



Management Of The Basic-Level Barista Training Program At The Community Vocational Training Center (BLKK) Of The Darussalam Kalibaru Foundation

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Abstract. *This study aimed to describe the management of the basic-level barista training program at the Community Job Training Center (BLKK) of Darussalam Kalibaru Foundation, Banyuwangi, covering the planning, organizing, and implementation stages of the training program. This study employed a qualitative descriptive approach. Research informants were selected using purposive sampling and consisted of key informants, namely the program manager and training instructor, as well as two training participants as supporting informants. Data were collected through observation, interviews, and documentation, while data analysis involved data collection, data reduction, data presentation, and conclusion drawing. Data validity was examined through source triangulation and technique triangulation. The findings revealed that the management of the basic-level barista training program at BLKK Darussalam Kalibaru Foundation was implemented through three main stages: 1) the planning stage involved needs identification, formulation of objectives, determination of the training program, preparation of learning materials and schedules, and provision of facilities and infrastructure to support the learning process; 2) the organizing stage included the establishment of an organizational structure, the allocation of duties and responsibilities, and coordination among the parties involved in the training program; and 3) the implementation stage applied lecture, discussion, demonstration, and hands-on practice methods in accordance with the 2013 Indonesian National Work Competency Standards (SKKNI) for baristas. The competencies taught included raw material management, equipment and supplies management, work area management, customer service, equipment operation, and coffee beverage product development. The training program contributed to improving participants' knowledge, skills, and readiness to enter the workforce or engage in entrepreneurship in the coffee sector.*

Keywords: Barista Training; BLKK; Non-Formal Education; Program Management; Work Skills.

1. INTRODUCTION

Education is not only focused on academic achievement but also plays a role in developing skills that align with the needs of the workforce. Economic and technological developments demand human resources who are capable of adapting, working, and competing in line with industry demands. One way to enhance these competencies is through training programs designed to develop participants' knowledge, skills, and work attitudes in specific fields (Ivan, 2022). In practice, training program management plays a crucial role because it determines the success of the planning, organizing, and implementation processes, ensuring that training objectives are achieved effectively and efficiently (Kurniawan & Prasetyo, 2023).

One of the rapidly growing skill sets today is barista skills, in line with the expanding coffee industry in Indonesia. This growth has driven an increasing demand for workers skilled in preparing and serving coffee beverages according to industry standards (Ni'maturrahmat et al., 2025). Kalibaru Subdistrict, Banyuwangi Regency, is a major producer of Robusta and Arabica coffee with significant potential to support the development of the local coffee industry

(Kusmiati & Wati, 2020). However, the utilization of this potential is still dominated by the sale of raw materials, making it necessary to develop human resources with the skills to process and serve value-added coffee products.

Basic barista training is one way to improve the public's skills in the coffee industry. This training aims to equip participants with skills in managing raw materials, using equipment, brewing techniques, customer service, and developing coffee beverages. In addition to technical skills, the training also plays a role in fostering the work ethic, discipline, and service skills required in the food and beverage service industry (Yuzarni et al., 2022). Therefore, effective management of the training program is necessary to ensure the learning process proceeds in accordance with the established objectives (Fahmi et al., 2021).

The Darussalam Kalibaru Foundation's Community Vocational Training Center (BLKK) is one of the institutions that offers training tailored to community needs and regional potential, including entry-level barista training. This program is designed to support community skill development while meeting the labor needs of the coffee industry. The training provided is based on the 2013 Indonesian National Occupational Competency Standards (SKKNI), which cover raw material management, equipment operation, workspace management, customer service, and the development of coffee beverages.

Based on a preliminary study, barista training at the Darussalam Kalibaru Foundation's BLKK has been conducted since 2019 and has produced graduates who are now employed at various coffee shops and modern beverage businesses in the Banyuwangi area and its surroundings. This indicates that the training program has contributed to improving participants' skills and job readiness. However, research on barista training has so far focused primarily on improving participants' competencies, while studies on the management aspects of the training program remain relatively limited. Therefore, this study aims to describe the management of the entry-level barista training program at the Darussalam Kalibaru Foundation's BLKK, covering the aspects of planning, organizing, and implementing the training program.

2. METHOD

This study employs a descriptive qualitative approach to gather information regarding the management of the entry-level barista training program at the BLKK of the Darussalam Foundation in Kalibaru, Banyuwangi. The qualitative approach was chosen because the study focuses on understanding the process of implementing the training program based on actual conditions in the field. The research location was determined using the purposive area

technique, considering that the institution actively conducts competency-based barista training. Research informants were selected using purposive sampling, consisting of the program manager as the key informant, the training instructor as the primary informant, and two training participants as supporting informants. Informants were selected based on their involvement in the entire training program implementation process so that they could provide information relevant to the research focus.

