

Evaluation of Barista Performance Training Based on the Kirkpatrick Model: A Study at We Coffee House Tasikmalaya

Ratna Dea Puspita¹, Ahmad Hamdan², Bayu Adi Laksono³

^{1,2,3} Siliwangi University, Indonesia

Corresponding author Email: ahmad.hamdan@unsil.ac.id

Keywords

Barista Training, Kirkpatrick Model, Performance Evaluation, Coffee House

Article History

Received on 15th November 2024

Accepted on 13th December 2024

Published on 23th December 2024

Cite this article

Puspita, R. D., Hamdan, A., Laksono, B.A. (2024). Evaluation of Barista Performance Training Based on the Kirkpatrick Model: A Study at We Coffee House Tasikmalaya, *NHI Hospitality International Journal*, 2(2), 75-81. <https://doi.org/10.34013/nhi.v2i2.2325>

Copyright ©Author

Publishing License

This work is licensed under a [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Abstract

Purpose of the study: This study aims to evaluate barista performance training at We Coffee House Tasikmalaya using the Kirkpatrick model, which includes reaction, learning, behavior, and impact successful and can be resumed with several points of improvement in the future.

Design/methodology: This research used a qualitative approach with purposive sampling. Data were collected through observation, interviews, and documentation at We Coffee House Tasikmalaya. The data were analyzed descriptively based on the four levels of the Kirkpatrick evaluation model.

Findings: The reaction evaluation showed that participants were generally satisfied and happy with the training and mentoring process, although some facilities and the training schedule were considered inadequate. The learning evaluation indicated that participants improved in attitude, knowledge, and skills, making them more competent. The behavior evaluation showed that participants were able to apply the learned material in the workplace, although not yet optimally because further adaptation was needed, particularly in teamwork and discipline. The impact evaluation demonstrated that the training had a positive effect on employee work quality and contributed to company productivity and profit.

Research limitations/Implications: Overall, the barista training at We Coffee House Tasikmalaya was fairly successful and produced positive outcomes at the reaction, learning, behavior, and impact levels. However, improvements are still needed in training facilities, scheduling, and follow-up support to enhance training effectiveness in the future.

Novelty/Originality of the study: This study offers a novel application of the Kirkpatrick evaluation model in the context of barista training at a micro-scale coffee enterprise, providing a four-level assessment that links participant reaction, learning outcomes, workplace behavior, and organizational impact within a single evaluative framework.

INTRODUCTION

Each company will carry out a training program to improve the quality of human resources to support the performance according to the standards of each company. Training according to (Rudhaliawan et al., 2013) is a planned and systematic effort from an organization or company to improve knowledge, skills, and abilities of employees.

To achieve the needs of the company in the form of human resources or skilled employees, of course, they must have good management or management, especially in terms of managing training programs. An institution or company must be able to understand training management, especially program evaluation, because it is a form of assessment whether the program that has been implemented is successful or has failed and must be improved. According to Aryanti et al, (2015) evaluation functions as feedback on the process of program implementation carried out by the institution, but what is more important is feedback which evaluates all components in program performance so that it is able to have added value and a reasonable framework and it can be accounted for.

One of the *coffee shops* in Tasikmalaya City, We Coffee House, has carried out an employee performance training program, one of which is for barista skills. The company needs new employees who have basic barista skills such as operating a coffee machine, making *latte art coffee*, understanding coffee calibration and so on in accordance with the company's operational standards. According to Sutrisno, (2024), the definition of a barista is someone who is in charge of brewing coffee and interacting with customers related to coffee, where the role of this barista must have good skills so that it greatly affects the company's performance and productivity.

In running this program, the manager formulates several training managements starting from planning to evaluation as well as strategies that are carried out during the training period. In fact, in the field, there are several things that are problematic when running the training program, including inefficient training periods for each participant, inadequate training procedures, changing training plans and strategies, and evaluation methods that are less relevant and less optimal in evaluating training results because managers do not know about the existence of a program evaluation model.

