CHAPTER IV
RESULT AND DISCUSSION

This section aims to systematically outline the stages involved in the development of *"Clear for Duty: Buku Pendamping Staf Operasional Bandara"*, designed to support operational functions at Yogyakarta International Airport (YIA). The discussion includes strategic measures undertaken from the initial phase to ensure that the final product is comprehensive and responsive to actual field needs. A critical early step in this process was the distribution of questionnaires to both permanent and trainee staff. These instruments served as diagnostic tools to identify existing gaps in the available materials and to gather insights regarding additional topics deemed necessary for inclusion.

4.1. Result
4.1.1. Process of Creating Material and Audiovisual

This section outlines the sequential stages of product development conducted in this study. The process is based on the Research and Development (R&D) methodology proposed by Sugiyono (2019), which has been simplified and adapted into eight core steps to better suit the context and practical needs of the research. The eight steps include: (1) identifying potential and problems, (2) data collection, (3) initial product design, (4) design validation, (5) design revision, (6) product testing, (7) product revision based on testing results, and (8) final product. Each phase is elaborated in detail to demonstrate the logical flow and interconnection between the stages throughout the development of the audio-visual content.

4.1.1.1. Potential and Problems

The development of *"Clear for Duty: Buku Pendamping Staf Operasional Bandara"* was initiated in response to the evident lack of a practical, user-friendly, and readily accessible English-language reference specifically tailored for operational staff at Yogyakarta International Airport (YIA). This need became apparent during the preliminary research phase, which involved a thorough needs analysis and revealed both opportunities and challenges that informed the

conceptual framework of the handbook. This bilingual guidebook presented in both Indonesian and English is intended to enhance the linguistic readiness of airport operational personnel, especially those who routinely engage with international passengers. By offering clear, situation-specific language support, the handbook aims to foster more effective and confident communication in multilingual contexts. One of the distinctive features of this guide is the integration of QR codes that link to supporting audio-visual materials, thereby providing an interactive, multimodal learning experience. This feature is considered a significant advantage, as it accommodates diverse learning preferences and offers flexibility in how the content is accessed and applied.

Moreover, the handbook seeks to contribute to the standardization of frequently used communication phrases and expressions in typical operational scenarios, such as making public announcements, assisting passengers with special needs, and performing routine safety and security duties. Complementary elements, such as a detailed airport map and a clearly delineated explanation of terminal-specific work zones, further enhance its utility particularly for newly appointed staff or personnel undergoing internal reassignment. Despite its promising objectives, the initial design phase revealed several notable challenges. One of the most critical obstacles was the heterogeneity in staff members educational backgrounds and levels of English proficiency. This variation necessitated the use of plain, concise, and non-technical language to ensure that the material remains accessible to all users, regardless of their prior exposure to English. Additionally, the scarcity of formally documented standard operating procedures (SOPs) at YIA posed limitations to secondary data collection, compelling the research team to rely heavily on qualitative methods such as interviews and direct field observations.

Although the strategic importance of English language competence is widely acknowledged within the airport's operational ecosystem, concerns persist regarding staff members' confidence in using English in real-world settings. These concerns underscore the need for sustained exposure, practical tools, and ongoing reinforcement. As such, the final version of the handbook is deliberately designed

to balance functional language utility with contextual relevance, ultimately aiming to encourage the consistent and confident use of English in daily operational tasks.

4.1.1.2. Data Collection

This study employed three primary methods of data collection: observation, interviews, and documentation. These methods were chosen to provide a comprehensive understanding of the operational context, communication challenges, and training needs of the Airport Operation Landside & Terminal (AOLT) staff at Yogyakarta International Airport (YIA).

a. Observation

The observation was conducted as part of the internship program at Yogyakarta International Airport (YIA), which ran from September 2024 to March 2025. During this phase, the researcher conveyed the objective of creating a guidebook specifically for the Airport Operational Landside & Terminal division. Approval was granted to carry out more detailed observations to support the development of the project.

During the observation stage, the researcher identified several issues that served as the basis for developing an operational companion book. One of the main problems observed was that AOLT (Airport Operation Landside & Terminal) staff, while on mobile duty and conducting facility inspections, often encountered difficulties in communication with passengers. These issues frequently arose due to language and cultural differences, leading to misunderstandings. Furthermore, it was found that some AOLT staff lacked sufficient knowledge and understanding of how to appropriately interact with foreign passengers.

b. Interview

During the interview phase, the researcher utilized a structured interview format, conducting all sessions in Indonesian. According to (Niranjanl & Gupta, 2022) structured interviews involve a predetermined list of questions arranged in a fixed sequence. In line with this approach, the researcher prepared specific questions aimed at gathering input from selected individuals. Due to constraints

related to time and location, the interviews were conducted online via Google Meet. There are approximately 12 questions related to the planned material to be developed, all of which include introductory sections for each respondent. The following is the interview question table.

Table 4. 1 Question for Interview

No.	Interview Questions
1.	What is your full name? How long have you been a AOLT staff?
2.	What year did you start working as a AOLT staff at the airport?
3.	What position do you currently hold at AOLT?
4.	Do you often have difficulty communicating with foreign passengers?
5.	What makes it difficult for you to communicate with foreign passengers?
6.	What are examples of situations where communication in English is necessary?
7.	How do staff handle foreign passengers who have difficulty communicating in Indonesian?
8.	Do you have difficulty in pronunciation when making announcements?
9.	Is there a companion book for learning about English communication with passengers?
10.	What materials should be included in this bilingual handbook for effective use by AOLT staff?
11.	Can supporting media such as audiovisual materials significantly enhance practical learning?
12.	Are there any specific requests for the design of the book to be made?

Three interview sessions were held, involving four staff members from Yogyakarta International Airport, including both supervisors and field staff. The interviews were conducted on the following dates: Friday, March 21, 2025, at 3:55