Data collection was conducted through observation, interviews, and documentation. Observation was used to gain an understanding of the conditions under which training was conducted in the field. Observation compares the information obtained through interviews to ensure greater validity (Imsiyah et al. 2024). In-depth interviews were conducted with informants to obtain information regarding the planning, organization, and implementation of the program. Documentation was used to supplement the data, including activity schedules, organizational structures, training modules, and other supporting documents. Data analysis was carried out through the stages of data collection, data reduction, data presentation, and drawing conclusions. Data validity was tested using source triangulation and methodological triangulation to ensure the consistency of information obtained from various informants and data collection methods.

3. RESULTS AND DISCUSSION

Results

Planning a Basic-Level Barista Training Program

The research findings indicate that the program planning phase was carried out before the training began by identifying community needs, labor market needs in the coffee industry, and the potential of the Kalibaru region as a coffee-producing area. This information served as the basis for determining the program's objectives and the competencies participants were expected to achieve. The program administrators then developed the training schedule, learning materials, and evaluation tools, and prepared the facilities and infrastructure needed throughout the program. In addition, instructors were selected based on their experience and competencies in the field of barista work to ensure that the material presented aligned with industry needs.

Planning also includes the development of learning materials and the establishment of competency outcomes based on the 2013 National Competency Standards for Baristas (SKKNI). These competencies cover raw material management, equipment and supplies management, workspace management, customer service, equipment operation, and the

development of coffee beverages. Learning assessments are designed to track participants' progress throughout the training.

Organizing a Basic-Level Barista Training Program

The organizational phase involves establishing an organizational structure and a clear division of responsibilities among program managers, instructors, and the support team. Managers are responsible for administration, coordination, and the overall implementation of activities, while instructors are tasked with delivering course material, supervising practical sessions, and evaluating participants' competencies. This division of responsibilities facilitates coordination throughout the training program. In addition to the division of tasks, the organizational phase also involves providing training facilities and equipment, such as espresso machines, grinders, brewing equipment, coffee beans, and a practice space that supports learning. The availability of these facilities allows participants to gain a learning experience that closely resembles real-world working conditions in the coffee industry.

Implementation of the Basic-Level Barista Training Program

The training was conducted using a combination of lectures, discussions, demonstrations, question-and-answer sessions, and hands-on practice. Lectures were used to provide a basic understanding of coffee, while demonstrations and hands-on practice were used to improve participants' skills in using equipment and preparing coffee beverages. Simulation is a widely used learning method in training because it brings participants closer to real-world situations relevant to the real world (Sintiawati et al., 2026). Throughout the learning process, instructors provided intensive guidance so that participants could correct their mistakes and gradually improve their skills.

The training was conducted in accordance with the 2013 SKKNI Barista Competency Standards, which cover raw material management, equipment and supplies management, workspace management, customer service, operation of espresso machines and grinders, and the development of coffee beverages. Observations showed that participants were able to perform all of these core competencies in accordance with applicable operating procedures. In addition to improving technical skills, the training also fostered work attitudes such as discipline, responsibility, maintaining workplace cleanliness, and the ability to communicate with customers. Overall, the training program contributed to enhancing participants' knowledge, skills, and job readiness to enter the coffee industry or to independently develop their own businesses in the coffee sector.

Discussion

The research findings indicate that the success of the entry-level barista training program at the Darussalam Kalibaru Foundation's BLKK is closely linked to the application of management functions at every stage of the program. Planning based on community needs and developments in the coffee industry demonstrates that the program was designed with careful consideration of the relevance between the competencies taught and the needs of the job market. According to Terry (2020), planning is the process of determining objectives and establishing the steps necessary to achieve those objectives effectively. The research findings show that the identification of training needs, conducted prior to program development, plays a crucial role in determining the content, methods, target participants, and competencies to be developed during the training. The needs analysis conducted by the BLKK of the Darussalam Kalibaru Foundation also demonstrates the institution's efforts to align the program with the local potential of the Kalibaru region, which serves as one of Banyuwangi's major coffee-producing centers. This approach aligns with the concept of community-based education, which prioritizes local potential as the foundation for the implementation of educational and training programs.

In terms of organization, the division of tasks and responsibilities among administrators, instructors, and support staff influences the smooth implementation of the program. Clear task assignments facilitate coordination and expedite the fulfillment of various administrative and technical needs during the training. This aligns with Siagian's (2012) view, who explains that organization is the process of grouping activities, assigning tasks, and establishing working relationships to achieve organizational goals efficiently. Additionally, Handoko (2020) notes that effective organization fosters efficient coordination, ensuring that all resources are utilized to their fullest potential.