Based on the problems found by researchers in the field, relevant evaluations are needed to be able to provide alternative decisions for managers for the next training program. There are several types of program evaluation models, one of which is the Kirkpatrick evaluation model which is defined as a training model that has advantages because it is comprehensive, simple, and can be applied in various training situations. One of the training evaluation model theories proposed by Donald Kirkpatrick is known as the four levels technique for evaluating training programs which consists of reaction, learning, behavior, and result (Kaswan, 2020). The Kirkpatrick model is suitable for application in non-formal education programs such as courses and training because the program can be carried out in a short period of time. Therefore, through the kirkpatrick evaluation model that will be carried out by evaluators in barista performance training at We Coffee House Tasikmalaya, we will find the facts of the training program related to the four levels of evaluation, namely reaction, learning, behavior and impact.

LITERATURE REVIEW

According to Arikunto and Jabar, (2014), evaluation is a process of determining the results achieved in a planned activity to support the achievement of a goal. Evaluation is an activity to find something valuable, including finding useful information in assessing the existence of a program, production, procedures, and alternatives to strategies that have been proposed to achieve a predetermined goal.

Training is an important activity carried out in every company to develop the skills of its employees so that they can maximize their performance in the company. According to Gustiana et al., (2022), training refers to a company's planned efforts to facilitate the learning of competencies, knowledge, skills, and behaviors related to employee work so that employees can master the knowledge, skills, and behaviors or attitudes emphasized in the training and apply them in their daily activities.

Training programs must essentially be implemented based on the results of a needs analysis. It is necessary to diagnose the actual performance problems experienced by the company. Therefore, training managers must first analyze the needs to identify the problems faced and the solutions required to overcome them. If training programs are not based on a needs analysis, they will not achieve the desired objectives or goals.

One of the training evaluation models proposed by Donald Kirkpatrick is known as the four-level evaluation or the four levels technique for evaluating training programs, which consists of reaction, learning, behavior, and results (Kaswan, 2020). According to Nurhayati (2018), the four-level evaluation model was first introduced in 1959 by Donald Kirkpatrick when he wrote a series of four articles entitled techniques for evaluating training programs. In this four-level evaluation, it must be carried out gradually from the first level to the last level because each level has an impact on the next level.

Research conducted by Nurhayati, (2018) also examined the effectiveness of technical training programs on learning planning material in the Riau Islands province through the Kirkpatrick evaluation model. This study examined the four-level evaluation model applied to the substantive technical training program on learning planning material, with the following results: at level one, participants' reactions to the training organizers and resource persons were very high, but there were several things that needed attention, such as teaching materials and learning facilities or learning media. Furthermore, at level two, participants' learning outcomes, ranging from attitude, knowledge, and skill competencies, received significant assessments; At level three, behavior, it was found that there were changes in the participants before and after the training, such as discipline in dress code, attendance, motivating colleagues, communicating well, and performing tasks well in their work environment. Finally, at level four, impact, there was an increase in the performance of training alumni, such as being able to develop methods and media in learning activities and being able to improve lesson plans.

METHODOLOGY

This study uses a qualitative approach with a qualitative descriptive research method in data collection to be able to describe the research objectives in depth. In a qualitative research approach, the researcher will blend in with the subject being researched so that he can understand the phenomenon from the point of view of the researcher.

The data collection methods used are observation, interviews, and documentation and take place at We Coffee House Tasikmalaya with a research period from September 2024. The data processing technique in this study

uses qualitative data analysis which is carried out through three stages, namely data reduction, data display, and conclusion drawn.

In mapping informants, the researcher chose the *purposive sampling method* with the reason that informants are considered to play an important role in the implementation of activities so that the information obtained can be in accordance with the goals to be achieved. The researcher determined eight informants, including two participants, two tutors, two managers, and two alumni.

FINDINGS

Based on the results of the research that has been carried out, it can be known the results of the evaluation of barista performance training at We Coffee House Tasikmalaya using the Kirkpatrick evaluation model which contains four stages or four levels, namely reaction, learning, behavior, and impact.

Participant Reactions

Implementation of the Program

In the first stage of evaluation, namely reactions, the aim is to find out how participants react to the implementation of training and training tutors. The first thing that is done is the reaction to the implementation of the training by specifically addressing the participants because it is the main component in barista training.

The results obtained were the reaction or response of the participants to the implementation of barista training at We Coffee House Tasikmalaya was positive in the sense of feeling comfortable, happy, and relaxed so that the participants were quite satisfied and enthusiastic in the implementation. According to Firdausy et al., (2023), a fun and supportive training atmosphere is very important to create an effective learning experience so that it can increase participant satisfaction.