p.m. with respondent 1 (Ms. Yosi as a Supervisor Alpha team); Friday, March 21, 2025 at 10:29 p.m. with respondent 2 (Ms. Yunita as a Supervisor Bravo team) and respondent 3 (Ms. Novika as a Field Staff Bravo team); and Sunday, March 23, 2025, at 8:30 p.m. with respondent 4 (Mr. Theo Field Staff Alpha team). Four respondents were selected through a series of criteria, including their level of activeness at work and overall job performance, based on profiling conducted by the author during the internship period. These discussions offered valuable input regarding the desired structure, content, and operational relevance of the guidebook. Throughout the sessions, the researcher used a smartphone to record audio, along with a notebook and pen to take notes on key information shared by the interviewees.
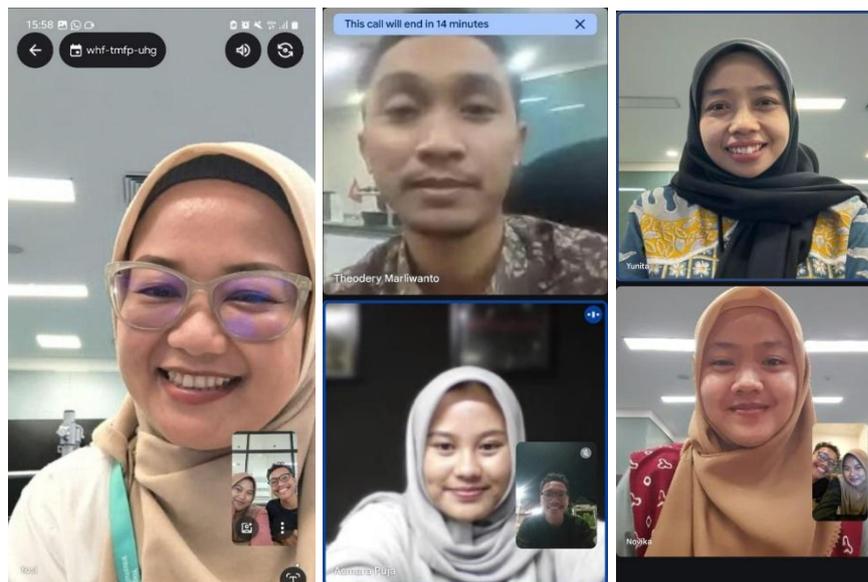
Figure 4. 1 Interview with AOLT staff

Among the four respondents, several similar responses were given, particularly from question number 4 to question number 10. The interviews were conducted in Indonesian; however, the data presented has been translated into English. All respondents indicated that they often face difficulties when communicating in English with foreign passengers. Respondents 1 and 3 stated, "We often experience difficulties in communication using English with foreign passengers, especially those from China, who typically have different accents or

dialects when speaking English". Respondent 2 stated, "When communication with foreign passengers becomes difficult, I usually use tools such as Google Translate or rely on body language." Respondent 4 explained, "There is limited English proficiency, particularly among staff, due to a lack of vocabulary. Moreover, some passengers from certain ethnic backgrounds (non-native English speakers) also find it difficult to use English".

For the question related to the use of audiovisual materials as learning aids "Can supporting media such as audiovisual materials significantly enhance practical learning?" Respondents 1 and 2 agreed with the addition of audiovisual content, stating that it can help staff understand correct pronunciation and spelling in accordance with linguistic rules, particularly for airport announcements. Respondent 3 also agreed with the integration of audiovisual materials but leaned more toward the creation of video content. According to them, video allows not only listening but also visual learning, especially in observing body language gestures. Respondent 4 expressed the need for audiovisual content included in books to be presented in a simple and easily accessible manner.

c. Documentation

During this phase of the research, a comprehensive process of photographic documentation was carried out to systematically record the various activities, interactions, and spatial environments pertinent to the study. The use of visual data collection methods was intended not only to complement written observations and interview findings but also to provide a more immersive understanding of the physical and operational context in which the study was conducted. he documentation phase of this research was conducted at Yogyakarta International Airport (YIA) over the course of the internship period, which spanned from September 2024 to February 2025. During this time, systematic observations and visual data collection were carried out to capture the day-to-day operational environment, staff activities, and physical infrastructure relevant to the study. The extended duration of the internship allowed for in-depth engagement with the

setting and provided ample opportunity to gather comprehensive and context-rich documentation that supports the development of the research outcomes.

Figure 4.2 Pax are queuing for boarding

During the boarding process, an operational staff member is consistently assigned to monitor and ensure the smooth execution of all related procedures. Active communication frequently occurs during this monitoring phase, as minor issues often arise that require immediate attention. The presence of staff during this critical phase is essential to provide on-the-spot support, address passenger concerns, and maintain overall efficiency in airport operations.
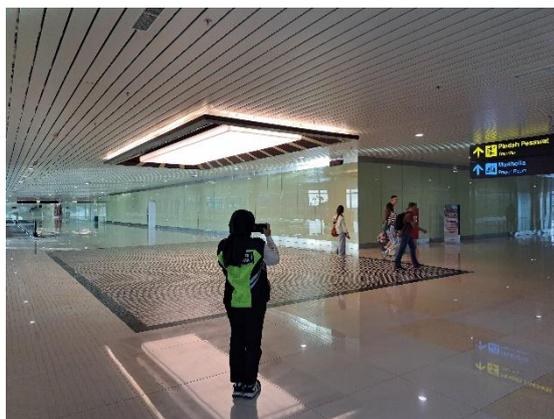
Figure 4.3 OJT monitors VIP arrivals

In addition to operational staff, internship personnel are also entrusted with the responsibility of monitoring VIP passengers and state guests. This task is considered essential and must be carried out with a high level of diligence, as it plays a critical role in maintaining security, ensuring protocol compliance, and

upholding the professional image of the airport. The monitoring process enables effective coordination with multiple stakeholders, including government protocol officers, airport security authorities, and ground handling services.

Figure 4.4 OJT does manual announcing

Manual announcements play a crucial role at Yogyakarta International Airport (YIA) as an essential component of real-time communication within the airport environment. These announcements are utilized to disseminate important information promptly and effectively to all passengers across the terminal area, extending even to the airport parking facilities. Given the diverse and time-sensitive nature of these messages, manual announcements demand a high level of precision, clarity, and situational awareness from the personnel responsible, making it a vital operational task that directly impacts passenger experience and airport orderliness.

Figure 4.5 Monitors Check-in during peak season

Check-in monitoring is a critical responsibility for operational staff, particularly during peak travel seasons when flight frequency increases and

passenger volumes surge significantly. During these busy periods, communication becomes considerably more complex and frequent.

In response to the findings obtained during the study, the researcher initiated the development of a comprehensive guidebook tailored to the specific needs of the Operational Division. This guidebook is designed to serve as a practical resource for both permanent staff and interns, particularly those who encounter challenges in fulfilling their roles due to limited familiarity with operational procedures or difficulties in using English within the airport work environment.

4.1.1.3. Product Design

Following the data collection phase, which involved direct observation and interviews with respondents, the next step is product design. At this stage, the content serving as the core component of the book was developed based on the results of discussions, interviews, and observations, reflecting the needs and suggestions provided by the respondents. This process ensures that the book becomes more useful and can be applied effectively in practice. In addition, the supporting audiovisual materials are also introduced in this phase. The audiovisual elements include original audio and video recordings created and edited by the researcher, with some audio segments enhanced using AI (Artificial Intelligence) assistance.

a. Planning

The first step undertaken in this stage was to carefully determine the content that would form the foundation of the guidebook. This decision was informed by a combination of data collected through interviews with relevant stakeholders and an in-depth review of the existing literature.

