

Innovation Curriculum on Coffee Barista Education

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Abstract

Curriculum education for barista coffee is part of innovation on curriculum for education and training. This study purposed to know the innovation of the Barista Education curriculum as a form of problem solving for education and professional barista training. This study applied descriptive qualitative approach. The data sources were from relevant literature studies related to the development of barista curriculum and interviews to the practitioners, such the barista coffee, government, and students. The result of this study was about the innovation of barista education curriculum comprised of ideas and products. The idea of barista curriculum facilitated candidates or junior barista became a professional in their job, through goals, content, strategies, and evaluations. Product innovation completed in curriculum document, accompanied by a learning plan and handbook. Curriculum innovation of barista education was a part of implementation on curriculum and evaluation to enhance purpose of barista curriculum.

Keywords: Barista, curriculum, education, innovation

Abstrak

Pendidikan kurikulum kopi barista merupakan bagian dari inovasi kurikulum untuk pendidikan dan pelatihan. Penelitian ini bertujuan untuk memahami inovasi kurikulum Pendidikan Barista sebagai bentuk pemecahan masalah pendidikan dan pelatihan barista profesional. Penelitian ini menerapkan pendekatan deskriptif kualitatif. Sumber data berasal dari studi literatur yang relevan terkait pengembangan kurikulum barista dan wawancara kepada para praktisi, seperti kopi barista, pemerintah, dan mahasiswa. Hasil penelitian ini adalah tentang inovasi kurikulum pendidikan barista yang terdiri dari ide dan produk. Ide kurikulum barista memfasilitasi kandidat atau barista junior menjadi profesional dalam pekerjaan mereka, melalui tujuan, konten, strategi, dan evaluasi. Inovasi produk dilengkapi dengan dokumen kurikulum, disertai dengan rencana pembelajaran dan buku pegangan. Inovasi kurikulum pendidikan barista merupakan bagian dari implementasi kurikulum dan evaluasi untuk meningkatkan tujuan kurikulum barista.

Kata kunci: Barista, kurikulum, pendidikan, inovasi



INTRODUCTION

This era already brought people to develop all aspects of life, including economic, social cultural, educational, and technological activities. Education becomes a strategic issue of human development because education brought big impact for the generation of a nation including Indonesia, which thinks that education is in a vital position (Dodi et al., 2021). Through Education, the new existence will succeed a cool and better life society or generation. Therefore, Education becomes a potential effort of a country be able to develop and adapt the times. This assumed that education needs a change to control and stabilize with era. The changing of each era is a must. Education stands for facilitation the individuals for learning and getting relevant knowledge (Lencastre et al., 2020)

Barista profession is an important profession and core person in a coffee shop or café (Maspul, 2022). The development of coffee café in Indonesia is very rapid every year. Based on PT. Toffin and Mix Marketing & Communication noted, in the last three years, the number of coffee outlets in Indonesia has increased by more than 2,000 in 2016-2019, this number only counts coffee outlet chains in big cities. if modern to traditional independent coffee shops are counted then the number will be much higher (Barkah et al., 2021) It should be realized, this becomes a great potential for economic development and employment. Considering Indonesia is one of the countries with the largest coffee producers in the world, this becomes a force in improving the quality of the country. However, the problem of baristas lies in the ability or competence that has not been professional. Basically, a barista is not only able to create coffee-based beverages, but the ability to communicate and serve customers with professionals (Prehanto, 2019). Barista Education Curriculum is a guideline of barista education and training designed in a structured and systematic manner, according to the needs and problem solving of baristas. The barista curriculum contains structured guidelines on the standard of implementation of professional barista education. The initiation of this curriculum is based on the gap of the need to be a complete professional barista. The barista curriculum is one solution to the problem. Through the preparation of this curriculum, baristas have complete competence, to be implemented in their world of work.

The general assumptions, education sights always closely talk to the curriculum. Based on Law No. 23 of 2003 concerning the National Education System (SISDIKNAS) definition curriculum is as a set of plans and arrangements regarding the purpose, content, and materials, as well as the way used as a guideline for the implementation of learning activities to achieve educational goals. Curriculum becomes a guideline in the implementation or process of Education. It happened because through the curriculum could direct the desired goals or results. Without a curriculum in Education, seems like such as someone who does not know the direction and purpose.

