Jurnal Pengabdian Masyarakat Bestari (JPMB)
Vol. 5, No. 10 (October) 2026: 855-864

Socialization of the National Aviation Security Program (KM 39 of 2024) and Safety Management System Implementation at Abdulrachman Saleh Airport, Malang

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A R T I C L E I N F O

Keywords: Aviation Security, Safety Management System, Aviation English, Airport Personnel, Community Service

Received : 5, August
Revised : 20, September
Accepted: 22, October

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A B S T R A K

This community service program aimed to strengthen airport personnel understanding of the National Aviation Security Program (KM 39 of 2024), Safety Management System (SMS), and Aviation English at Abdulrachman Saleh Airport, Malang. The activity was conducted on 6 October 2025 through socialization, interactive discussion, simulation, observation, semi-structured interviews, and documentation. The program involved 20 airport and military personnel, supported by 14 staff members from Surabaya Aviation Polytechnic. Thematic evaluation showed positive participant responses: 88.9% reported that the material was understandable, relevant, aligned with the activity topic, and motivating for SMS implementation. Participants also requested longer duration and more practical simulation. The program indicates that participatory, practice-oriented socialization can support professional communication and strengthen safety and security awareness.

INTRODUCTION

Aviation is an essential component of the national transportation system and supports the movement of people and goods, trade, economic activity, tourism, and regional development. Airports function as major gateways for passengers, cargo, and mail; therefore, passenger and baggage screening must be implemented carefully to prevent prohibited and dangerous items from entering sterile areas or aircraft. The original community service article places this operational requirement within the broader context of aviation safety and security, emphasizing the need for airport personnel to understand both regulatory obligations and practical security procedures (Sinaga, 2022; Sholiha, 2022).

Safety and security are inseparable elements of air transport operations. As information technology develops, airport security systems are also expected to adapt through more effective and integrated digital processes. Within this context, the Safety Management System (SMS) is presented as a structured approach for identifying hazards, managing operational risk, and continuously improving safety performance. Internationally, SMS is associated with ICAO safety-management provisions, while in Indonesia the obligation to manage aviation safety is also linked to Law Number 1 of 2009 on Aviation. The community service activity at Abdulrachman Saleh Airport was designed to strengthen the practical understanding of these principles among personnel who operate in a mixed civil-military airport environment.

Aviation English is another important competence because aviation activities depend on clear, standardized, and professional communication. Effective English communication can help personnel explain security procedures to foreign passengers, coordinate with other aviation stakeholders, and reduce the risk of misunderstanding in operational situations. The source article notes that airport personnel may still experience limitations in speaking practice, exposure to aviation-specific English, and opportunities to apply technical terminology in realistic contexts. These conditions provided a practical reason for integrating Aviation English into the socialization activity rather than treating SMS and communication competence as separate topics.

The activity also responded to field observations at Abdulrachman Saleh Airport. The source article describes concerns related to access control in airside and apron areas, including situations in which pass-card checking was not implemented optimally. These observations reinforced the need for stronger awareness of security discipline, organizational responsibility, and risk management. In this setting, the National Aviation Security Program (KM 39 of 2024) was used as the regulatory framework for discussing security obligations, while SMS concepts were used to frame proactive and systematic risk management.

The community service contribution therefore lies in combining three operationally related components: regulatory awareness, SMS implementation, and Aviation English for frontline personnel. The program specifically targeted airport and military personnel at Abdulrachman Saleh Airport and used participatory socialization, discussion, simulation, and post-activity evaluation.

The expected contribution was not only improved knowledge, but also stronger confidence, professionalism, and readiness to apply standardized communication and safety-security practices in daily work. This article presents the implementation method, participant responses, practical outcomes, and recommendations for future community service activities.

