

Understanding the Motivation of Barista Training Participants at Non-formal Education Institutions

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ABSTRACT

The purpose of this article is to understand the motivation of barista training participants at non-formal educational institutions. The method used in this research is a literature study by analyzing articles that have been published online by previous researchers. The researcher pays attention to the steps in researching, namely paying attention to the steps in the literature, especially which relates to training and motivation in the world of baristas. The results of the research show: (1) understanding related to motivation (2) the influence of intrinsic motivation using Deci and Ryan's self-determination theory (3) Responses from barista training participants, thus researchers can see that the motivation of barista training participants in non-formal education institutions is influenced by a combination of factors Intrinsic or not, training organizers need to understand and accommodate these various motivations to increase the effectiveness of training programs, and it is also hoped that participants can achieve optimal learning outcomes and be ready to face the demands of the increasingly competitive coffee industry.

Key words: *motivation, role of barista trainer*

INTRODUCTION

Offering community lifelong learning services, different ideas about non-formal education have emerged into organized discourse, with many stakeholders debating non-formal education. This is seen as a form of education that can overcome a number of problems with public education services, one of which is through training. Training is an activity or job that trains people to gain expertise in something. On the other hand, the aim of training activities is to increase the knowledge and skills of training participants so that they have the ability to handle the problems they face in accordance with the objectives of the training activities. Goldstsein and Gressner (1988) in (Kamil 2010) define training as a systematic effort to master skills, rules, concepts or ways of behaving that have an impact on improving performance.

Furthermore, Fiedman and Yarbrough in Sudjana (2007, p. 4) indicate that training is a learning effort, which is organized by organizations (government agencies, non-governmental organizations, companies, etc.) to meet needs or to achieve organizational goals. According to (Aini, 2020) Non-formal education is an educational and training institution which is held with the aim of developing skills and skills according to the needs of the learning community. Non-formal education. Marzuki (2012: 137) believes that non-formal learning activities outside education are a school system or formal education that is carried out in an organized manner. Non-formal education is carried out separately or is an important part of a larger activity to serve certain student targets and their learning as well.

One training activity that can develop skills and expand job opportunities is by attending barista training. The Indonesian coffee industry is currently developing, as can be seen from the increasing number of coffee shops in Indonesia. Some of us even often meet at coffee shops or buy milk coffee which is currently on the rise or is famous for its taste. Goldstein & Ford (Landy & Conte, 2016) argue that training is the systematic acquisition of concepts, skills or attitudes that produce performance in other environments. In the beginning, of course it wasn't straight away that schools had neatly structured curricula. So what seniors in the coffee industry can do is share through training classes. According to Dierdorff & Surface (2008) trainers carry out three stages of training analysis, first, organizational analysis whose role is to look at goals, resources and determine where training should be directed. Some

baristas have actually taught themselves how to make coffee, but if you join a company or coffee shop you will need guidance to comply with the shop or company's procedures for making coffee. Second, task analysis, the trainer analyzes the correct way the barista can do it. Next, the third person analysis looks at the needs of the baristas who need further training.

The motivation for participants to take part in barista training is that apart from developing talents and hobbies, barista training can be basic training for entrepreneurs to understand more deeply about coffee. Humans have various kinds of motivation when carrying out and participating in training and are influenced by things to make training a targeted outcome. Barista trainers must pay attention to several things such as the readiness of the training participants, whether the employees have the personal characteristics needed to gain knowledge from the training program and apply it to work (Ismail, Foboy, Bakar, Nor, & Rosnan, 2015). Furthermore, trainee motivation is the extent to which participants are interested in attending training, learning from training, and transferring the skills and knowledge gained in training back to work (Landy & Conte, 2016). Training motivation contributes greatly when someone wants to learn something new or deepen new knowledge. Maier & Noe (Sims, 2006) say that the motivation of training participants before starting training will influence learning outcomes, cognitive, skills and transfer of training. If the prospective barista has great motivation regarding the learning process, it will be easy for him to understand the knowledge conveyed by the trainer.

RESEARCH METHODS

The research method used in this research is a literature study research method. According to Danial and Warsiah (2009, p. 80) Literature Study is research carried out by researchers by collecting a number of books, magazines and scientific articles related to research problems and objectives. In this research, the data sources that will be used as references are relevant data sources as primary data sources (research result data, research reports, scientific journals, etc.), as well as secondary data sources (basic government legal regulations, books, etc.).