Similarly, with Education, the curriculum needs to be developed and improved according to the existing circumstances. Curriculum innovation in general had different characteristics to previous curriculum products or ideas (Willness & Bruni-Bossio, 2017). This was also reinforced by Wahyudin & Susilana (2013), where curriculum innovation owned the characteristics of product updates or ideas designed through certain steps in a structured manner. The success level on curriculum innovation was influenced on the contextual factors on needs and problem of curriculum, which can be gained through systematic evaluation and findings of implementation (Salter-Dvorak, 2016). It means innovation on curriculum related to innovation and evaluation of curriculum. A good curriculum which is as principle, should be able to adapt with any development aspects (Simanjuntak et al., 2022). At this time, suitable and relevant curriculum necessarily appropriated to be applied in the future. Various aspects of the curriculum needed included aspects of ideas or objectives, content, strategy, and evaluation (Sholihah, 2019). These aspects became the core of curriculum development. Curriculum

development processed to obtain a guideline relevant to the situation. Curriculum development built a part of curriculum innovation, either the process or content of learning materials (Prastyawan, 2011).

In the previous research conducted by Prehanto et. al., (2021) states that the barista curriculum requires continuous development, this is because there are still very few barista education curricula. Curriculum innovation is one option in improving the quality of education. Curriculum innovation became an option in improving the quality of education, through the improvement of human skills and knowledge, so that the human resources produced are able to compete globally (Bayerlein, 2015; Cantika, 2022). Based on this, it is necessary to consider research related to curriculum innovation related to coffee barista education. This research aims to be able to solve existing problems and design a curriculum that can be applied in coffee barista education.

RESEARCH METHOD

This study applied qualitative research method, that concern on descriptive study. Qualitative research method is a way understanding the evidence of certain subjects holistic through qualitative data and and often involves a rich collection of data from various sources (Nassaji, 2015). This participant position raises potential issues of reflexivity for myself as the researcher. Qualitative research becomes complex because the data is obtained naturally as well as holistic from interviewing dialog of some relevant participants related to coffee and barista profession. The data provided literature study regarding barista coffee existence and barista curriculum education. It was enhanced by the interviewed data from barista coffee, about the progress of its education and training. The data gained from barista coffee trainer, students that already completed the training, and practitioner.

RESULT AND DISCUSSION

Barista Education Curriculum Innovation was comprised into some components, such the innovation of idea and innovation on product. Herewith would be explained thus innovation.

a. Innovation of Ideas or Ideas of Barista Education Curriculum

Curriculum innovation is a new idea of the curriculum, of the development of a society. New ideas or changes to the curriculum are initiated by changes in the social conditions of society, culture, technology, and the development of learners (Maryati, 2020). Various types of curriculum innovations include competency-based curriculum and community-based curriculum. Competency-based curriculum emphasizes on strengthening the competence of knowledge, attitudes, and skills, which is an important provision for a person in becoming a life in society. Competency-based curriculum innovation focuses on human interests and talents, in accordance with its characteristics. Meanwhile, community-based curriculum provides human skills in solving environmental problems.

In particular, the idea of curriculum of barista education was began with the existence of baristas in the rapidly growing Semarang city area. Many cafes or coffee shops in the city of Semarang started raising this business, because they saw future aspect and the young customer that really concerned with coffee. Even the Culture and Tourism Office (Disbudpar) of the City of Semarang also supports this phenomenon by holding barista training which unfortunately is held on a limited basis (Pemerintah Kota Semarang, 2022). These developments also existed in most areas in major cities in Indonesia, such as Jakarta, Surabaya, Bandung, and Medan. In every place that sells coffee drinks, there is a barista who serves the buyers. However, this existence is not supported by the competence of professional baristas. However, some baristas were only able to make coffee-based beverages, but did not yet have the ability to serve and

communicate in accordance with standards. In 2017, baristas had been incorporated into the profession regulated in the law. To the development of objectives tailored to the competence of being a professional barista and the Indonesian National Qualification Framework (KKNI) the idea or objectives of this curriculum also was becoming concern to the paper (Prehanto et al., 2021). Somehow, a lot of barista gained the skills on making coffee just from working. It made a gap, where thus barista had lack competency on knowledge and attitude. The knowledge on barista such as understanding of history of coffee and barista and understanding of quality assurance on barista professional. Then, lack of attitude meant as the ability of barista coffee for giving professional standard service. Therefore, by developing barista curriculum later on, the barista would have complete competencies as professional barista. This innovation emphasizes on fulfilling the competencies needed to become a barista professional, more without forgetting the culture. Furthermore, through innovation of objectives, materials, implementation, and evaluation the idea of barista curriculum kept developed to be existing.

