and sincerity in the same organization. This is not a formal contract, but a personal and psychological obligation to compete in a financially challenging and powerful industry. Because the corporate climate is constantly changing as a result of haphazard shifts in taste, tastes, lifestyle, and more specialized requirements, the company must have knowledgeable and well-equipped workers to navigate these conditions. Employees are equipped with talent content and expertise by training programs.

According to Gronlund, evaluation is a structured method for evaluating whether or not a decision has been made and the extent to which goals or projects have been accomplished (Gron-lund & Linn, 1990). Kaufman and Thomas assert that assessment is a procedure for determining (Kaufman &Thomas, 1980). Schriven describes assessment as "the process of determining the value or merit of something," as cited by Fitzpatrick, Sanders, and Worthern (Fitzpatrick et al., 2014). Training is intended to improve, enhance, and update a person's ability, experience, and abilities to perform better. External climate issues continue to grow regularly, affecting internal consumers.

To achieve better outcomes, a company should invest in both hard and soft skills growth. Additionally, Djaali and Muljono describe evaluation as the method of assessing something against established criteria or goals and then making a judgment about the entity being evaluated (Djaali & Muljono, 2008). Additionally, preparation ensures the feasibility of training by including participant placement, logistical assistance, site selection, moderator/facilitator selection, and training material. On the other side, noted that preparation is critical because it contributes to the nation's human resources. The human resources department designed, analyzed, implemented, and evaluated all teaching. As the policymaker, HR develops policies to improve the company's efficiency, and training has now become a component of HR decisions. It has a direct effect on employee morale, which results in improved operational performance.

Training has a strong impact on workers' job growth. The organization places a premium on career growth for key positions. However, he believes that the company can prioritize the development of new employees for potential high-ranking positions so that against the organization, this initiative ensures continuity, engagement, and sincerity in the same organization. This is not a formal contract, but a personal and psychological obligation to compete in a financially challenging and powerful industry. Because the corporate atmosphere is constantly changing as a result of haphazard shifts in taste, tastes, lifestyle, and more specialized requirements, the organization must have skilled and trained workers to navigate these situations. Employees are equipped with talent content and expertise by training programs. Additionally, "Evaluation is the detection, clarification, and implementation of defensible parameters to assess an evaluation object's (worth and merit) with such criteria (Fitzpat-rick et al., 2014). As a consequence of this summary, it may be inferred that assessment is primarily concerned with determining if the pro-gram's outcomes are consistent with defined parameters. Training is an integral

aspect of an organization's primary goal. Learning culture is a societal obligation for certain organizations. Numerous studies have established a connection between organizational success and preparation. Additionally, the Joint Committee on Standards for Educational Assessment describes curriculum evaluation as a continuous educational and preparation activity that also includes curricular offerings. (Joint Committee, 2011).

Material and Methods

In general, this study evaluates and collects data on program efficacy, program execution, and program effects. This data is used to make alternative decisions and suggestions regarding the growth, progress, and enhancement of the Angkasa Training Center's Initial Flight Attendant Training Program (ATC). As evaluative analysis, this thesis seeks to understand the factors that contribute to a program's success and growth. The Kirkpatrick paradigm is used in software assessment research. The method of analysis utilized in this study is qualitative research. This study is critical because it examines the association between Reaction, Learning, Behavior, and Outcomes and the Effectiveness of the Initial Flight Attendant Training Program. Fundamental is a term that refers to an occurrence and the conditions around it that must be accounted for and communicated to interested parties. The data collection method used in this analysis was a Focus Group Discussion (FGD), a technique that is often used in qualitative studies. Focus Group Discussions are often held at the assessment stage in training levels 2,3, and 4, so they will unearth evidence that may not originate from a single source.