This method is used to provide reference material for discussion of research results by revealing various theories that are relevant to the problem at hand. The analytical method used in this research begins with data search. After the data source has been obtained, the next step is to analyze the literature review data using content analysis. Content analysis is a way in which researchers can examine a text objectively to produce a picture of the content as it is, without the intervention of the researcher. (Ambarwati et al 2022)

So by searching various literature or sources relating to motivation for barista training, as well as other data related to research objectives, it is hoped that this data can be used as reinforcement in this research by analyzing it using articles that have been published in accredited journals and reaching conclusions. Researchers use the concept that the data used comes from textbooks, journals, scientific articles, literature reviews which contain the concepts studied.

RESULTS AND DISCUSSION

Result

Based on the research method used by researchers, namely the Literature Study Research Method. Researchers found 20 similar articles with related themes. Based on the similarities in related themes, researchers distinguished several articles, including discussing the Motivation of Training Participants, Non-formal Education Institutions, Training in the world of Barista. The author also explains the differences between the studies studied, including; 1) Introduction, 2) Author, 3) method, 4) Discussion. The items written in the results are a summary explanation of several articles that have been researched by the author. A detailed explanation of each article is explained in the table below.

Table 1.

No.	Training in the Barista World	Notes
1	Introduction	Contains several explanations from experts regarding the meaning of training. In this research the author also provides an explanation of the research objectives according to expert opinion. At the end, the author also explains the impact of attending training in the world of baristas.

2	Writer	Laila Meiliyandrie Indah Wardani, Adi Christianto, Lira Pinia Pranclibilla and Vania Linggawati Faculty of Psychology, Mercu Buana University
3	Method	The method used by the author in his research is the literature study method. Researchers used several references from the same scientific journal articles with related themes.
4.	Discussion	In this research, the author had many interactions or questions regarding the results of the barista training. The author also wrote down several results from the experts' understanding as material for the article.

Table 2.

No.	OVERVIEW OF CITIZENS' MOTIVATION TO LEARN TO PARTICIPATE IN SEWING TRAINING AT PKBM NURUL HIDAYAH, KAMANG MAGEK DISTRICT, AGAM DISTRICT	Notes
1	Introduction	In the introduction, the author explains the meaning and purpose of holding the training. As well as describing data from object observationsrelated. The author also explains in detail the number of numbers contained in the observations. In the introduction, the researcher also wrote several definitions according to expert opinion.
2	Writer	Jumia Sesti, Syuraini
3	Method	This research uses a quantitative method where there is a large amount of data or graphs in the research results section.
4.	Discussion	In this research the author focuses more on describing the motivation of residents towards the object under study. By making direct observations and having an accurate amount of data, it helps researchers in writing the article.

Table 3.

No.	Implementation of the Entrepreneurial Skills Education Program (PKW) at Non-formal Education Institutions in Bandung City (Case Study of LKP Karya Duta)	Notes
1	Introduction	The problem of low labor absorption in Indonesia has become a concern for the government, with one of the proposed solutions being increased entrepreneurship. The government has developed various entrepreneurship programs through related ministries/agencies to overcome this problem. One of these programs is Entrepreneurial Skills Education (PKW), which aims to provide entrepreneurial skills to people of productive age who are not working. This program is expected to

		increase competence and provide opportunities to start independent businesses, which in turn can reduce unemployment and increase the nation's competitiveness.
2	Writer	Soni W. Ramadhan, Budiman Rusli, Nina Karlina
3	Method	This research uses a qualitative descriptive method with a naturalistic approach. Data was collected through observation and interviews with participants selected using purposive sampling, namely individuals who were considered most knowledgeable about the implementation of the PKW program at LKP Karya Duta. Participants include program coordinators, educational institution managers, instructors, and students.
4.	Discussion	This research discusses the implementation of the PKW program at LKP Karya Duta using David Korten's policy implementation model which includes program variables, implementing organizations, and beneficiaries. The research results show that this program is very useful in helping people of productive age who are not working to gain knowledge, improve competence and start independent businesses. This program is supported by the readiness of LKP Karya Duta in its implementation.

Table 4.