However, there are two things that are obstacles in the training process, one of which is inadequate facilities, namely *scales* and *shakers*, so that it hinders the course of training if it is not overcome as best as possible and can affect the performance of baristas in making products. Infrastructure is indeed the most important thing in barista training because the main component of making coffee comes from the facility. This is in line with the findings from Putera et al., (2023) that good infrastructure is very important in barista training because quality facilities can affect the ability of participants to produce quality coffee as well.

Then related to the training schedule that was not in accordance with the previous agreement because there was one participant who filled in the blank schedule in the training. The suitability of the training schedule is important to pay attention to because if the training schedule that has been set previously is not carried out consistently, it will affect the readiness of the participants. By overcoming existing obstacles and conducting a comprehensive evaluation, it is hoped that barista training can provide greater benefits for participants and improve the quality of products produced by baristas in the future.

Training tutors

The results of the evaluation in this aspect can be seen that the reaction of the participants to the tutor or barista training resource person at We Coffee House gave a positive reaction, namely that the participants felt satisfied and comfortable with the tutor where the training was carried out in an intense and fun manner because the learning was relaxed, including from the way the tutor taught which used more practical methods than theory, and the absence of seniority that made the guidance and training feel comfortable to run.

According to Wati & Aini, (2021) emphasizes that practice-based learning methods can increase participants' interest and motivation in the field to be studied. In the context of barista training, this approach not only makes the learning process more relaxed but also allows participants to directly apply the skills they have learned into real situations so as to be able to increase their confidence as a barista. By prioritizing practice methods, creating an inclusive environment, and conducting thorough evaluations, training can provide a satisfying and beneficial experience for participants.

Learning Experiences

Changes in attitude

The second stage of evaluation analyzes changes in attitudes, knowledge learned, and skills developed by participants during training. The attitude of barista trainees as part of the learning aspect has resulted in a good attitude in terms of communication, discipline, teamwork, and responsibility. Although there are some points that are not optimal, such as panic at work and delays and problems that occur during the training, the participants have shown a good attitude as a barista.

Being a barista requires having a good attitude or ethics, especially when working, because baristas are in direct contact with consumers and then responsible for their own products. This is in line with what was mentioned by

Rahman and Putri, (2019) that baristas not only learn how to brew coffee, but also have to train *hospitality* by providing the best service for consumers.

Discipline is also one of the aspects that are considered in this training. According to Firdausy et al., (2023) although the existing references do not directly discuss discipline in the context of barista training, the development of *soft skills*, including discipline, is very important to prepare students to be independent and successful in the business world.

Although the participants have shown a good attitude in various aspects, there are several points that need to be considered. For example, panic at work and delays that occur during training can be indicators that participants still need to develop their stress and time management skills. By continuing to provide the right training and support, it is hoped that participants can overcome existing obstacles and become professional and competent baristas in the future.

Knowledge learned

The results obtained in this evaluation are that barista training affects the knowledge of participants when viewed based on the results of tests in the form of pre-test and post-test. However, the company is not too dominant on the pre-test results but focuses more on the post-test results after the training to measure how far the participants understand related to barista knowledge. The results are quite meeting expectations and need to be maximized again to support the barista's skills themselves.

Participants' knowledge from the post-test results included calibration, then *manual brew* ratio, and service to consumers. Although it has not been maximized, it is hoped that participants can redevelop knowledge related to coffee to become more competent baristas. This is in line with the findings by Rahman and Putri, (2019) which shows that the performance of a good barista is highly dependent on the knowledge and skills acquired through training. Thus, continuous evaluation and adjustment of training programs based on *post-test* results can help improve the overall quality of barista training.

Skills that have been developed

Barista training can improve the skills of participants from those who previously only had basic skills to be more capable even though they are not yet optimal, but they can already serve latte art products and manual brews. Through the difficulties experienced by participants during the training, it can produce good results and needs to be redeveloped periodically so that it can encourage confidence as a barista.

According to Febriyanti and Sungkono, (2024) the important skills that baristas must have are the ability to brew coffee well, the art of *latte*, and the ability to communicate with customers. Barista training has succeeded in improving the skills of participants from those who previously only had basic skills to more skilled, although not to the maximum. Participants are now able to serve *latte art* products and *manual brew*, which is an important skill in the world of barista.

Through this training, participants revealed that they were able to encourage the confidence of baristas because they already have qualified skills. By continuing to develop their skills and overcome existing challenges, participants are expected to increase their confidence as baristas and contribute to the growing coffee industry.

