

THE RELATIONSHIP BETWEEN CADETS' ACADEMIC COMPETENCE AND PERFORMANCE DURING FLIGHT OPERATIONS OFFICER ON-THE-JOB TRAINING AT PT CITILINK INDONESIA

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Abstract

Aviation vocational education requires alignment between theoretical knowledge and the ability to perform operational tasks effectively. This study aimed to analyze the level of cadets' academic competence, the level of practical performance, and the relationship between the two during the On-the-Job Training (OJT) program for Flight Operations Officers (FOOs) at PT Citilink Indonesia. The study employed a quantitative descriptive correlational design. The primary analysis involved all 126 cadets of the Aircraft Operations Study Program at the Indonesian Aviation Academy Banyuwangi who had complete academic records and OJT performance evaluations. Academic competence was measured using the average scores of 17 FOO-related subjects, while OJT performance was measured based on supervisors' evaluations covering FLOPS, RAMP, Flight Following, Crew Tracking, and Work Habit. The data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, and Spearman's rank correlation. As supporting data, a perception questionnaire was administered to 65 cadets, with the sample size determined using the Slovin formula. The results showed that the mean academic competence score was 84.67, which falls into the Very Good category, while the mean OJT performance score was 87.75, categorized as Satisfactory. Both variables were not normally distributed. Spearman's rank correlation analysis yielded a correlation coefficient of $\rho = -0.196$ with $p = 0.028$, indicating a statistically significant but very weak negative relationship. The questionnaire findings revealed that academic competence provided a fundamental basis for performing OJT tasks; However, cadets still perceive differences between campus-based learning and airline operational practices, particularly regarding operational procedures, company systems, and operational applications. The study concludes that academic competence is significantly associated with OJT practical performance, although the strength of the relationship is very weak and therefore does not fully explain OJT performance. The findings suggest that educational institutions should strengthen operational simulations, introduce airline operational systems, and further align academic learning with industry requirements.

Keywords: *Academic Competence, Aviation Vocational Education, Flight Operations Officer, On-The-Job Training, Practical Performance.*

INTRODUCTION

Aviation vocational education is not enough to produce graduates who master theory. Institutions must also ensure that cadets are able to apply knowledge accurately, disciplined, and safely in a dynamic work environment. This demand is particularly crucial for Flight Operations Officers (FOOs) because this work relates to flight planning, operations monitoring, crew coordination, weather interpretation, regulatory compliance, and operational decision-making support. The International Civil Aviation Organization (ICAO) places knowledge, skills, and attitudes as an integral part of FOO education. Doc 7192 Part D-3 provides the basis for the training syllabus, while Doc 10106 reinforces the competency-based training and assessment approach for FOOs or flight dispatchers (ICAO, 1998, 2021). The Aircraft Operations Study Program at the Indonesian Aviation Academy in Banyuwangi develops FOO competencies through a series of ground school, final exams, Flight Operations simulations, OJT, familiarization flights, and competency checks. This series lays the foundation for academic learning before cadets encounter actual airline operations. Academic competencies encompass several core subjects, including Air Law, Rules and Regulations, Aircraft General Knowledge, Meteorology, Flight Navigation, Flight Performance and Planning, Weight and Balance, Dangerous Goods, Conduct of Flight Operations, and Dispatch Resource Management.

Although the curriculum structures learning in stages, academic grades do not always fully reflect practical skills. The work environment demands responsiveness to actual conditions, the use of company systems, cross-functional communication, time management, and professional work habits. Sonnentag and Frese (2002) explain that performance encompasses task performance and contextual performance. Exam scores primarily capture knowledge mastery, while OJT assessments also capture adaptability, coordination, initiative, discipline, and responsibility. These differences in measurement characteristics are related to the theory-practice gap. Greenway, Butt, and Walthall (2019) define the theory-practice gap as a misalignment between taught knowledge and its application in professional situations. Michau et al. (2009) found that limited practical opportunities, case differences, and unclear roles for trainees hinder the integration of theory and practice. In the internship context, Shahnawaz, Yusuf, and Abdullah (2023) also found that academic achievement does not automatically guarantee internship performance because practical skills, problem-solving, ethics, and professionalism form different dimensions. Research in aviation education has yielded mixed results.

