



Restaurant Understanding Training For Students At Al-Jabar Private Vocational School Batam

Tito Pratama.¹ Dalami.² Moh. Thamdzir.³ Haufi Sukmamedian.⁴ Taufik Bachrul Ulum Lubis.⁵

Food and Beverage Management.¹ Food and Beverage Management.² Food and Beverage Management.³ Room Division Management.⁴ Student Food and Beverage Management.⁵

tito@btp.ac.id.¹ dailami@btp.ac.id.² thandzir@btp.ac.id.³ haufi@btp.ac.id.⁴ bachrum5

Abstract

Restaurant Understanding Training is an educational activity designed to equip students with basic knowledge and skills regarding the world of work in the restaurant sector. The training material includes an introduction to types of restaurants, service standards, work procedures, cleanliness management, and professional ethics in serving customers. Through this training, participants are expected to be able to understand the workflow in the restaurant industry and increase their readiness to face the world of work and entrepreneurship in the culinary sector.

Keywords: Restaurant Understanding Training

INTRODUCTION

Restaurant Awareness Training for Students is a program designed to provide knowledge and skills related to the restaurant industry. Its main objective is to introduce students to the world of culinary arts and the restaurant business, as well as to equip them with a basic understanding of restaurant operations. Below are some of the key topics that can be taught in this training. Introduction to the Restaurant World. Types of Restaurants: Understanding various types of restaurants such as fine dining, casual dining, fast food, and cafés. Restaurant Organizational Structure: Learning the roles within a restaurant, such as chef, waiter, bartender, and manager. Duties and Responsibilities: Identifying the different roles and responsibilities involved in restaurant operations. Restaurant Operational Processes. Kitchen and Cooking Process: Understanding how food is prepared and processed in the kitchen. Customer Service Management: Training on how to deliver quality customer service, from serving guests to handling customer complaints. Order and Payment Management: Teaching how to accurately take orders and carry out efficient payment procedures. (Purwaningrum, 2016)

Practical Skills. Table Setting Procedures: How to properly set a table for guests, including the correct use of tableware. Food Service: Training students on how to serve food and beverages in a professional manner. Time Management and Teamwork: Teaching basic managerial skills in time management and effective team collaboration. Health and Hygiene. Food Hygiene and Safety Standards. Teaching the importance of maintaining cleanliness and adhering to safety standards in food preparation. Prevention



of Foodborne Illnesses. Explaining the importance of following health protocols related to food handling and serving. Restaurant Business Aspects. Restaurant Marketing and Promotion: How restaurants promote themselves through various marketing channels. Financial Management. Understanding how restaurants manage costs, profits, and menu pricing.

Simulation or Hands-On Practice. Restaurant Practice. Some training programs may involve students in restaurant simulations or hands-on practice at partner restaurants. Group Project. Students can be divided into groups to design their own restaurant concept, create a menu, and manage the service. Soft Skills Communication. Developing communication skills between employees and customers. Problem Solving. Teaching how to resolve issues that may arise in the restaurant setting. Teamwork. Training students to work effectively in a team under pressure. Use of Technology in Restaurants. Digital Ordering and Payment Systems. Understanding how technology is used to simplify ordering and payment transactions. Software-Based Restaurant Management. Getting to know the software tools used in restaurant management. (Chitra, 2022). Training Objectives. This training aims not only to help students understand how restaurants operate but also to equip them with skills that can be applied in the workforce or even to start their own restaurant business in the future.

COMMUNITY OVERVIEW

Aljabar Private Vocational School (SMK Swasta Aljabar) in Batam City is one of the vocational schools located in the Bengkong subdistrict. It was established in 1992 and continues to stand strong and remain active in Batam City to this day. Over the years, the school has produced many alumni who have gone on to become leaders and skilled professionals in companies both within Batam and across Indonesia. For the 2023–2024 academic year, Aljabar Private Vocational School in Batam City is once again opening registration for new student admissions.