1. Developing the Learning Materials

Based on the communication challenges identified during the study, the guidebook was divided into three main chapters. Each chapter is designed to match the daily communication needs of the Airport Operation Division at Yogyakarta

International Airport (YIA), focusing on common service-based situations. The content not only teaches useful English expressions but also builds practical communication skills for real-life airport contexts. To support this, each chapter includes model dialogues, step-by-step strategies, helpful tips, and practice exercises. These resources aim to help staff communicate more confidently and effectively with international passengers and colleagues.

Although the guidebook is divided into three separate chapters, careful attention was paid to ensuring that the content flows logically and cohesively throughout. The interconnected structure of the material allows users to move through the chapters smoothly while maintaining a consistent understanding of the communication principles being taught. In this way, the guidebook aims not only to serve as a training tool but also as a practical reference that can be consulted during day-to-day operations. The detailed breakdown of the contents of each chapter is presented in the following section.

Table 4. 2 Outline Handbook Materials

English Version	*Indonesian Version*
Chapter 1: Initial Procedures for AOLT Staff	*Bab 1: Prosedur Awal Petugas AOLT*
a. Initial Airport Procedures	*a. Prosedur Awal Kebandarudaraan*
b. Do's and Don'ts During Briefing	*b. Do & Don't ketika Brifing*
c. Daily Staff Checklist	*c. Checklist Harian Petugas*
d. Greeting and Self-Introduction Etiquette	*d. Etika Salam dan Perkenalan Diri*
e. Tips for Effective Communication with Passengers	*e. Tips Komunikasi Efektif dengan Penumpang*
f. Etiquette for Addressing Foreign Passengers	*f. Etika Menegur Penumpang Asing*
g. Interaction with Passengers with Special Needs	*g. Interaksi dengan Penumpang Berkebutuhan Khusus*
h. Airport Announcements	*h. Pengumuman Bandara*
i. Special Protocols: Emergency Situations	*i. Protokol Khusus: Keadaan Darurat*
j. Managing Stress and Emotions at Work	*j. Manajemen Stres dan Emosi Saat Bekerja*

k. Compass Directions and Airport Map	*k. Arah Mata Angin dan Denah Bandara*
Chapter 2: Sample Conversations Between Operations Staff and Passengers	*Bab 2: Contoh Percakapan antara Petugas Operasional dan Penumpang*
a. Initial Departure Procedures A1. Passenger Exceeds the Check-In Queue Line A2. Directing to the Large Baggage Drop Area A3. Explaining the Process After Check-In	*a) Prosedur Awal Keberangkatan* *A1. Penumpang Melewati Batas Antrian Check-In* *A2. Mengarahkan ke Area Drop Bagasi Besar* *A3. Menjelaskan Alur Setelah Check In*
b. Boarding and Departure Situations B1. Passenger Exceeds the Boarding Queue Line B2. Operational Disruptions (Delay, Cancellation, etc.) B3. Passenger Misses the Flight	*b) Situasi Saat Boarding dan Keberangkatan* *B1. Penumpang Melewati Batas Antrian Boarding* *B2. Gangguan Operasional (Delay, Cancel, dll.)* *B3. Penumpang Ketinggalan Pesawat*
c. Passenger Complaints and Issues C1. Baggage Issues (Delayed, Lost, Damaged) C2. Lost Items in the Airport Area C3. Items Left on the Aircraft	*c) Keluhan dan Permasalahan Penumpang* *C1. Masalah Bagasi (Lambat, Hilang, Rusak)* *C2. Barang Hilang di Area Bandara* *C3. Barang Tertinggal di Pesawat*
d. Flight Transit Information D1. Questions Regarding Transit with the Same Airline D2. Questions Regarding Transit with Different Airlines	*d) Informasi Transit Pesawat* *D1. Pertanyaan Mengenai Transit Pesawat dengan Maskapai yang sama* *D2. Pertanyaan Mengenai Transit Pesawat dengan Maskapai berbeda*
Chapter 3: Mini Glossary	*Bab 3: Daftar Istilah Penting*
a. Flight Information	*a. Informasi Penerbangan*
b. Instructions and Directions	*b. Instruksi dan Arahan*
c. Special Situations	*c. Situasi Khusus*
d. General Additional Vocabulary	*d. Kosakata Tambahan Umum*

Following the development of content based on interviews, observations, and documentation, the next step involves selecting and refining the material that will

serve as the script for the accompanying audio-visual components. This stage is crucial in ensuring that the most relevant and practical information is conveyed clearly and effectively through multimedia formats. The selected content must be adapted to suit spoken delivery, taking into account clarity, tone, and visual alignment to enhance the audience's understanding and engagement. The goal is to produce a coherent and accessible script that complements the guidebook and supports diverse learning preferences among operational staff and interns.

Table 4. 3 Outline Audiovisual Materials

Chapter	Topic
Chapter 1	Video: - Greeting and Self-Introduction Etiquette *(Etika Salam dan Pekenalan Diri)* - Tips for Effective Communication with Passengers *(Tips Komunikasi Efektif dengan Penumpang)* - Etiquette for Addressing Foreign Passengers *(Etika Menegur Penumpang Asing)* - Interaction with Passengers with Special Needs *(Interaksi dengan Penumpang Berkebutuhan Khusus)* Audio: - Airport Announcements *(Pengumuman Bandara)*
Chapter 2	Audio: - Initial Departure Procedures *(Prosedur Awal Keberangkatan)* - Boarding and Departure Situations *(Situasi Saat Boarding dan Keberangkatan)* - Passenger Complaints and Issues *(Keluhan dan Permasalahan Penumpang)* - Flight Transit Information *(Informasi Transit Pesawat)*
Chapter 3	Audio: - Flight Information *(Informasi Penerbangan)*

- Instructions and Directions *(Instruksi dan Arahan)*
- Special Situations *(Situasi Khusus)*
- General Additional Vocabulary *(Kosakata Tambahan Umum)*

2. Script Making for Audio

The first step in producing the audio-visual materials was developing a script based on the previously prepared content. This script serves as the basis for both the audio narration and the visuals, ensuring that the material is delivered clearly and in an organized way. It translates written content into spoken language while maintaining clarity, instructional value, and alignment with visual elements to enhance understanding. The script is used for voice-over, with a focus on clear pronunciation to help listeners learn correct articulation. Accuracy and clarity are prioritized to support both comprehension and language learning. Two versions of the script were prepared: one in Indonesian and one in English. A literal translation approach was used to keep the meaning consistent between the two languages, making the content accessible for both local staff and those needing English exposure.