b. Product Innovation of Barista Education Curriculum

Innovation of barista curriculum products in the form of a book or curriculum script containing guidelines for the implementation of barista education, consisting of objectives, content, strategies, and evaluations.

1. Objective

Innovation the purpose or idea of the barista curriculum facilitated and created a professional barista, who already completed competence, such knowledge, skills and attitude. The problem of barista training faced that they only got competence in making coffee-based beverages (Prehanto et al., 2021). Being a professional barista must have a professional attitude and good service, in accordance with professional standards. In addition, strengthening the basic attitude had done by remaining a barista whose capability to maintain local or regional wealth. Innovation on objective as particular aspect when it influenced such of other components of education. Through this innovation, what barista wanted, appeared in the objective.

2. Content or Materials

Content of materials are component in curriculum should be deeply attended. This aspect more likely a provision or compulsory for young barista to get their new professional job. Innovation of barista curriculum content derived from the purpose of barista education. The material or content of this curriculum is developed based on the standard of competence of the barista profession There are 9 core competency standards of the barista profession formulated by the Government of Indonesia. (Prehanto et al., 2021). Figure 1 described the content of the barista curriculum did not only contain of skills in making coffee-based beverages with mechanical and manual techniques. However, communication skills became important competence with buyers and also working area management and safety. Innovation of barista curriculum content is integrated with the needs of professional baristas who must develop regional culture. Therefore, material on understanding local coffees is added to this curriculum.

Table 1. Content of Barista Curriculum

(Source: Prehanto et al., 2021)

Course Materials	Course
– World and Indonesian coffee types	General Course of Coffee (P)
– world and Indonesian coffee characteristics	
– Coffee anatomy	
– Coffee history	
– Barista history	Barista General Course (P)

– Barista definition	
– Barista duties and responsibilities	
– Coffee grading	Coffee Taste and Quality Test (K+P)
– Sorting	
– Taste testing technique	
– Tongue anatomy	
– Method fill out the assessment form	
– Introduction of manual brew tool	Operational Tools and Methods of Blending Coffee (K)
– Machine tool introduction	
– Types of coffee drinks with manual brew technique	Coffee-based Beverages Orientation (P)
– Types of coffee drinks with machines	
– Types of coffee drinks with traditional	
– The tip and base of the coffee processing	Coffee processing process (P)
– Security, health and safety at work	K3 (P)
– Maintain tools	Management of work areas and ingredients (K+P)
– workflow and layout of the work area	
– Communication in English	
– Managing ingredients	
– Coffee drinking trend	Updating the barista and coffee profession (K+P)
– Coffee quality update	
– Tool update	
– Indonesian and world barista competitions or contests	
– Latte art (Optional course)	

3. Strategy

Strategy of process led potential reach of curriculum, whether success or not. The hands-on experience of barista training became focus of barista curriculum strategy innovation. Real experience influenced an important strategy in learning. This provided a hands-on experience so that the participants learn to have a real picture of a learning (Thomas et al., 2019). The innovation of the implementation or strategy of the barista curriculum is to provide real experience in its work. Prospective barista professionals learnt how to make coffee with the tools that have been provided. Hands-on practice and mentoring from instructors conducted to strengthen their understanding. When a problem found at work, they allowed ask to the instructor a question. The participants learned not only about making coffee drinks. Instead, the practice of communication with customers, both in offering menus and saying greetings would be gained by young barista.

