

Operations Management Strategies for Improving Service Quality in Coffee Training Institutions in Indonesia

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ARTICLE INFO	ABSTRACT
Keywords: Operations Management; Service Quality; Coffee Training; SOP; Continuous Improvement. Kata Kunci: Manajemen Operasional; Kualitas Layanan; Pelatihan Kopi; SOP; Perbaikan Berkelanjutan.	<i>This study analyzes the operations management strategies implemented by Indonesia Coffee Academy in improving the quality of its professional coffee training services. The study is based on the high-contact nature of training services, where service quality is strongly influenced by direct interaction between trainers, participants, and supporting operational systems. This research uses a qualitative case study approach. Data were collected through a semi-structured interview with an internal representative of Indonesia Coffee Academy, document analysis, and digital observation of the institution's official platforms. The data were analyzed using thematic analysis by connecting empirical findings with theories of service operations management, service quality, service design, and continuous improvement. The results show that service quality at Indonesia Coffee Academy is shaped by several key operational elements, including participant consultation, module-based SOP, flexible scheduling, class capacity adjustment, trainer competence, internal coordination, and participant feedback mechanisms. Regular classes are kept smaller to maintain hands-on practice quality, while short courses allow higher participant capacity depending on the class format.</i>
Corresponding author: Alexius C. Welly Email: alexiuschrist1@gmail.com Copyright © 2026 by Authors, Published by PARADEIGMA. This is an open access article under the CC BY-SA License	SARI PATI Penelitian ini menganalisis strategi manajemen operasi yang diterapkan oleh Indonesia Coffee Academy dalam meningkatkan kualitas layanan pelatihan kopi profesionalnya. Penelitian ini didasarkan pada sifat layanan pelatihan yang berinteraksi tinggi (high-contact), di mana kualitas layanan sangat dipengaruhi oleh interaksi langsung antara instruktur, peserta, dan sistem operasional pendukung. Penelitian ini menggunakan pendekatan studi kasus kualitatif. Data dikumpulkan melalui wawancara terstruktur parsial dengan perwakilan internal Indonesia Coffee Academy, analisis dokumen, serta observasi digital pada platform resmi lembaga tersebut. Data dianalisis menggunakan analisis tematik dengan menghubungkan temuan empiris pada teori manajemen operasi layanan, kualitas layanan, desain layanan, dan perbaikan berkelanjutan (continuous improvement). Hasil penelitian menunjukkan bahwa kualitas layanan di Indonesia Coffee Academy dibentuk oleh beberapa elemen operasional utama, meliputi konsultasi peserta, SOP berbasis modul, penjadwalan yang fleksibel, penyesuaian kapasitas kelas, kompetensi instruktur, koordinasi internal, dan mekanisme umpan balik peserta. Kelas reguler dijaga tetap kecil untuk mempertahankan kualitas praktik langsung (hands-on), sedangkan kursus singkat memungkinkan kapasitas peserta yang lebih tinggi tergantung pada format kelas.

INTRODUCTION

Indonesia Coffee Academy (ICA) is a professional coffee training institution that has developed as part of the modern coffee industry ecosystem in Indonesia. It has experience in delivering training programs across different participant levels and operates in more than one city. In the increasingly competitive non-formal education sector, service quality is no longer just a complementary factor but has become a key determinant of an institution's sustainability. Participants tend to compare the benefits of training, instructor professionalism, ease of service processes, and the overall learning experience (Suhaidir, 2026). The phenomenon of "commoditization" in non-formal education forces training institutions to focus on service attributes that are most perceived by customers, such as schedule accuracy, staff responsiveness, and learning interactions, as these aspects are often identified as priorities for improvement when participant satisfaction is evaluated (Ridhollah & Purwaningsih, 2023).

In practice-based training services such as ICA, maintaining service quality becomes more complex due to the high-contact nature of the service, where production and consumption occur simultaneously. Increasing demand cannot simply be addressed by expanding capacity without risking a decline in the quality of the learning experience. This condition requires operations management strategies that are not only resource-efficient but also capable of maintaining process consistency, facility readiness, and instructor capability as the "core engine" of the service. According to Wicaksono (2023), service improvement in education and training is often directed toward identifying the most critical attributes for participants and translating them into technical organizational responses using quality management tools such as QFD or integrated service evaluation techniques, so that the recommendations are practical and implementable.