The script covers all content that is converted into audio format, including airport announcements, sample dialogues, and a mini glossary of commonly used operational terms. Each part is structured for clarity and practical use. For the glossary, audio was generated using AI-based text-to-speech tools to ensure consistent and accurate pronunciation. This helps improve listening and speaking skills among staff and interns. The announcement scripts were adapted from standard announcements used by the Information Service Officer team at YIA, reflecting real operational practices. Dialogues were developed based on field experiences of staff and interns, using simple, practical language to represent everyday passenger interactions. The mini glossary includes selected terms that are often unfamiliar to interns, organized from general to specific vocabulary. This structured approach helps improve understanding and usage of operational

language in the airport setting. A complete overview and breakdown of the script components can be found in the tables included in the appendix section of this report.

3. Story Board Making for Video

The next step in the development process was creating a detailed storyboard to guide the video production. Unlike the audio materials, no separate script was written for the video, as it focuses on non-verbal communication mainly body gestures supported by voice-over narration adapted from the guidebook. This method ensures that the visual and audio elements are well integrated and aligned with the learning objectives. The storyboard acts as a blueprint, outlining each scene, action, and corresponding narration. It's designed to convey meaning visually, making it easy for viewers especially operational staff to understand communication techniques without needing on-screen dialogue. This visual planning is especially helpful for showing real workplace scenarios through gestures, facial expressions, and posture.

In addition, the storyboard serves as a reference during video editing to keep the final product consistent with the intended learning goals. It improves production efficiency and helps maintain content quality. The storyboard was created specifically for the video in Chapter 1, which focuses on communication tips and tricks. It covers practical situations, from basic greetings to interacting with passengers with special needs. Each scene visually represents a specific communication context and is supported by AI-generated illustrations to improve clarity and help staff and interns better understand the expected behaviors. The complete storyboard for video content Chapters 1 through 4 can be found in the appendix.
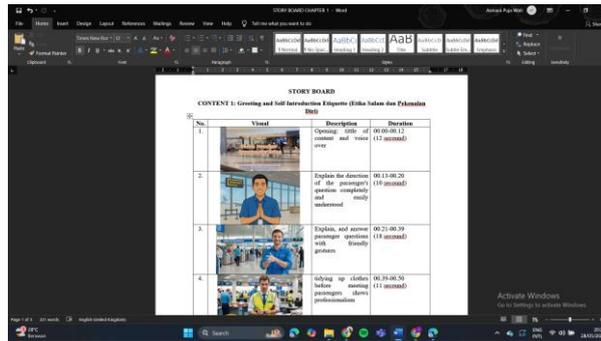
Figure 4.6 Storyboard for Video

4. Recording Schedule

The recording schedule is a crucial element in ensuring the smooth production of the audiovisual materials. It includes detailed information such as the recording dates, specific scenes to be captured, estimated duration of each session, and the designated recording locations.

Table 4. 4 Recording Schedule

Date	Scene	Location	Est. Record Time	Time
May 2, 2025	Chapter 3: Mini glossary	using AI assistance	-	-
May 8, 2025	chapter 1: Video tips & trick	E-learning studio of Vocational College Diponegoro University	3 hours	09.00 – 12.00
May 8, 2025	Chapter 1: Announcing	E-learning studio of Vocational College Diponegoro University	2 hours	13.00 – 15.00
May 23, 2025	Chapter 2: Dialogue	E-learning studio of Vocational College Diponegoro University	1,5 hours	14.00 – 15.30

b. Developing Audio-visual Product

This section presents a comprehensive overview of the audiovisual content development process, detailing each essential phase. The process begins with audio editing, which involves enhancing sound quality, adjusting volume levels, and

ensuring synchronization with the narration and dialogue. Subsequently, video editing is conducted, where visual components are arranged according to the storyboard, supporting elements are incorporated, and seamless transitions are established to maintain narrative coherence.

1. Audio Editing

During the audio editing stage, two different methods were used. Chapters 1 and 2 featured the author's own voice to add a personal and authentic touch. For Chapter 3, an AI-generated voice was used to improve pronunciation clarity and make the content easier to understand. This mix of human and AI narration was chosen to combine natural expression with clear pronunciation..

a) Recording using AI (Artificial Intelligence)

The AI-based website used for the recording of Chapter 3 was TTS Maker, a text-to-speech platform. Chapter 3 contains a mini glossary, and the use of AI voice generation was chosen to ensure clear and standardized pronunciation of vocabulary items. Below are the steps to use TTS Maker effectively.
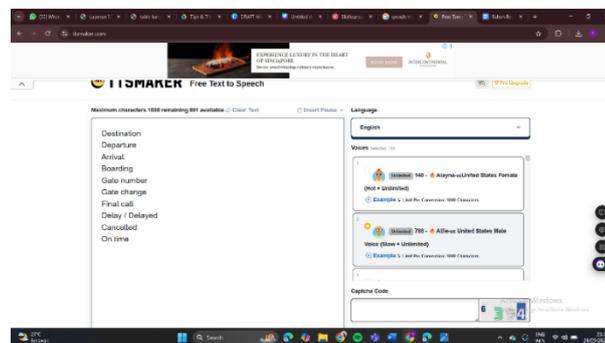
Figure 4.7 Exporting Mini Glossary to Audio AI

Copy the text that will be converted into speech using the AI tool. Then, select the AI voice that best suits the intended tone; for this audio, we selected 'Alfie – US Male' as the preferred voice. After selecting the voice, proceed to convert the text into speech and enter the provided captcha code to verify the request. Once the conversion is complete, download the generated audio file and upload it to Google Drive for integration into the audiovisual project.
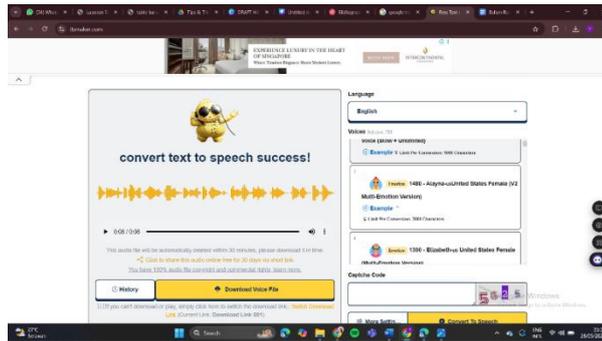
Figure 4.8 Downloading Audio Mini Glossary

