The Study of the Training Platform towards Thailand's International Airlines Cabin Crew during the Pandemic of Covid-19

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Abstract

The COVID-19 pandemic has put the airline business in a challenging position. It is one of the leading businesses with tremendous impacts from the pandemic. Although international airlines confront difficulties returning to typical situations, they still need to provide their cabin crew the training courses because they must always be ready to return to work. This study aimed to explore international airline cabin crew's needs, problems, and experiences of training platforms during the pandemic of COVID-19. The key informant of five cabin crew was selected from the international airlines in Thailand. An interview approach was used to collect the data using an in-depth interview form which was then analyzed using content analysis. The findings revealed 1) the organization should identify the characteristics of trainers when conducting during the pandemic, 2) the organization should set the appropriate climate for online training classes during the pandemic, 3) the organization should clarify the differences between theoretical class and practical class during the pandemics, 4) the organization should learn from the difficulties in conducting the online training class during the pandemics, 5) the organization should identifying the difference between conducting theoretical class and practical class, 6) the organization should take it to the next level, and 7) everyone in the organization should consider it as the new normal in life as the cabin crew. The study summarized, then proposed the findings of the overall cabin crew's needs, problems, and experiences of training platforms during the pandemic of COVID-19.

Keywords: online training platform, covid-19, cabin crew, international airlines, Thailand, understanding

1. Introduction

What is COVID-19? COVID-19 stands for coronavirus disease and is even called the 2019 novel coronavirus or '2019-nCoV' (Bender, 2020). The COVID-19 virus is linked to Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV), similarly can be as fatal. This new virus can be transmitted just in minutes through droplets or even touching surface metals or other materials infected by a person with respiratory problems. Even though the elderly and very young children are easily affected, nobody is immune to this new infectious disease once it hits the body, so all people are susceptible to its devastating effects. Because of the vulnerability, even in school settings, thousands of school closures are implemented worldwide due to COVID-19. As of April 06, 2020, UNESCO (2020) reported that there had been 1,576, 021,818 affected learners out of 91.3% of total enrolled learners in 188 countries in all levels of learning. Similarly, there were school and university closures during the Severe Acute Respiratory Syndrome or SARS outbreak in China in 2003. In Hong Kong, for example, 1, 302 schools closed, 1,000,000 children stayed at home, and 50, 600 teachers faced challenges in using technology to educate their students (Toquero, 2020).

In recent years, air traffic travel has grown significantly with the global economy's rapid development and air transport infrastructure improvement. The pandemic of coronavirus disease 2019 (COVID-19) has continued to grow globally since its outbreak last year. The pandemic has pushed the world into the deepest global recession in living memories. In Thailand, Thai people are also experiencing the struggles of the pandemic. The government has temporarily closed many schools, universities, and other educational institutions to contain the spread of the virus. Therefore, some learning communities try to recreate school as close to normal as possible. In some organizations, the pandemic has also significantly impacted human resources (HR) since conducting regular training classrooms for employees, especially organizations in the airline industry, is challenging. The

COVID-19 pandemic has put the airline business in a challenging position. It is one of the leading businesses with tremendous impacts from the pandemic.

Although international airlines confront difficulties in coming back in typical situations, they still need to provide their cabin crew the training courses because they must always be ready to return to work. Typically, the airline provides a training classroom for every cabin crew to study, review and revise. There are many classes for them, such as safety and emergency class, service class, recurrent class, first aid class, crew resource management class, language and culture class, etc. Nevertheless, they need help to conduct the class. There are many different reasons; for example, they have different work slot times, experience the jet lag symptom, experience the time zone difference, fly to many different countries worldwide, and need more time to be ready and well-prepared for classes, etc. Mainly because of the COVID-19 pandemic, the airlines experience difficulties conducting the appropriate learning (training) platforms for their cabin crew.

Nuankaew (2021) aimed to construct models of online learning strategies for Thailand students on learning management in the coronavirus 2019 scenario. The research methodology was conducted according to the cross-industry standard process for data mining, known as the CRISP-DM model, for developing the best research. The data was collected from 487 students from the University of Phayao (UP) and Rajabhat Maha Sarakham University (RMU) from the 1st semester of 2020. The collected data has been agreed upon under research ethics. The study's results revealed that the factors influencing the model consisted of 8 out of 38 attributes, with high predictive accuracy (85.14%). Finally, the researchers can plan to manage teaching and learning for students at the University of Phayao to solve the Coronavirus 2019 Scenario in the academic year 2021 and the future.