Jones (2013) found a positive, but insignificant, relationship between academic achievement and pilot performance in flight training. In another field, Tolentino (2023) found a relationship between academic achievement and practical performance, but field experience remains important. Marijani et al. (2023) emphasized that field training can improve knowledge application and job readiness when the educational institution and the internship site provide adequate support. Studies on the relationship between academic competency and OJT performance in FOO education are still limited. Most studies use student perceptions or work readiness data, rather than supervisor assessment data in the airline environment. This study uses two objective data sources, namely cadets' academic scores and OJT scores given by supervisors at PT Citilink Indonesia. The study also uses a perception questionnaire as supporting data to explain the context of the statistical relationship. This approach provides a more complete picture of the relationship between academic achievement and operational performance in aviation vocational education. This study aims to: (1) describe the level of academic competency of cadets; (2) describe practical performance during OJT FOO; and (3) analyze the direction and strength of the relationship between academic competency and OJT performance. The research hypothesis states that there is a significant relationship between cadets' academic competency and OJT FOO practical performance at PT Citilink Indonesia.

METHOD

The study used a quantitative approach with a descriptive correlational design. This design describes the level of each variable and examines the relationships between variables without providing treatment and without drawing causal conclusions (Creswell & Creswell, 2018; Sugiyono, 2022). The study was conducted at the Indonesian Aviation Academy in Banyuwangi as the source of academic data and at the Flight Operations unit of PT Citilink Indonesia, Soekarno-Hatta International Airport, as the location for the On-the-Job Training (OJT) FOO.

The study population consisted of 126 cadets of the Aircraft Operations Study Program who had completed the OJT FOO and had complete academic data and OJT assessments. The population included 24 cadets from Batch 1, 14 from Batch 2, 46 from Batch 3, and 42 from Batch 4. The study used the entire population for the primary analysis. The census approach reduced the risk of sampling error in the analysis of the relationship between the two main variables.

The academic competency variable is calculated from the average of 17 subjects that support the FOO competency. These subjects include Aviation Indoctrination, Air Law, Rules and Regulations, Aircraft General Knowledge, Principles of Flight or Aerodynamics, Human Performance, Aviation Medicine, Aviation Security, Meteorology, Flight Navigation, Air Traffic Management, Dangerous Goods, Flight Performance and Planning, Weight and Balance, A320 Type Rating, Conduct of Flight Operation, and Dispatch Resource Management. All scores use a scale of 0 to 100.

The practical performance variable is calculated from the average OJT score given by PT Citilink Indonesia supervisors. The assessment covers five main areas: FLOPS, RAMP, Flight Following, Crew Tracking, and Work Habits. These aspects measure task execution accuracy, procedural understanding, coordination, operational monitoring, discipline, communication, cooperation, and initiative.

The study also used a perception questionnaire as supporting data to help interpret the results of the analysis of the relationship between academic competence and OJT practical performance. The questionnaire consisted of 16 statements with a four-level Likert scale and three open-ended questions covering aspects of theoretical relevance, cadet readiness, supervisor guidance, and obstacles and challenges during OJT. The minimum number of questionnaire respondents was determined using the Slovin formula with a 10% error rate from the study population, resulting in a sample requirement of 56 respondents. Data collection resulted in 65 respondents used in the analysis.

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Data collection was carried out through Google Forms. Before use, the instrument was tested for validity using Pearson Product Moment correlation by correlating the score of each statement item with the total questionnaire score. A statement item was declared valid if the calculated r value was greater than the table r (0.317) at a significance level of 1%. Furthermore, a reliability test was conducted using Cronbach's Alpha with the criteria of an α value ≥ 0.70 . The test results showed that all statement items were declared valid and the instrument had a Cronbach's Alpha value of 0.874, thus being declared reliable.

Researchers processed the data using the Statistical Package for the Social Sciences. Descriptive analysis calculated the minimum, maximum, mean, and standard deviation values. The Shapiro-Wilk test determined the data distribution. Because both variables were not normally distributed, the study used the Spearman Rank correlation. The test used a significance level of 0.05. Coefficients of 0.00 to 0.199 were interpreted as very low; 0.20 to 0.399 as low; 0.40 to 0.599 as moderate; 0.60 to 0.799 as strong; and 0.80 to 1.00 as very strong. Questionnaire data were analyzed in the form of percentages and open-ended answer themes.