b) Record Editing

After completing the audio recordings for Chapters 1 and 2, the next step was to edit the recordings to ensure they aligned precisely with the prewritten scripts. The editing process was relatively quick, as it primarily involved trimming unnecessary sections of the audio. For this task, the online platform Clideo.com was utilized.
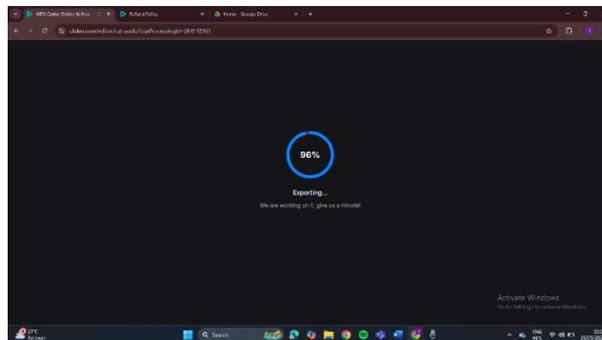
Figure 4.9 Uploading Record FIle
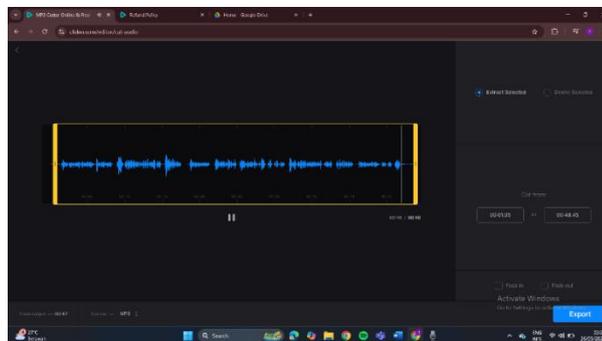
Figure 4. 10 Split the Recording FIle
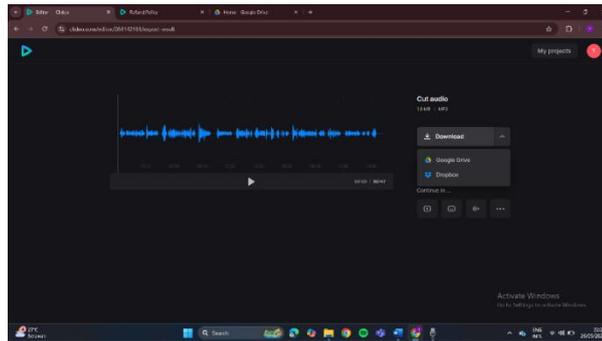
Figure 4. 11 Download Audio

The procedure involved uploading the raw audio files, trimming them according to the script, and then downloading the edited versions. Once finalized, the audio files were uploaded to Google Drive for secure storage and later integration into the audiovisual materials.

2. Video Editing

This editing stage explains the video production and post-production process for Chapter 2. It covers each step, from preparing and organizing the visual and audio materials, to syncing and combining them, and finally rendering the video. Special attention was given to editing each element to match the script and storyboard, ensuring the content stayed clear, consistent, and educational..

   a) File Importing

The first step in the video editing process involved exporting all the necessary files from their respective folders into the CapCut application. These files included video footage, voice-over recordings, the university logo, and background visuals. Organizing and importing these elements in advance ensured a more streamlined and efficient editing workflow.
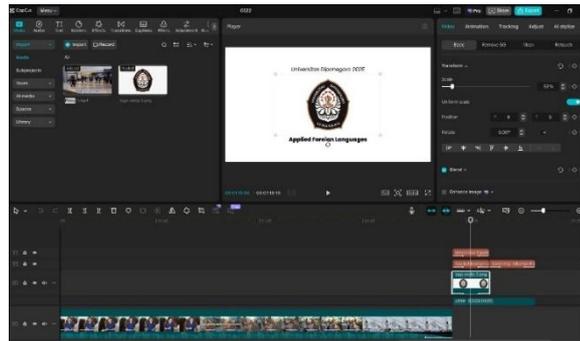
Figure 4. 12 File Importing to Capcut

b) Composting Video

The next stage is the compositing process. It starts by removing the green screen and replacing it with airport-related video backgrounds to create a more realistic setting. Then, video elements are arranged based on the storyboard. This step ensures that each scene supports the narrative and learning goals, resulting in a clear and visually engaging video.
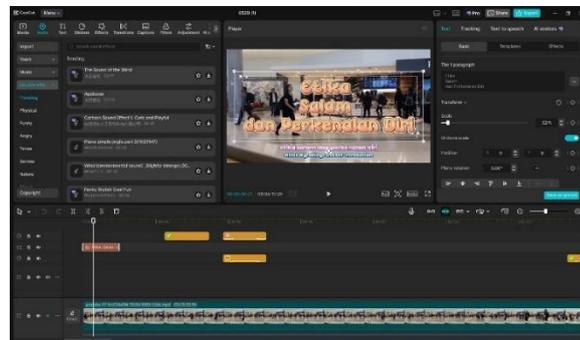
Figure 4. 13 Composting Video

c) Adding Voice over

After the green screen is replaced and video compositing is done, the next step is adding the voice-over narration. The voice-over comes from pre-recorded audio based on the project's script. At this stage, the audio is carefully synced with the visuals matching timing, pauses, and transitions to ensure everything fits

smoothly. Proper synchronization makes the content clearer and easier to follow, helping viewers better understand the message.

Figure 4. 14 Adding Voice Over

d) Adding Sound Effect

To make the video more engaging and creative, sound effects were added during post-production. These effects highlight transitions, actions, and key moments, making the video more dynamic and interesting. They also help maintain the viewer's attention and break the monotony of plain narration. This creates a more immersive experience, especially for staff and interns preparing for real-world airport operations. All sound effects were carefully chosen to support the learning goals without being distracting.

Figure 4. 15 Adding Sound Effect

e) Adding Text and Subtitling

Adding on-screen text and subtitles was an important final step in the video editing process. Text was used to highlight key points like terms, instructions, and speaker or location names. This helps reinforce spoken content and improves

understanding, especially for those who struggle with audio. Subtitles in both Indonesian and English were also added to support accessibility and language learning. Their timing and format were carefully adjusted to match the voice-over and ensure clear communication.
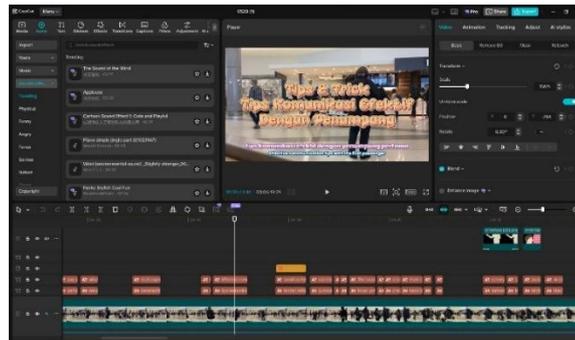
Figure 4.16 Adding Text and Subtitling

f) Exporting and Implementation

The final step is exporting the video. This means rendering the fully edited content into a format that works well on different devices while keeping the quality high. After exporting, the video is uploaded to Google Drive to make it easy to access, share, and store for future use.