The Principal of Aljabar Private Vocational School (SMK Swasta Aljabar) in Batam City, Mr. Deden, through the Student Affairs Vice Principal, Mrs. Lusiana Siahaan, stated during an interview with this media outlet in her office: "We encourage parents in the Bengkong, Batu Ampar areas, and throughout Batam City not to hesitate to enroll their sons and daughters—your best children—at SMK Swasta Aljabar Bengkong. This school has stood since 1992, which means it remains strong and continues to be a school of choice for students today. Why? Because we offer majors that are highly relevant and in demand in their respective fields and industries. SMK Swasta Aljabar offers several study





programs. The first is Mechanical Engineering. This is particularly relevant because Batam City is home to many companies operating in the mechanical sector. So, for students who are interested in machines, welding, CNC, and similar fields, studying at SMK Swasta Aljabar is a great fit.”

The second major is for those who enjoy working with vehicles—Automotive Engineering or what is commonly referred to as Light Vehicle Engineering. At SMK Swasta Aljabar, we also offer this program. Many of our graduates from this major have gone on to hold important positions. In fact, we have a strong and ongoing partnership with Isuzu, which reflects how closely we are connected with the industry. This means we are consistently active in developing and enhancing the competencies required in the field. The third major is Computer and Network Engineering, which is also one of the priority programs at SMK Swasta Aljabar. Given that nearly every environment today relies on computers, this program is highly relevant. Our school is fully equipped with a complete computer lab, excellent network infrastructure, and dedicated rooms designed specifically for computer and network studies.

The fourth major is Electronics. SMK Swasta Aljabar also offers this program, which is actually one of the oldest departments at our school originally known as Audio-Video Electronics. So, there's no need to hesitate in enrolling your children whether they are graduates of junior high schools (SMP), Islamic junior high schools (MTs), or transfer students. We welcome them to join SMK Swasta Aljabar,” she said. Mrs. Lusiana also added, “Every month, we teach our students the importance of sharing. At SMK Swasta Aljabar, we regularly hold a program called *Jumat Berkah* (Blessed Friday). Through this program, we distribute aid around the Bengkong area and Batam City. Some distributions are also carried out at several mosques. On average, we distribute around 350 food boxes every month. This *Jumat Berkah* program has been running for approximately two years at SMK Swasta Aljabar. So, parents should have no doubts, as we also place great emphasis on building good character and moral values in our students.”

If there are children or students who are interested in extracurricular activities, SMK Swasta Aljabar offers a wide range of options. For example, we have futsal, which is a sport we always promote and participate in whenever there are school events. We actively encourage it because sports are very beneficial for young people. We also offer martial arts (pencak silat), and our students have even competed at the provincial level. In addition, we have badminton and sepak takraw. Our school is fully equipped with the





necessary equipment it's just a matter of where the students' interests lie, whether in sports or in music. All of our teachers and coaches are highly competent in their respective fields. So once again, for junior high school (SMP) or Islamic junior high school (MTs) students who wish to continue their education, don't hesitate to choose SMK Swasta Aljabar in Batam City. Established in 1992, it still stands strong in 2023 and has produced many successful graduates," she concluded. (Jabat)



Al-Jabar Batam Private Vocational School logo

METHODOLOGY

1. Target Audience

Participants in this activity were students from Al-Jabar Batam Private Vocational School, Bengkong Indah Village, Bengkong District, and representatives of teachers at Al-Jabar Batam Private Vocational School. The instructors and resource persons in this activity were lecturers from the Batam City Tourism Polytechnic Food Management Study Program.

2. Activity Method

The method of implementing the activity to address the issues is as follows:

- a. Dissemination of Materials and References. Counseling is given in the form of lectures and questions and answers to participants and presentation of material through power point presentations which contain references related to the concept of counseling and special references regarding Understanding Restaurants. The participants were invited to discuss the Restaurant Understanding Training regarding Restaurant Understanding, understanding and strategies to increase Restaurant Understanding for Teachers and Students of Al-Jabar Batam Private Vocational School.