Tantrakarnapa et al. (2020) declared a pandemic WHO at the global level and local levels in many countries. The movement of people might be one influencing factor. This paper aims to report the situation of COVID-19 and its spreading in Thailand, including impacting aspects of spreading and control. Infected, confirmed COVID-19 data were obtained from the official website of the Department of Disease Control, Ministry of Public Health. Tourist data was downloaded from the Ministry of Tourism and Sports. Researchers analyzed the situation from the first found case in Thailand until 15 April 2020 with the timeline of important influencing factors. The person correlation coefficient calculated the correlation coefficients of tourist data and the infected patient. The number of infected cases was significantly associated (correlation coefficient > 0.7) with the economic factor, namely; the number of visitors generated income from both Thai and foreign tourists (p-value <0.01). The influencing factors of the slow increase rate were the enforcement and implementation of both central and local government regulation, the strength of the Thai healthcare system, the culture and social relations, and the partnership among various governmental and private sectors. They found that the number of tourists and activities were significantly associated with several infected, confirmed COVID-19 cases. Public education and social support played critical roles in regulation enforcement and implementation.

Taylor and Robertson (1995) reported a three-year evaluation of the effects of one airline's Crew Resource Management (CRM) training operation for maintenance. This evaluation focuses on the post-training attitudes of maintenance managers and technical support professionals, their reported behaviors, and their units' safety, efficiency, and dependable maintenance performance. The results reveal a strong positive effect of the training. The overall program represents CRM training as a long-term commitment to improving performance through effective communication at all levels in airline maintenance operations. The initial findings described in our previous progress reports are reinforced and elaborated here. The current results benefit from using the final pre-post training survey population, with over 2,000 managers and staff professionals. Additionally, there are complete results from the two-month, six-month, and 12-month follow-up questionnaires and as many as 33 months of post-training performance data using several indicators.

Toquero and Mae (2020) stated that Covid-19 affected higher educational institutions not just in Wuhan, China, where the virus originated but all other higher educational institutions in 188 countries as of April 06, 2020. Educational countermeasures are taken to continue educating the students despite the COVID-19 predicaments. Based on the author's experiences, research, observations in the academe, COVID-19 guidelines, and the need for alternative solutions, this article introduces how higher education is affected and can respond to future challenges. This article recommends that educational institutions produce studies to proliferate and document the impact of the pandemic on the educational system. There is also a greater need for educational institutions to strengthen the practices in the curriculum and make it more responsive to the learning needs of the students even beyond conventional classrooms.

Charernnit (2021) stated that many airlines worldwide have to cut off the salary of their employees or lay off

their employees to maintain their financial status. This put many airline employees in financial and emotional instability. The primary focus of this research is to study Thai Airways' flight attendance emotional intelligence after the suspension of flight operations to the COVID-19 crisis and to recommend a guideline referring to the U theory and Buddhism beliefs to develop emotional intelligence. A survey was conducted among 31 flight attendants of Thai Airways with no leadership position. This research presents guidelines for developing emotional intelligence for flight attendants based on the best knowledge available on promoting emotional learning, especially after flight suspension during COVID-19.

1.1 Education in Covid-19 Pandemic

The COVID-19 pandemic has disrupted students' lives in different ways, depending not only on their level and course of study but also on the point they have reached in their programs. Those coming to the end of one phase of their education and moving on to another, such as those transitioning from school to tertiary education or from tertiary education to employment, face particular challenges. They will usually not be able to complete their school curriculum and assessment and, in many cases, have been torn away from their social group almost overnight. Students transitioning to tertiary education later this year are unlikely to take up offers to sit their year-end school exams (e.g., the International Baccalaureate) in a later session. Even those part-way through their programs will be anxious until they indicate how their courses and assessment schemes will be restored after the crisis. Many in the COVID-19 cohort of students will worry about suffering long-term disadvantages compared to those who studied "normally" when they move to another level of study or enter the labor market. Statements from tertiary institutions that they will apply admission criteria "compassionately" may not constantly reassure. While approaches to remote learning will differ between elementary (primary) school and tertiary education, the needs of skills-sector programs (Technical and Vocational Education and Training–TVET) need special attention. The graduates of such programs will have a crucial role in economic recovery. Providing the practical training they require through distance learning is possible but requires special arrangements. The Commonwealth of Learning is a valuable reference point for TVET in developing countries (Adnan & Anwar, 2020).