Figure 4. 17 Exporting Video

3. Integration of a QR Code

To make it easier to access the audiovisual materials on Google Drive, a QR code was created. This was done using the MeQR website, where the Google Drive link was pasted to generate the code quickly. The QR code was then added to the book *Clear for Duty: Buku Pendamping Staf Operasional Bandara*. This allows

readers to scan the code and instantly access the related videos, making the learning experience more interactive and complete.
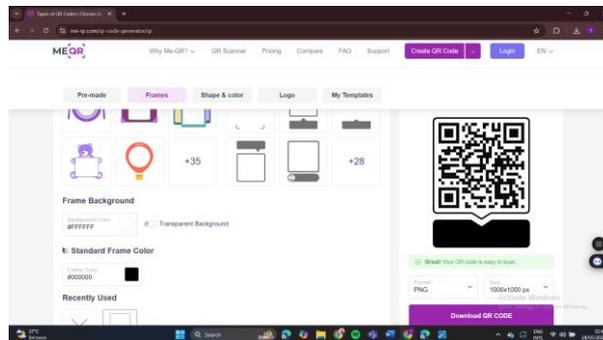
Figure 4.18 Making QR Code

Figure 4.19 Implementation of AudioVisual

4. Guidebook Design Process

The author utilized Canva as the primary tool in designing the guidebook. The development process spanned approximately two months and involved several stages, including gathering relevant materials, structuring the content, determining the visual tone, and revising both the design and content to ensure they were appropriate and credible for inclusion. Additionally, the author carefully considered how the information would be visually presented within the guidebook. At the outset, the author sought design inspiration from platforms such as Pinterest and

Canva. A white background was chosen for the pages due to its clean appearance and ease of readability, as well as its versatility in pairing with various other colors and visual elements, including the author's personal photographic archives. Once the initial concept was established, the editing process began, involving adjustments to the draft and refinement of the color scheme.

The primary colors selected were blue and green, derived from a pre-determined color palette, while white, black, and dark blue were used for text and additional accents. Blue and green were prominently featured on the cover to create a visually impactful design. To ensure the title stood out, the phrase "Clear for Duty: *Buku Pendamping Staf Operasxional*" was emphasized within the title section, reinforcing the book's central theme. With the foundational color scheme and design approach in place, the author incorporated visual elements to enhance the cover's appeal.

Ultimately, a background image featuring an airport or aircraft was added to visually represent the subject matter airport operations. These elements were carefully curated to align with the book's theme while maintaining a modern, minimalist aesthetic that conveyed sophistication. Despite the thematic relevance of the text and imagery, the author felt the design lacked visual interest. To address this, line accents were introduced to elevate the aesthetic appeal and further highlight the title against the photo background. In the final design, the combination of an airport-themed image with subtle line accents provided a strong visual identity for the guidebook's cover, which the author recognized as a crucial element the "face" of the publication.
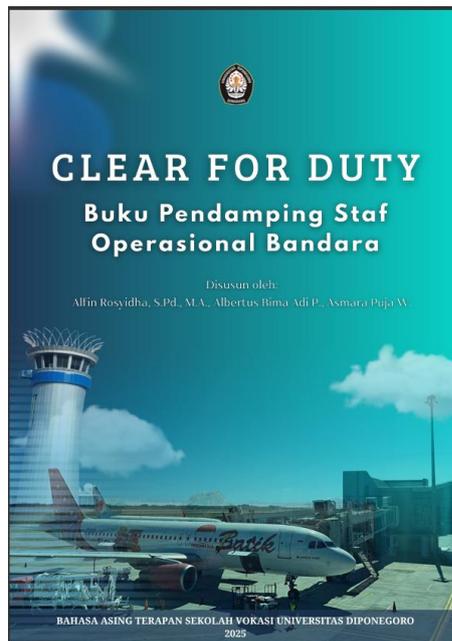
Figure 4. 20 Cover of The Guidebook

4.1.1.4. Design Validation

This section explains the results of the expert validation process, which covered both the content and media aspects of the guidebook. The validation was carried out by Alfin Rosyidha, S.Pd., M.A., who served as both the academic supervisor and expert in material and media. Her dual role allowed for detailed and well-rounded feedback. The validation took place on May 16, 2025. For media validation, the expert reviewed the visual design, including layout, images, and the integration of audiovisual content. She found the media elements to be well-designed and visually appealing. Photos and graphics were clear, relevant, and supported the theme of the guidebook. These visuals helped make the guidebook more professional and engaging for users.

However, the expert also offered suggestions for improvement. One key point was to revise the cover design, specifically the placement of the author's name. It was partially hidden by the background image, which affected clarity and professionalism. The expert recommended adjusting the text position or background to improve readability. She also reminded the author to ensure that all images and graphics used were original and sourced from personal documentation,

to avoid copyright issues and maintain integrity. In summary, the media validation results were positive. The expert confirmed that the design was both attractive and effective, and the suggestions given were aimed at further improving the final quality of the guidebook.

Figure 4.21 Feedback of Media Expert Validation

The material expert validation showed that the guidebook's content is appropriate and relevant for airport operational staff. The expert found the material engaging and well-suited for the target audience. The language used was clear and easy to understand, making it accessible to readers with different levels of English proficiency. The English translations were also grammatically correct and well structured. While the feedback was mostly positive, the expert provided a few suggestions for improvement. One key recommendation was to add more English language content to give learners more exposure and better support their development in an international aviation setting. Another suggestion was to include practice exercises at the end of each chapter. These would help reinforce the material, encourage active learning, and allow users to test their understanding.

Overall, the expert concluded that the guidebook is educationally sound and suitable for its purpose, with helpful suggestions to further improve its quality and usefulness.

Figure 4. 22 Feedback of Material Expert Validation

The final step in the validation process involved the creation of a validation form, which required the expert to select one of three options to evaluate the guidebook's readiness for use. The three options were: (1) Suitable to use without revision, (2) Suitable to use with revision according to the rules, and (3) Not suitable to use. Based on the figure provided, on June 2, 2025, the supervisor, acting as the validator, officially signed the validation form and selected the option: "Suitable to use with revision according to the rules." This decision reflected the expert's overall positive assessment of the guidebook, while also acknowledging the need for certain improvements.

The revisions discussed in this evaluation were based on feedback from the material and media validation processes. Suggestions included improving the

visibility of the author's name on the cover, using only original or properly sourced visuals, adding more English-language content, and including practice exercises at the end of each chapter. These recommendations will guide the next revision stage to ensure the final version of the guidebook meets academic standards and the practical needs of its users.

Figure 4.23 Feedback Form Eligibility

4.1.1.5. Design Revision

Based on the feedback from the supervisor as the validator, the next step was to revise several parts of the guidebook, covering both material and media aspects. These revisions were made to directly respond to the suggestions and to further improve the overall quality of the guidebook, ensuring it meets academic standards and is practical for real use. One key revision in the material aspect involved the announcement section, which is also part of the audiovisual content. In Chapter 1, section *B: Pengumuman Keterlambatan dan Perubahan Gerbang*, the announcements were originally written only in Indonesian or English, limiting their

usefulness in a bilingual airport setting. To fix this, English translations were added alongside the Indonesian versions, making the section more relevant and effective for airport communication.