Results and Discussion

Reaction level

The degree of reaction is a curriculum assessment of the frustration of training students with the different tasks. Rather than the training management, student responses will dictate the degree of accomplishment of a target. If the training students are pleased with the implementation phase components, the program is said to be efficient. The performance of the learning phase is inextricably linked to the training students' curiosity, focus, and motivation to participate. Students perform more effectively as they exhibit a favorable attitude about the learning process. The reaction instruments used to determine the reaction stage are as follows:

a. The student's response to the administration. This study aims to ascertain the training student's satisfaction with the progress of the learning activity phase, which is inextricably linked to the student's interest, focus, and encouragement about participation, the council, housing, curriculum, consumption, and training facilities.

b. Responses of students to outlets. This study aims to ascertain training student's satisfaction with the learning process as measured by several factors, including the content offered, the facilities accessible, and the sources.
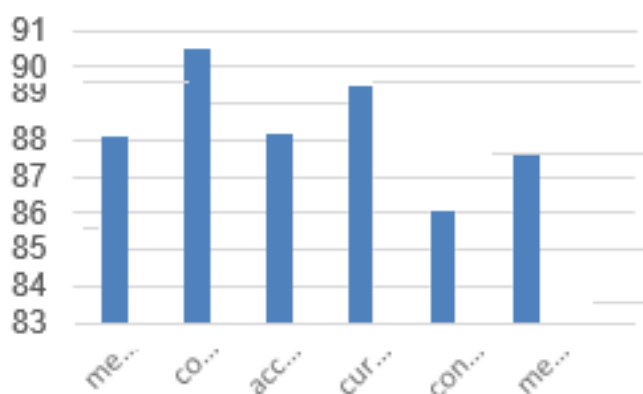

Figure 1. The components and average scores represent the students' evaluations

The following components and average scores represent the students' evaluations of the organizing committee: (a) participation (student discipline) 88.10; (b) committee (service, discipline, cooperation with participants, service to resource persons, and attitudes toward resource persons) 90,50; c) accommodation (cleanliness and comfort) 88.30; and (d) curriculum (training schedule, training materials, and training attitude toward resource persons) 90,50. The total average score for student responses to the organizer was 85.7, including the "Healthy" grade. Based on student responses to teaching, it can be concluded that it is reliable. However, some are cause for alarm or fall short of student standards, including consumption, the supply of instructional resources, and laptops so that students may not have to switch seats to complete their assignments. According to field findings, students are very involved throughout each session. However, a few students seemed sleepy during several of the content presentation sessions, perhaps owing to the upcoming month of Ramadan. Students are often present and actively participate in each session, especially during the content presentation session. Students were mostly very excited about engaging in the Flight Attendant training program at the Angkasa Training Center in Jakarta, according to the interviews.
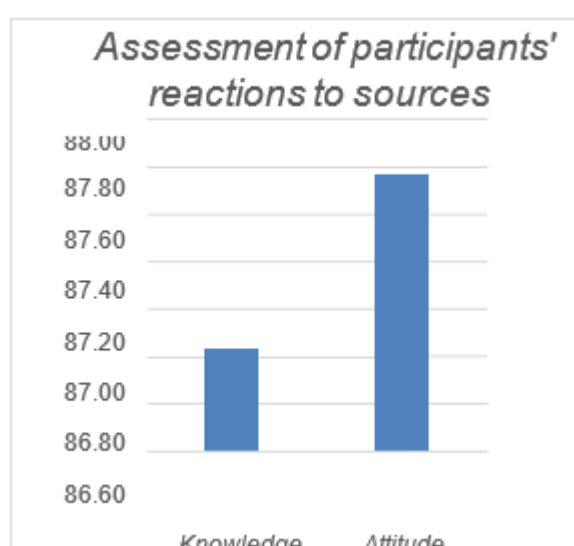

Figure 2. Assessment of participants' reactions to sources

The research results from the students' evaluation of the resource persons in the "Good" score were proven by the overall average score of 88.37. There were two re-source persons, namely Ms.Wina. The components that are assessed are:

a. In terms of knowledge, which includes the following indicators: Teaching knowledge and skills, mastery of the material, presentation systematics, use of methods, and learning aids. The average value obtained is 87.03.

b. Attitudes include the following indicators: ethics, attitudes towards participants, how to answer participant questions, how to communicate, motivation, time discipline, skills in dress, how to walk, and cooperation (Team). The average value obtained is 87.76. So, the overall student assessment of resource persons is 87.40 and is included in the "Good" category.

Based on the results of student interviews, data was obtained that the resource per-sons not only explained in theory about designing learning programs but also with examples that were applied through teaching practice in class.

