



ANALYSIS OF BARISTA COMPETENCY: A WAY TO DEVELOP VOCATIONAL EQUALITY EDUCATION PROGRAM PACKAGE C

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Abstract

The explosion of interest in vocational training and education has led to the burgeoning number of young and adult learners in non-formal education. By contrast, NFE is also regarded as a mere avenue with ambivalent goals toward either gaining certificate or obtaining employment. The present study is geared to investigate which competence and sub competence of barista that is able to be taught and integrated with learning subject that is taught in vocational Equality Education Program Package C. By using qualitative approach, this study delves into the documents of barista competency standard, observe the barista activity in real work and complete the data by using interview in some barista that is chosen purposively. The result of this study are There are nine competency of barista, those are (1) organize the raw material, (2) organize the equipment and supplies, (3) organize working area, (4) handle the customer, (5) operate the equipment, (6) develop the coffee drink product, (7) follow health, safety, and security procedures at work, (8) manage conflict situation, and (9) communicate orally in English at the basic operational level. Those Competency only able to be integrated with the subject that is taught in equality education program package C partially. And the potential subject that is possible to be integrated are English, Economic, Indonesian, and math.

Keywords:

Vocational equality education, barista

Introduction

Indonesian country will faced the peak of demography bonus in years 2030. Demography bonus is a term that is used to describe the condition where the numbers of young people grow

massively while the numbers of old people are less. Bonus demography can be the pillar in increasing productivity and the growth of economy by the utilization of human resources. However, when the young people were not capable to develop income and do not have money, skill and any other thing that can be mobilized as investment, the demography bonus will become very serious threat.

The productive human resource is the key to face demography bonus. Those are the people with 21 century skills which are (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills (Trilling & Fadel, 2009). Those skills are very essential to be mastered by every young people, so that they can survive, control their own live and also develop the country for wider impact.

Education is a strategic way to prepare young people in mastering 21 century skills, especially in Indonesia where education can be conducted at formal, non formal and in formal setting. Education in formal setting is conducted by school. while in non formal and informal is conducted by non formal institution and informal institution. There are various kinds of non formal education institutions, those are community learning center or PKBM, public community learning center or SKB, course and training center or LKP, early childhood education and other things, while informal education institution is called family and community (Regulations number 20 Years 2003 about National Education System).

The non formal education institution can conduct non formal education program such as equality program, literacy program, early childhood education, training and other form of non formal education program which are incidental or continuous program. However among those programs, equality education program become the main program in almost of community learning center.

Equality education is a program to facilitate society who do not have opportunity to study in school (Kamil, 2011). Hanafi (2015) describe equality education program as a program intended for people who do not have opportunity to study in basic and secondary education or those who nearly be eliminated by schools. Those definition normally put equality program just as an alternative, But now days, equality education program is not only for those who do not have opportunity to learn at schools but also for people who do not want to attend schools but intentionally choose the non formal education instead from the very start.

In the previous years, equality education has developed into skills based education that is called vocational equality education. It is a program that is conducted to provide middle school which is integrated with structured skills so the people graduated from this program have competency to become independently by working to people or institution or become entrepreneur (Direktorat pembinaan pendidikan keaksaraan dan kesetaraan, 2016). However it is different with vocational education at formal education. The big different can be seen by the subject that is taught and the curriculum, where at formal education the vocational subject is already taught from the first semester while at equality program, it is taught at the last semester including the competence test.

Research about vocational equality education still have so many room to be conducted. It is because this object can be said by the new one in equality education although some models already developed by researcher and practitioners. The numbers of vocational skills that usually based on local wisdom become one of the reasons the need to conduct further research.

Based on preliminary study that is conducted by the researchers, the vocational skills that already developed into vocational equality education are automotive, electricity, agriculture and sewing. Those models were developed and examined limitedly. Since the vocational skills is so variative and not always match with students need at community learning center or public

community learning center, the models can not be implemented massively, even at the region where the models are developed. As example, in East Java Province, not all community learning center provide vocational equality education although BPPAUD dan Dikmas already developed some vocational equality education models.

In the other hand, the numbers of café have grown massively, especially at the down town. The development of café not only seen as culinary but also as meeting place, and learning place. one of the inventions is English Café, an English learning models that is grow and develop in 50 big cities in Indonesia (Khusna, 2019). English Café is a non formal institution named course and training center that focused on providing learning English as its main program, and all the activity is done at café (Dermawan, 2018).

The researchers see café as other opportunity other than a place to eat and learn. It focused on the barista as one of crucial member in café that can be developed as a program. Barista is a person who makes coffee, not usual coffee but experience coffee that is formed from the perfectness in making a cup of coffee, combined with excellent services, educative and informative to the coffee lovers (Soewondo, 2017). There are nine competency of barista, those are (1) organize the raw material, (2) organize the equipment and supplies, (3) organize working area, (4) handle the customer, (5) operate the equipment, (6) develop the coffee drink product, (7) follow health, safety, and security procedures at work, (8) manage conflict situation , and (9) communicate orally in English at the basic operational level (Ministry of Manpower and Transmigration the Republic of Indonesia, 2013).

Based on those background, researchers try to identify the competency of barista and the basic competency of each subject that is taught at equality education program package C, and then decide weather those competency can be integrated or not. This research is the basic research that is conducted to develop vocational equality education model based on barista competency.

Method

This research is a basic research that is done qualitatively. The data is collected through documentation study, observation, and interview. Documentation study is done by collecting the document related to the barista competency and basic competency of equality education package C. the collected document is analyzed and make it as a reference to make observation guidance.