In line with this, studies by Nafisah and Surianto (2024) emphasize that service quality in education should be understood as an experience shaped by processes, interactions, and supporting systems, rather than merely the final outcome. Therefore, this study focuses on analyzing the operations management strategies of ICA in improving service quality through a critical examination of service processes presented on its official digital platforms. By treating the website and Instagram as operational artifacts that reflect service design, value communication, and service mechanisms to participants, this research aims to explain how operational strategies ranging from process management and quality control to capacity planning are structured and implemented to support service quality. This approach is important to ensure that the proposed improvements go beyond general suggestions and are instead based on real operational issues, relevant to the characteristics of training services, and capable of providing practical managerial implications for ICA as well as similar non-formal training institutions.

LITERATURE REVIEW

Service Operations Management

Service operations management is a branch of operations management that focuses on planning, organizing, and controlling service processes that are intangible, simultaneous, and involve a high level of interaction between providers and customers (Kusmiati, 2024). Unlike manufacturing, service operations do not produce physical products that can be stored, so operational success highly depends on process consistency and the quality of interactions. In the context of education and training services, operations management includes managing class capacity, scheduling sessions, ensuring instructor readiness, providing practical facilities, and maintaining learning standards. A study by Maharani et al. (2025) shows that the effectiveness of operations management in non-formal education institutions is influenced by how well the service process design aligns with user needs, as well as the organization's ability to manage demand variability (Maharani et al., 2025). Training services are characterized as high-contact services, where production and consumption occur simultaneously, meaning that any operational errors can directly affect the perceived quality. Therefore, operations management strategies in training institutions are not only aimed at achieving resource efficiency but also at maintaining service quality stability amid fluctuating demand. A well-structured operations management system enables institutions to build processes that are adaptive, responsive, and focused on participant satisfaction as the primary customers.

Service Quality

Service quality theory explains that quality is perceived as the gap between customer expectations and the actual service performance received. In the education and training sector, quality is not only determined by the final learning outcomes but also by the overall experience throughout the service process (Bachmid, 2023). Commonly used service quality models, such as SERVQUAL, highlight five main dimensions: reliability, responsiveness, assurance, empathy, and tangibles (Ngatijah et al., 2025). These dimensions are highly relevant in the context of training institutions, as participants evaluate quality based on the clarity of materials, instructor professionalism, facility readiness, and administrative accuracy. A study by Ridhollah and Purwaningsih (2023) shows that reliability and assurance are often the most dominant factors in shaping participant satisfaction (Ridhollah & Purwaningsih, 2023). From an operations management perspective, service quality is closely related to the consistency of internal processes, instructor performance standards, and the control of service variability. This means that improving quality cannot be separated from the operational strategies that support it. If operational processes are not stable, the perception of quality will fluctuate and may negatively impact the institution's reputation. Therefore, service quality theory becomes an important foundation in analyzing how operations management strategies contribute to improving overall service quality.

Service Design dan Continuous Improvement

Service design is a strategic approach to designing service experiences in an integrated way, starting from the initial interaction stage to post-service activities. This theory emphasizes the importance of mapping service processes through a service blueprint that separates frontstage and backstage activities to ensure effective operational coordination (Zakiyah et al., 2025). In training institutions, service design includes curriculum planning, class scheduling, provision of practical facilities, participant evaluation, and feedback mechanisms. This approach aligns with the principle of continuous improvement, which focuses on ongoing enhancements based on performance evaluation and customer needs (Hariyono et al., 2025). A study by Wicaksono (2023) shows that the implementation of quality management tools such as Quality Function Deployment (QFD) can help organizations identify improvement priorities in a systematic and operational way (Wicaksono, 2023). Continuous improvement in educational services requires the integration of participant evaluation, internal process analysis, and service innovation to ensure that institutions remain competitive. Without a continuous improvement mechanism, operational strategies tend to become stagnant and are unable to respond effectively to changes in the industry environment (Sari et al., 2025). Therefore, service design and continuous improvement theories serve as important frameworks in evaluating how operations management strategies can consistently and sustainably improve service quality.