Table 4. 5 Materials Revision

Before Revision	After Revision
Penundaan Layanan	*Penundaan Layanan* / Delayed Service
Keterlambatan	*Keterlambatan* / Delayed
Pembatalan Penerbangan	*Pembatalan Penerbangan* / Cancel
Divert	*Pengalihan /* Divert
Return to Base (RTB)	*Kembali ke Pangkalan* / Return to Base (RTB)
Aerodrome Closed	*Bandara Ditutup /* Aerodrome Closed
Pindah Parkir	*Pindah Parkir /* Move Parking

No revisions were requested for the audiovisual components both video and audio. The supervisor found them to be of good quality in both content and presentation. The clarity, relevance, and production value were considered effective in supporting the guidebook's goals and engaging users. Therefore, no further changes were needed, and the audiovisual content was approved for use in the final product.

4.1.1.6. Product Trials

At the product trial stage, all previously suggested revisions were fully applied to the final version of the guidebook. The audiovisual components videos and audio materials can now be accessed through QR codes placed at the beginning of each chapter in "Clear for Duty: *Buku Pendamping Staf Operasional Bandara*". This feature was added to improve user experience and offer interactive, multimodal learning support. The product trial involved 16 respondents, including personnel from the Airport Operation Landside & Terminal unit. Participants included the unit supervisor, staff members, and On-the-Job Training (OJT)

trainees at PT. Angkasa Pura Indonesia/InJourney, Yogyakarta International Airport.

Table 4. 6 Responden Distribution

Company	Occupation	Number of Rspondent
PT. Angkasa Pura Indonesia Yogyakarta International Airport	Airport Operation landside & Terminal Supervisor	2
	Airport Operation landside & Terminal Officer	2
	On Job Training (OJT)	12
Total of Respondent		16

During the product trial, responses were analyzed using a Likert scale. This method made it easier to calculate the average score for each statement and provided a clear way to assess user feedback. It helped evaluate the overall effectiveness of the guidebook and its components. The average score, score values, and criteria based on the three-point Likert scale are presented below:

Table 4. 7 Score of Likert Scale

No.	Average Score	Score	Criteria
1.	1.00 until 1.65	1	Disagree
2.	1.65 until 2.35	2	Agree
3.	2.35 until 3.00	3	Strongly Agree

To calculate the average score, the following formula was used:

Average Score = Total Score / Total Respondents

The formula used helped calculate the average score for each statement in the Likert scale by dividing the total score by the number of respondents. This made it easy to understand participants' overall opinions and levels of agreement in a measurable way. During the product trial, three main aspects were evaluated: content, design, and material. Respondents assessed these aspects through a

questionnaire distributed via Google Forms. The detailed results and charts are available in the Appendix.

The responses and average scores show how the product was perceived overall. To ensure clarity, the questionnaire was originally written in Indonesian. However, for the purpose of this report and academic consistency, the statements in the results table have been translated into English. The summary of average scores based on the likert scale is provided below.

Table 4.8 Summary of Respondents Perception Based on Average Scores

No.	Statement	Average	Interval
1.	Is the content and material in the book suitable with real practice in the field?	2.68	Strongly Agree
2.	Is the audio-visual content (video and audio) easy to understand?	2.68	Strongly Agree
3.	How important is the content in this guidebook for you?	2.75	Strongly Agree
4.	How helpful is this guidebook in understanding airport-related topics?	2.81	Strongly Agree
5.	How appropriate is the language style used in this guidebook?	2.75	Strongly Agree
6.	How well does the visual/design of this guidebook match the content?	2.68	Strongly Agree
7.	How suitable is this guidebook to be used as a learning material in the future?	2.87	Strongly Agree

The question that required respondents to provide feedback or suggestions was the eighth question in the questionnaire "Any other feedback or suggestions for this guidebook?". This open-ended question was included to gather qualitative insights beyond the structured Likert scale responses. It allowed participants to

freely express their opinions, highlight strengths, and suggest areas for improvement. The feedback collected from this question served as valuable input for refining the guidebook further, ensuring it meets the practical needs and expectations of its target users.

In the open-ended question, the majority of respondents provided positive feedback, expressing that the material, design, and content of the guidebook were already well-developed and interactive. They appreciated the clarity and engagement offered by the product. However, a few respondents also pointed out areas for improvement. Some noted typographical errors in certain sentences that required correction. Additionally, there was criticism regarding the audio content, specifically that not all audio files accessible via the QR codes had been fully uploaded at the time of the trial. These responses highlighted both the strengths of the guidebook and the remaining technical and editorial issues that should be addressed before the final implementation.

4.1.1.7. Product Revision

Following the Product Trial stage, the researcher received valuable feedback from both staff and interns who participated in the trial. The majority of responses indicated that the guidebook was already well developed and appropriate to support both staff and intern responsibilities in the workplace. This feedback reflects the relevance and practicality of the content provided. Moreover, these positive evaluations served as motivation for the researcher to continue enhancing the product. In addition to favorable comments, participants also offered technical and content-related suggestions for improvement. These suggestions enabled the researcher to identify minor details that required revision or adjustment. The researcher recognized the significance of these insights in ensuring the accuracy and currency of the guidebook. Several constructive suggestions aligned with the guidebook's primary objective were implemented. These improvements included:

a. Updating English announcement texts to match the current versions used at Yogyakarta International Airport (YIA).

b. Inserting an announcement requesting passengers to stand during the national anthem.

c. Revising terminology such as replacing "fixing" with "updating" in the FIDS (Flight Information Display System) section.

d. Expanding the designated work area to include the Connecting Terminal Module (KTM).

These changes were made to better reflect actual airport operations and to prevent user confusion when applying the material in real-world contexts. They also enhanced the detail and professionalism of the guidebook. The researcher also made visual and formatting adjustments, such as adding arrows to the workflow diagram for improved clarity, correcting bold formatting in bullet points, and completing previously empty QR code sections with appropriate audio and video content. These enhancements are intended to support diverse learning preferences, including both visual and auditory learning styles, and to facilitate understanding of announcement delivery in operational settings.