No.	The Effect of Motivation and Training on Barista Performance with Job Satisfaction as an Intervening Variable (Case Study at Backbone Coffee Group)	Notes
1	Introduction	Employee management is a very important aspect in improving organizational performance. In recent years, companies have experienced significant changes in the way they manage employees. One of the strategies used is through employee training and development. Employee training not only helps improve the quality of performance, but also increases job satisfaction and job safety. Therefore, this research aims to find out how employee training affects job satisfaction and employee performance at PT. Federal International Finance Riau Region.
2	Writer	Muhammad Ihsan Octavianto
3	Method	This research uses a regression method to analyze the relationship between employee training and job satisfaction and employee performance. The research sample consisted of 455 employees of PT. Federal International Finance Riau Region. Data was collected through questionnaires given to employees. The variables analyzed are the effectiveness of

		communication, training and job satisfaction on employee performance.
4.	Discussion	The research results show that the effectiveness of communication, training and job satisfaction have a significant effect on employee performance. Communication effectiveness influences job satisfaction, which then influences employee performance. Employee training also has a significant effect on job satisfaction and employee performance. Job satisfaction with employee performance has a significant effect on employee performance.

Table 5.

No.	THE RELATIONSHIP BETWEEN PROMOTION AND STUDENTS' INTEREST IN PARTICIPATING IN BARISTA TRAINING AT THE JOB TRAINING CENTER (BLK)	Notes
1	Introduction	Because the world of work will only employ someone who suits the needs of the world of work itself (Ultimately, 20BLK is a forum for creating competent workforce to be able to compete in the world of work, which is supported by facilities and teaching staff according to their respective competencies. Currently BLK Padang is one of the Central Level Implementation Units (UPTP) on the island of Sumatra which is directly under the auspices of the Indonesian Ministry of Manpower. The training organized by BLK Padang is vocational manufacturing engineering, automotive engineering, building engineering, beauty, business management,. audMachine Translated by Google at that time, this was because coffee was seen as a lifestyle and as a business that was growing and popular so that it could bring benefits to many groups (Mela, 2019), a barista is a person professionals working in coffee shops with certain experience and qualifications to brew coffee and other espresso-based drinks while expertise, quality and creating a culinary sensation that can then ultimately be enjoyed and appreciated by everyone. Research conducted by Mela (2019), regarding Coffee Farmers and the Solok Radjodi Cooperative, Lembah Gumanti District, Solok Regency (1998-2018) stated that the Solok Radjo Cooperative, which is one of the coffee suppliers in West Sumatra, always has an increasing demand for coffee every year. . At the beginning of its establishment in 2014, Solok Radjo coffee production was only around 6 (six) tons per year, while market demand both from within and outside the country in an interview conducted with Mrs. Endang as BLK empowerment section staff. One of the trainings at BLK Padang is the barista training. . The competency units for

	<p>barista training are managing raw materials, managing equipment, managing work areas, handling customers, operating equipment and updating knowledge about coffee products. The reason researchers are interested in researching barista training is because competency-based and SKKNI-based barista training is only available in three BLKs in Indonesia, one of which is BLK Padang. Barista training at BLK Padang was initiated for the first time in 2018, although it is relatively new, there are already seven registered armed forces who have taken part in this training. This can be seen from the increase in coffee consumers from various levels of society, from teenagers to old people, students to employees, middle to high life, it is very profitable for coffee shop entrepreneurs, especially those in the city of Padang and automatically the demand for baristas will increase. This was a factor in the emergence of workshops and barista training classes in the city of Padang. Another thing that is of interest to researchers is based on data from the Indonesian Coffee Exporters Association (AEKI), that Indonesian coffee consumption has continued to increase since several years ago. This competency certificate is issued by a professional certification body, where this certificate can be valid throughout Indonesia for a period of three years and BLK Padang itself already has a Second Party Professional Certification Institute (LSP-P2). Padang, stated that promotional activities for barista training at BLK Padang include garment apparel, electrical engineering, tourism, welding engineering, electronics engineering and information and communication engineering (http://blkpadang.id/) In 2010 Indonesian coffee consumption reached 800 grams per capita with total coffee demand reaching 190 thousand tons. Meanwhile, in 2014, Indonesia's coffee consumption reached 1.03 kilograms per capita with coffee demand reaching 260 thousand tons. This is a huge opportunity to open a coffee shop business or work as a competent barista, who has skills in mixing coffee. Forms of promotion are carried out in various ways, some through social media, making brochures, printing accessories for BLK and calendars, opening stands during job fairs or direct services at Job Training Centers that can be obtained by prospective applicants (interview on 31 August 2020). 152 Total 3 Injection Motorcycle Technicians 9 Building Construction Drawings with 26 34 46 47 61 64 10 17 26 36 43 46 2 232 Mr. Dhani as admin of BLK Padang's Instagram and Youtube social media accounts stated that promotions were also carried out through social media by making documentary videos alumni who are already working, whether opening their own business or just as a barista in a coffee shop.152 Total 3 Injection Motorcycle Technicians 9 Building Construction Drawings with 26 34 46 47 61 64 10 17 26</p>
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2	Writer	Khairani Annisa, the ultimate alim hanun
3	Method	This research is quantitative with a correlational type. Arikunto (2016), stated that correlation research aims to see whether there is a relationship or not. If there is, how close the relationship is and how close and meaningful the relationship is or not. Gumelar (2016), in his article entitled the role of BLK in improving human resources, stated that if Job Training Centers (BLK) can attract the interest of large numbers of people, then Job Training Centers can be used as a material for increasing human resources and can transfer knowledge, skills, as well as a productive work ethic. So in the end there is an increase in the knowledge and skills of the workforce who can compete in the job market (Pamungkas, 2020). This means that BLK institutions must be able to attract public interest in taking part in the existing training, so that it can be utilized optimally. According to Crow & Row, interest is related to the style of movement that encourages a person to face or grieve with other people, objects, activities, experiences that are stimulated by the activity itself (Djaali, 2014). Therefore, BLK carries out promotional activities to provide knowledge and influence or stimulate public interest in getting involved and taking part in training. there has been an increase in public interest in registering for training at BLK Padang (interview on 05 September 2020). To describe the promotion and interest of students in participating in training at BLK Padang, the percentage formula is used, namely: To determine the relationship between variables x and y in analyzing the data, rthank order correlation statistical calculations are used. In the research, the population is the third and fourth class of Barista training participants in 2020 At BLK Padang there were 28 people and the researchers took 75% of the population to be used as a sample of 21 people using simple random sampling techniquei.
4.	Discussion	According to the results of research and discussion regarding the relationship between promotion and students' interest in participating in barista training at the