METHODS

Research Design

This study uses a qualitative approach with a case study design, focusing on Indonesia Coffee Academy as the unit of analysis. A qualitative approach is considered suitable because this study aims to understand how operations management strategies are designed and implemented in the context of professional coffee training services, rather than testing statistical relationships between variables (Huda et al., 2025). The case study method allows the researchers to explore the operational practices of Indonesia Coffee Academy in a more contextual and holistic way by viewing the institution as a complete service system. This study is descriptive-analytical in nature, as it does not only describe the operational conditions of Indonesia Coffee Academy but also analyzes their alignment with the theories of service operations management, service quality, service design, and continuous improvement. The research focuses on operational strategies related to training service flow, standard operating procedures, capacity management, instructor competence, participant feedback, and internal coordination. To strengthen the analysis, this study uses both primary and secondary data. Primary data were obtained through an interview with an internal representative of Indonesia Coffee Academy, while secondary data were collected through document analysis and digital observation of the institution's official digital platforms. Through this design, the study aims to provide a systematic interpretation of how operations management strategies contribute to improving service quality in a sustainable manner within the context of professional training institutions.

Data Collection Techniques

The data in this study were collected through three main techniques: semi-structured interview, document analysis, and digital observation. The primary data were obtained through an interview with Mr. Yoko, who serves as part of the Indonesia Coffee Academy team, specifically as Head Trainer and a member of the Research and Development team. He also has a professional background as a barista, making him a relevant informant for explaining the operational and instructional aspects of training services at Indonesia Coffee Academy. The interview explored several key operational aspects, including the complete training flow from registration to certification, critical stages in the training process, implementation of standard operating procedures, handling of operational constraints, class capacity, scheduling management, trainer criteria, trainer evaluation and development, participant satisfaction measurement, complaint handling, and internal coordination between trainers and administrative staff. These topics were selected because they are directly related to the research focus on operations management strategies and service quality improvement.

In addition to the interview, this study also used document analysis and digital observation of official information sources from Indonesia Coffee Academy, including the company website, official Instagram account, and training program publication materials (Sani & Ratna Dewi, 2025). These documents were treated as representations of operational strategies communicated to the public, including program structures, training schedules, curriculum descriptions, and service quality narratives. Document analysis is relevant in management research because organizational documents can serve as valid data sources for understanding implemented strategies and operational practices (Wicaksono, 2023). The data collection process was carried out by identifying information related to operations management aspects, such as service process design, capacity management, instructor competence, quality control mechanisms, feedback systems, and continuous improvement practices. Digital observation was conducted by examining how Indonesia Coffee Academy communicates its service value, program offerings, and training experience through its official channels. By combining interview data with publicly available documents and digital observations, this study was able to obtain a more complete understanding of both the internal operational practices and the external service communication of Indonesia Coffee Academy.

Data Analysis Techniques

The data were analyzed using thematic analysis. The analysis began with data reduction, in which relevant information from the interview, organizational documents, and digital observations was selected based on the research focus. The selected data were then categorized into several operational themes, including training service flow, SOP implementation, class capacity and scheduling, trainer competence, participant feedback mechanisms, internal coordination, service quality control, and continuous improvement practices. After the categorization process, the data were interpreted by connecting the empirical findings with the theoretical framework discussed in the literature review. The interview findings were used to explain the actual operational practices inside Indonesia Coffee Academy, while document analysis and digital observation were used to support and compare the information communicated through official platforms. For example, the interview provided more detailed insights into how trainers follow modules and syllabi, how class capacity differs between regular classes and short courses, how feedback forms are used, and how trainer refreshment or calibration is conducted periodically.

The interpretation stage was conducted by comparing these findings with theories of service operations management, service quality, service design, and continuous improvement. This approach allowed the researchers to identify whether the operational practices of Indonesia Coffee Academy were aligned with the characteristics of high-contact training services, where interaction quality, instructor readiness, facility availability, and process consistency strongly influence participant satisfaction. Thematic analysis is suitable for this study because it helps identify strategic patterns and managerial implications in service and education research (Ridhollah & Purwaningsih, 2023). Data validity was strengthened through source triangulation by comparing the interview results with information obtained from Indonesia Coffee Academy's official website, social media, and training program documents. This triangulation helped ensure that the analysis was not based on a single source of information, but on a combination of internal explanation and external organizational communication. Through this method, the study produces a more systematic, logical, and relevant analysis

of the operational practices of Indonesia Coffee Academy, while also providing theory-based strategic recommendations for improving service quality in professional training institutions.

