

Elevating Communication Skills Through Service Recurrent Training for Garuda Indonesia Cabin Crew

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Abstract

In the hypercompetitive airline industry, cabin crew communication serves as a critical determinant of brand equity and passengers' satisfaction. Even though Garuda Indonesia has been awarded "The World's Best Cabin Staff" for six years by Skytrax, the internal data shows passengers' complaints regarding communication. To address this, Garuda Indonesia mandates annual Service Recurrent Training. However, empirical evaluation of the influence to communication skills remains absent. This study examined the impact of Service Recurrent Training on the communications skills of Garuda Indonesia Cabin Crew using quantitative explanatory survey design. The data were collected from 91 active cabin crew members through Likert-scale closed-ended questionnaires. Pearson correlation and simple linear regression analysis reveal a positive and significant effect ($r=0.796$, $p<0.05$). The coefficient of determination ($R^2=0.0634$) indicates that training contributes to 63.4% of the variance in communication skills, with each unit increase in training quality predicting an improvement of 0.692 point. The study concludes the strong and significant impact of Service Recurrent Training on Garuda Indonesia Cabin Crew communication skill. It is advisable to extend the duration of simulation, develop facilitators' competencies, implement post-training mentoring, and continuous evaluation.

INTRODUCTION

The global air transportation industry has entered an era of hyper-competition which challenges airlines to differentiate themselves continuously through service excellence. Badan Pusat Statistik (2026) reports that the numbers of domestic air transport passengers in January 2026 reached 4.9 million persons, 3.33% lower than the 5.1 million recorded in January 2025 (Bisnis, 2025). For international flights, there were 1.8 million passengers in January 2026, higher than January 2025 which was only 1.74 million passengers (Badan Pusat Statistik, 2026; Tempo, 2025). Nevertheless, the World Travel & Tourism Council projects that South East Asia's aviation markets will remain one of the fastest-growing globally, reinforcing Indonesia's position as crucial hub (Aruman, 2023). In this tight competitive landscape, service quality has emerged as the key differentiator between market leader and followers. Consequently, airlines feel compelled to invest heavily in their frontline employees' human resources to sustain themselves in continuous competitive advantage (Kiilu & Kimwolo, 2024; Wirtz, 2020).

Among these airlines personnels, cabin crew occupy in a unique and strategic level as intangible and interactive brand ambassador. Their roles are to simultaneously maintain safety

and as brand ambassador to fulfill the philosophy of airline services in every interaction with passengers. Sezgen et al. (2023) shows that functional and technical service performance are the main factor of customer-based brand equity as airline industry typical. In line with this, Lee and Kim (2024) emphasize that cabin crew service quality which consists of communication capability, significantly influence on loyalty of airline customers.

The communication of cabin crew is not merely an a told for transferring information, more than that, it is an instrument to create passengers' emotions to influence overall service quality perceptions. Perčević et al. (2020) reveals that cabin crew communication is a critical determinant of business performance. Knowledge or lack of awareness of cultural differences among stakeholders during business interaction can directly affect airline operational success. Ryu et al. (2021) strongly agree that the communication skills of cabin crew are a mandatory core competency in conducting operational procedures, including critical situations related to safety and security of flights.

In this context, the urgency of cabin crew communication is further reinforced by the complex and multilayered demands of flight operations. Cabin crew is required to complete annual training to maintain certain abilities prior to flight assignments (Bjørnstad, 2020). Along the same lines, cabin crew training has essential purposes to prepare them in facing any kind of situations, namely emergencies unto customer service, as required by international regulations (Simarta & Hedro, 2024; Xu et al., 2023). The training itself consists of technical aspects such as flight physiologic and emergency procedures, moreover, including the crucial non-technical aspects such as effective communication and customer handling.

This argument is further reinforced by empirical evidence indicating that this urgency is strengthened by growing evidences that connect communication training of cabin crew to safety result and measured service. An integrated study by Ra (2025) synthesized 37 studies regarding Crew Resource Management (CRM) practice between cockpit crew and cabin crew, concluding integrated simulation-based training and standardized communication protocol, significantly enhancing cross-occupational collaboration and crisis response accuracy. In line with that, Yoo et al. (2025) found that positive perception of Crew Resource Management Training correlates significantly with trust gaining and lesser conflict among pilots and cabin crew, emphasizing the relational benefits of structured communication training.