		<p>Padang Job Training Center (BLK), it can be concluded as follows: 1) The promotion description of the Job Training Center (Padang) is considered very good. This is proven by the large number of respondents always providing alternative answers to the indicators studied; 2) The description of the interest of educational participants in participating in barista training at BLK Padang is considered very high. This is proven by the large number of respondents always providing alternative answers to the indicators studied; and 3) There is a significant relationship between promotion and students' interest in participating in barista training at the Padang Job Training Center (BLK).</p>
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Table 6.

No.	The Influence of Work Discipline Motivation and Supervision on Performance	Notes
1	Introduction	<p>Facing the global era in implementing development, there are two important assets that educational organizations or institutions must have, namely natural resources and human resources. Of these two assets, human resources tend to be said to be more important than natural resources, because without the ability of human resources to manage them, the potential wealth of natural resources will be wasted. One component of human resources is teachers who manage the education sector.</p> <p>Education makes a major contribution to the progress of a nation and is a vehicle for translating constitutional messages and a means for building national character (Nation Character Building). The Reform Movement in Indonesia demands the application of the principles of democracy, decentralization, justice and respect for human rights in national and state life. These principles have a fundamental impact on the content, processes and management of educational systems.</p> <p>This situation encouraged the government to provide autonomy to regions through Republic of Indonesia Law no. 22 of 1999 concerning Regional Government and Law no. 25 of 1999 concerning Financial Balance between the Center and the Regions. Amendments to these two laws are stated in Republic of Indonesia Law no. 32 of 2004 concerning Regional Government and Republic of Indonesia Law no. 33 of 2004 concerning Financial Balance between the Central Government and Regional Governments. In the educational process, teachers have a central role as implementers of operational activities of an organization or educational institution. The quality of human resources from teachers greatly influences the development of education and other fields. SMP Negeri 1 Sapeken shows good and innovative development in line with educational developments and the needs of the surrounding</p>