Table 1. Summary of research design and measurements

Component	Information
Design	Quantitative descriptive correlational
Main subject of analysis	126 OPU cadets who have participated in OJT FOO at PT Citilink Indonesia
Academic competence	Average score of 17 FOO competency subjects, scale 0 to 100
OJT Performance	Average supervisor ratings on FLOPS, RAMP, Flight Following, Crew Tracking, and Work Habit
Supporting data	16-item questionnaire and 3 open-ended questions; minimum sample requirement of 56 respondents (Slovin, $e = 10\%$), 65 respondents were obtained
Instrument Test	Pearson Product Moment validity (all items are valid) and Cronbach's Alpha reliability = 0.874 (reliable)
Analysis	Descriptive statistics, Shapiro-Wilk, Spearman Rank, and percentage-thematic analysis

Source: Processed research design, 2026.

RESULTS AND DISCUSSION

Characteristics of Research Data

The primary analysis used complete data from 126 cadets. The largest composition came from Batch 3 (46 cadets, or 36.5 percent), and Batch 4 (42 cadets, or 33.3 percent). Batch 1 included 24 cadets, or 19.0 percent, while Batch 2 included 14 cadets, or 11.1 percent. All cadets had participated in academic learning at API Banyuwangi and OJT FOO at PT Citilink Indonesia.

Table 2. Distribution of research subjects by batch

Batch	Frequency	Percentage
OPU Batch 1	24	19.0%
OPU Batch 2	14	11.1%
OPU Batch 3	46	36.5%
OPU Batch 4	42	33.3%
Total	126	100.0%

Source: Processed research data, 2026.

Academic Competence of Cadets

The average academic competency score reached 84.67. The API Banyuwangi academic guidelines place this score in the excellent category. The minimum score is 79.00, the maximum score is 89.00, and the standard

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deviation is 1.92179. The small standard deviation indicates that academic scores are concentrated around the average. The narrow score range also indicates that the majority of cadets have relatively homogeneous academic achievements.

Flight Navigation achieved the highest average score of 89.14. Aviation Security came in next with an average score of 88.83, while Human Factors achieved 87.48. Flight Performance and Planning had the lowest average score of 78.48, but was still considered good. This pattern indicates strengths in navigation, safety, human factors, meteorology, regulations, and general aircraft knowledge.

Table 3. Average academic competency by subject

Subjects	Average	Category	Information
Aviation Indoctrination	82.18	Very good	Provides a basic understanding of the world of aviation, organizations, and the profession of Flight Operations Officer.
Air Law	86.17	Satisfying	Understand national and international regulations governing aviation safety and operations.
Rules and Regulation	86.17	Satisfying	Mastering operational regulations and procedures that form the basis for flight implementation.
Aircraft General Knowledge	86.31	Satisfying	Understand the characteristics, systems, and capabilities of aircraft used in flight operations.
Aerodynamic	83.71	Very good	Understand the principles of aerodynamics that affect aircraft performance during flight.
Human Factor	87.48	Satisfying	Understanding human factors that impact safety, communication, and operational decision-making.
Aviation Medicine	84.57	Very good	Understand the aviation health aspects related to operational safety.
Aviation Security	88.83	Satisfying	Understand aviation security principles and procedures in support of safe operations.
Meteorology	86.39	Satisfying	Interpreting weather information to support flight planning and execution.
Flight Navigation	89.14	Satisfying	Understand flight navigation and route planning as the basis of flight operations.
Air Traffic Management	84.28	Very good	Understand the air traffic service system and flight operations coordination.
Dangerous Goods	85.11	Satisfying	Understand the classification, handling and transportation of dangerous goods according to regulations.
Flight Performance and Planning	78.48	Good	Calculate aircraft performance, fuel requirements, payload, and flight planning.
Weight and Balance	84.03	Very good	Understand the calculation of load distribution and aircraft balance to meet operational limits.
Type Rating A320	83.58	Very good	Understand the characteristics and operational procedures of the Airbus A320 aircraft.
Conduct of Flight Operation	81.41	Very good	Understand the procedures for implementing flight operations according to operational standards.

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Subjects	Average	Category	Information
Dispatch Resource Management	81.61	Very good	Understand resource coordination, communication, and decision making in flight operations.

Source: Processed research data, 2026.

