

The Existence of Coffee Barista Education in *Kota Lumpia* (Semarang)

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Abstract

Semarang is one of the big cities in Indonesia that owns many popularities, such as culture and education. Semarang as the capital city of Central Java, experiencing some developments in sectors. Instead, the coffee industry also developed in Semarang. This was appeared by a lot of cafes of coffee spread on every side of Semarang. The aimed of this research was to analyze the existence of barista education in Semarang indeed. The research method applied is a qualitative method. Through applying the method, would be found comprehensive results about the existence of education of coffee barista in Semarang. The technic of collecting data was done by interview, and deeply barista coffee education in Semarang existed because of the development and need for a competent barista for the coffee industry. This research implied to reinforce the theory of education, especially for barista coffee education.

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INTRODUCTION

Eventually, Indonesia is one of the largest coffee producing countries in the world, in addition to Brazil, Vietnam, and Columbia (Panggabean, 2012). This popularity also penetrated the coffee industries in the country. This happens to Indonesia by several years and marked by many outlets or coffee cafes in every corner of the city in the region of Indonesia. As known, the improvement of coffee bean production in Indonesia through treating coffee becoming a real commodity likes coffee beverages (Narulita, Winandi, and Jahroh, 2014). In some local area that produces coffee, it is a powerful commodity that should be developed by everyone. Some strategies, such education empowerment in coffee and funding for the lower industry, support the conservation of coffee resources (Kustiari, 2007).

A human being is one complex creature that has a unique characteristic that other creators. They can socialize with other people and thinking more creatively. People mind keep being evolution by his life.

While education was also a complex effort to equip individuals in their lives, education exists in the structured design and as a guideline for implementing the education exclusively (Tritarahardja, and Sulo, 2005). It is also supported by Law of Education of Republic Indonesia Number 20 of 2003 on the national education system, which states *“Pendidikan merupakan usaha sadar dan terencana untuk menciptakan suasana belajar dan pembelajaran, agar peserta didik aktif mengembangkan potensi diri agar memiliki spiritual, pengendalian diri, ahklak mulia, ketrampilan yang diperlukan oleh dirinya, masyarakat, bangsa, dan negara”*. Education is a tool for each to adjust various lives and solve problems. This concept of education is about to find an identity of life through the experience by finding knowledge and assumptions anywhere and anytime (Suprijanto, 2008). It underlines that every individual deserve the same education, according to his interests and potential (education for all). The Constitution of the Indonesia Republic of 1945 article 31 paragraph 1 and LAW

number 20 the year 2003 guarantee people to get good education service. This indicates as a support to get a good life in the virtuous nation and nationalism.

Indonesia has a large chance in the coffee industry. By several productive people, among 18 to 55 years old, Indonesia has some choices to explore its potencies. This group will able to support the country to be a prosperous country. The government should be aware of this situation (Prasetyo, Tohani, and Sumarno, 2013). Every supports are important things to make significant progress, especially in education. By giving the good and best education for them, this country will be advanced because caring and being aware of potential citizen. To ensure human was able to create and solve their life problems, the implementation of education should be done clearly.

Meanwhile, the purpose of education must be relevant to what the community needs (Juwariyah, Slamet, and Kustiono, 2019). However, it needed an institution that can and consistently conduct education that got relevant and needed. The contribution of educational institutions is as a creative space for individuals. It is also able to create a person, wheater he is good in skill, though, and will. Implementation of education or learning should express structured design.

The coffee industry, like café or coffee shop, also implied in Semarang. Many people or community enjoy drinking coffee, while they have close discussion or business. This trend (drinking coffee) address for a certain community (Panggabean, 2012). A lot of Indonesians could be easily adapted the trend of drinking coffee. It was because the people were open and could adjusted well (Gumulya, and Helmi, 2017). Moreover, Solikatun, Kartono, and Demartoto (2015) stated that the cultural shift in consuming coffee, where they did not only enjoy a cup of coffee ordered but also emerging a new community of connoisseurs of coffee. Sartika (2017) also said that exclusive activity in drinking coffee were existed in every coffee cafes. This phenomenon also supports the coffee industry developers innovates through creating coffee-

made that are so desirable and give the impression. The presence of a coffee maker is needed in creating coffee drinks products. The profession is known as a coffee barista. Barista comes from Italian, which means people who work behind the table. However, in the Indonesian language, the barista is a person who is proficient or has competence in the coffee drink (Panggabean, 2012). Nowadays, barista coffee is much demanded. A buyer or customer will get the impression and enjoy a cup of coffee ordered due to the barista's ability of coffee dispensing. From her, the taste of a cup of coffee differs between barista one with the other.