		community, even though it is not a favorite school, it is a healthy school in terms of development of infrastructure, curriculum development, student activities and public relations development.
2	Writer	Nuning Nurna Dewi
3	Method	<p>This research uses a quantitative approach to examine the influence of motivation, work discipline, and supervision on teacher performance. Based on the nature of the relationship between variables, this research includes explanatory research which explains the positions of other variables. The population in this study were all teachers who worked at SMP Negeri 1 Sapeken with foundation/non-permanent teacher (GTY/GTT) status, totaling 76 people. Sampling used a "saturated sampling" technique, where the entire population was used as a sample, so the sample for this study was 45 teachers.</p> <p>The research instrument is a questionnaire consisting of multiple choice questions with five alternative answers. Data obtained from the questionnaire was measured using a Likert Scale. The validity test of the instrument was carried out by correlating the value of each question item with the total score in each variable using the SPSS version 14 for Windows program. Content validity and criterion validity were tested to ensure the research instrument measured the intended variables.</p>
4.	Discussion	<p>Based on the research results, it was found that the performance of teachers and employees of SMP Negeri 1 Sapeken was influenced by several factors, namely existence, interconnectedness, growth, knowledge, intensity and attitude, at a significance level of less than 5% with an F ratio of 29.107 and a coefficient of determination (R^2) of 0.7507. The first hypothesis in this research was proven correct that these factors jointly influence the performance of teachers and employees.</p> <p>The second hypothesis was also proven correct, namely that knowledge dominantly influences the performance of employees at SMP Negeri 1 Sapeken with a significance level of less than 5% and a t value of 4.903 and a partial coefficient of determination (r^2) of 0.6776. These results indicate that increasing knowledge has a significant influence on increasing teacher performance. This research suggests that to improve teacher performance, there needs to be an increase in motivation factors, work discipline, and supervision. Apart from that, teacher knowledge must also be improved through various training and continuing education.</p>

Discussion

- a. Understanding motivation

Motivation is a driving force that directs, maintains, and influences human behavior towards achieving certain goals. Motivation plays an important role in all aspects of human life, including education, work, social relationships, and self-development. Motivation is also one of the most basic concepts in psychology that influences various aspects of human life, from education, work, to personal development. A deep understanding of motivation enables individuals and organizations to develop effective strategies in achieving desired goals. Motivation can be divided into two main types, namely intrinsic and extrinsic motivation, each of which has different characteristics and impacts.

Intrinsic Motivation is motivation that comes from within the individual. This arises when someone is involved in an activity because of personal interest, satisfaction, or pleasure obtained from the activity. For example, an individual likes reading books because he enjoys the learning process and the new knowledge gained, not because of external pressure or rewards. In an educational context, intrinsic motivation is very important because students who are intrinsically motivated tend to show better academic performance and higher commitment to learning.

On the other hand, extrinsic motivation comes from outside the individual. This motivation is triggered by external factors such as rewards, praise, or punishment. For example, an employee who works hard to get a bonus or promotion. Extrinsic motivation is often used in work contexts to increase productivity and performance. However, relying too much on extrinsic motivation can reduce intrinsic motivation if individuals feel that they are only doing tasks to get rewards. And motivation has many theories, but this time the author will discuss self-determination theory.

b. Self-Determination Theory (Self-Determination theory)

Self-Determination Theory (SDT) is a theoretical framework in psychology developed by Edward Deci and Richard Ryan. SDT focuses on human motivation and how social and environmental factors can enhance or hinder individual development and well-being. This theory distinguishes between different types of motivation, particularly intrinsic and extrinsic motivation, and emphasizes the importance of basic psychological needs.

- 1. Main Components of Self-Determination Theory SDT states that humans have three basic psychological needs that must be met to achieve optimal motivation, well-being, and personal growth:**
- 2. The Need for Autonomy (Autonomy)** The need to feel that we are in control of our own actions. Autonomy involves the feeling of having choice and freedom in carrying out an activity. In an educational context, students who are given the freedom to choose learning methods or project topics tend to be more motivated. In the workplace, employees who have the freedom to make decisions about how they complete tasks are usually more committed and satisfied.
- 3. The Need for Competence (Competence)** The need to feel capable and effective in interacting with the environment. Competence involves the belief that we can master tasks and face challenges successfully. Providing positive feedback and opportunities for skill development can increase a person's feelings of competence. In education, students who accept challenges according to their abilities and receive support to overcome these challenges will be more motivated. The need to feel connected and have close relationships with other people. Connectedness involves feeling accepted and valued in social relationships. A socially supportive environment, such as support from family, friends, or coworkers, can increase an individual's motivation and well-being. At school, students who feel valued and supported by teachers and classmates are more likely to engage in learning.

4. Application of Self-Determination Theory

1. In Education:

Teachers can increase student motivation by providing choices in learning, providing appropriate challenges, and creating a supportive and respectful environment.

2. In the Workplace:

Managers can increase employee motivation by providing autonomy on the job, providing skill development opportunities, and creating a supportive and collaborative work culture.