What curriculum should teachers use for remote learning during the COVID-19 crisis? The response will vary by jurisdiction. Some have prescriptive national curricula, whereas others give broad discretion to teachers to choose program content. General advice is for teachers to keep two objectives in mind. While it is essential to continue to orient students' learning to the classroom curriculum and the assessments/examinations for which they were preparing, it is also vital to maintain students' interest in learning by giving them varied assignments—not least, perhaps, by work that sets the present COVID-19 crisis in a broader global and historical context. Some schools are encouraging students to engage with the crisis by preparing hampers of food and supplies for vulnerable families or writing letters to elderly residents in care homes. Teachers can draw on the abundant high-quality learning material as freely usable Open Educational Resources for such enrichment.

Due to the suspension of face-to-face classes, the course had to be delivered online exclusively. A combination of asynchronous and synchronous modes of instruction was adopted. The asynchronous online instruction involves the dissemination and storage of readings and session materials on the LMS with the addition of annotated PowerPoints, with the tutor providing voice-over narration. Session activities and discussion tasks were changed to individual tasks, with additional instruction and notes provided for clarity. Synchronous online teaching involves one-hour-long real-time live lessons delivered through Video Conferencing Software (VCS). These are held a few days after the students receive the session materials. Initially, these were optional and designed to be open discussions about the session content where students could ask questions and session activities could be discussed. However, the tutor found that less than ten students joined, and unlike the face-to-face sessions, the students rarely talked, instead preferring the text chat function. The sessions were teacher-centered, with the tutor mainly re-capping the content of the PowerPoint. This was partially due to the tutor's lack of experience and skills in using VCS to teach. Synchronous online teaching requires a 'new and extended skill set. After three sessions, the tutor adapted his approach making the VCS sessions mandatory; utilized an additional feature of the VCS that allowed for small group discussions, 'breakout rooms,' and provided more structure. The 'breakout rooms' feature means the tutor can allocate students to a group for discussion tasks and monitor the discussions by entering the different rooms.

Online learning can be effective in digitally advanced countries. It is a significant deal of learning and teaching, and administrative activities of academic institutions are handled manually. Lack of access to fast, affordable, and reliable internet connections hinders the process of online learning, especially for those who are living in rural as well as marginalized communities. Students who access the internet through smartphones cannot take advantage of online learning because a significant amount of online content is not accessible via smartphones.

The unexpected change to online learning became a measure of organizational agility, with several academic institutions primarily focused on transferring educational content to the digital world rather than specifically on online teaching and delivery methods. Nonetheless, it was a reminder of the lack of resources in academic institutions and the social marginalization of students, where insufficient access and availability of the internet and the lack of the latest technology affected organizational responsiveness and students' capacity to participate in digital learning. Lack of proper instructor interaction is another primary concern associated with online learning.

Additionally, concerns regarding the online course content are usually discussed with the relevant course instructor by e-mail, which requires response time. Virtual classes can be of little interest to students who are tactile learners. Conventional classroom socialization is another major that must be added to online learning. Students only communicate with their fellows digitally and never see fellow students in person. Thus, the real-time sharing of ideas, knowledge, and information must be included in the digital learning world (Adnan & Anwar, 2020).

The current circumstances are unique; unlike everyday digital learning situations, as some might argue, it is more accurately crisis learning. There is a more substantial need for academic organizations to improve their curriculum, and new instructional methods and strategies should be of utmost significance. Educational institutions are also the focal points of social activities and interactions. If educational activities are suspended, many children and young people will miss social interaction-based activities necessary for growth and learning. Students should continue to learn, particularly underprivileged children and young adults, who are impacted by schools' suspension, so this is a huge issue to be tackled. While the short-term closure of academic institutions due to emergencies is not recent, the global scope and pace of present-day educational instability are sadly unparalleled. If sustained, it may inflict psychological distress and misery at various levels (McCarthy, 2020).

1.2 Purpose Statement

This study aimed to explore international airline cabin crew's needs, problems, solutions, and experiences of training platforms during the pandemic of COVID-19.