Behavior Evaluation

The third stage of evaluation, namely behavioral evaluation, emphasizes more on the implementation of training results in the work environment both in terms of attitudes, knowledge, and skills. In this evaluation, it looks at how consistent the participants are after the training when placed in their work environment.

Transfer of learning after training

Participants have implemented *transfer of learning* while in the work environment, but further adaptation is needed so that participants are able to minimize frustration or panic at work. After the training, participants must be independent and responsible for their own work to encourage the development and improvement of the quality of barista work. This is in line with the findings from Widiyanto et al., (2022) stating that a supportive work environment can increase the likelihood of knowledge transfer acquired during training.

After the training, participants are expected to be able to be independent and responsible for their own work. This independent attitude is very important to encourage the development and improvement of the quality of barista work. Although participants have demonstrated the ability to apply the knowledge gained, further adaptation is still needed so that they can minimize mistakes or panic while working. In line with the opinion (Senatadin & Mahanani, 2024) that being an experienced barista in dealing with busy situations, dissatisfied customers, or other problems can help baristas develop the ability to overcome challenges so that they remain calm in situations that may be challenging.

Changes in work behavior

Based on the results of the evaluation, participants experienced significant changes in work behavior before and after the training, especially in terms of skills. Participants only need to improve teamwork and develop their skills to become more professional as a barista.

The participants' work behavior before the training was only limited to basic skills such as brewing coffee and did not know more about coffee making methods, but after carrying out the training it could change the participants' work behavior to be more able to operate the machine, make *latte art*, and make *manual brews*. Then in terms of knowledge, there is also a change, although participants prefer practical learning, but as a barista must also understand knowledge related to coffee to support their performance and skills. As for the change in attitude shown by participants in the work environment, namely an attitude of full responsibility towards the products presented to consumers. Although participants have shown good progress, there are still areas that need to be improved, especially in terms of teamwork.

According to Kirkpatrick, 2007 in (Ritonga et al., 2019) there are three reasons why behavioral level evaluation needs to be considered, including to find out whether the acquisition of skills and knowledge produces new behaviors, whether the lack of success at level four is due to ineffective training or lack of adequate follow-up, and finally to find out *long-term* follow-up or follow-up. In overall, barista training has succeeded in significantly improving the skills of participants. However, to achieve higher professionalism, participants need to continue to develop their teamwork and skills.

Impact Evaluation

The last evaluation stage in the Kirkpatrick model is the impact evaluation, which in this case reviews and analyzes the impact of training on participants and the impact of training on the company.

The impact of training on participants

The barista training that has been carried out has a great impact on the participants, especially in improving communication and quality of work. Participants become more confident because they have the ability and become more directed in their work. The quality of the participants' work has improved well so that the company hopes to meet the performance target as a barista by developing themselves continuously.

Apart from the quality of work, the communication of participants has also improved after the training. As said by (Dian Lestari, 2024) that barista communication skills are very decisive in maintaining consumer satisfaction because being a barista should be able to understand the right communication with their customers.

Although participants have shown significant progress, it is important to remember that self-development must be done continuously. Ongoing training will help participants to stay relevant and competitive in an ever-changing industry.

The impact of training for the company

Training has a great impact on companies depending on their goals and needs. We Coffee House Tasikmalaya stated that the purpose of the training is not only to train human resources to become skilled, but also to be used as an attraction to attract new consumers to come back. And this can be said to be successful because the company's productivity and profits have increased after the training. Customer satisfaction has also increased because the skills of the trained baristas have been more developed than before. The company acknowledges that the training has been successful but there are some evaluations that must be projected for future improvements.

According to (Tamsuri, 2021), the evaluation at level four focuses on achieving the final results that occur, namely the impact of training on the environment and the surrounding organization, including increased productivity, increased performance, increased employee discipline, time efficiency at work, improved quality, increased production, and increased profits.

After the training, the company's productivity began to increase due to the arrival of new consumers, thereby increasing the profits generated. This proves that training affects the increase in profits and has indirectly achieved the company's goal of carrying out training.

While the company acknowledges that the training has been successful, it is important to conduct evaluations and projections for future improvements. The company revealed that it had conducted an evaluation but only focused on the skills of the participants, not comprehensively. Through the kirkpatrick model, it can help maximize the process of evaluation so that the overall improvement projection can be known. Ongoing evaluation of training programs can help identify areas for improvement and ensure that the training provided remains relevant to the needs of the company and customers.