Similarly, Kaynak (2024) stated that CRM training contributes to positive influence in emotional management, team collaboration, proactive attitude and behavior of cabin crew during flights. Collectively, these findings bridged to clear consensus: communication is not a peripheral activity, otherwise, core operational strategic. A key gap in the literature lies in whether annual recurrent training besides CRM training, will gain more benefits in soft skills experienced directly by passengers.

However, despite global recognition on Garuda Indonesia Cabin Crew through Skytrax Awards of "The World's Best Cabin Staff" for six years (Khan, 2022), empirical evidence reveals a gap between reputation and actual service reality. To overcome the gap of service quality, Garuda Indonesia implements Service Recurrent Training as a mandatory annual service training to refresh and upgrade cabin crew competencies of technical service standard and interpersonal communication skills, as well as problem solving skills based on real cases in flight operations (Garuda Indonesia, 2022). However, a systematic empiric evaluation on its

relations to the effectivity is lack on academic literature to optimize data-based program (Simarmata & Hedо, 2024).

The previous studies have evaluated the effectivity of cabin crew training, conversely, there was none measuring specifically recurrent training on the dimensions of communication skills. Gultom et al. (2021) evaluated the Kirkpatrick-model of cabin crew training and found positive reactions as well as performance increase, even though focusing on initial training. In addition, Xu et al. (2023) revealed positive effects on communication and teamwork, however, recurrent training variable was not as the main variable. The absence of studies in examining the effect of recurrent training on cabin crew communication skills constitutes the research gap addressed by this study.

Recent studies about crew training effectiveness have grown substantially, however, the focus has largely remained on initial training programs. Asata et al. (2022) examined refresher training modules of a leading international airline and found that blended learning approaches improved performance, even though communication skills were not the primary outcome. In agreement with this, Efthymiou et al. (2025) observed that most of empiric studies, concentrated on safety and emergency, while interpersonal communication is treated as peripheral variable. The unproportional focus became problematic due to communication failure fell on the big three passengers' complaints in global market (IATA, 2024).

Furthermore, scholars argued that recurrent training is unique, differentiating itself from one-time instructional intervention and possibly lead to better skills retention (Larrea et al., 2022). Through this background, this study is expected to fulfill critical gap by isolating the impact of Service Recurrent Training on multilayered communication skills in Asia's well-known full-service airline, so that empiric proves can be contributed to the industry.

The theoretical framework of this study integrates two perspectives of Adult Learning Theory and Communication Skills Theory. Referring to current studies, the effective training for professionals need to accelerate experience accumulations as main source of learning, evolving participants actively in determining learning contents, and directing learning process on relevant practical problem solving (Simarmata & Hedо, 2024). There are six core competencies of adult learning facilitators which are knowledge, training management, assessment and learning valorization, monitoring and counselling, and professional and personal development (Togtokhmaa & Mandel, 2020). Likewise, the ability to assess participants' capability, effective communications, and motivating must be integrated in facilitator professional development program (Zagir & Dorner, 2021).

On the other hand, Communication Skills Theory as proposed by Santrock (2015), as cited in Hermina et al. (2025), identified three integrated dimensions as followed:

1. Speaking skills: Requiring clear and non-offensive language.
2. Listening skills: Covering full attention, accurate evaluation, and sensitive response to interlocutor.
3. Non-verbal communication skills: Including facial expression control, eye contact, proportional touch, and strategic silence.

In line with that, training increases professionalism, either directly or through partial mediation of communication skills and professional ethics.

Based on the conceptual landscape, this study offers novelty by specifically focusing on the impact of recurrent training on communication skills as dependent variable, isolating soft

skill dimension which directly creating customer experiences. This study also operationalizes the constructs of training quality and communication skills through multidimensional framework, with strong psychometric validation. Besides that, this research is situated in Indonesia's national full-service airline context thereby contributing to the diversification of the literature, which has predominantly been dominated by studies conducted in European, North American, and Middle Eastern airlines. It also focuses on recurrent training which address a significant gap that has remained unexplored in prior training evaluation studies.