IMPLEMENTATION AND METHODS

The community service activity was conducted at Abdulrachman Saleh Airport, Malang, on 6 October 2025. The location was selected purposively because the airport provides a relevant operational setting for strengthening the safety and security competencies of personnel. The activity involved 20 airport and Indonesian National Armed Forces (TNI) personnel as the main target participants. In addition, 14 staff members from Surabaya Aviation Polytechnic participated in the activity as organizers, facilitators, and supporting personnel. The evaluation discussed in this article focused on the 20 airport and military participants.

The implementation was participatory and combined theory with interactive practice. The material covered the National Aviation Security Program (KM 39 of 2024), basic Safety Management System concepts, aviation security responsibilities, operational coordination, digitalization in safety-security management, and Aviation English used in the Security Check Point (SCP) 2 context. Delivery methods included presentation, discussion, question-and-answer sessions, simple simulation, observation, and practical exposure to digital monitoring through surveillance-camera practice.

The activity was organized in four stages. First, the team coordinated with airport stakeholders, prepared the socialization materials, and prepared semi-structured interview guidelines. Second, the socialization was delivered through explanation, interactive discussion, and simple simulation. Third, post-activity interviews were conducted to explore participant understanding, relevance of the material, perceived benefits, delivery methods, and expectations for future activities. Fourth, the interview data and facilitator notes were organized and interpreted to identify recurring themes and practical recommendations.

The main qualitative evaluation instrument was a semi-structured interview guide, supported by facilitator observations and activity documentation. The source article refers to the facilitator as the principal instrument and uses a thematic analysis approach consisting of data reduction, narrative presentation, and conclusion drawing (Lincoln & Guba, 1985; Miles, Huberman, & Saldaña, 2014). Credibility was strengthened through source triangulation between participant responses and facilitator notes, as well as member checking of recorded interview information (Moleong, 2019).

Table 1. Community Service Activity Schedule

Time	Activity	Location
07:00	Departure to the location	Surabaya Aviation Polytechnic
08:30-09:00	Arrival and preparation	Abdulrachman Saleh Airport
09:00-09:30	Opening	Abdulrachman Saleh Airport
09:30-09:45	Coffee break	Abdulrachman Saleh Airport
09:45-10:45	Socialization session	Abdulrachman Saleh Airport
10:45-11:45	Question and answer	Abdulrachman Saleh Airport
11:45-13:00	Closing	Abdulrachman Saleh Airport
13:00-14:00	Return trip	Surabaya Aviation Polytechnic

RESULTS AND DISCUSSION

The socialization was completed as planned and received a positive response from participants and airport stakeholders. The program combined regulatory explanation, SMS discussion, Aviation English, and practical simulation. The activity also introduced a digital dimension through the use of surveillance-camera practice, which connected abstract safety-management concepts with the type of monitoring technology encountered in airport operations. This combination helped participants relate the material to their daily responsibilities rather than treating it solely as classroom knowledge.

A central outcome was the strengthening of Aviation English for personnel working around Security Check Point 2. Through simulation and practical exercises, participants practiced technical expressions and communication patterns relevant to aviation security. The source article reports that this approach was considered useful for improving communication with foreign passengers and for delivering security instructions more clearly, firmly, and professionally. In operational environments, such clarity is important because ambiguous or inconsistent communication can create misunderstanding, delay security processes, and reduce confidence in frontline service.

Post-activity interviews were used to explore participant experience, understanding, and motivation regarding SMS and the training material. Participants generally considered the material understandable and relevant to their work. The source article reports a positive-response figure of 88.9% for several evaluation aspects, including understanding of the material, alignment

between the content and the activity topic, increased interest in SMS implementation, and interactive delivery. Participants also expressed enthusiasm for similar future activities, while requesting longer training time and a greater proportion of hands-on practice.