1. Learning Level

   At the learning level, evaluation of learning outcomes is carried out, namely the achievement of learning objectives and learning outcomes expected from a learning process. The learning outcomes tested must be following the learning subjects taught and the learning process's objectives in the Flight Attendant training program at the Angkasa Training Center, Jakarta. In measuring the effectiveness of learning, three aspects need to be measured: attitudes, knowledge, and skills. At the learning stage, it is hoped that changes will occur from program students in these three aspects and according to the training program's objectives. Without a change in attitude, an increase in knowledge, or an improvement in students' skills, the program can be said to be a failure. Measurement of learning outcomes (learning measurement) is as follows: a). change of attitude, b). the knowledge that has been learned, and 3). Improved skills. Determination of graduation of training students based on evaluations carried out during the evaluation process of implementing the initial flight attendant training program at the Angkasa Training Center Jakarta is carried out from several aspects: a). assessment of student attitudes by 30%, b). assessment of student knowledge by 40%, c) assessment of student skills by 30%. The determination of graduation qualifications for initial flight attendant training students at the Angkasa Training Center, Jakarta, is carried out by the organizing committee and resource persons from the Directorate of Airworthiness and Aircraft Operations (DKUPPU) is above 76 (seventy-six). Evaluation at the learning stage aims to measure students' understanding of the learning material or the extent to which students absorb the flight attendant training program at Angkasa Training Center Jakarta on the material provided in terms of attitudes, knowledge, and skills. The flight attendant training program is successful if the three aspects have improved by comparing the measurement results before and after the learning process.

Training program students are judged by the organizing committee and resource persons in 3 (three) aspects, namely

   a. Assessment on aspects of attitude Instruments that are assessed includes 1). Behavior (honest, respect for differences, friendly, and empathetic): 90,25; 2). Discipline (dress following the provisions in the guidelines, seriousness in learning, and comply with learning commitments: 89,75; 3). Attendance 89,75, 4). Initiative (giving ideas or ideas in groups, providing solutions to each problem, and motivating group members) 86; 5). Cooperation (active in completing group assignments, being cooperative with resource persons/committees in implementing the program) 85.75; 6). Participation (actively asking, actively answering, actively responding, actively spearheading the implementation of group tasks and motivating group members) 89,63; and 7). Responsibility (carrying out tasks, having the courage to take risks, maintaining class order, and maintaining the good name of individuals, classes, groups, and institutions) 86,25. The result of the average assessment of students was 88.00 and categorized as "Good."

   b. Assessment on aspects of learning Name of Pre-test Postest Average 44.60 85.40 Assessment of the learning aspect is carried out through a written test to measure the increase in knowledge by conducting an original and final examination. From the acquisition of the initial test results, an average of 44.60 and the final test an average of 85.40. It appears that there is a significant increase in the competence of students' knowledge so that it can be categorized as "Good."

   c. Skill-related research Specifically, evaluation through teaching practice (micro-teaching), which includes mock-up teaching, cabine processes, announcements, and service dialogues. This evaluation was conducted to ascertain the flight attendant students attainment of expertise in performing their duties, and the findings of the assessment on the skills component were 86.13, which was classified as "Nice." At the behavioral stage, an appraisal of graduates of the Angkasa Training Center Jakarta's flight attendant training program is performed

to ascertain improvements in behavior after training and return to their respective assignments. According to the findings of the interviews, graduates demonstrated very significant improvements. These improvements emerge in terms of discipline, participation, student appearance, independence, attitudes toward cooperation or cooperative groups, as well as pace and precision in performing assignments more rapidly and accurately. While the standard of discipline was high before joining the training, certain individuals remained unchanged after the training. As the outcomes of student interviews were reviewed, it was evident that students were very positive and their attitudes improved. One could claim that the mission of updating assigned to students of the flight attendant training program at the Angkasa Training Center Jakarta has been completed. Numerous answers and behavioral metrics within the flight attendant work unit can be classified as satisfactory, indicating that students who complete flight attendant training at the Angkasa Training Center Jakarta are capable of performing their duties following actualization assignments.