3. In Personal Development:

Individuals can increase personal motivation by setting goals that align with personal values and interests, seeking opportunities to develop skills, and building positive and supportive relationships.

a. The role of the barista trainer

The role of a barista trainer is very important in the coffee and cafe industry. They are responsible for training and guiding baristas in various aspects of their work. Here are some of the main roles of a barista trainer:

1. Teaching Coffee Making Techniques:

- **Espresso:** Barista trainers teach how to make the perfect espresso, including coffee bean grinding, tamping, and extraction.
- **Latte Art:** They train baristas to make latte art, which requires skill in pouring milk to create designs on the surface of the coffee.
- **Manual Brewing:** Trainers also teach manual brewing methods such as pour-over, French press, AeroPress, and others.

2. Mastery of Coffee Machines and Equipment:

- **Espresso Machine:** The trainer ensures the barista understands how to use and maintain the espresso machine.
- **Grinders:** Teaches how to adjust the grinder to achieve the right grinding results.
- **Other Equipment:** Trainers also guide baristas in using other equipment such as milk frothers, coffee scales and thermometers.

3. Knowledge about Coffee:

- **The Origin of Coffee:** The trainer provides knowledge about various types of coffee beans, including their origins, flavor characteristics and processing methods.
- **Flavor Profile:** Teaches baristas how to taste and recognize different flavor profiles in coffee.

4. Customer service:

- **Interaction with Customers:** Trainers teach good communication and customer service skills, including how to answer questions about the menu and make recommendations.
- **Queue Management:** Train baristas to work efficiently and maintain customer satisfaction even in busy conditions.

5. Management and Cleanliness:

- **Cleanliness:** Trainers ensure that baristas understand the importance of keeping the work area, equipment and cafe environment clean.
- **Time Management:** Teaches how to manage time effectively, including how to handle various tasks in limited time.

6. Creativity and Innovation:

- **New Menu:** Assisting baristas in developing new menus and creating innovative coffee drinks.
- **Skills Development:** Encourage baristas to continue to develop their skills and knowledge in the world of coffee.

CONCLUSION

In the context of non-formal education, barista training has become one of the programs that attracts the attention of many individuals who want to improve their skills in the coffee industry. The journal entitled "Understanding the Motivation of Barista Training Participants in Non-formal Education Institutions" provides in-depth insight into the motivation of training participants, especially in relation to intrinsic motivation which is explained through self-determination theory. The conclusion of this research shows how important it is to fulfill basic psychological needs to motivate participants intrinsically. The self-determination theory developed by Deci and Ryan explains that intrinsic motivation arises when three basic psychological needs are met, namely autonomy, competence and social relationships. Intrinsic motivation is different from extrinsic motivation which is usually driven by external factors such as rewards or recognition. Intrinsic motivation arises from within the individual and is driven by the satisfaction and enjoyment obtained from carrying out an activity.

In this research, the autonomy factor turned out to be very influential on the intrinsic motivation of barista training participants. Participants who feel freedom in learning and applying new skills tend to be more motivated. This freedom allows them to develop creativity and exploration in making different types of coffee, which not only enhances their skills but also provides a significant sense of personal accomplishment. When participants feel that they have control over their learning process, they become more engaged and motivated to continue learning and developing. Competence also plays an important role in increasing intrinsic motivation. During the training, participants gain new knowledge and skills that increase their confidence in the barista field. This increased competency gives them a sense that they are capable and effective in carrying out tasks related to coffee making. The satisfaction gained from mastering these new skills encourages participants to continue learning and perfecting their abilities, ultimately increasing their intrinsic motivation.

Positive social relationships with instructors and fellow trainees also contribute greatly to intrinsic motivation. This social support provides a sense of togetherness and connectedness which is very important in the learning process. When participants feel valued and supported by their social environment, they tend to be more motivated to actively participate in training. This positive interaction not only provides emotional support but also creates a conducive and enjoyable learning environment. From this conclusion, it is clear that non-formal educational institutions that provide barista training must pay attention to fulfilling these three basic psychological needs to maximize participants' intrinsic motivation. Institutions must create learning environments that give participants the freedom to take control of their learning process, enhance their competencies through effective training, and build positive and supportive social relationships. In this way, participants will be more motivated to learn and develop, which will ultimately improve training outcomes and prepare them well for careers in the coffee industry.

Strong intrinsic motivation not only improves participants' performance during training but also has a positive impact on their overall satisfaction and well-being. When participants feel intrinsically motivated, they are more likely to enjoy the learning process and continue to develop their skills after the training is complete. This shows that understanding and supporting intrinsic motivation through fulfilling basic psychological needs is key to achieving success in non-formal training programs such as barista training.

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The Effect of Motivation and Training on Barista Performance with Job Satisfaction as an Intervening Variable (Case Study at Backbone Coffee Group)

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