Table 2. Characteristics of Evaluated Participants

No.	Participant group	Number	Percentage
1	Airport personnel	10	50%
2	TNI personnel	10	50%
	Total	**20**	**100%**

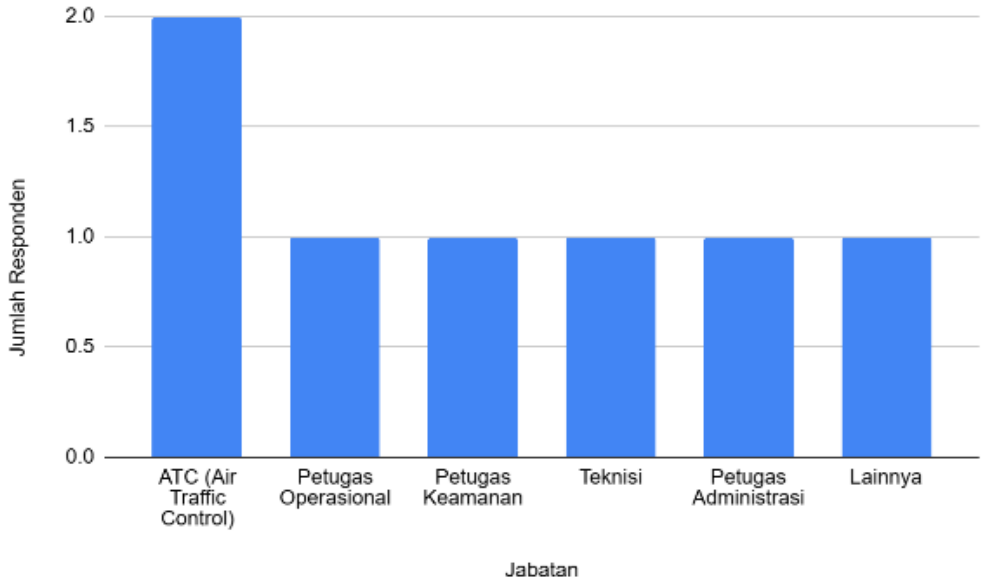


Figure 1. Participant evaluation of the socialization program (percentages reported in the source article)

The interview findings can be grouped into five themes. First, participants perceived the socialization material as understandable, relevant, and capable of providing new insight into the relationship between SMS and Aviation English. Second, participants considered the content consistent with the announced activity topic. Third, the socialization increased participant interest and confidence in applying SMS principles, including the use of digital tools in safety-security processes. One participant statement in the source article indicates a shift from uncertainty about digital systems toward willingness to try online or digitally supported SMS practices at the airport.

Fourth, participants responded positively to the interactive delivery method. Discussion, direct explanation, and participatory communication were considered helpful, but participants requested more practical exercises. This point is especially important for vocational and operational training, because conceptual understanding alone may not be sufficient for personnel who must perform procedures consistently under real working conditions. Fifth,

participants wanted the program to continue with longer duration and more intensive practice. The request for repeated activities suggests that the socialization was perceived not as a one-time ceremonial event, but as a useful form of professional development.

The findings support the practical value of participatory learning in community service. When participants are allowed to discuss operational situations, practice communication, and connect regulations with routine work, the activity can build both knowledge and confidence. The source article links this pattern with experiential learning, which emphasizes learning through concrete experience and reflection (Kolb, 1984). In the present activity, simulation and discussion functioned as bridges between regulatory concepts and operational application. The participants' request for additional practice is therefore consistent with the logic of experiential learning.

The activity also has implications for organizational safety and security culture. Safety Management System implementation depends on more than written procedures; it requires personnel who understand hazards, communicate consistently, report concerns, and apply controls in everyday practice. The integration of Aviation English can strengthen this process in situations involving foreign passengers or international aviation terminology. From this perspective, language competence becomes part of operational reliability rather than a separate academic skill.

At the same time, the evaluation should be interpreted within the limitations of the activity. The findings are based primarily on participant perceptions, interviews, facilitator notes, and documentation collected immediately after the program. The article does not report a pre-test/post-test design, long-term follow-up, or objective performance measurement. Consequently, the reported 88.9% positive responses are best understood as indicators of participant acceptance and perceived usefulness rather than direct proof of long-term behavioral change. Future programs can strengthen the evidence base by adding structured competency assessment, repeated observation, and follow-up evaluation after participants return to their work units.



