

## **INTEGRATED COURSE MANAGEMENT TO IMPROVE THE SPECIFIC SKILLS OF PROFESSIONAL BARISTAS**

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### **Abstract**

The coffee industry in Indonesia has experienced rapid growth, leading to an increasing demand for professional baristas with specific skills such as espresso extraction, latte art, and manual brewing techniques. However, available barista training programs are not yet fully integrated with the needs of the industry. This study aims to analyze integrated course management in enhancing the specific skills of professional baristas at two training institutions, namely LKP Sugeng Sejahtera (West Bandung Regency) and LKP Karya Duta (Bandung City). This research uses a qualitative descriptive approach with data collection techniques through interviews, observations, and documentation. The findings show that both institutions implement training management based on G.R. Terry's theory, which includes planning, organizing, actuating, and controlling. These are complemented by industry-adjusted curricula, involvement of business partners, and competency-based evaluations. The challenges encountered include limited facilities, gaps in instructor competencies, and the suboptimal sustainability of post-training programs. Solutions are pursued through strengthening industry partnerships, updating curricula, and continuous evaluation. It can be concluded that integrated course management plays a vital role in bridging skill gaps and enhancing barista professionalism, and it is relevant as a model for the development of other vocational training programs.

**Keywords:** Integrated courses, Professional barista, Specific skills, Training management, Vocational education

### **Abstrak**

*Industri kopi di Indonesia mengalami pertumbuhan pesat yang mendorong meningkatnya kebutuhan akan barista profesional dengan keterampilan spesifik seperti ekstraksi espresso, seni latte, dan teknik penyeduhan manual. Namun, pelatihan barista yang tersedia masih belum sepenuhnya terintegrasi dengan kebutuhan industri. Penelitian ini bertujuan untuk menganalisis manajemen kursus terintegrasi dalam meningkatkan keterampilan spesifik barista profesional di dua Lembaga Kursus dan Pelatihan (LKP), yakni LKP Sugeng Sejahtera (Kabupaten Bandung Barat) dan LKP Karya Duta (Kota Bandung). Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa kedua LKP menerapkan manajemen pelatihan dengan menggunakan teori dari G.R. Terry melalui perencanaan, pengorganisasian, pelaksanaan, dan pengawasan), yang disertai dengan penyesuaian kurikulum industri, pelibatan mitra usaha, dan evaluasi berbasis kompetensi. Kendala yang dihadapi meliputi keterbatasan sarana, kesenjangan kompetensi instruktur, dan belum optimalnya*

*keberlanjutan program pascapelatihan. Upaya solusi dilakukan melalui penguatan kerja sama industri, pembaruan kurikulum, serta evaluasi berkelanjutan. Penelitian ini dapat disimpulkan bahwa manajemen kursus terintegrasi berperan penting dalam menjembatani kesenjangan keterampilan dan meningkatkan profesionalitas barista, serta relevan dijadikan model dalam pengembangan pelatihan vokasional lainnya.*

**Kata kunci:** *Barista professional, Keterampilan spesifik, Kursus terintegrasi, Manajemen pelatihan, Pendidikan vokasi*

## INTRODUCTION

The development of the coffee industry in Indonesia shows a very positive trend, making it one of the leading sectors in the national creative economy ecosystem. In 2022, national coffee production reached more than 793 thousand tons, in line with increasing domestic consumption. This phenomenon is also driven by the popularity of the “ngopi” culture, especially among the younger generation, which makes coffee not just a drink, but part of a social lifestyle.

This cultural shift has opened up great opportunities for the barista profession, which now not only performs technical functions but also plays a role in creating a memorable customer experience. Behind this growth, there are still fundamental issues related to the availability of professional baristas with specific competencies, such as skills in latte art, espresso extraction techniques, and coffee brewing in accordance with international standards.

Barista training organized by various Course and Training Institutions (LKP) is considered suboptimal because it is still partial, unstructured, and lacks involvement from the business and industry sectors. As a result, many training graduates are not ready to face the demands of the job market. In addition, the lack of competency-based curricula and the limited number of certified instructors are additional challenges that affect the quality of training.

A number of previous studies have highlighted the importance of industry-based training to improve the quality of barista services (Apsari et al., 2022), as well as the need for strategic partnerships with coffee businesses to strengthen the competitiveness of graduates (Widiyanto et al., 2022). However, studies that specifically examine barista course management using an integrated managerial approach based on POAC functions (planning, organizing, executing, and controlling) are still limited.