1.3 Research Questions

The question that guided this research was: 1) What are international airline cabin crew's needs for training classes during the pandemic of COVID-19? 2) What are international airline cabin crew's problems with training classes during the pandemic of COVID-19? 3) What are the international airline cabin crew's solutions for training classes during the pandemic of COVID-19? Furthermore, 4) What are international airline cabin crew's experiences of training classes during the pandemic of COVID-19?

2. Method

2.1 Design

The researcher adopted a qualitative approach in this research study. Qualitative research helps researchers gain in-depth information and obtain insight into the perspective of the study. The researcher employed narrative interviews to achieve data from the key informant.

2.2 Key Informants

The researcher used a purposive sampling method to select nine key informants representing the whole population. Moreover, these are the criteria for selecting five key informants.

1. must work as a cabin crew at international airlines in Thailand,

2. Informants must have experience as cabin crew who work at an international airline in Thailand for a minimum of three years,

3. Informants must have experience as cabin crew who work in economy class, business class, or first class,

4. must have experience as a cabin crew during the Covid-19 pandemic, and

5. They are willing to participate in the research study.

2.3 Data Collection Tool and Data Collection Process

The in-depth interview form was created after reviewing relevant research studies in this research study. The questions are open-ended; they were used to obtain in-depth information about the needs, problems, and experiences of the training class during the pandemic of COVID-19 of key informants. The questions asked

about the needs, problems, solutions, and experiences of training classes during the pandemic of COVID-19. The in-depth interview form was finalized for the application after obtaining the comments and suggestions from the experts.

2.4 Data Analysis

The researcher employed content analysis to analyze the data.

3. Findings

3.1 Need

1) Identifying the characteristics of the trainer when conducting during the pandemic

"...I always want the trainers to focus more on the learners' discussion, not just the slides..."

    Cabin crew B, 2nd Oct 2021

"...The trainer should provide documents summarizing everything about the lessons before the upcoming class..."

    Cabin crew C, 2nd Oct 2021

"...The trainer should let the cabin crew study the knowledge or data by providing the video clips to let the crew study by themselves before the actual class..."

    Cabin crew D, 3rd Oct 2021

"...Trainers should provide the video clip as a learning resource before joining the class..."

    Cabin crew E, 5th Oct 2021

The trainer should let learners study theories via video clips before classes, then focus more on learners' participation in discussion classes.

2) Setting the appropriate climate for online training classes during the pandemic

*"...**I want to see the training class with a more relaxing environment and superficial topic discussions since we have already been stressed in many ways already**..."*

    Cabin crew A, 2nd Oct 2021

"...We must survive in this world with new typical situations and the virus that still exists and evolves. Please be kind to one another..."

    Cabin crew B, 1st October 2021

"...Everyone is stressed because of the pandemic. The company needs to think about the length of training, training style, and the cabin crew's obstacles to learning..."

    Cabin crew E, 5th Oct 2021

There have been many things to think about during the pandemic. Everyone is stressed enough, but we still have to survive. The training classrooms should be conducted effectively to serve the learner's environment. The climate of the learning classroom is significant at this point.

3) Clarifying the differences between theoretical class and practical class during the pandemic

"...We should go with ZOOM but not for the practical class. She wants actual practice at the training center, not the innovative practice in her mind..."

    Cabin crew C, 2nd Oct 2021

"...Each crew should personalize the learning styles to learn better during the pandemics..."

    Cabin crew E, 5th Oct 2021

Theoretical and practical classes are essential to the cabin crew since they have to perform their duties from the theories. The organization should explore the best possible solution to serve learners' needs.

PROBLEM

1) Difficulties in conducting the online training class during the pandemic

"...I cannot fully concentrate on everything in online classes since the trainer tried to teach learners much knowledge quickly..."

    Cabin crew A, 2nd Oct 2021

"...The trainer often asked us to finish the exam even when we were having lunch..."

Cabin crew A, 2nd Oct 2021

"...Furthermore, there have been just a few interactions between 1) trainers & learners, 2) learners to learners. These are boring..."

Cabin crew B, 1st October 2021

"...It was boring. There is no participation at all. It was one-way communication..."

Cabin crew C, 2nd Oct 2021

"...It is challenging to focus on the lessons. There are many distractions at home ..."

Cabin crew E, 5th Oct 2021

There have been various difficulties, obstacles, distractions, and inconveniences in conducting online training classes during the pandemic. It has been difficult for them to do it since there are many distractions at home.