DISCUSSION

The training was successful, particularly in achieving the company's objectives or needs, namely increasing the number of employees and making new baristas attractive to consumers. Through training evaluation, several things can be identified that need to be projected for future training improvements, starting from the evaluation of training facilities, training schedules, attitudes, knowledge, skills, work behavior as permanent employees, and other aspects. Through this, it is hoped that the company can develop further in terms of employee performance and overall company productivity. Although the company acknowledges that the training has been successful, it is important to conduct evaluations and projections for future improvements.

The company revealed that it had conducted evaluations but only focused on the skills of the participants and not comprehensively. The results obtained through the 83 evaluations were only related to product consistency, individual skills, and teamwork, which in Kirkpatrick's evaluation are part of behavioral evaluation. The Kirkpatrick model can help maximize the evaluation process so that comprehensive improvement projections can be identified. Continuous evaluation of training programs can help identify areas for improvement and ensure that the training provided remains relevant to the needs of the company and its customers. Research by Sa'adah and Anjarwati, (2023) showed that continuous product innovation can improve marketing performance and demonstrates the importance of adaptation and continuous development in the coffee industry.

Therefore, We Coffee House needs to continue developing training and innovation programs to remain competitive in an increasingly competitive market. Overall, barista training at We Coffee House Tasikmalaya has had a significant impact on the company in terms of improving employee skills, productivity, and customer satisfaction. By conducting continuous evaluation and development, the company can ensure that it continues to meet its performance targets and attract new customers.

CONCLUSION

Based on the results of research that has been conducted at We Coffee House Tasikmalaya related to the evaluation of barista performance training based on the kirkpatrick model in which there is an evaluation of reactions, learning, behaviors, and impacts, it can be concluded that in the first phase of the evaluation which examined the reaction or response of participants to the implementation of the training program and the reaction to the training tutor, the result was that the participants gave a positive reaction in the sense of feeling satisfied with the implementation of the training also felt happy when the training process was carried out because of the relaxed and skilled way of teaching tutors. In this stage of evaluation, the training can be said to be successful but not optimal, there are inadequate facilities and inappropriate training schedules so that it is expected to be a projection for the next training.

The second stage of evaluation examines the learning outcomes of participants including attitudes, knowledge, and skills as training outcomes. Although the results obtained have been achieved, it is hoped that participants will improve their abilities when in the work environment to meet the company's performance targets. The third stage of evaluation is behavioral evaluation, researching the consistency of participants after training while in the work environment. In this case, the training succeeded in changing the behavior of the participants and the participants consistently applied the skills that had been trained even though they were not optimal because there was still a lack of discipline, panic, and chemistry between teams needed to be improved. The fourth phase of the evaluation, which examines the impact of training on participants and companies, results in training having a significant impact on participants because they experience an improvement in the quality of work and communication that is increasingly effective in serving consumers. The impact on the company has also been enough to meet the set training objectives, namely adding employees and increasing the company's productivity through baristas as consumer attraction. This affects profits and customer satisfaction so it is hoped that training can be carried out again with some improvements in the future.

REFERENCES

- Arikunto, S., & Jabar, C. S. A. (2014). *Evaluasi Program Pendidikan: pedoman teoritis praktisi pendidikan*. PT Bumi Aksara.
- Aryanti, T., Supriyono, S., & Ishaq, I. (2018). Evaluasi program pendidikan dan pelatihan. *Jurnal Pendidikan Nonformal*, 10(1), 1-13.
- Dian Lestari, A. (2024). Barista Communication Skills: An Analysis on "Ngopicirebon." *Signal Journal*, 11(2), 298–304. <https://doi.org/10.33603/9wbwtr25>
- Febriyanti, A. & Sungkono. (2024). Strategi Peningkatan Kualitas Pelayanan Barista Pada Kopi Dari Hati. *PENG: Jurnal Ekonomi dan Manajemen*, 1(2), 175-184. <https://doi.org/10.62710/myxg2109>