3. Impact Level

The assessment of the training program's effectiveness seeks to produce positive outcomes such as an improvement in efficiency, competitiveness, or degree of protection. The impact evaluation determines if the training curriculum is successful in meeting the company's objectives. Customer loyalty (customer satisfaction) is the end product of the impact assessment, as is an uptick in student flight attendant jobs. The effect of training is measured in terms of the following: a) expense savings, b) reduced attrition and coworker absence, and c) improved student morale. As a member or alumnus of the Angkasa Training Center's flight attendant training program. Alumni-to-peer guidance and direction are necessary not only for information addition but also for improvement, especially in terms of learning and behavior. The outcomes of interviews with curriculum teachers and students with graduates demonstrated unequivocally the effect of the Angkasa Training Center's initial flight attendant training program. The success of Kirkpatrick's model training program is determined by examining the degree to which training influences the achievement of training program aims, which in turn affects the achievement of individual job-related goals.

Discussion

The argument is that teaching is a critical expenditure in policies that result in organizational promotion and employee planning series. Need appraisal is not an outcome, but a process of decision-making. Needs analysis is a constructive and optimistic approach to incorporating improvements, such as logic-based changes and realistic changes that meet the needs of populations and individuals. The word "need analysis" applies to a method or method for deciding the disparity between the requirements you desire/want (should be/need to be) and the conditions that currently exist. The study of training requirements can be split into three parts: (1) An examination of the organizational stage at which training can and should be conducted; and (2) an examination of the organizational stage at which training can and should be conducted. The emphasis is on the organization as a whole, and the research is linked to the organization's goals, success metrics, and operational climate; (2) job-level analysis using data collection. The research would decide which requirements are required, as well as the necessary expertise, abilities, and attitudes to meet these standards; (3) an emphasis on individual/personal analysis. A personal study was performed to determine who requires preparation. And what kind of preparation do you want to conduct? Which requires time to do a thorough assessment of each employee's capability. This information must be collected by performance evaluations, analyses, and interviews. Needs research is a scientific process that determines variables (gaps) in the learning process to achieve learning objectives (goals and objectives) that result in an improvement in the amount of student flight attendant learning. The Need Assessment method aims to measure the degree to which student learning deviates from what

is expected and what has been accomplished. The phases of need assessment are planning, data processing, review and evaluation, dissemination, and study preparation. Morrison defines the aim of need evaluation as follows:

a. Identify requirements that are relevant to the current role or mission.
b. Identify immediate needs related to economic, protection, or other issues that impact the work and learning atmosphere of flight attendant students.
c. Presenting goals while selecting an intervention (reaction).
d. Provide baseline data for analyzing the success of flight attendant student learning

While the steps of the need assessment are as follows:

a. Before planning, it is necessary to identify the flight attendant students, determine who will participate in the events, and determine how they will be collected.
b. Data selection, it is essential to understand the sample size in the distribution (spread).
c. Data processing; what is needed is the collection of data and subsequent analysis of it in light of their needs.
d. Creating a final report that includes quantitative review, method analysis, outcomes analysis utilizing columns, and data-related feedback.

Develop goals that are consistent with the training (Set learning objectives). The following gains accrue from company-sponsored teaching. Development systems are intended to help individuals by the efficiency, confidence, and cost savings, as well as the resilience and versatility (flexibility) of the larger individual to respond to evolving external requirements. A training program's effectiveness is measured by five factors, namely:

a. Teaching or learning aims: each training session must include specific objectives that can be broken down into measurable and quantifiable activities to determine the training's efficacy.
b. Teacher (Trainer): The trainer must be willing to provide training materials in a specific manner such that learners learn the necessary expertise, skills, and attitudes following the defined sasaian).
c. Exercise supplies: workout materials must be organized following the training goals defined.
d. Preparation strategies (including tools): After the exercise's content has been decided, the next move is to develop an effective training process.
e. Participants (Trainees): Participants are a critical factor since the performance of a training curriculum is often contingent upon them.
f. Another objective is important in and of itself, both for corporations and neighborhood organizations, stressing the short-term viability of an initiative that we can handle. In preparation, it is most often referred to as particular learning goals, for example: after achieving a core topic or acquiring a specific ability, learners may devise and perform the definition of excellent service.