Based on the research gap and identified theoretical framework, this study proposes the following hypothesis:

- a. H_0 : Service Recurrent Training is not significantly influencing on communication skills of Garuda Indonesia's cabin crew.
- b. H_a : Service Recurrent Training is significantly influencing on communication skills of Garuda Indonesia's cabin crew.

The specific research questions to guide this investigation are: Does Service Recurrent Training significantly influence the communication skills of Garuda Indonesia cabin crew? To what extent does Service Recurrent Training explain the variance in cabin crew communication skills?

The main purpose of this article is to evaluate empirically the influence of Service Recurrent Training on the communication skills of Garuda Indonesia cabin crew. Through this research, this article aims to produce evidence-based insights to inform design, delivery, and continuous improvement of training program in airline industry and adapted in all service areas where frontline employee's communication is critical determination of customer experience and organization achievement. This research enriches the Adult Learning Theory with empirical evidence of the effectiveness of repeated training in cabin crew, fills the gap in the literature on interpersonal communication training that has been limited to safety and technical aspects, and becomes the basis for a training evaluation model that considers the frequency and sustainability of the program. This research provides scientific evidence for Garuda Indonesia in optimizing the design and method of data-based Service Retraining, becoming a guide for aviation human resource management for the development of cabin crew communication competency standards, as well as a reference for the national aviation industry in improving service quality and global competitiveness. For future researchers, the results of the study open up opportunities for exploration of other factors (motivation, self-efficacy, organizational climate), comparative studies, longitudinal design, and mixed approaches. Other service sectors (hospitality, banking, healthcare) can also adopt it as a reference for the development of evidence-based communication training programs.

METHOD

This research employed quantitative methodology with explanatory survey design to examine the effect of Service Recurrent Training on communication skills by using statistical analysis and objective theory. The results can be used for explanation and controls of the examined phenomenon through simple linear regression analysis (Jaya, 2020). The research population includes all Cabin Crew of Garuda Indonesia which consists of Cabin Attendant, Cabin Supervisor, Cabin Service Manager, and In-Flight Chef who participate in annual Service Recurrent Training with a total of 1,076 individuals. From this population, the sample

of 91 respondents was determined based on Slovin formula with margin of error 10% (Suryani & Hendryadi, 2015). The sampling technique used was simple random sampling, while questionnaire distribution was supported by a snowball approach to reach eligible respondents (LP2M, 2022).

The primary data collection instrument is closed-ended questionnaire, developed using Google Form and distributed online. The questionnaire consists of 24 statements measuring Service Recurrent Training (X) and 22 statements measuring Communication Skills (Y), by a five-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1) (Ardhini, 2023). The indicators of Variable X are adapted from Adult Training Theory (Maliki et al., 2018) which consists of two dimensions, Training Concepts and Facilitator's Competences. On the other hand, the indicators of Variable Y are adapted from Communication Skills Theory (Santrock, 2015) which includes three aspects covering speaking skills, listening skills, as well as Non-Verbal Communication Skills.

The primary data were collected through an online questionnaire distribution to all cabin crew of Garuda Indonesia in Jakarta and Bali by applying snowball sampling method to expand respondent reach (Faizah, 2023). The secondary data is available to strengthen background and problem analysis (Sarjana, 2023), obtained from relevant journals and Garuda Indonesia's Customer Satisfaction Index. The data were analyzed using SPSS software. The analysis began with validity test and reliability test. The validity test used Product Moment Pearson correlation with criteria that a statement is valid if $r\text{-calculated} > r\text{-table}$ with significance level of 5% ($N=91$, $r\text{-table}=0.2061$) (Siregar, 2014; Rukajat, 2018) and the reliability test employed Cronbach's Alpha formula with threshold value of $\alpha > 0.6$. Afterward, the classical assumption tests were conducted, including the normality test using the Kolmogorov-Smirnov method, the multicollinearity test, and the heteroscedasticity test using a scatter plot and the Glejser test.