2) Identifying the difference between conducting theoretical class and practical class

"...I am concerned about the practical class like aircraft door operation and CPR demonstration, which everyone has to imagine and act like we are doing it ..."

Cabin crew B, 1st October 2021

"...It was too long to focus on (8:00 am -7:00 pm), and it was online..."

Cabin crew C, 2nd Oct 2021

"...There was one problem that I was concerned about a lot: the practical classes..."

Cabin crew D, 3rd Oct 2021

"...I am not worried about theories at all, but practice..."

Cabin crew E, 5th Oct 2021

As the learners, the cabin crew all express considerable problems in every practical class. It is all right to conduct online theoretical courses, but they all agree that studying suitable lessons online takes much work. It is the lives of passengers, the lives of colleagues, and it is a life of your own. This one has to be taken into consideration.

3.2 Experience

1) Taking it to the next level

"...I am OK with the online training class since I can concentrate better on theories, but I the big problems with practical class ..."

Cabin crew A, 2nd Oct 2021

"...With the online training class, I can concentrate better on the theories, but I feel sad about the experience in the practical class..."

Cabin crew B, 1st October 2021

"...I just joined the recurrent online class this August. This time, it gets better than last year's..."

Cabin crew C, 2nd Oct 2021

"...Everything happens via Zoom. For the first-class crew, we were taken to familiarize ourselves with the aircraft (Airbus 350 & Boeing 787) since we have more opportunities to fly than other economy class & business class crew..."

Cabin crew E, 5th Oct 2021

There have been many comments and suggestions for both online theoretical and practical online training classes. Many learners are satisfied with the result of academic online training classes, and many need help in practical online training classes.

2) New standard in life as the cabin crew

"...In these three months, the company seriously concerns the vaccination (2 of AstraZeneca or 2 of Sinovac + 1 of AstraZeneca. This means you have more chance to fly when fully vaccinated..."

Cabin crew E, 5th Oct 2021

"...She concerns more about the VISA & The Civil Aviation Authority of Thailand (CAAT)..."

    Cabin crew E, 5th Oct 2021

There have been many new standards in the airline industry since it was the first industry to experience the pandemic's effects. There will be no surprise if the cabin crew experiences a variety of new typical solutions. The cabin crew needs to get used to it to help the industry through the pandemics, such as flying visas for flying, vaccination, etc.

4. Discussion

Overall, the online training platform for cabin crew during the COVID-19 pandemic was seen to be significant and severe to continue new kinds of training in the future. This discussion was enhanced by addressing three research questions as follows.

What are international airline cabin crew's needs for training classes during the pandemic of COVID-19?

The key informants in this study expressed the first highlight that has emerged before in literature and studies on online training platforms for cabin crew. For this reason, it was a significant result of this study. There have been many things to think about during the pandemic. Everyone is stressed enough, but we still have to survive. The training classrooms should be conducted effectively to serve the learner's environment. The climate of the learning classroom is essential at this point. It is coded as an optimistic view relevant to the expression of being Online learning can be effective in digitally advanced countries. It is a significant deal of learning and teaching, and administrative activities of academic institutions are handled manually. Lack of access to fast, affordable, and reliable internet connections hinders the process of online learning (Adnan & Anwar, 2020). The key informants' second highlight on the situation The trainer should let learners study theories via video clips before classes, then focus more on learners' participation in discussion classes. Kogan et al. (2020) suggested that elective surgeries are being deferred, and orthopedic residents and fellows are being asked to change their daily routines drastically. These changes are unique opportunities for resident/fellow growth and development. Educational tools in the form of web-based learning, surgical simulators, and basic competency tests may serve an important role.

What are international airline cabin crew's problems of training class during the pandemic of COVID-19?

In this study, the result was that the key informants' views on the international airline cabin crew's problems with training classes during the pandemic of COVID-19 in their workplace were significant and challenging. The key informants found it challenging in their views on the problems of training classes during the pandemic of Covid-19. The study's most frequently stated positive aspect was the difficulties, obstacles, distractions, and inconveniences in conducting the online training class during the pandemic. It has been difficult for them to do it since there are many distractions at home. When Woodill (2004) stated that the principal reason why most people have trouble suffering through an e-learning course is that there is usually nothing to do but read, look, and take a multiple-choice test. Usually, no instructional activities deeply engage the learners' minds, and "interactivity" primarily consists of turning from one screen to another. Furthermore, the key informants agreed that the cabin crew, as the learners, all express the vast problems in every practical class. It is all right to conduct online theoretical classes, but they all agree that studying practical classes online takes much work. It is the lives of passengers, the lives of your colleagues, and it is a life of your own. This one has to be taken into consideration. This is relevant to Adnan and Anwar (2020). They stated that the uncertainties about when life will return to typical compound the anxiety. Even as institutions make the changes required to teach in different ways, all should prioritize reassuring learning with targeted communication.