Some studies of barista coffee education have still limited. Thus, the studies just about the means of barista coffee jobs. Anisailah, and Arief (2017); Edison, Kartika, and Lestari (2017) stated that the barista profession meaning not only formulated a cup of coffee. However, barista needed to have a comprehensive ability as a professional barista. It is reinforced by Ramadhan (2017), where a barista needs to be fluent in communicating with customers. Many customers became very critical regarding making a cup of coffee. They are curious about the process of brewing coffee, tools, and methods. Therefore, a professional barista was eventually needed by each cafe as a good service (Sukendro, 2013).

Posuma (2013); Suhandani, and Julia (2014); Setiadiputra (2017) explained the importance of human resource competencies, to improve performance, and to reflect job professionalism. Moreover, Wijayanto, Hubeis, Affandi, and Hermawan (2011), described the hard skill and soft skill needed to be owned, that, were also functioned to develop capacity and competency of professionals. Kartika, and Sugiarto (2014) more explained the implication of competency as improving people performance. What people to be competent or not, is influenced by experience and practices. A person can practice in everywhere, though in formal or non-formal education. Nonformal education is different from formal education, where it more facilitates them by skill. By practicing or training, somebody gets competency, skill, and affection.

Education board facilitates people with relevant knowledge, attitude, and skill.

Semarang is popular with a coffee shop. A coffee industry needed a competent barista to improve their income. Many baristas in Semarang owns their ability because of working in café. Meanwhile, they do not get comprehensive skills or competencies as a professional barista. Education of barista, as part of non-formal education, supposes to be existed to enhance become a professional barista. Thus, this study raises the existence of education of barista, while supporting development coffee industry in Semarang.

METHODS

The research method applies to qualitative enterography. The ethnographic research purposes of describing or exhibit a hidden event about a group, a situation, or an interaction. It means that ethnographic research presents data in the form of detailed and exploratory descriptions (Emzir, 2014). The researcher is the main point to explore and solve the problem.

Through conducting interview and observation indeed, the information about the existence of barista education or training already collected. The respondents were coffee industry entrepreneurs, the regional office of workforce and transmigration of Semarang (training and education department), professional baristas, and barista schools.

The analysis of data according to Miller dan Haberman, such as:

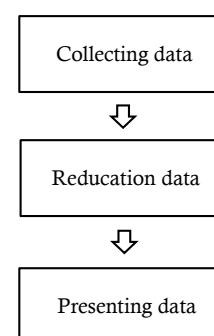


Figure 1. Data Analyze Structure

(Sugiyono, 2010)

RESULTS AND DISCUSSION

The researcher conducted field studies in several places of training or education barista in Semarang to gain relevant data. It aimed to know the needs and existence of barista education that has been implemented during this time. The resources data were gained from Barista Schools in Semarang, the regional office of manpower and transmigration of Semarang, and professional coffee baristas.

The development of the coffee industry occurred in Indonesia, also implied in Semarang. Many entrepreneurs got chances in running the coffee industry in Semarang. They saw many coffee shops or cafes around Semarang city as proving the coffee industry improvement. Meanwhile, a lot of customers were so critical towards a cup of coffee. They would question about the technic of brewing, what tools were the used, and the process of roasting. Moreover, good communication and socializing were needed to get many customers.

The owners realized that the role of barista coffee is important in their café. Some believed customers had some point of views when drinking a cup of coffee. They would enjoy some baristas who could create wanted coffee. Before, the existence of barista was not predicted. They just like an ordinary waitress who served menu. Now, many baristas were existed by cafes to invite many customers. Barista was a popular profession, but they practiced all skill by working in their work. Mostly, baristas only knew about brewing coffee or and latte art. It made them less professional as a barista.

To assess professional barista was not only based on how long they worked in the company. Formal license or certificate indicated what they already mastered as a professional. The Department of Empowerment and Transmigration of Semarang (*Disnakertrans*), had not given a professional license for baristas. This department supposed to be mandated as giving barista the certification.

Board of Profession Certification of KOI Indonesia, under Indonesian Agency for Creative Economy (Bekraf), always held a seminar to

facilitate barista to be competent as professional. Eddy Panggabean, as an assessor of Kopi Indonesia Certification Agency, many baristas only knew about creating the coffee drink. They had not been skilled in hospitality, ethics, and services. This is how the agency could help those baristas being skilled as a competent barista.