4. Evaluation

Evaluation is an important part of Education. Through evaluation, what data obtained or the results of the implementation of the barista curriculum became valuable information. Innovation of barista education curriculum was conducted comprehensively, not only from results or scores, but also from qualitative and user judgement instructors (Prehanto et al., 2021). Figure 2 showed the evaluation had been continued by considering what is there with the expected purpose accordingly. The relevant evaluation

could make the goal maximized and minimize the problems faced. Innovation evaluation of barista curriculum explained a consider, whether the participants have met the criteria of professional barista assessment. The merger of qualitative and quantitative assessments obtained comprehensive data, in order to follow up as policy. The results of the assessment possible became judgment on the trainees and the curriculum development. In the evaluation of the barista curriculum done with consideration of the ability of participants to learn with the standard of the barista curriculum, including process standards, content standards, standards of pre-targeting facilities, graduate standards, assessment standards, educator standards, and management standards. (Prehanto et al., 2021)

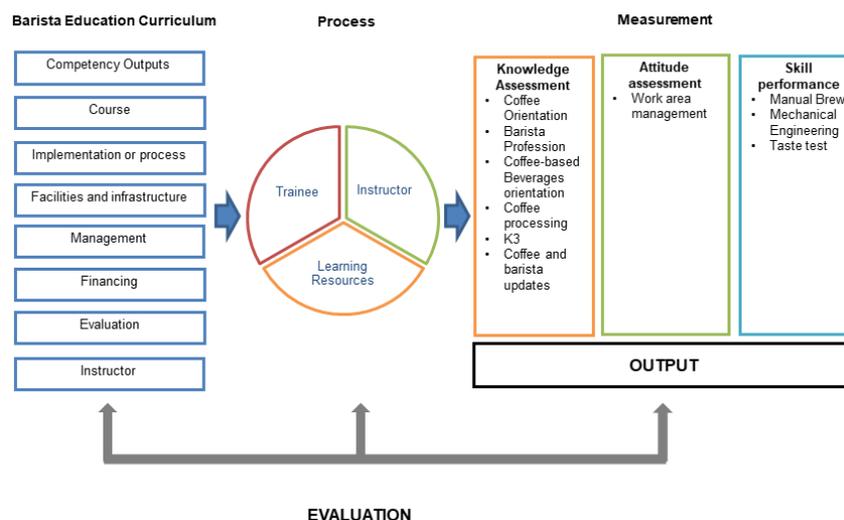


Figure 2. Scheme of Evaluation on Barista Curriculum (source: Prehanto et al., 2021)

However, curriculum innovation is an activity of renewal of an idea or product. Curriculum was understood as the structured guideline to be used by teacher during implementation or teaching. For teacher, curriculum should be adjusted to the relevant environment and developing era in order to help teachers to know what they would teach to their students (Cho et al., 2015). It is a concern for all stakeholders of schools, curriculum innovation had to be prepared properly. The new idea is able to provide a problem solving designed through a systematic drafting stage (Wahyudin & Susilana, 2013). Curriculum innovation played an important role in improving the quality of Education, especially against the changing times that are always dynamic. Curriculum innovation has a strategy towards renewal in solving a problem in a variety of possible ways or techniques (Essex, 2020). Process seems like a strategy to provide relevant experience to students, in strengthening competence (Wilson et al., 2018). To address this issue, the study is relevant to each research of Hakim & Hasan, 2019; Maryati, 2020; Winarni & Syahrial, 2020 where curriculum innovation included objectives, content, strategies, and evaluations. In term of process, curriculum innovation activities still kept going any time, because this activity is a response to curriculum improvement and Education (Wilson et al., 2018)

CONCLUSION

Barista curriculum innovation is a creativity existence for educational idea and product that is structured according to the needs of barista competency improvement. Even, the curriculum innovation includes ideas or objectives, content or materials,

implementation, and evaluation. The purpose of barista curriculum innovation is to improve the quality of barista education for prospective barista professionals. This is done because it follows up the development of the times and facilitates people or people in creating according to interests and talents. Therefore, it takes the diffusion of barista education curriculum innovation to facilitate the managers of barista training and education, as well as prospective barista professionals. This needs to be done through communication, so that this innovation facilitates practitioners or baristas professionally. Further research needs to be carried out or further implementation related to the coffee barista education curriculum so that it can be known how this curriculum is implemented

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