RESULTS AND DISCUSSION

The purpose of this research was to test empirically the influence of Service Recurrent Training (Variable X) on Communication Skills (Variable Y) of Garuda Indonesia Cabin Crew by applying quantitative method and explanatory survey design with data of 91 respondents which are active cabin crew participating the annual service training. The instrument such as closed-ended questionnaire was compiled following the concept of dimension of training and facilitator's competencies based on Adult Training Theory (Mailiki et al., 2018) as well as three aspects of communication skills (Santrock, 2015): speaking skills, listening skills, and non-verbal communication skills. Prior to hypothesis testing, a series of preliminary analysis were conducted to ensure data's quality and model worthiness.

Table 1. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Service Recurrent Training (X)	91	24	120	95.64	19.550
Communication Skills (Y)	91	22	110	87.92	16.989

Source: IBM SPSS Statistics 27

Table 1 shows descriptive statistics of two variables of research. The mean value of Service Recurrent Training is 95.64 with standard deviation of 19.550, meanwhile the mean value of Communication Skills is 87.92 with standard deviation 16.989. Both of mean values

are in high-category that show the positive perception of respondents on the training they participate in and assess their communication skills which is in excellent category. The comparison of standard deviation and mean value is relatively low, showing homogenic answers of respondents, implicating consistency in scoring the measured variables.

Table 2. Validity Analysis Results

Variable	Item Code	r-Value	r-Table	Remark
Service Recurrent Training (X)	X.1 – X.24	0.599 – 0.799	0.2061	Valid
Communication Skills (Y)	Y.1 – Y.22	0.634 – 0.831	0.2061	Valid

Source: IBM SPSS Statistics 27

Table 2 shows the summary of validity analysis results with Product Moment Pearson correlation technique at threshold value of 5% (r-table = 0.2061). All item codes of variable X (X.1 until X.24) and variable Y (Y.1 until Y.22) yielded higher r-value than r-table ranging from 0.599 to 0.831. However, each indicator is deemed valid and measure the construction properly.

Table 3. Reliability Test Results

Variable	Item Qty.	Cronbach's Alpha	Remark
Service Recurrent Training (X)	24	0.957	Very High Reliability
Communication Skills (Y)	22	0.971	Very High Reliability

Source: IBM SPSS Statistics 27

Table 3 indicates the coefficient of Cronbach's Alpha of 0.957 for Service Recurrent Training variable and 0.971 for Communication Skills variable. Both values far exceed the minimum threshold of 0.6 (Darmawan, 2014) and fall into the category of very high reliability, indicating that the instrument has outstanding internal consistency and can be reliably used for further analysis.

Table 4. Normality Test of Kolmogorov Smirnov

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			91
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		10.28267103
Most Extreme Differences	Absolute		.068
	Positive		.042
	Negative		-.068
Test Statistic			.068
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.368
	99% Confidence	Lower Bound	.355
	Interval	Upper Bound	.380

Source: IBM SPSS Statistics 27

Table 4 shows normality test of Kolmogorov Smirnov, resulting Asymp. Sig. of 0.200 higher than 0.05, which means model residual was normally distributed.

Table 5. Multicollinearity Test: VIF (Variance Inflation Factor) Values

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Pelatihan Service Recurrent Training	1.000	1.000

Source: IBM SPSS Statistics 27

Multicollinearity test (Table 5) shows value of Tolerance of 1.000 and VIF of 1.000, indicating there's no high correlation among independent variable.

Table 6. Glejser Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.580	3.282		3.529	.001
Service Recurrent Training	-.036	.034	-.113	-1.074	.286

Source: IBM SPSS Statistics 27

Through heteroskedasticity test using a scatter plot and Glejser test (Table 6), producing significance value of 0.286 ($>.05$), indicating the homogeneous of residual variance. By meeting all classical assumptions, the regression model is appropriate and capable of producing BLUE (Best linear Unbiased Estimator) estimates.

Table 7. Partial Correlation Coefficients Between Variables

Variable	r-Value	r-Table ($\alpha=5\%$)	Sig. (2-tailed)	Relationship Strength	
X (Service Recurrent Training) → Y (Communication Skills)	0.796	0.2061	0.000	Strong, Significant	Positive,

Source: IBM SPSS Statistics 27

The key of analysis to answer the question of “If there is any influence” is started by calculating correlation coefficients of Product Moment Pearson as seen on Table 7. Obtaining r-value of 0.796 with significance of 0.000. Using a 5% significance level and $N = 91$, the r-table value is 0.2061. Since the calculated r-value is much greater than the r-table value, and the significance probability (0.000) is less than 0.05, the null hypothesis (H_0) which states that there is no influence, is rejected, and the alternative hypothesis (H_a) is accepted.