RESULTS

Training Service Flow and Participant Onboarding

The results show that the training service flow at Indonesia Coffee Academy begins with participant consultation and administrative registration. Before joining a class, prospective participants usually communicate with the admin team to discuss their needs, interests, and training goals. During this stage, the admin explains the available programs, asks what kind of class the participant is looking for, and collects basic personal data such as name and phone number. After that, the admin provides class schedule options that match the participant's interests and availability. The interview findings indicate that ICA commonly runs training sessions in two time slots within one day, namely a morning session from around 10 a.m. to 1 p.m. and an afternoon session from around 2 p.m. to 5 p.m. Once the schedule is confirmed, participants attend the training based on the selected class and curriculum. After completing the training process, participants receive a certificate as proof that they have joined and completed learning activities at ICA. This finding supports the earlier document and digital observation results, which identified the training process as consisting of several main stages: registration, training preparation, class implementation, and certification or program completion. Information from official digital sources also shows that ICA offers various program categories, including professional programs, barista and operational programs, business-related programs, short courses, and certification programs. These program variations indicate that ICA designs its services for participants with different levels of needs, ranging from beginners to participants who want to develop professional or business-related coffee skills.

SOP Implementation and Training Standardization

The interview results show that ICA has standard operating procedures in running its training activities, especially through the use of modules and syllabi. Each trainer is provided with a module that contains learning targets, materials to be delivered, class flow, and practical activities. The module works as the main reference to ensure that the training process follows a consistent structure, even though each trainer may have a slightly different teaching style. In daily practice, trainers are expected to teach based on the syllabus while still adapting their delivery to the participants' learning needs. The interview also indicates several behavioral standards for trainers, such as arriving before the class starts, focusing on participants during the session, avoiding unnecessary phone use, maintaining a neat appearance, and paying attention to hygiene and grooming standards. These operational details show that ICA's service quality is not only managed through curriculum content, but also through the behavior and readiness of trainers during the service encounter. The most critical stage in the training process is the first interaction between trainer and participant. According to the interview, trainers must understand the needs, expectations, and learning styles of participants from the beginning. Some participants may prefer more theory, while others may want to focus directly on practice. There may also be participants with language barriers, introverted personalities, or different learning conditions. Therefore, ICA emphasizes that trainers need to build trust and create a comfortable learning atmosphere before entering the main material.

Capacity and Scheduling Management

The findings show that ICA manages class capacity based on the type of program. For regular classes, the ideal number of participants is around five to six people. Meanwhile, short courses can accommodate a larger number of participants, around ten to fifteen people, especially when the class is designed for collaboration, events, or pop-up booth activities. This means that ICA does not apply one fixed capacity standard for all programs. Instead, capacity is adjusted based on the learning format, class objectives, and operational requirements of each program. This finding refines the previous capacity description in the article. While earlier digital observations indicated that ICA handled group-based training sessions and maintained a structured capacity system, the interview provides more specific internal information that regular classes are intentionally kept smaller to maintain the quality of practical learning. The smaller class size allows trainers to provide closer guidance, especially because coffee training requires direct practice with equipment and hands-on correction from the trainer.

ICA also applies flexible scheduling to manage participant demand. Based on the interview, ICA usually prepares and offers schedules through a plotted training calendar. If the proposed schedule is suitable for both the customer and trainer, the admin approves the class. However, if participants are unable to attend or if there is a schedule conflict, ICA provides rescheduling options. For missed materials, participants may be directed to join another class with the same topic when it becomes available. Operational constraints during training are generally manageable. The interview indicates that equipment-related problems, such as broken glasses or machine spare parts, are handled through replacement or maintenance. So far, these issues have been considered controllable and have not significantly disrupted the training process. Participant-related constraints may also occur, such as when participants cannot consume coffee but still want to learn how to make coffee. In this case, trainers need to adapt the learning process while still ensuring that the participant can follow the training objectives.