The observation and interview is done at the café in the regency of Jember. The object of observation is the activity of barista where they work. There are three category of café where the barista work. The café is also chosen purposively by using three categories of café based on the targeted customer. Those are the café for high class, middle class, and low class.

The interview is done to complete and also triangulate the data. The informan are barista that is chosen purposively based on the experience at their work.

The data is analysed by adopting Miles, Huberman and Saldana (2018) model which are Data reduction, data display and verification that is done as long the research is conducted. The steps will continue to occur until the research process is finished.

Result and Discussion

Vocational Learning subject

Just like what was stated previously, based on the Ministry of Manpower and Transmigration the Republic of Indonesia, (2013) competency of barista consist of, organize the raw material, organize the equipment and supplies, organize working area, handle the customer, operate the equipment, develop the coffee drink product, follow health, safety, and security procedures at work, manage conflict situation , and communicate orally in English at the basic

operational level. Those competency is divided into four function, those are organize the planning process, organize the preparation process, organize the actuating process and organize the resources. The function of Organize the planning process has two competency unit, those are organize the raw material and organize equipment and supplies. The function of organize the preparation process has one competency unit, it is organize working area. The function of actuating process has three competency unit, those are handle the customer, operate the equipment and develop the coffee drink product. The function of organize resources consist of three competency unit, those are follow health, safety, and security procedures at work, manage conflict situation , and communicate orally in English at the basic operational level.

Organize the raw material is a set knowledge, skills and work attitude that is needed to organize raw material to start activities in work. It has three competency element which are (1) identify the number, kinds and raw, (2) set the amount of raw material requirement, and (3) store the raw material. The material that is learned here are the coffee as main raw material and other supporting ingredient.

Organize the equipment and supplies is a set of knowledge, skills and work attitude that is needed to organize equipment and supplies that is used at barista activity. It has three competency element which are (1) prepare tools and equipment, (2) check tools and equipment and (3) maintain tools and equipment. The main learning material that is learned here is tools and other basic equipment that is used by the barista when they do their job such as espresso machine, grinder, knock boxes, tamping mat, digital scale, and digital timer (Sidewalk, 2019).

Organize working area is a set of knowledge, skills and work attitude that is needed to organize working area of barista. It has two competency element which are prepare working area and prepare tools and equipment. After knowing the raw material and tools, the student should master where and how to put the equipment, how to clean etc. it's really important because one mistake could change the taste of coffee that they make.

Handle the customer is a set of knowledge, skills and work attitude that is needed to handle the customer. It has two competency element which are communicate with every customer that come and proceed the customer order. Customer means everyone who demand the organization to meet certain standard (Windasuri & Susanti, 2016). Customer become the most crucial part in business continuity (Bastiar, 2010). The best coffee will never be achieved when there is no customer, that is why the student in vocational equality education program should learn how to handle the customer, and the best learning material that is learned here is service excellent. Service excellent alone means kinds of service that focused on satisfying customer.

Operate the equipment is a set of knowledge, skills and working attitude that is needed to operate the equipment. It has three competency element which are operate coffee grinder, espresso machine, and manual brewer. This competency is the continue of second barista competency that is organize equipment. This competency is more practical than theoretical, so, there should be more time in practice other than theory.

Updating knowledge about coffee product is a set of knowledge, skills and working attitude that is needed to update the coffee product. It has two competency element which are looking for references about the current coffee product and apply the information into the work. There is no knowledge or science in this world that static. The student also need to be faced with the reality that event everything about coffee is also developed following the customer wants or trends.

Barista become the key in running a café (Hutasoit, et all, 2018), (Prehanto, et all, 2019) , without competent barista a company like café would soon lose its reputation and its custom (Laurier, 2003). From the customer point of view, when enjoying coffee they did not look at the

cover or the price but the taste, the history of coffee starting from plucked until served in a cup of coffee become futile when the barista served it with the wrong way (Sidewalk, 2019). So, the competency that was described at the previous paragraph is essential to be taught and should be mastered by the student at vocational equality education package C barista.

Integrated Learning in vocational equality program.

Other than vocational skills, the student at vocational equality education program also has to master the general subject Math, Indonesian, English, Economic, Civic Education, Sociology etc. however, there are only 4 subject that should be completed at national exam, those are Math, English, Indonesian and one of department subject such as economy, sociology etc. But, according to the newest policy and also due to the impact of pandemic covid 19, the national examination for equality education program was deleted and replaced with the examination that is conducted by education institution it self (Ministry of Education and Culture, 2021).

That policy become a foundation to do learning process. The general subject was taught and programed based on its main competency and basic competency. However, the material that is taught can be integrated with the nine competency that was described at the previous part. As example, at English subject, the tools, equipment, the receipt even the description of product can be used as learning material. At Econoomic subject, the cash flow, the income statement etc also can be used as learning material.

Because there is a chance to integrated the learning material, the evaluation should be conducted comprehensively. it means that to decided the graduation of student, it can not only seen by the result of each subject but see the whole process and the whole result. It is because at vocational equality education, the learning process is prepared to for certain jobs and skills (Muhdar, 2018).

Conclussion

There are nine competency of barista, those are (1) organize the raw material, (2) organize the equipment and supplies, (3) organize working area, (4) handle the customer, (5) operate the equipment, (6) develop the coffee drink product, (7) follow health, safety, and security procedures at work, (8) manage conflict situation , and (9) communicate orally in English at the basic operational level. Its means that the main competency of barista still need to be taught in the last semester (sixth semester) just like what have been programed at the model of vocational equality education program that was developed by other researcher previously. Those Competency of barista only able to be integrated with the subject that is taught in equality education program package C partially. And the potential subject that is possible to be integrated are English, Economic, Indonesian, and math.

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