There are twelve standard competencies (SKKNI) should be fulfilled by candidates to get professional certification. Particularly, many baristas in the city of Semarang, in practicing and improving competence was done through the work in a café or restaurant. This had an impact on the limitations of ability, good attitudes, knowledge, and skills. Through interviews with teachers and managerial class of Barista KNK and Kopi Boskaf studio, the implementation of barista training or education in both places based on the standard of had conducted. Meanwhile, the instructors of both classes had the same a license or certification from the Barista Certification Agency.

The materials adapted to SKKNI that obtained by the instructors. However, SKKNI materials included skills or expertise in creating coffee-made beverages. The objectives were still limited to the instructor's understanding. Table 1 comprised those competencies, as:

Table 1. Standard Competencies (SKKNI) of Indonesia Coffee

No	Competencies to be tested
1.563030.001.01	Managing raw materials
1.563030.002.01	Managing equipment and equipment
1.563030.003.01	Managing work areas
1.563030.004.01	Handling customers
1.563030.005.01	Managing tools
1.563030.006.01	Developing coffee knowledge
PAR.UJ01.004.01	Managing conflicts
D1.HRS.CL1.07	Occupational health and safety
D1.HRS.CL1.17	English language
D1.HRS.CL1.18	Corporation
D1.HBS.CL5.07	Preparing and serving menus
D1.HBS.CL5.04	Managing bar

Table 2 and 3, were checking list of supporting devices for training or education in Coffee Class of KNK and Coffee Studio of Boskaf.

Table 2. Mapping List of Coffee Class of KNK

	Prepared	Not prepared
Documents of curriculum		√
Lesson plan		√
Teaching process	√	
Learning materials	√	
Facilities	√	
Handbooks or modules		√

Table 3. Mapping List of Boskaf Coffee Studio

	Prepared	Not prepared
Documents of curriculum		√
Lesson plan		√
Teaching process	√	
Learning materials	√	
Facilities	√	
Handbooks or modules	√	

Education is part of the effort to build human resources in its comprehensively. Through a good and positive process of education, the human being had a provision of skills, knowledge, and attitude in problem-solving (Ahmad, 2015). Education was not only talking about present knowledge, but it would be a future provision. Education became an individual need, with innovations and creativity that positively impacts the community around. That effort was a part of thinking towards the future in resolving the problems faced (Shaheen, 2010). Patterson, Crooks, and Lunyk-Child (2002) described training or education aimed to facilitate the community acquiring skills and competencies needed in their work. The implementation of education should be undertaken sustainably. The process of education that did not develop to existing problems would not influence the performance of a person (Prihadi, Hamid, and Mukzam, 2013). Process of education was not only as a knowledge transfer that occurs in one way. However, in its implementation, it was necessary to consider the surrounding problems and the development of one's creativity or idea (Karimi, Biemans, Lans, Aazami, and Mulder, 2014). A person who has a good education would have the competency as representing of individual ability to live in the surrounding environment (Albanese, 2007). This also strengthened by the research of Sriwidodo (2010); Ataunur, and Ariyanto (2015) where competence and good performance, would affect the pace of running a job.

Through this observation, it could describe that many baristas equipped themselves with working and training in certain places, coffee shop, or cafe. Some barista training or education program in Semarang was facilitating the barista with only to professional competences or experiences of instructors. These instructors certified as a professional barista. The training materials just focused on the simple coffee knowledge and the ability to create coffee becoming latte art or espresso.

These conditions were relevant to various theories. Patterson, Crooks, and Lunyk, (2002); Shaheen (2010); Prihadi, Hamid, and Mukzam (2013); Ahmad (2015), said that implementation of education or training should refer to competencies that were relevant also to individual needs. This competency was a provision or ability to deal with the work of learning participants. Moreover, by Effendi (2019) statement the understanding of competence was a combination of affection or behavior, knowledge, and skill with individual characteristics by demonstrating the expected performance. An individual was able to show the desired performance if he had solid competent.

CONCLUSION

Through the research, it concludes that the existence of barista education due to the rapid development of the coffee industry and the needs of the competent or professional barista profession in cafes or coffee shops. During this time, the process of developing competence as a barista has been done through working in cafes or coffee shops. This happens to the competencies obtained by barista still limited. The Barista Certification Agency (*LSP Kopi Indonesia*) is a formal agency that provides a professional certificate. Strengthening competency in the barista profession should be facilitated by conducting education or structured training. These competencies should be considered with the needs and problems faced. Nevertheless, the implementation of barista education in the city of Semarang still depends on the competencies of the instructor.

Implementation and process of barista education have not been done structured, in the form of guidelines or curriculum. Ability of the barista is training instructor influences designing the Barista education curriculum.

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