Trainer Quality Control and Continuous Improvement

Trainer quality is one of the most important operational priorities at ICA. The interview results show that ICA considers attitude, discipline, communication skills, teamwork, and basic barista experience as important criteria for trainers. A trainer is expected not only to have technical coffee skills, but also to be humble, ambitious to learn, and able to communicate well with both participants and the internal team. To maintain consistency across trainers, ICA uses modules, syllabi, and internal trainer development mechanisms. One of the main mechanisms is Training of Trainers or trainer refreshment, which is conducted around every six months. This activity helps trainers refresh their teaching approach, align their understanding of the material, and maintain consistency in delivering the learning content. In addition, ICA conducts team calibration every quarter, or approximately every three months. During this process, trainers and the internal team discuss field experiences, evaluate the current module, and consider possible improvements based on new inputs. This shows that ICA applies a continuous improvement approach, where the module and training delivery are not treated as fixed, but are reviewed and improved over time. Trainer development is also adjusted based on each trainer's expertise. The interview shows that ICA recognizes that trainers may have different areas of strength, and their development is directed according to those expertise areas. This allows ICA to improve trainer capability in a more focused way, instead of applying the same development approach to all trainers.

Participant Feedback and Service Quality Indicators

ICA measures participant satisfaction through feedback forms given after the class. The feedback covers several aspects, including the admin service, classroom environment, facilities, cleanliness, trainer quality, learning experience, and whether participants are interested in joining another class in the future. This shows that ICA evaluates service quality not only from the teaching side, but also from the overall service experience before, during, and after the training. The interview findings also show that participant feedback can influence operational improvements. When negative feedback or complaints are received, ICA responds by apologizing, identifying the problem, analyzing where the issue happened, and providing a solution. This process indicates that feedback is treated as an input for improvement rather than only as a formality.

The service quality indicators identified in this study include trainer competence, clarity of learning materials, hands-on practice intensity, facility readiness, cleanliness, administrative responsiveness, and participant experience. These indicators are consistent with the previous document analysis, which highlighted the importance of instructor competence, practice-based learning, industry-relevant curriculum, recognized certification, training facilities, and service communication through official digital platforms. Another important finding is that ICA maintains relationships with participants even after the training ends. According to the interview, participants often remain connected with ICA and become part of the broader coffee industry network. This suggests that the service value offered by ICA is not limited to classroom training, but also extends to post-training relationships and industry connection.

Internal Coordination and Backstage Support

The results also show that internal coordination plays an important role in maintaining the participant experience. Coordination between trainers, admin staff, and the internal team is mainly conducted through WhatsApp groups. This

communication channel is used to coordinate class schedules, trainer assignments, operational updates, and other practical needs related to training activities. If a trainer is found to be teaching in a way that does not fully match ICA's standards, feedback is usually given personally after the class. The evaluation is based on the module and syllabus, so the feedback remains connected to the institution's training standards. This approach helps maintain professionalism while still giving trainers space to improve. Backstage preparation is also strongly connected to the trainer's responsibility. Trainers are expected to ensure that tools, equipment, and the classroom are clean and ready before the class starts. They are also responsible for making sure the class ends in a clean condition, so the next session can run comfortably without operational disruptions. Overall, the results indicate that service quality at ICA is shaped by the integration of participant onboarding, module-based SOP, flexible scheduling, trainer competence, feedback mechanisms, and internal coordination. These findings strengthen the previous digital observation and document analysis by providing direct internal evidence of how ICA manages its training operations in practice.

DISCUSSION

Service Operations Management Strategies in ICA Training Services

The service operations at Indonesia Coffee Academy reflect the characteristics of high-contact services, where the quality of the training is strongly shaped by direct interaction between the service provider and the participants. In this context, the service process does not only begin when the class starts, but from the first consultation between prospective participants and the admin team. The admin plays an important frontstage role by explaining available programs, identifying participant needs, collecting participant data, and offering suitable schedules. This early interaction becomes important because it helps ICA match the participant's goals with the right training program. This finding is in line with the concept of service operations management, which emphasizes the need to plan, organize, and control service processes that are intangible, simultaneous, and highly interactive (Kusmiati, 2024). In ICA's case, the service operation is built through the connection between frontstage activities and backstage support. Frontstage activities include consultation, teaching, hands-on practice, trainer-participant interaction, and certificate delivery. Backstage activities include schedule plotting, class preparation, trainer coordination, equipment readiness, cleanliness control, and internal communication through WhatsApp groups. The interview shows that these backstage activities are essential because they directly support the smoothness of the participant experience during training.