Figure 4.24 Example of Product Revision
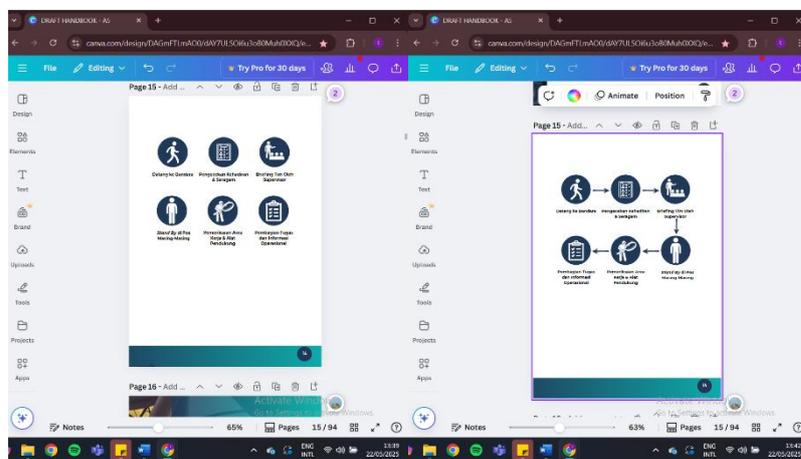
Further feedback from staff included the suggestion to expand the guidebook's scope in the future, by covering topics such as airport business operations and future forecasting trends. It was also recommended that the digital version incorporate audio or pronunciation guides, which have now been made accessible through integrated QR codes, enhancing the product's interactivity and

practicality. The researcher expressed deep appreciation for all the feedback provided, viewing it as a vital part of the product development process. These refinements have made the guidebook not only more informative, but also significantly more practical and effective for future On Job Training (OJT) participants. The entire process of receiving and acting on feedback also enabled the researcher to gain important experience in teamwork, professionalism, and responding constructively to criticism.

4.1.1.8. Final Product

The Final Product stage marks the concluding phase of this development process. At this stage, all audiovisual materials have been fully implemented and are stored in a Google Drive folder, which can be easily accessed through QR codes embedded in the Clear for Duty: *Buku Pendamping Staf Operasional Bandara* guidebook. This integration allows users to conveniently access the audiovisual resources as supportive learning media, enhancing the overall learning experience offered by the book.

In Chapter 1, a total of 4 video recordings are included, which provide tips and tricks for effective communication. Additionally, there are 19 audio files of manual airport announcements to help users understand real-life communication scenarios in an airport setting. In Chapter 2, there are 13 audio recordings that illustrate conversations between passengers and airport staff, all delivered in English to promote familiarity with professional and functional communication at the airport. In Chapter 3, there are 4 AI generated audio files, with each audio file corresponding to one vocabulary table (mini glossary) included in the chapter. These materials aim to help users with pronunciation and retention of essential vocabulary related to airport operations. In total, the guidebook includes 4 distinct QR codes, each linked to specific folders within the Google Drive containing the respective audio and video content. This method ensures easy navigation and access for learners.

The implementation of these QR codes in the Clear for Duty: *Buku Pendamping Staf Operasional Bandara* guidebook can be seen in the appendix section, which provides visual documentation of their placement and usage.

4.2. Discussion

The research titled "Developing Audio-Visual Content to Enhance Staff Interaction and Service Guidelines for The Airport Operation Landside & Terminal Division" was specifically conducted for the Airport Operation Landside & Terminal (AOLT) unit at Yogyakarta International Airport (YIA), located in Kulon Progo. The aim of this study was to support airport staff in improving their communication skills by providing structured learning materials integrated with multimedia content. In this project, four types of audiovisual materials were developed: videos presenting tips and tricks for effective communication with passengers, audio recordings of manual airport announcements, dialogue simulations based on real-life cases between staff and passengers, and mini glossary pronunciation guides generated with the help of artificial intelligence.

This research employed the Research and Development (R&D) method consisting of eight systematic steps. In terms of data collection, both quantitative and qualitative approaches were applied through observations, interviews, and documentation. The material for airport announcements was adapted from official references provided by the AOLT unit at YIA, while the content for passenger conversations, directions, and airport layout was developed based on the researcher's internship experience. The development of audiovisual content began by adapting relevant material from the Clear for Duty: *Buku Pendamping Staf Operasional Bandara* guidebook, which had previously been designed by the researcher based on interviews with staff and field observations.

Compared to previous studies such as Satria et al. (2022), Kasuya (2024), and Khaerani (2024), which primarily focused on basic English training through coaching or emphasized multimedia use in ESP learning environments, the product developed in this study offers a more integrated, contextual, and operationally

specific approach tailored for Yogyakarta International Airport (YIA). While previous studies acknowledged the importance of English proficiency and multimedia usage, they did not comprehensively combine verbal and non-verbal communication strategies, bilingual content, standardized airport announcements, and real-life-based audiovisual materials in a single practical reference.

The "Clear for Duty: *Buku Pendamping Staf Operasional Bandara*" differs significantly in its structure and target outcome. Unlike prior studies that offered general language exposure, this guidebook presents detailed and scenario-based modules aligned with actual daily duties of AOLT staff. It addresses practical challenges such as handling passengers with special needs, delivering public announcements, and managing intercultural interactions. Furthermore, it includes QR-code-embedded audiovisual support (audio for announcements and glossary; video for communication strategies) that empowers staff to engage in independent learning, simulating real airport environments.

The researcher analyzed which content was best suited for audio or video formats, then drafted scripts to guide the recording process. For the video on communication tips & trick, a storyboard was created to minimize errors during recording and editing. A recording schedule was organized for efficiency, divided into two main sessions, as outlined in the product design stage. The editing phase used CapCut for video editing, Clideo.com for audio editing, and TTS Maker, an AI text-to-speech tool, for generating the glossary pronunciation audio. After the editing process, all audiovisual files were compiled into a Google Drive folder, and QR codes were created to link users directly to the content. These QR codes were later embedded into the guidebook to ensure easy access to the supporting media.

Following this, expert validation was carried out by a supervisor who also served as the validator of the project. Two validation forms were used—one for assessing the content and language of the guidebook, and another for evaluating the design and audiovisual media as learning support tools. In the subsequent phase, a feedback questionnaire was distributed via Google Forms to the target users of the

Clear for Duty guidebook. These included AOLT officers, AOLT supervisors, and OJT (On-the-Job Training) participants from PT Angkasa Pura Indonesia at Yogyakarta International Airport. The feedback provided by the respondents regarding the audiovisual materials was overwhelmingly positive. They indicated that the content was clear, well-structured, and highly beneficial in supporting their learning process, particularly in improving pronunciation skills. Furthermore, the audiovisual components were perceived as effective tools in helping staff develop appropriate responses and communication strategies when interacting with foreign passengers. Respondents emphasized that the realistic scenarios and guided examples presented through video and audio formats enhanced their understanding of both verbal and non-verbal communication cues, thus increasing their confidence and competence in multilingual service environments. The results of the questionnaire indicated a highly positive response from the respondents regarding the guidebook's content, visual design, and audiovisual elements.

At the time the guidebook and its audiovisual components were completed and submitted, Yogyakarta International Airport had not yet developed any communication guidebook equipped with audiovisual support as a part of its learning resources. No similar materials, whether in print or digital format, existed within the airport training framework. Therefore, this research project represents a pioneering initiative to create a multimedia-supported learning guide tailored specifically to the needs of operational airport staff.