This study aims to fill this gap by exploring how integrated course management can improve baristas' professional competencies, using case studies from two vocational training centers, namely LKP Sugeng Sejahtera (West Bandung Regency) and LKP Karya Duta (Bandung City). The uniqueness of this study lies in the combination of George R. Terry's classical management theory with a modern vocational education approach oriented towards the needs of the industrial world. Not only does this study describe the training process, it also discusses in depth managerial solutions to various obstacles that arise in the implementation of courses. Therefore, the results of this study are expected to

contribute theoretically to the development of vocational education management, as well as practically to improving the quality of barista training in Indonesia.

## **METHOD**

This study applies a qualitative approach using descriptive methods. This approach was chosen to gain an in-depth understanding of the application of integrated course management in professional barista training. A qualitative descriptive research design was considered most appropriate because it allowed researchers to explore the processes, dynamics, and social contexts that shape barista training at two Course and Training Institutions (LKP), namely LKP Sugeng Sejahtera in West Bandung Regency and LKP Karya Duta in Bandung City. These two institutions were selected purposively because they were considered to have a track record and active involvement in organizing certified barista training.

The research subjects included institution managers, barista instructors, and training program participants. Informants were determined through purposive sampling techniques, taking into account their direct involvement in the program's implementation. Data collection techniques were carried out through in-depth interviews, participatory observation, and documentation studies. The interviews focused on exploring the informants' views, experiences, and managerial strategies. Participatory observation was conducted on the implementation of training activities, both in theory and practice sessions. Meanwhile, documentation studies were used to examine documents such as syllabi, curricula, attendance lists, and participant evaluation reports.

The research began with the collection of primary and secondary data at both research locations. Subsequently, interviews, observations, and document collection were carried out to obtain comprehensive data. The collected data were analyzed using thematic analysis techniques by grouping information into relevant themes based on the problem formulation. The analysis process was conducted inductively, starting from field data recording, data reduction, data presentation, to drawing conclusions. To ensure data validity, this study applied source and method triangulation techniques and conducted member checking with informants. Through this approach, the study is expected to provide a comprehensive picture of integrated course management practices in barista training, while also addressing the challenges of developing specific skills amid the ever-evolving dynamics of the coffee industry.

## **RESULTS AND DISCUSSION**

### **Planning**

Barista training planning at LKP Sugeng Sejahtera and LKP Karya Duta is carried out systematically with reference to industry needs. Training materials include technical skills such as espresso extraction, latte art, and manual brewing, as well as non-technical skills such as customer service and communication. The curriculum is competency-based and involves mapping the needs of the business world and industry (DUDI). The training

schedule is designed to be flexible to accommodate participants from various backgrounds.

This planning reflects the “planning” function in George R. Terry's management theory, which is to determine the direction and strategy for implementing the training program. The readiness of supporting instruments such as facilities, practical tools, and stakeholder roles are also part of comprehensive planning.

### **Organization**

The program is organized through a clear division of roles between managers, instructors, and participants. Instructors are selected based on their specific expertise in the field of coffee, while participants are grouped according to their level of understanding and initial skills. LKP also collaborates with industry partners to support field practice and improve the quality of training. The organizational mechanism also includes registration administration, mapping participant needs, and arranging training resources.

This is in line with the “organizing” function in management, which serves to ensure optimal coordination between elements. Good training organization promotes learning process efficiency and improves participants' readiness for the world of work.

### **Implementation**

Course implementation focuses on a hands-on approach (experiential learning) with a project-based learning scheme and work simulations. Training materials are delivered in stages, starting with basic theory, brewing techniques, and latte art practice. Learning activities are conducted in a setting that resembles a coffee shop so that participants can become accustomed to a real work environment. Materials are adjusted based on the participants' level of development.

This aspect demonstrates the important role of the “actuating” function, which is the implementation of management that encourages active participant involvement and the effectiveness of the training process.

### **Supervision**

Training evaluation is conducted through theoretical and practical assessments, including pre-tests and post-tests. The assessment covers technical skills, understanding of the material, and work attitude. In addition, the evaluation also includes participant satisfaction with the training provided. LKP utilizes the evaluation results to improve the curriculum and training methods in the following period.

In the context of the “controlling” function, this activity serves as a tool for monitoring program success and as a basis for decision-making to improve training programs.

