Design of Teaching Method Using Hybrid System on Barista and Bartender Practice in Udinus

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KEYWORDS	ABSTRACT
Hybrid System Barista and Bartender Class Teaching Method	The development of the hospitality world goes parallel with the world of providing food and beverage services. One part of the provision of food and beverage services which is starting to have many connoisseurs is the barista and bartender. Baristas and bartenders are generally known as coffee brewers. Currently able to make a big change, where every year this profession has increased in popularity quite rapidly. All of this is because coffee has become a favorite drink of the community, both among young people and workers to make their work more productive. Based on these opportunities, baristas and bartenders began to become one of the courses in the UDINUS hospitality management study program as practical courses. Welcoming the post-pandemic learning method, UDINUS applies a hybrid system in the learning process. The application of the lecture method with this hybrid system takes into account the circumstances and effectiveness of the teaching and learning process of lecturers and students. The learning method has pros and cons for students. With qualitative descriptive research methods and data collection through interviews. The author seeks to find out the impact of the hybrid system during lectures on student understanding regarding the delivery of learning material, especially in barista and bartender courses. The search for the best teaching method can be seen based on the following research results, as a consideration for the application of a hybrid system in theoretical and practical lectures for barista and bartender learning, so that students can understand these courses optimally.

INTRODUCTION

Entering the era of development in the 4.0 era, there are many activities that are affected by technological sophistication. Without exception, the education sector is one of them. At the present time where the world of education is starting to coexist with endemic problems and the times, there are many learning methods that switch to using technology media. One of the uses of this technology is during learning activities known as a hybrid system. A hybrid system is one of the learning processes in the modern era, where students and lecturers can conduct lectures without being constrained by distance and space. This was chosen because it was considered to function in dealing with learning problems at the beginning of the pandemic. Learning is an urgency that needs to be considered in the world of education (Rahman, 2018). Through these learning activities, students can receive the knowledge conveyed by the teachers (lecturers). The teaching staff at UDINUS began to use a hybrid system as a learning method. This hybrid system makes learning activities effective, improves learning abilities as seen from learning outcomes, and solves problems of the times (Dwijonagoro, 2019). One of the courses that implement the Hybrid system learning method is the barista and bartender class. Barista and bartender class is one of the practical courses that require a lot of theory and on-site training in the implementation of teaching. Responding to the problems of the endemic period, learning activities in this course must follow from what was previously full online, turning into a hybrid. The readiness of practitioners in dealing with hybrid learning activities must of course be mature. Moreover, there will be many challenges that will be faced in the process of these learning activities.

METHOD

In this study, a descriptive qualitative research method was used with the help of data collection through interviews and library studies. The term qualitative research according to Kirk and Miller in Gumilang (2016) is a tradition in social science that relies on observations of humans and relates to people through language or terms. The data collection method was carried out by interviewing one of the lecturers of the UDINUS hospitality management study program who teaches barista and bartender courses. Interviews were conducted to collect data on the impact of using a hybrid teaching system (online and face-to-face) during the pandemic.

Through the interview method, researchers explore information about learning activities with the following scheme:

Barista and Bartender Class					
Offline Class		Hybrid		Online Class	
Theory	Practice	Result		Theory	Practice

Figure 1. Peta Konsep Penelitian
Source: Peneliti, 2022

In the process of collecting and processing data, it aims to draw conclusions based on theory and the results of interviews so that this research can be properly accounted for. The flow of this research can be described by the following process:
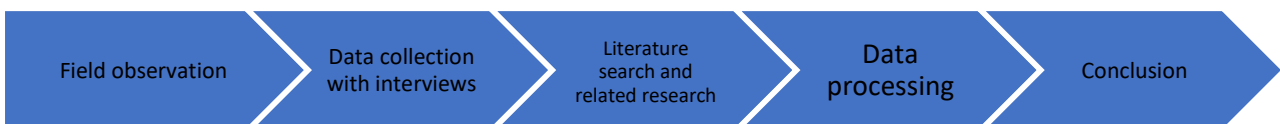
Field observation → Data collection with interviews → Literature search and related research → Data processing → Conclusion

Figure 2. Alur Penelitian
Source: Peneliti, 2022

RESULTS AND DISCUSSION

Hybrid Learning Pada Pembelajaran Barista dan Bartender

1. Definition of Hybrid Learning

Hybrid Learning is a combination of several learning methods that involve digital media as an intermediary. Hybrid Learning according to Asyrofi (2016), is methodological learning and combines several learning methods such as: Traditional Classes (TC) is learning done traditionally, Real Workshop (RW) is learning with computers as a tool, and Virtual Workshop (VW) is learning through the internet. Meanwhile, according to Sisilia (2022), the notion of hybrid learning is a combination of distance learning methods and face-to-face meetings (on-site). So that this hybrid learning method can be used as a solution to anticipate and at the same time minimize the psychological-social impact of students, while still being able to study activities as before. In this barista and bartender learning, a hybrid system is used because it makes it easier for students

to capture the material. The hybrid system itself used for learning baristas and bartenders at UDINUS uses two methods, namely online and face-to-face meetings (on site). Online is used to deliver material in theory, while face-to-face meetings are used to deliver material face-to-face (practice). This hybrid learning also has its own learning model, namely: Model Hybrid Learning.

According to Aristika in Maknun (2022) the Hybrid Learning model is an innovative learning model that utilizes information and communication technology. Hybrid learning can also be interpreted as a process to acquire knowledge and skills centered on the actor (student), developed through integrated instructional design through digital classroom activities (internet and mobile), print, recording, and face-to-face (traditional) in a planned manner (Aristika , 2021).