Organization in this study relates not only to the allocation of human resources but also encompasses the management of training facilities and infrastructure. The availability of espresso machines, grinders, brewing equipment, coffee beans, and adequate practice spaces provides participants with the opportunity to learn using facilities that resemble real-world working conditions in the coffee industry. This supportive learning environment contributes to enhancing participants' understanding and skills because they can practice directly using equipment commonly found in the workplace. During the implementation phase, the use of lectures, demonstrations, discussions, and hands-on practice indicates that the training employs an adult learning approach (andragogy) that emphasizes practical, application-oriented learning experiences tailored to participants' needs. According to Nurhayati et al. (2024), learning in adult education is more effective when participants are actively involved in the learning process

and have the opportunity to apply the knowledge they have gained through hands-on practice. Therefore, the predominance of practical activities in barista training is one of the factors supporting the successful achievement of participants' competencies.

The research results also show that the training program prioritizes hands-on practice as a central component of the learning process. The use of lectures, demonstrations, discussions, and practical exercises enables participants to gain a more practical learning experience that aligns with the needs of the coffee industry. These findings support the view of Kurniawan and Prasetyo (2023), who state that the effectiveness of training is influenced by the selection of learning methods that align with the characteristics of the competencies to be achieved. The guidance provided by instructors during practical sessions also plays a role in enhancing participants' understanding of work procedures and industry service standards.

The demonstration method used by instructors allows participants to directly observe equipment operation procedures, espresso extraction techniques, coffee grinding, and beverage preparation in accordance with service standards. After the demonstration, participants are given the opportunity to practice independently under the instructor's supervision. This supervision serves to minimize procedural errors while helping participants gradually improve their skills. These findings align with the research by Balabuana et al. (2024), which shows that hands-on practice or on-the-job training can enhance participants' mastery of skills because the learning process occurs through real-world experience.

The implementation of training based on the 2013 Indonesian National Work Competency Standards (SKKNI) demonstrates that the program has adopted a competency-based training approach. The competencies taught include raw material management, equipment operation, workspace management, customer service, and the development of coffee beverages. This competency-based approach is crucial because the industrial sector requires not only workers with theoretical knowledge but also practical skills and work attitudes that align with professional standards. Rizka and Zulkipli (2017) explain that effective on-the-job training must holistically develop knowledge, skills, and work attitudes so that participants are well-prepared to enter the workforce.

In addition to improving technical competencies, this study also demonstrates improvements in participants' work attitudes, such as discipline, responsibility, teamwork, maintaining workplace cleanliness, and the ability to communicate with customers. These aspects are crucial in the barista profession because service quality is a key factor determining customer satisfaction in the food and beverage service industry. These findings support the

view of Yuzarni et al. (2022), who state that barista training aims not only to improve technical skills but also to shape participants' work ethic and service skills.

The findings of this study also support the results of research by Purnomo and Handayani (2021), Iswanto et al. (2025), and Widyadhana et al. (2024), which show that barista training contributes to improved job competencies and readiness to enter the coffee industry. Furthermore, the program's success is evident in the participants' ability to master basic barista competencies, as well as the fact that graduates are now employed at coffee shops and modern beverage establishments in the Banyuwangi area and its surroundings. These conditions demonstrate that effective management of training programs can support the achievement of non-formal education goals in improving the quality of human resources and expanding employment opportunities for the community. The research findings show that the management of the entry-level barista training program at the BLKK Yayasan Darussalam Kalibaru has been carried out in accordance with management functions, including planning, organizing, and execution. These three functions are interrelated and serve as key factors in supporting participants' achievement of competencies aligned with the needs of the ever-evolving coffee industry.

Overall, this study shows that the functions of planning, organizing, and implementation are interrelated components in determining the success of a training program. Proper planning results in programs that are relevant to community needs; good organization supports effective implementation; and competency-based implementation enables participants to achieve the skill standards required by industry. Thus, the training program management implemented by the Darussalam Kalibaru Foundation's BLKK can serve as an example of best practice in conducting skills training based on local potential and the needs of the workforce.

4. CONCLUSION

The management of the entry-level barista training program at the Darussalam Foundation's BLKK in Kalibaru is carried out through the interrelated stages of planning, organizing, and implementation. The planning stage involves identifying needs, setting objectives, determining course content, and securing training resources. The organizing stage involves assigning tasks, coordinating implementers, and providing facilities and infrastructure to support learning. The training is conducted using lectures, demonstrations, discussions, and hands-on practice in accordance with the 2013 National Competency Standards for Baristas (SKKNI). The training program enhances participants' knowledge, skills, and job readiness, thereby supporting the labor needs of the coffee industry.

ACKNOWLEDGMENTS

The author would like to thank the Community Vocational Training Center (BLKK) of the Darussalam Foundation in Kalibaru, Banyuwangi, for granting permission and providing support throughout the research process. Thanks are also extended to the program administrators, barista training instructors, and training participants who were willing to share their information and experiences, thereby making a meaningful contribution to this study. The author also extends appreciation to the Non-Formal Education Study Program, Faculty of Teacher Training and Education, University of Jember, for the academic support provided throughout the completion of this research.

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