The role of the trainer is especially central in ICA's operations. Trainers are not only responsible for delivering materials, but also for reading participant needs, adapting teaching styles, maintaining classroom focus, and ensuring that tools and the classroom are clean before and after the session. This supports the idea that in training services, operational quality depends not only on physical facilities, but also on the consistency of human performance during the service encounter. Since training is produced and consumed at the same time, any disruption in trainer readiness, class preparation, or equipment availability can immediately affect the participant's perception of quality (Yuniarti, 2023).

Capacity management also becomes an important part of ICA's operational strategy. The interview findings refine the earlier understanding of ICA's class capacity. Instead of applying one fixed number for all classes, ICA adjusts capacity based on the type of program. Regular classes are ideally kept at around five to six participants, while short courses may accommodate around ten to fifteen participants because their format, purpose, and learning intensity are different. This shows that ICA uses a differentiated capacity strategy rather than a general capacity standard. This approach is relevant for practice-based training because smaller regular classes allow trainers to provide more direct guidance and reduce waiting time during hands-on activities.

This capacity strategy is consistent with the logic of service operations, where increasing the number of participants without considering trainer availability, equipment access, and practical learning intensity may reduce service quality (Priatna, 2025). When participant demand or attendance changes, ICA applies flexible scheduling and rescheduling. Participants who cannot attend may be offered another schedule that fits the same material, depending on class availability. This indicates that ICA manages demand not only by filling classes, but also by protecting the quality and continuity of the learning process. Therefore, the most relevant operations management strategy for ICA is not simply capacity expansion,

but capacity adjustment based on class type, trainer availability, and the expected depth of practice.

Service Quality as an Operational Outcome and Participant Experience

Service quality at Indonesia Coffee Academy should be understood as the result of the whole participant journey, not only the final certificate. The service experience begins from the first communication with the admin, continues through the training session, and extends to post-class feedback and relationship building. This supports the view that service quality in education and training is shaped by processes, interactions, and supporting systems, rather than only by the final output (Nafisah & Suriyanto, 2024). In ICA's case, the certificate is only one part of the service outcome, while the participant's overall experience is shaped by consultation quality, trainer competence, practice intensity, facility readiness, cleanliness, and responsiveness to participant needs. The interview findings show that first impression is one of the most critical stages in ICA's training process. Trainers are expected to understand participant needs from the beginning, including their learning preferences, expectations, language barriers, personality, and level of confidence. Some participants prefer theory, while others want to focus more directly on practice. This means that trainers need to apply empathy and flexibility while still following the module and syllabus. This finding is strongly related to the SERVQUAL dimensions, especially empathy, assurance, reliability, responsiveness, and tangibles (Ngatijah et al., 2025).

Reliability is reflected in the use of modules and syllabi that guide the class flow and ensure that each trainer teaches based on the same learning structure. Assurance appears through trainer competence, barista background, professional attitude, and the ability to explain coffee-related skills clearly. Empathy is shown through the trainer's effort to adjust the teaching approach to different participant characteristics. Responsiveness is reflected in ICA's rescheduling practices, complaint handling, and willingness to provide solutions when problems occur. Tangibles are represented by training facilities, equipment, classroom cleanliness, trainer grooming, and the physical learning environment.

These findings support previous studies showing that reliability and assurance are often dominant factors in shaping satisfaction in education and training services (Ridhollah & Purwaningsih, 2023). In ICA's case, participants are likely to evaluate service quality based on whether the class runs as promised, whether the trainer is competent, whether the practice session is useful, and whether the environment supports learning. This confirms that service quality is closely connected to operational consistency. When the admin process, schedule, trainer readiness, classroom condition, and equipment availability are well-managed, participants are more likely to perceive the training as professional and valuable. The feedback mechanism also shows that ICA treats service quality as something that can be evaluated and improved. Participant satisfaction is measured through feedback forms that cover admin service, facilities, cleanliness, trainer quality, class environment, learning experience, and the possibility of joining another class in the future. When complaints or negative feedback appear, ICA responds by apologizing, identifying the problem, analyzing the cause, and providing a solution. This process shows that service quality is not handled only after major problems occur, but is monitored through participant responses after the class. From an operations management perspective, this means that quality improvement at ICA is systemic. It does not depend only on individual trainer performance, but also on the operational system that supports the trainer and participant experience. This is aligned with the idea that service quality in training institutions is a direct outcome of internal process stability, instructor performance standards, and control of service variability (Bachmid, 2023). Therefore, ICA's service quality improvement should be seen as the result of both human interaction quality and structured operational control.