The hybrid learning model used in the barista and bartender courses at UDINUS is carried out innovatively, by utilizing theoretical material and coffee-making practice videos via YouTube. After that, students will practice directly on site or online. Students are required to be able to make signature drinks individually. The students were given a signature drink reference based on the creator's work from several sources such as Google and YouTube. In face-to-face learning practicum, lecturers are able to bring guest lectures from universities or other institutions to increase students' interest and insight into learning.

2. Barista and Bartender

The word Barista comes from Italian which means bartender, has the task of serving various types of drinks not only coffee drinks (Yunitasari, 2022). Meanwhile, people who can mix and serve drinks, especially coffee to customers, are called baristas. The word Barista comes from the Italian word "Bartender" which means "barman". Based on this understanding, baristas are often equated with their perceptions as a waitress or a server. Of course, a waiter and a barista have their own differences.

Meanwhile, according to Joseph A. Micheli in his book entitled the Starbucks Experience in Herawati (2020) revealed that the word Barista comes from Italian which means bartender, namely someone who prepares and mixes espresso-based drinks.

The barista and bartender courses at UDINUS study the process of making various types of drinks such as coffee, mocktails, and signature drinks. Not only through the practice of making it, but also found the basic material that contains the theory of the drink. Lecturers also provide several reference sources that can be used as references, as well as invite several guest lecturers to assist students in implementing the practice of making these beverages.

Figure 1. Guest Lecture in Barista and Bartender Class
Source: Researcher, 2022

In the process of data collection, interviews were conducted with related informants regarding the hybrid learning system that has been used in the barista and bartender courses and interview data were obtained as follows:

Table 1. Chart of Interview Result

No	Question	Response
1	During your teaching at the barista & bartender what materials do you provide?	Provide 75% practical learning and 25% theory. In the concept of learning at this time, the resource persons stated that they would focus on practice and these activities were combined with theoretical material or assignments. This activity is carried out to facilitate practical learning, examples of the material provided are manual brew, the use of a coffee machine, and mixology.
2	Can this barista learning be run in a hybrid way?	Hybrid system learning is less effective, due to several things, such as, during the online hybrid learning process, students usually have problems with problematic networks. So that online meetings are hampered. Therefore, during hybrid learning, this activity prioritizes offline or face-to-face learning. Some other things why hybrid learning is not effective because there is no clear 2-way communication. However, the advantage of providing material in theory is to introduce the coffee-making process in general.
3	What obstacles do you get while teaching hybrid?	The obstacle obtained was the difficulty of dividing time to pursue curriculum targets for 14 meetings, where in the class the students were divided into 3 groups, each group having a turn to study online and some practicing. With the aim that everyone can have the opportunity to try to make a mix of drinks in the form of mocktails and signature drinks.
4	What are the ups and downs that you face while teaching barista and bartender classes?	Likes that are experienced are being able to get closer, with students as friends to chat and, receive or provide new information. It usually, conveys useful information to students. On the other hand, the lecturer at this time can make new friends as a place to exchange ideas or reciprocate. Where the ability of students to show an idea can be better than what the lecturer shows. The sad thing is that there are administrative problems because, in the teaching and learning process there are communication problems between leaders, teachers, and students themselves.
5	What advantages do you get while teaching using a hybrid system?	One of the advantages obtained is that the learning system at this time is flexible, another influence of the hybrid system on students and lecturers is to use the time to carry out other activities besides learning in class.

| 6 | What is the success rate of students who understand the material during hybrid learning? | The success rate given by the lecturer to the hybrid learning system has a scale of 7/10. Overall, this hybrid learning is able to provide benefits, even though this learning is superior to offline or face-to-face learning. |
| 7 | In the future, do you prefer hybrid or full face-to-face? | In the future, it is hoped that the barista class learning will be carried out face-to-face in order to find more two-way communication. |

Source: Fadnu, 2022

The observations above are the results of interviews with our resource persons while teaching barista and bartender classes using a hybrid system during the pandemic. Our questions are directed to the lecturers' responses in teaching effectiveness to their students through a hybrid system. The implementation of the hybrid class is usually carried out at the Fotokopi Coffee shop as a place for barista practice.

Figure 2. Fotokopi Coffeeshop
Source: Researcher Documentation, 2022

The existence of this observation when using the Hybrid Learning system during a pandemic will help teachers maximize the material, because of this, teachers or lecturers can find out where the advantages and disadvantages of using the system are. Especially in barista and bartender courses, where in this course not only uses theory but also practice.

Figure 3. On site Class in UDINUS
Source: Researcher Documentation, 2022

It can be concluded that the delivery of barista material in theory can be carried out online, while the practice must be done on-site (offline). Thus, allowing students to get real experience in the practice of serving guests and serving drinks to guests directly.

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CONCLUSION

Based on the results of the data that has been collected by the author, it can be concluded that, hybrid barista and bartender learning is a new challenge for teaching students during the increasing pandemic era. This hybrid learning system itself has advantages and disadvantages for students. In this system, theory can be done online, but it is difficult to practice online because of the limited facilities and materials needed by students. The existence of these limitations makes it an obstacle for students to develop, therefore the selection of a hybrid system during this pandemic is very appropriate with the application of a combination of online learning and face-to-face learning (on-site). It's just that lecturers need to arrange the right time and schedule to carry out face-to-face learning (on-site) during the pandemic so that during PTM students can maximize the material that has been taught and can develop it.

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