OJT Practice Performance

The average OJT practical performance reached 87.75 and was categorized as satisfactory. The minimum score was 73.00, the maximum score was 97.00, and the standard deviation was 5.05638. The variation in practical performance was greater than the variation in academic scores. This condition indicates that the OJT environment produces more diverse performance differences because cadets face varying workloads, operating conditions, work interactions, and practical opportunities.

All OJT indicators averaged above 87. FLOPS scored the highest at 88.11. RAMP scored 87.97, Crew Tracking 87.85, Work Habit 87.43, and Flight Following 87.36. These results demonstrate that the cadets were able to consistently perform their duties. However, Work Habit and Flight Following were the two indicators with relatively lower averages compared to the others.

Table 4. Average OJT performance based on indicators

OJT Indicators	Average	Category	Operational meaning
FLOPS	88.11	Satisfying	Implementation of tasks in the Flight Operations function
RAMP	87.97	Satisfying	Understanding and coordination of operational activities in the land area
Crew Tracking	87.85	Satisfying	Monitoring and coordinating crew availability
Work Habit	87.43	Satisfying	Discipline, communication, cooperation, responsibility, and initiative
Flight Following	87.36	Satisfying	Monitoring of flight developments and response to operational information

Source: Processed research data, 2026.

Results of Descriptive Analysis of Research Variables

The two main variables used in the study were academic competence and On-the-Job Training (OJT) practical performance. Descriptive statistics included the number of data points (N), minimum value, maximum value, average (mean), and standard deviation, which provide a general overview of the characteristics of each variable.

Based on Table 5, the academic competency has an average value of 84.67, with a minimum value of 79.00, a maximum value of 89.00, and a standard deviation of 1.92179. Based on the assessment guidelines of the Indonesian Aviation Academy Banyuwangi, the average value is in the Very Good category. The relatively small standard deviation indicates that the variation in academic scores between cadets is not too large, so the level of academic competency tends to be homogeneous.

Meanwhile, the OJT practical performance had an average score of 87.75, with a minimum score of 73.00, a maximum score of 97.00, and a standard deviation of 5.05638. Based on the applicable assessment guidelines, this average score falls into the Satisfactory category. The larger standard deviation value compared to academic competency indicates that the variation in practical performance among cadets during the OJT implementation is more diverse.

In general, the results of the descriptive analysis indicate that both research variables are in the good category, with academic competence in the Very Good category and OJT practical performance in the Satisfactory category. These findings illustrate that cadets have relatively high academic achievement and are able to demonstrate good practical performance during the OJT implementation. This descriptive overview serves as the basis for further analysis regarding the relationship between academic competence and OJT practical performance.

Table 5. Summary statistics of academic competencies and OJT performance

Variables	N	Minimum	Maximum	Average	Elementary School	Category
Academic competence	126	79.00	89.00	84.67	1.92179	Very good
OJT practice performance	126	73.00	97.00	87.75	5.05638	Satisfying

Source: Processed research data, 2026.

Normality Test and Relationship Between Variables

The Shapiro-Wilk test yielded a p-value of less than 0.001 for academic competence and OJT performance. Both variables did not meet the assumption of normality. Therefore, the study used Spearman Rank correlation. The analysis results showed a correlation coefficient of -0.196 with a p-value of 0.028. A p-value smaller than 0.05 supports the hypothesis that there is a significant relationship between academic competence and OJT performance. However, the coefficient of -0.196 is in the very low category and indicates a negative direction.

The negative trend does not necessarily imply that increased academic competency leads to decreased OJT performance. Correlational designs do not test for cause and effect. The coefficients merely indicate a very weak trend in the research data. Interpretation should take into account the narrow range of academic scores, the high mean scores of both variables, the differences in the constructs being assessed, and the varying contexts of practice. Academic scores primarily capture mastery of structured material, while OJT assessments encompass the ability to apply procedures, adapt, communicate, and maintain professional work habits.

Table 6. Results of normality test and Spearman correlation

Testing	Statistics	p-value	Decision
Shapiro-Wilk academic competency	Abnormal	<0.001	Use nonparametric tests
Shapiro-Wilk OJT performance	Abnormal	<0.001	Use nonparametric tests
Academic Spearman with OJT	rho = -0.196; N = 126	0.028	Significant, very low and negative relationship

Source: Processed research data, 2026.