Figure 2. Delivery of the SMS socialization material at Abdulrachman Saleh Airport.



Figure 3. Community service team and participants during the activity.

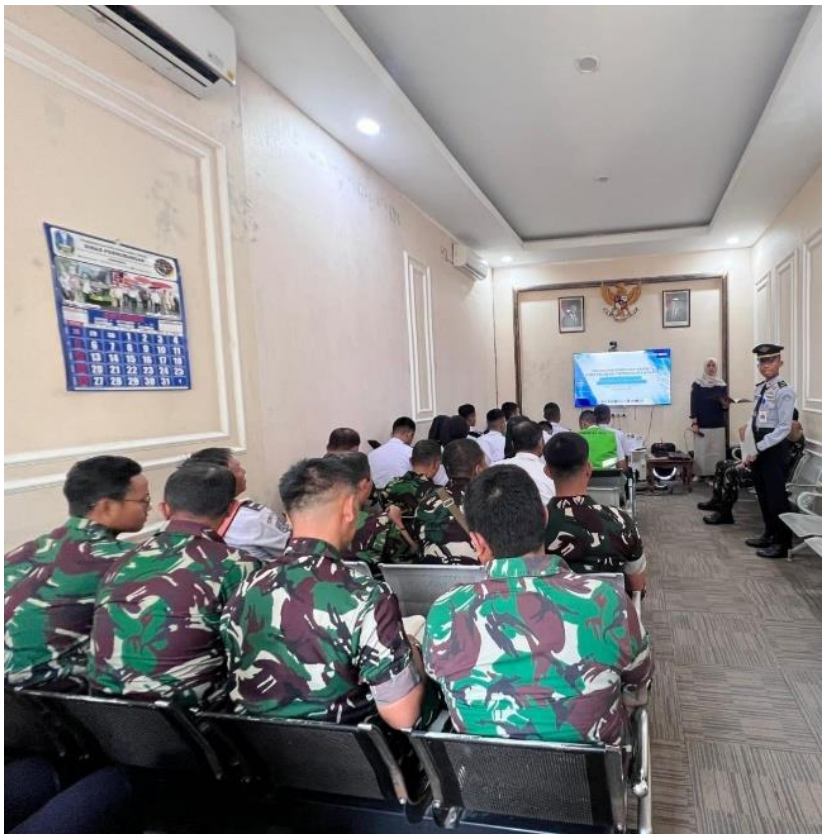


Figure 4. Participant session and post-activity discussion/interview.

CONCLUSIONS AND RECOMMENDATIONS

The community service program on the National Aviation Security Program (KM 39 of 2024), Safety Management System, and Aviation English at Abdulrachman Saleh Airport was implemented successfully and was positively received by the target participants. The program strengthened participant understanding of safety-security responsibilities, highlighted the importance of standardized Aviation English at Security Check Point 2, and introduced participatory and digitally oriented approaches to SMS implementation. Participant evaluation showed consistently positive perceptions, while interviews indicated increased confidence and interest in applying the material in operational practice.

For future implementation, the program should allocate more time to hands-on simulation, scenario-based Aviation English, digital SMS practice, and case discussion based on actual airport operations. Evaluation should also be expanded beyond immediate perceptions by using competency tests, observable performance indicators, and follow-up assessment. With these improvements, similar community service programs can provide stronger evidence of practical impact and contribute more systematically to the development of safety and security culture among airport personnel.

ACKNOWLEDGMENT

The authors express their appreciation to the management and personnel of Abdulrachman Saleh Airport, Malang, and to Surabaya Aviation Polytechnic for supporting the implementation of this community service activity.

Appreciation is also extended to the airport and TNI personnel who participated in the socialization, discussion, simulation, and evaluation sessions.

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