This statistically proves that there is a positive and significant effect between Service Recurrent Training and the communication skills of Garuda Indonesia's cabin crew. Referring to the guidelines for interpreting correlation strength, a value of 0.796 is within the range of 0.60 – 0.79, which is categorized as a strong relationship. The indication of the positive relationship direction is the better training is conducted, the higher the communication skills possessed by the cabin crew.

Table 8. Coefficient of Determination of the Model

Model	R	R Square (R^2)	Adjusted R Square	Percentage of the Effect of X on Y
1	0.796	0.634	0.630	63.4%

Source: IBM SPSS Statistics 27

After confirming the significant impact, the second research question is “How large the effect is” and can be answered through determination coefficient analysis (Table 8). The R Square (R^2) value is 0.634, indicating that Service Recurrent Training variable could explain or contribute of 63.4% on Communication Skills variable. On the other words, more than a half percentage of cabin crew’s communication skills is able to predicted from how good the training they receive. Meanwhile, another 36.6% is influenced by unresearched factors in this model such as individual intrinsic motivation, flight experience, peer’s supports, organization culture, or unresearched personality variables in this study.

Table 9. Simple Linear Regression Analysis Coefficient

Model	R	R Square (R^2)	Adjusted R Square	Percentage of the Effect of X on Y
Constanta (α)	21.766	4.000	0.000	Significant
Service Recurrent Training (X)	0.692	12.408	0.000	Significant, Positive

Source: IBM SPSS Statistics 27

To quantify the magnitude of impacts in the form of a predictive equation, a simple linear regression analysis is conducted and its result is summarized in Table 9. The resulting regression equation is $Y = 21.76.6 + 0.692X$. The Constanta (α) is 21.766, showing if Service Recurrent Training variable value is equal to zero in theoretically, then Communication Skills score is predicted to be 21.766. The regression coefficient (β) for variable X is 0.692 with a significance probability of 0.000 (<0.05) which indicates that it is significant statistically.

The β value implies that every one-unit increase in the quality-of-Service Recurrent Training implemented, will be followed by an increase of 0.692 points of the Communication Skills score, to assume other factors outside the model remain constant. This finding strengthens the evidence of a positive, proportional, and direct effect between training and improvement in communication skills.

Table 10. Correlation Coefficient for Hypothesis Testing

Variable	r-Value	r-Table ($\alpha=5\%$)	Sig.	Decision
$X \rightarrow Y$	0.796	0.2061	0.000	H_0 is rejected; H_a is accepted

Source: IBM SPSS Statistics 27

Overall, hypothesis testing through correlation and regression approach, as seen on Table 10, emphasizing a conclusion that H_0 is rejected and H_a is accepted. Service Recurrent Training is proven scientifically to have positive and significant impacts on Communication Skills of Garuda Indonesia’s Cabin Crew. The higher quality of Service Recurrent Training, the higher communication skills possessed.

This finding directly confirms the constructed theoretical framework. Training Theory stresses that the relevant and well-structured program can improve individual’s competencies (Noe, 2020). In this context, Service Recurrent Training which is provided by Garuda Indonesia and meeting the adult-learning and qualified-facilitators-concept (Maliki et al., 2018), is proven capable as effective tool to transfer knowledge and upgrade capability of participants’ communication skills. Meanwhile, Communication Skills Theory (Santrock, 2015) which focuses on speaking skills, listening skills, and non-verbal communication skills, can be applied and improved as well as improvements on learning experience during training.

The impact magnitude reaches 63.6%, positioning this training as the main determinant of cabin crew's communication skills, although there are still other essential factors.

A fact that training could explain two third variation of communication skills underlined structured learning intervention would determine frontline employees' competencies. Based on Adult Learning Theory, this result supports the notion of a stronger learning transfer process while the facilitators owned excellent pedagogy and interpersonal skills (Zagir & Dörner, 2021; Togtokhmaa & Mandel, 2020). A quite high regression coefficient ($\beta = 0.692$) was a sign that small fixation on training design will develop measured improvement on cabin crew communication skills. This finding aligned with simulation-based study where targeted module refinement would upgrade score unto 15% (Xu et al., 2023). Airlines are suggested to allocate at least 40-50% training duration for active communication module such as role-play and peer-coaching, instead of two of eight hours duration.