What are international airline cabin crew's experiences of training class during the pandemic of COVID-19?

The first highlights the experience of training classes during the pandemic of COVID-19. The key informants highlighted that There had been many comments and suggestions for both online theoretical and practical online training classes. Many learners are satisfied with the result of theoretical online training classes, and many find it difficult in practical online training classes. This is relevant to Adnan and Anwar (2020)'s statement that learners can access helplines and resources outside the classroom systems that specialize in addressing challenges in conducting online classrooms. Furthermore, they also suggested that there have been many new normals in the airline industry since it was the first industry that experienced the effects of the pandemic. There will be no surprise if the cabin crew experiences a variety of new typical solutions. The cabin crew needs to get used to it to help the industry through the pandemics, such as flying visas for flying, vaccination, etc.

5. Conclusion and Recommendations

The pandemic of coronavirus disease 2019 (COVID-19) has pushed the world into the deepest global recession in living memories. Thai people are experiencing the struggles of the pandemic as well. The government has temporarily closed many schools, universities, and other educational institutions to contain the spread of the virus. Therefore, some learning communities try to recreate school as close to normal as possible. In some organizations, the pandemic has also significantly impacted human resources (HR) since conducting regular training classrooms for employees, especially organizations in the airline industry, is challenging. The COVID-19 pandemic has put the airline business in a challenging position. It is one of the leading businesses with tremendous impacts from the pandemic. Although international airlines confront difficulties in coming back in everyday situations, they still need to provide their cabin crew the training courses because they must always be ready to return to work. Usually, the airline provides a training classroom for every cabin crew to study, review and revise. There are many classes for them, such as safety and emergency class, service class, recurrent class, first aid class, crew resource management class, language and culture class, etc. Nevertheless, they need help to conduct the class. There are many different reasons. For example, they have different work slot times. They experience jet lag symptoms. They experience the time zone difference. They fly to many different countries around the world. They need more time to be ready and well-prepared for classes, etc. Mainly because of the COVID-19 pandemic, the airlines experience difficulties conducting the appropriate learning (training) platforms for their cabin crew. This study aimed to explore international airline cabin crew's needs, problems, and experiences of training platforms during the pandemic of COVID-19. The study revealed cabin crew's needs, problems, and experiences with training platforms during the pandemic of COVID-19.

1) Identifying the characteristics of trainers when conducting during the pandemic. The trainer should let learners study theories via video clips before classes, then focus more on learners' participation in discussion classes.

2) Setting the appropriate climate for online training classes during the pandemic. There have been many things to think about during the pandemic. Everyone is stressed enough, but we still have to survive. The training classrooms should be conducted effectively to serve the learner's environment. The climate of the learning classroom is significant at this point.

3) Clarifying the differences between theoretical class and practical class during the pandemic. Theoretical and practical classes are essential to the cabin crew since they have to perform their duties from the theories. The organization should explore the best possible solution to serve learners' needs.

4) Difficulties in conducting online training classes during the pandemic. There have been various difficulties, obstacles, distractions, and inconveniences in conducting online training classes during the pandemic. It has been difficult for them to do it since there are many distractions at home.

5) Identifying the difference between conducting theoretical class and practical class. The cabin crew, as the learners, all express the vast problems in every practical class. It is all right to conduct online theoretical classes, but they all agree that it is extremely tough to study practical classes online. It is the lives of passengers, the lives of your colleagues, and it is a life of your own. This one has to be taken into consideration.

6) Taking it to the next level. There have been many comments and suggestions of both online theoretical and practical online training classes. Many learners are satisfied with the result of theoretical online training classes, and many find it difficult in practical online training classes.

7) **A new standard in life as the cabin crew**. There have been many new standards in the airline industry since it was the first industry to experience the pandemic's effects. There will be no surprise if the cabin crew experiences a variety of new standard solutions. The cabin crew needs to get used to it to help the industry through the pandemics, such as flying visas for flying, vaccination, etc.

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