Service Design, Trainer Standardization, and Continuous Improvement

The operations management strategy at Indonesia Coffee Academy is also reflected in how the institution designs and standardizes its training service. The use of modules and syllabi functions as a form of service design because it creates a clear structure for the learning journey. The module defines the target learning outcomes, materials, class flow, and practical activities, while the syllabus helps trainers deliver the class in a more consistent order. This is important because in high-contact services, standardization helps reduce variability, while flexibility helps trainers respond to different participant needs.

This finding is consistent with service design theory, which emphasizes the importance of mapping service processes and separating frontstage and backstage activities to ensure smooth coordination (Zakiyah et al., 2025). In ICA's case, the frontstage experience includes admin consultation, trainer interaction, theory delivery, practice sessions, and feedback collection. The backstage system includes schedule planning, trainer preparation, module review, equipment maintenance, hygiene control, and internal communication. The quality of the frontstage experience depends heavily on whether the backstage system works properly. For example, even if the trainer has strong teaching skills, the participant experience may still decline if equipment is not ready, the class is not clean, or scheduling is poorly coordinated.

Trainer standardization is one of the strongest findings from the interview. ICA maintains teaching consistency through module-based instruction, trainer refreshment, and team calibration. The interview shows that ICA conducts calibration every three months to discuss field experiences, collect input, review modules, and update materials when needed. ICA also conducts Training of Trainers or refreshment around every six months to align teaching practices and improve trainer consistency. This shows that ICA has a continuous improvement mechanism that is directly connected to its daily operations. This approach is aligned with the principle of continuous improvement, which focuses on ongoing enhancement based on evaluation, feedback, and changing customer needs (Hariyono et al., 2025). It also reflects the PDCA logic discussed by Tilman et al. (2023), where organizations improve service quality through repeated cycles of planning, implementation, evaluation, and adjustment. In ICA's case, the "plan" stage can be seen in curriculum and module preparation, the "do" stage in class implementation, the "check" stage in feedback forms and internal evaluation, and the "act" stage in module updates, trainer feedback, rescheduling improvements, and trainer development.

Trainer development at ICA is also adjusted based on each trainer's expertise. This is important because not all trainers have the same strengths, and different programs may require different teaching capabilities. By developing trainers according to their expertise, ICA can strengthen both technical competence and teaching relevance. This supports the idea that continuous improvement in education and training services should not only focus on facilities or administrative systems, but also on the development of human resources who directly deliver the service (Sari et al., 2025). Overall, service design and continuous improvement at ICA work together as execution mechanisms for operations management strategy. Modules and syllabi provide structure, trainer flexibility provides personalization, feedback forms provide evaluation data, and internal calibration provides a way to translate feedback into operational improvements. This combination allows ICA to maintain service consistency while still adapting to participant needs and market changes. Therefore, service quality improvement at ICA is not a random or one-time action, but the result of a structured service system that is continuously reviewed and improved.

CONCLUSION

Based on the analysis, service quality at Indonesia Coffee Academy is strongly influenced by how its training operations are managed. The service process starts from participant consultation with the admin team, followed by schedule arrangement, class implementation, and certificate delivery after completion. This shows that service quality is not only shaped by the final certificate, but also by the overall participant experience throughout the training process. ICA maintains training consistency through SOPs, modules, and syllabi. Trainers can use flexible teaching styles, but they still need to follow the learning targets and class flow. Trainer readiness, first impression, hygiene, grooming, equipment preparation, and classroom cleanliness also become important parts of the service experience.

Capacity management also supports service quality. Regular classes are ideally limited to around five to six participants, while short courses can accommodate around ten to fifteen participants depending on the class format. This adjustment helps maintain hands-on practice quality, trainer attention, and participant comfort. The managerial implication of this study is that professional training institutions should not focus only on increasing participant numbers or promoting their programs. Managers need to strengthen the whole operational system, including participant consultation, class scheduling, trainer standardization, facility readiness, feedback handling, and internal coordination. By managing these elements consistently, training institutions can improve service quality, maintain participant satisfaction, and build a more sustainable learning experience.

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