Create a curriculum schedule based on the amount of time required (Schedule the program at the right time). A program plan is a timeline that details the activities associated with a mission, program, or portfolio. Schedules for various facets of the job may be developed, and there is an awareness of the critical nature of collaboration between both team members and stakeholders. The program plan management goals are as follows: 1) to establish the time scale for work, 2) to calculate the benefit demand for services. 3) Displays plan reports in a format that is appropriate for various stakeholders. Scheduling begins with the selection and description of the tasks necessary to accomplish the objectives. The following variables have an impact on how the timetable is presented:

a. The amount of information requested in scheduling
b. Where scheduling information is mixed with resource information and/or the scope of the task sense, informational hearings can be held.

The program's position would correspond to the time and venue of instruction (Hold the program at the right place with the right amenities). The program's execution is relational in the sense that the

organization's goals and the learners' desires which vary in emphasis and severity, which is mirrored in the strategies used throughout the learning phase. Implement-ing training and growth services entails carrying out the teaching and learning phase. Every subject is taught by a teacher. Thus, the appropri-ateness of a teaching method is contingent upon the above factors, such as cost benefits, accessible materials and equipment, participant skill, teacher ability, and the learning concepts utilized.

The program's execution is relational in the sense that the organization's goals and the learners' desires vary in emphasis and severity, which is mirrored in the strategies used throughout the learning phase. Developing and implementing training and curriculum plans entails carrying out the teaching and learning phase. This requires the presence of teachers who teach specific subjects. Thus, the appropri-ateness of a teaching method is contingent upon the above factors, such as cost reduction, availability of resources and equipment, participant skill, teacher ability, and the learning concepts utilized. The place-ment of job staff within the scope of an organizational entity has a significant impact on workers' em-ployment continuity, among other factors, through paying attention to the following: 1) Is the employee appropriate for the job, 2) Are employees capable of performing their tasks effectively, 3) Does the employee get sympathy from other colleagues, and 4) Are employees adaptable. 5). Are employees willing to strike a compromise between personal and professional obligations? Workers would be will-ing to do their jobs effectively once they have access to sufficient work support services, which provide a safe work atmosphere and adequate work facilities. Work facilities are vehicles for the job and include equipment, resources, and amenities/utilities that will influence how the job is completed by taking into consideration the following: 1). Physical access to work facilities; 2). Intellectual access to work facili-ties.

Can recruit qualified individuals to do a study and analysis of the training program (invite the right people to attend). Learning assessment is an essential component of every training program. Training assessments are conducted in a standardized manner to determine the degree of effectiveness of the organization's training program. One method for evaluating actions is:

a. Sélection d'instructeurs compétents (select effective instructors)
b. Employing the appropriate strategy or process (use effective techniques and aids)
c. Adequately implement the curriculum (accomplish the program objectives)
d. d.Can fulfill the needs of all consumers (participants)
e. Is capable of evaluating systems (evaluate the program)

Table 1. Market share of a passenger on international routes 2014-2018 PT Lion Air

No	Operator	2014	Market Share	2015	Market Share	2016	Market Share	2017	Market Share	2018	Market Share
1	PT Lion Air	1.461.780	14,26%	1.175.540	12,33%	1.483.305	14,29%	2.234.970	17,07%	2.950.0520	21,00%

Conclusion

The following inference can be taken from the study's conclusions and the controversy around the assessment of the flight attendant training curriculum: 1) Reaction Stage, evaluation at the reaction point revealed that students of the training program were ecstatic with the organizing committee's and resource persons' operation. What must be understood is the completeness of each student's training content (mod-ules). 2) The Instructional Stage At the learning point, evaluations indicate that flight attendant students are very excited about engaging in the learning phase and that their attitudes (behavior, discipline, at-tendance, commitment, participation, and responsibility), knowledge (pre-and post-test scores), and skills are very satisfactory. Students received certificates upon completion of all instruction. However, it is important to strengthen participants' abilities to apply emergency tools realistically, so that they do not encounter challenges when performing the assigned mission. 3) Behaviour Level, Evaluation of

alumni at the behavior stage demonstrates that they have changed their behavior as a result of the curriculum. Attendance discipline, presentation in uniform, individuality, attitude toward cooperation (teamwork), and pace and precision in performing assignments have all improved. 4) Impact Stage, Evaluations conducted at the impact stage suggest significant improvements. Alumni of the curriculum also incorporated the expertise they have gained, thus improving their knowledge. Not only alumni but also their peers. The assistance and participation of program graduates in the advancement of this educational program have a significant impact on the student learning results for flight attendants.

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