- b. Activity Procedure





This community service activity includes:

- a). Coordination with the Principal and Teachers of Al-Jabar Batam Private Vocational School, for participant selection and coordination related to preparing activity schedules and others
- b). Preparation of activities, discussions related to activity material discussed together with the Principal and Teachers of Al-Jabar Batam Private Vocational School.

3. Supporting and Inhibiting Factors

Based on the evaluation of the implementation and results of activities, supporting and inhibiting factors can be identified in implementing this community service program (PKM). In general, the supporting and inhibiting factors are as follows:

a. Supporting Factors

- a). The enthusiasm and interest of the participants was very high and the time commitment and active involvement throughout the implementation.
- b). Commitment from the Principal and Teachers of Al-Jabar Batam Private Vocational School, assistance and support from other stakeholders.

b. Hindering Factors

- a). Limited time for carrying out activities means that the scope of the material cannot be conveyed in detail.
- b). The participants' grasping abilities varied, some were fast but some were slow so the time used was less than optimal





SUTAINABLE RESULT AND POTENSIAL

1. Results of the Activity Implementation

Community service is one form of the Tri Dharma of Higher Education which is the obligation of lecturers, apart from teaching and research. This community service activity aims to provide counseling to Al-Jabar Batam Private Vocational School students, so that they have sufficient knowledge about the importance of tourism management, understanding management regarding tourism development, as well as strategies and efforts to increase tourism awareness for the community. So this will increase the level of public awareness about tourism management. This activity is held one day, namely Friday, May 9 2025 from 08.00-11.30.00 WIB. The implementation of this PKM activity was carried out by a team of 6 (six) service members from the Batam Tourism Polytechnic.

2. Discussion of Activity Implementation Results

The results of PKM activities generally include several components as follows:

- a. Success in the target number of counseling participants
- b. Achievement of extension objectives
- c. Achievement of planned material targets
- d. Participants' ability to master the material

The achievement target in terms of the number of participants is 30 (thirty) participants. Thus it can be said that the participant target was achieved 100%. These figures show that PKM activities, seen from the number of participants who take part, can be said to be successful. In general, the achievement of the objectives was good, but the limited time provided meant that not all material about stunting could be presented in detail. However, judging from the results of the participants' counseling, namely the quality of the learning that has been produced, it can be concluded that the objectives of this activity can be achieved. The achievement of the material target in this PKM activity was quite good, because the mentoring material was delivered in its entirety.

CONCLUSION

Restaurant Understanding Training for students provides important basic insight and skills related to restaurant operations and management. Through this training, participants gain knowledge about service standards, work ethics, menu management, cleanliness, and the importance of customer satisfaction in the culinary business world.





This activity not only increases theoretical understanding, but also fosters mental readiness and practical skills needed in the food service industry. Thus, this training plays an important role in supporting the readiness of vocational school students to enter the world of work or entrepreneurship in the culinary field.

SUGGESTION

1. There is a need for further counseling and outreach regarding Understanding Restaurants to the community in order to increase community understanding and knowledge as well as community participation and support for the development of tourism in Batam City, especially for Al-Jabar Batam Private Vocational School students. So it is hoped that Batam City, which borders directly with foreign countries, will become a national tourist destination.
2. The government's attention and role is increasingly expected to be able to disseminate information to the entire community regarding community attitudes and behavior towards management regarding Restaurant Understanding so that it will further increase public awareness.

REFERENCES

- Chitra, D. (2022). *Program Keahlian Pariwisata Konsep Penyelenggaraan Usaha Kuliner Modul Ajar Kelas X Smk*.
- Purwaningrum, H. (2016). Food & Beverage Pengetahuan Dasar Restoran. *Buku*, 1–23.
- Chitra, D. (2022). *Program Keahlian Pariwisata Konsep Penyelenggaraan Usaha Kuliner Modul Ajar Kelas X Smk*.
- Purwaningrum, H. (2016). Food & Beverage Pengetahuan Dasar Restoran. *Buku*, 1–23.
- <https://appmadrasah.kemenag.go.id/web/profile?nsm=131221710001&provinsi=21&kota=2171&status=&akreditasi=&kategori=bos>