Cadet Perception as Supporting Data

A perception questionnaire was used as supporting data to help interpret the results of the analysis of the relationship between academic competency and OJT practical performance. In terms of theoretical relevance, 92.3% of respondents stated that theoretical knowledge acquired on campus could be applied during OJT, while 84.6% of respondents stated that theory helped them understand the assigned tasks. However, 69.2% of respondents also stated that not all learning materials were directly relevant to the work during OJT, and 72.3% of respondents considered there was a discrepancy between the theory learned on campus and operational practice in the field. These findings indicate that theory provides an important foundation for OJT implementation, but there is still a gap between learning materials and the operational conditions faced by cadets.

Regarding readiness, 66.2% of respondents felt they were academically prepared before undertaking OJT, and 83.1% stated they were able to understand the tasks assigned during OJT. However, only 47.7% of respondents felt that on-campus learning provided sufficient training to face challenges during OJT, while 52.4% of respondents disagreed or strongly disagreed. These results indicate that although academic competency has provided a good foundation of knowledge, practice-based learning can still be strengthened to better reflect operational conditions in the aviation industry.

The supervisory guidance aspect received the most positive assessment compared to other indicators. Ninety-seven percent of respondents stated that their supervisors provided clear direction during OJT, while 96.9% of respondents stated that their supervisors helped them understand tasks they hadn't yet mastered and provided feedback on task implementation. These results indicate that respondents had a positive perception of the mentoring process during OJT.

These findings were reinforced by the results of an open-ended questionnaire, in which most respondents stated that the theory learned on campus provided a foundation for understanding the job, but that implementing OJT still required adjustments to operational procedures, the use of airline systems and applications, and the dynamics of the work environment, all of which were not entirely learned through on-campus learning. Furthermore, respondents also assessed that supervisors played an active role in providing direction, guidance, and opportunities for discussion when facing difficulties. The majority of respondents also suggested that on-campus learning be supplemented with more operational simulations, case studies, and an introduction to systems used in airlines to further enhance cadets' preparedness before undertaking OJT.

Table 7. Summary of supporting questionnaire findings

Aspect	Selected indicators	Positive Response	Interpretation
Relevance of theory	Theoretical knowledge can be applied in OJT	92.3%	The theory obtained on campus becomes the basis for carrying out tasks during OJT.
	Not all materials are relevant to OJT work	69.2%	There is still a gap between some learning materials and operational needs in the field.
Cadet readiness	Able to understand tasks during OJT	83.1%	Most cadets feel capable of carrying out the tasks given during OJT.
	The campus has provided sufficient training to face the challenges of OJT.	47.7%	Perceptions regarding the adequacy of practical training are still varied so that practice-based learning can still be improved.
Supervisor guidance	Supervisor provides clear directions	97.0%	Supervisors are perceived to provide clear direction during the implementation of OJT.
	Supervisor helps to understand the job	96.9%	Supervisors support the learning process and understanding of tasks during OJT.
Obstacles and challenges	There are differences between theory and practice in the field	72.3%	Cadets still feel there is a difference between learning on campus and operational practice in industry.

Source: Questionnaire of 65 respondents processed, 2026.

DISCUSSION

Excellent academic achievement indicates that the learning process has established an adequate foundation of FOO knowledge. Holmes, Tuin, and Turner (2021) emphasize that competency-based education must link knowledge, skills, and attitudes to job requirements. High scores in Flight Navigation, Aviation Security, Human Factors, and Meteorology demonstrate mastery of areas critical to the safety and control of flight operations. However, homogeneous academic scores also limit the statistical ability to differentiate practical performance between individuals.

The satisfactory performance of the OJT program demonstrated that most cadets were able to transfer their knowledge to the workplace. This finding aligns with Marijani et al. (2023), who demonstrated that field-based training supports knowledge application, confidence, and job readiness. OJT provides cadets with the opportunity to encounter real-world workflows, use operational documents, communicate with relevant personnel, and receive direct feedback.

The significant but very weak relationship suggests that academic competency represents only one component of practical performance. This finding aligns with Shahnawaz et al. (2023), who found that academic

achievement exhibited distinct patterns of relationships with practical skills, problem-solving, ethics, and professionalism. Jones (2013) also reported that academic achievement was not consistently strongly related to flight performance. Workplace performance is a broader construct than course grades.