However, this research critically identifies several crucial notes to explain the gap of 36.6% of other impacts and spaces for optimalization. The first thing is the training design itself which allocates only eight hours and still dominated by technical aspects such as Table set Up and inflight service standards, while the strengthening of communication skill and service recovery are allocated only two hours. In this limited time, the training is not effective for the comprehensive simulation and role-playing of several real problems on airplanes. The second thing is the psychological factor of participants to face the facilitators and among participants that possibly reduce them to perform optimally. The third thing is the lack of synergy in training evaluation and mentoring-and-coaching program after training completion, resulting the unguaranteed skill transfers in daily performance.

CONCLUSION

This research concludes the essential function of Service Recurrent Training in building the communication skills of Garuda Indonesia's Cabin Crew. The two main pillars of training quality are the training concept in encouraging participants in learning from experience and problem solving, as well as the attendance of competence and responsive facilitators in participant's needs, are proven to increase capabilities of cabin crew in speaking properly, engaging in active listening, and performing non-verbal communication confidently to passengers. The impacts of this training are not just there, meanwhile they are dominant and determining. The good or bad of communication skills of cabin crew rely on how excellent they are trained. The implications of these findings emphasize the priority of company to design and provide high-quality-training, as the fundamental needs for frontline employees' performance. Training is not just formality on daily performance, rather, it is an instrument to create core competencies to position airline's image and competitiveness in customer's point of view. However, this research realizes that training is not the only factor in supporting cabin crew's communication skills. There are still other several contributed factors such as individual's characteristics, professional experience, and dynamic working climates. Therefore, the effectiveness of training is more optimal if combined with another support system such as post-training mentoring programs and the building of work culture that promotes healthy communication practices. This finding should be milestone for similar training program development in another service industry that place human interactions as the frontline of service. This study opens space for wider development in science in terms of

training and communication skills. Another upcoming study is advised to explore unresearched variables of creating communication skills such as intrinsic motivation, self-efficacy, organization climate, or leadership style of immediate supervisor to provide a clearer and more comprehensive picture of the determinants of cabin crew's communication skills will emerge. A mixed-method approach is highly recommended in upcoming study to gain more subjective experience of participants, psychological barriers during training process, and undetected interpersonal dynamics through questionnaire though intensive interview or focus group discussion. However, mediation and moderation effects might be tested in relations of training and communication skills. For example, the self-confidence as mediator in explaining why training could improve communication skills, meanwhile professional experience or job hierarchy might be mediator to determine in which situation the training could be most effective. This extra complex model testing shall provide extra comprehensive results on how this causal works. Another recommendation is longitudinal design with repetitive measurements before training, direct after training, and months after training to measure the actual changes of communication skills periodically and to ensure if the improvement embeds permanently or just in short time. The finding from longitudinal study will be precious for policy-maker in evaluating long-term-effectivity of training program. The research context can be replicated and widened to other airlines or different service industry, such as hospitality, banking, or healthcare to strengthen the generalizability of the findings. An additional of suggested methodology, the upcoming research is encouraged to test if there is positive effect from variety of recurrent training between cabin crew demographic, namely, junior and senior cabin crew, or in long-haul or short-haul flights. Comparative study across airlines with varying levels of recurrent training frequency may further enlighten the optimal dosage and format of communication skills modules. Such investigations would equip human resource practitioners with evidence-based benchmarks for training design across the service sector. Furthermore, future research should adopt a multi-airline and cross-cultural design to examine that the impacts of recurrent training are moderated by organizational culture, regulatory environments, or passengers' demographic profiles. The inclusion of objective performance indicators would strengthen the ecological validity of the findings and provide more robust basis for training policy decisions across the aviation industry. In addition, cross-organization and cross-sector comparison can reveal the best practices in structuring communication training for frontline employees, so that the benefits if this research are not just only for one company, otherwise, adopted broadly to improve the quality of public services.

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