- Firdausy, N., Yuadi, I., & Puspitasari, I. (2023). Analisis Sentimen Evaluasi Reaksi E-Learning Menggunakan Algoritma Naïve Bayes, Support Vector Machine dan Deep Learning. *Techno.Com*, 22(3), 677–689. <https://doi.org/10.33633/tc.v22i3.8160>
- Gustiana, R., Taufik Hidayat, & Achmad Fauzi. (2022). Pelatihan Dan Pengembangan Sumber Daya Manusia (Suatu Kajian Literatur Review Ilmu Manajemen Sumber Daya Manusia). *Jurnal Ekonomi Manajemen Sistem Informasi*, 3(6), 657–666. <https://doi.org/10.31933/jemsi.v3i6.1107>
- Kaswan. (2020). *Pelatihan dan Pengembangan untuk meningkatkan kinerja SDM*. Alfabeta.
- Nurhayati, Y. (2018). Penerapan model Kirkpatrick untuk evaluasi program diklat teknis substantif materi perencanaan pembelajaran di wilayah kerja Provinsi Kepulauan Riau. *Andragogi*, 6(2), 170-187. <https://doi.org/10.36052/andragogi.v6i2.63>
- Putera, A. S., Fernandes, R., Fahmi, K., Adriyani, A., Vidiadari, I. S., Triyandra, A. C., ... Saputra, R. A. V. W. (2023). Pemberdayaan UMKM Coffee Shop Melalui Pendampingan Pengembangan Kelas Pelatihan Kopi Profesional. *Abdi: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 5(2), 212–221. <https://doi.org/10.24036/abdi.v5i2.444>
- Rahman, L., & Putri, E. D. H. (2019). Upaya Meningkatkan Kinerja Barista Untuk Mengurangi Keluhan Tamu Di Rock Gilis Coffee Lombok. *Khasanah Ilmu - Jurnal Pariwisata Dan Budaya*, 10(1), 63–73. <https://doi.org/10.31294/khi.v10i1.5620>
- Ritonga, R., Saepudin, A., & Wahyudin, U. (2019). Penerapan Model Evaluasi Kirkpatrick Empat Level Dalam Mengevaluasi Program Diklat di Balai Besar Pelatihan Pertanian (Bbpp) Lembang. *Jurnal Pendidikan Non Formal*, 14(1), 12-21. <https://doi.org/10.17977/um041v14i1p12-21>
- Rudhaliawan, V. M. (2013). *Pengaruh pelatihan terhadap kemampuan kerja dan kinerja karyawan (Studi pada Karyawan PT. Telkom Indonesia, Tbk Kandatel Malang)* (Doctoral dissertation, Brawijaya University).
- Sa'adah, L., & Anjarwati, R. (2023). Pelatihan Penulisan Esai Pada Siswa Anggota Jurnalistik dan Literasi Man 5 Jombang. *Jurnal Abadimas Adi Buana*, 6(02), 162-175. <https://doi.org/10.36456/abadimas.v6.i02.a6359>
- Senatadin, M. A. B., & Mahanani, E. (2024). Pengaruh Pelatihan, Pengalaman Kerja dan Gaji Terhadap Kinerja Barista Coffee Shop di Rawalumbu Bekasi, Jawa Barat. *IKRAITH-EKONOMIKA*, 7(2), 204-210. <https://doi.org/10.37817/ikraith-ekonomika.v7i2.3349>
- Sutrisno, A. L. (2024). *Implementasi Program Pelatihan Barista Dalam Meningkatkan Kecakapan Hidup (Life Skill) Di Toko Kopi San Djaya Tangerang* (Bachelor Thesis: UNIVERSITAS SULTAN AGENG TIRTAYASA).
- Tamsuri, A. (2021). Literature Review of the Use of the Kirkpatrick Method for Training Evaluation in Indonesia. *Journal of Research Innovation*, 2(8), 2723–2734.
- Wati, D., & Aini, W. (2021). Achievement Motivation and Entrepreneurial Interest of Barista as Training Graduates from Job Training Center. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 9(3), 352–358. <https://doi.org/10.24036/spektrumpls.v9i3.113588>
- Widiyanto, Yanto, H., Nurkhin, A., Mukhibad, H., & Baswara, S. Y. (2022). Pelatihan Barista Kompetensi Manual Brew sebagai Penguatan Minat Wirausaha pada Santri Pondok Pesantren Al Asror Semarang. *Sarwahita : Jurnal Pengabdian kepada Masyarakat*, 19(02), 344–355. <https://doi.org/10.21009/sarwahita.192.9>