The very weak negative trend should be interpreted with caution. The data do not support the conclusion that academic competence is detrimental to practical performance. Academic scores ranged only from 79 to 89 with a standard deviation of 1.92. This narrowing of the range could have suppressed the correlation coefficient. At the same time, OJT scores varied more because supervisors assessed both technical and behavioral aspects within the work context. Differences in the scale of variation and construct content could result in a small correlation, even though both variables had high averages.

The perception findings support the theory-practice gap explanation. Cadets can apply theory and understand tasks, but they still face more dynamic systems, applications, company manuals, and work conditions. Greenway et al. (2019) stated that the gap arises when practice does not fully reflect theory or when theory does not address the complexities of the work context. Michau et al. (2009) also showed that the quality of practice opportunities and mentor support influence the integration of theory and practice.

The questionnaire results showed that the majority of respondents gave positive assessments to the guidance, mentoring, and feedback provided by supervisors during the OJT. This finding illustrates that the mentoring process was perceived to have proceeded well during the OJT implementation. The guidance, assistance, and feedback provided opportunities for cadets to correct their understanding and adapt their actions to company procedures. Therefore, OJT scores reflect not only campus learning outcomes but also the quality of mentoring, the opportunity to carry out tasks, the distribution of workload, the unit culture, and the individual's adaptability.

The research implications point to strengthening competency-based learning. API Banyuwangi needs to map each subject to FOO work assignments and ICAO competency elements. Institutions also need to enhance scenario-based simulations, operational system training, case-based briefings, and cross-functional learning. ICAO Doc 10106 emphasizes training and assessment design based on work competencies, not just syllabus completion (ICAO, 2021).

Partnerships between universities and airlines should incorporate a scheduled calibration mechanism. Universities can request periodic feedback from supervisors regarding knowledge gaps, common errors, systems that need to be introduced, and Work Habit indicators that require training. Airlines can use more standardized assessment rubrics and provide regular feedback. This will improve assessment consistency and clarify the link between learning outcomes and industry performance standards.

Research Limitations

This study has several limitations. First, the analysis only covered one educational institution and one airline, so generalizations should be made with caution. Second, the study used average academic and OJT scores. The aggregation of scores may obscure specific relationships between specific subjects and specific OJT assignments. Third, the range of academic scores is relatively narrow, so the correlation coefficient is potentially limited in scope. Fourth, the study did not control for other factors such as motivation, communication skills, simulation experience, mentoring quality, placement location, and task intensity. Fifth, the OJT assessments were conducted by supervisors, so differences in standards between assessors could have influenced scores. Future research should utilize multicenter designs, indicator-by-indicator analysis, multivariate models, and assessor calibration to obtain stronger explanations.

CONCLUSION

The academic competence of Aircraft Operations Study Program cadets is in the Very Good category with an average of 84.67, while the practical performance of Flight Operations Officers (FOO) is in the Satisfactory category with an average of 87.75. The Spearman test shows a significant relationship between academic competence and practical performance of OJT, but the strength of the relationship is very low with a negative direction ($\rho = -0.196$; $p = 0.028$). These results indicate a statistical relationship between the two variables, but cannot be interpreted as a causal relationship or as evidence that higher academic grades reduce practical performance of OJT.

The questionnaire results indicated that the majority of cadets considered academic competency to provide a foundation for understanding and carrying out tasks during OJT. However, respondents also revealed discrepancies between on-campus learning materials and operational conditions in the field, particularly regarding the use of operational systems, work procedures, and work environment dynamics. The open-ended questionnaire results reinforced these findings, with most respondents stating that adapting to airline operational procedures and systems was a common experience during OJT. These findings provide context for interpreting the very weak relationship between academic competency and OJT practical performance.

Based on the research findings, API Banyuwangi can consider strengthening operational simulations, introducing airline systems and applications, case-based learning, and mapping the curriculum to Flight Operations Officer (FOO) competencies. The research findings also suggest that API Banyuwangi and PT Citilink Indonesia can continue to improve collaboration through evaluating OJT implementation, aligning competencies, and periodically exchanging feedback. Further research is recommended to analyze the relationship between each subject and each OJT indicator and examine other factors potentially related to practical performance, such as adaptability, motivation, communication, and quality of supervision.

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