### **Constraints**

In implementing the barista course at both LKPs, several constraints were found that affected the effectiveness of the training. First, limited practical tools were a major

obstacle, especially in advanced technical training such as latte art and manual brewing. Some of the tools used did not meet industry standards, limiting the participants' scope for exploration.

Second, the participants' varied backgrounds led to gaps in their initial abilities.

Some participants lacked basic skills or knowledge about coffee, so the training had to be adjusted to include sufficient basic material before moving on to advanced material.

Third, there was a need to improve instructor capacity. Some instructors had not undergone the latest training or were not certified in specific areas of barista work, which affected the depth of the material taught. In addition, limited human resources led to an uneven teaching load.

## **Solutions**

To overcome these obstacles, both LKPs implemented a number of adaptive managerial strategies. First, participants were grouped based on their initial abilities, so that the learning approach could be tailored to the needs of each group. This helped maintain the effectiveness of learning and accelerated the process of skill mastery.

Second, the LKP provided additional (remedial) sessions for participants who needed reinforcement on basic material.

This strategy gives participants with low abilities the opportunity to catch up gradually.

Third, instructor competency is improved through refresher training and collaboration with coffee industry practitioners. In addition, several LKPs collaborate with partner cafés to facilitate more realistic and relevant field practice.

These solutions demonstrate the application of adaptive and quality-oriented managerial functions. By strengthening internal processes and establishing external partnerships, barista training at both LKPs can remain relevant, responsive to challenges, and produce competent and job-ready graduates.

In a theological context, barista training not only emphasizes worldly skills but also integrates the spiritual meaning of work as a form of worship. Participants are encouraged to understand that responsibility, honesty, and perseverance in work are part of Islamic values that can be applied in professional practice. These values provide a strong intrinsic motivation for participants to continue learning and improving themselves.

From an ethical and legal perspective, this training shapes participants into workers who comply with regulations and professional standards, including an understanding of work safety, consumer rights, and business legality. This is in line with national policies as stipulated in Law No. 20 of 2003 concerning the National Education System and Government Regulation No. 17 of 2010, which emphasizes the importance of professional management of training institutions.

Aesthetic value is an important aspect of barista training because the aesthetics of beverage presentation—for example, in latte art—not only add to the selling value but also create a pleasant visual experience for customers. This shows that barista skills are not only technical but also artistic.

Meanwhile, logical-rational values are reflected in a learning approach based on mastery of scientific concepts such as coffee extraction techniques, ratios, and sensory analysis. This shows that barista training is multidisciplinary and science-based, not just a routine practice.

In terms of national education policy, this study supports the implementation of Presidential Regulation No. 68 of 2022 concerning the Revitalization of Vocational Education, which emphasizes the importance of aligning training with the needs of the business and industrial world (DUDI). This is also in line with the Indonesian National Qualifications Framework (KKNI), which requires the achievement of specific competencies at each level of education and training.

Furthermore, this study shows that the competency-based training approach adopted by both LKPs is able to address the challenge of skill mismatch, which is a major issue in today's world of work. This is in line with SDG 8 on decent work and economic growth, where increasing the capacity of the workforce through vocational training is considered a long-term solution to reduce unemployment and improve community welfare.

Overall, the implementation of integrated course management that combines managerial functions, educational values, and industry relevance has proven to be an effective strategy for producing professional baristas who are not only ready to work but also ready to compete in the global arena. This study also contributes theoretically to the literature on training management and best practices in vocational education development in Indonesia.

## **CONCLUSION**

This study concludes that the integrated course management implemented at LKP Sugeng Sejahtera and LKP Karya Duta has contributed significantly to improving the specific skills of professional baristas. The planning process was based on industry needs, with a curriculum designed to be contextual and competency-oriented. The organization of training activities involved clear task mapping, collaboration with industry partners, and the recruitment of professional instructors. The implementation of training emphasized practical learning through a project-based approach and workplace simulations. A monitoring system was implemented on an ongoing basis through performance evaluations, industry feedback, and program improvements.

Constraints such as limited tools, varying participant skill levels, and a lack of certified instructors were successfully overcome through adaptive strategies, including enhanced partnerships, training for instructors, and differentiated learning. The POAC-based management approach and the integration of philosophical, theological, and national



policy values proved to strengthen the effectiveness of the course in producing competent and professional baristas.

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