

# Training on Website Application Development for Coffee Shop Visitors for Students

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## Abstract

The world of education has changed, What world of education which used to be a transfer of knowledge with a standardized model is now changing more straightforwardly, students who used to only be able to learn through teachers/lecturers, schools, campuses, and literature books, are now facilitated by existing facilities, such as the internet, Study Clubs, and learning places that are more following the modern lifestyle of students. So the idea emerged regarding planning training activities in coffee shops/cafes which are recreational and educational facilities by paying attention to all the facilities needed as well as alternatives and new functions that are well adapted, comfortable, and not just for relaxing. Training activities to create a website in a coffee shop/cafe is an alternative to obtaining a comfortable, minimalist, and modern learning atmosphere. An atmosphere that makes anyone feel at home, not only just eating and drinking but also still processing their productivity. Doing activities in a coffee shop/cafe reflects the lifestyle of today's students, which is realized in a new learning method that is expected to represent the mindset, ideas, and creativity of students.

*Keywords:* Coffee Shop Visitors, Education, Students, Technology, Website Training.

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## Introduction

Learning is everyone's right and obligation (Lubis, 2016). Learning can be done anywhere and anytime (Elyas, 2018). So far, people think that learning is only done in the classroom with teachers or lecturers providing lessons, and this is commonly referred to as formal learning (Suryadi, 2020). However, such structured learning environments are not always conducive to an enjoyable and effective learning experience (Kukulka-Hulme, 2010). The rigid framework of formal education may limit creativity and exploration, hindering the full potential of individuals to acquire knowledge (Rahmat, 2021).

In reality, learning extends beyond the confines of traditional classrooms. Informal learning, through self-directed exploration, real-world experiences, and digital platforms, offers diverse opportunities for gaining knowledge (Ariani et al., 2023). Embracing a broader perspective on learning not only makes education more accessible but also promotes a lifelong learning mindset (Simorangkir, 2022). Everyone can acquire new skills and knowledge, irrespective of age, background, or formal educational settings (Maarif et al., 2023).

Recognizing the flexibility of learning environments empowers individuals to take charge of their educational journeys (Strange & Banning, 2015). Whether through online courses, interactive workshops, or hands-on experiences, the possibilities for learning are vast (Sharples et al., 2009). By acknowledging that learning is a continuous process, society can foster a culture that values curiosity, adaptability, and the pursuit of knowledge in various forms and settings (Gephart et al., 1996). A study conducted by (Nugroho, 2007) stated that students who stated that they were uncomfortable learning because of the formal atmosphere: 68% of 150 respondents.

People who study in formal conditions will experience boredom and boredom more quickly because learning situations tend to be monotonous and rigid (Based on Questionnaires: Students who stated that they prefer to go to the café to study: 62.7% of 150 respondents).

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Training methods are any activities or systematic ways carried out by learning resources to condition the implementation of education and training to develop cognitive, affective, and psychomotor aspects (Abbasi et al., 2023). The training method is one component of the success of a computer training program, with the training method that suits the learning needs, it is hoped that the trainees will be able to understand the material presented, so that the participants' abilities will develop and can produce an idea or creative work (Blanchard & Thacker, 2023).

A comfortable atmosphere and environment will indirectly help someone relax while studying (Chen et al., 2023). If a person feels relaxed and comfortable while studying, it will be easier for them to concentrate (Taufik et al., 2018). This shows that the environment has a big role in helping the learning process. The creation of an ideal atmosphere and environment for learning for today's students must be adjusted to the social patterns of today's students (Dewi & Alam, 2020; Franklin & Harrington, 2019).

Cafe is a place that really supports someone to relax and enjoy light meals, listen to live music and mingle (Wilson, 2020). Based on this, if the cafe atmosphere is applied to support learning comfort for students, it can be said to be quite relevant and adaptive at this time. It is said to be relevant because most students prefer the atmosphere and environment like a cafe, said to be adaptive because the cafe atmosphere can be applied anywhere.

Cafe with an open and quiet atmosphere plus lush trees and plus the gurgling of pond water will create a beautiful atmosphere so that it can support the learning activities of people who are in that place. (Sudjana, 2007), states “Out-of-school education, as part of national education whose programs are related to various development sectors, is natural to strengthen its main task to be oriented towards changes in society that may occur in the future”.

The training method for making websites in the café room is an activity or method carried out by the teacher in order to condition the implementation of education and training to develop cognitive, affective and psychomotor aspects (Ardy et al., 2022), (Kamaruddin et al., 2023). So, the existence of appropriate training methods will support the understanding of trainees in learning which will trigger creative ideas and ideas of course and training participants. Students are currently in a period of massive ICT utilization (Nasution & Batubara, 2022). The implementation of training is carried out by direct practice accompanied by presentations, discussions and using laptops to provide direct understanding to trainees (Azhar et al., 2019).

The training method for making a website in a café atmosphere is one component of the success of the website making training program, with the training method that suits the learning needs, it is hoped that the trainees will be able to understand the material presented, so that the participants' abilities will develop and can produce an idea or creative work (Arianto & Suyitno, 2023). The selection of practical methods during the implementation of training so that participants directly gain experience in making websites (Suryani et al., 2023). Practice is a method that can be used in learning that prioritizes psychomotor abilities (Aldridge, 2017).

Based on the description above, researchers are interested in conducting research on the relationship between student learning methods in the classroom and outside the classroom, with the title “Training in making website applications in a cafe atmosphere for students”.

## **Method**

The method of implementing Community Service involves a practical approach. Initially, the instructor provides an overview of the Community Service material to the trainees, explaining key concepts and topics (Riduwan, 2016). Subsequently, the practical aspect is introduced, focusing on the use of supporting applications essential for website creation (Adimihardja & Hikmat, 2003), (LPPM, 2018). This hands-on training involves the use of tools such as laptops, the XAMPP application, a code editor, presentation slides created in Microsoft PowerPoint, and a projector (Halim et al., 2021). During the training, participants are guided through the installation of XAMPP and a code editor on their computers or laptops (Yudianto et al., 2022). They are then instructed to create a simple website under the guidance of the instructor, progressing from a basic HTML-based structure to a website with multiple linked pages. As the training

advances, participants are encouraged to customize their websites according to their preferences, with ongoing guidance from the instructor.

Building on the foundational knowledge provided, participants embark on the collaborative development of websites with the assistance of a mentor (Aliffudin & Santoso, 2023). To gauge the initial understanding of participants on the theme of Community Service, a pre-implementation questionnaire is administered (Izzah, 2020). This survey helps assess participants' knowledge levels and informs the instructional approach (Casofa & Isa, 2022). Similarly, after the Community Service program, participants are asked to complete a post-implementation questionnaire, providing valuable feedback on their comprehension and experience throughout the training (Herwina, 2021). This dual-questionnaire approach aids in evaluating the effectiveness of the Community Service initiative while also ensuring continuous improvement in the methodology employed.

### Results and Discussion

This service activity was conducted in collaboration with professional speakers specializing in programming and the organizing committee from CV. Ceddi Inovasi Digital Indonesia, Makassar. A total of 14 active students participated in this service initiative, which spanned 8 meetings. The training sessions were conducted according to the predetermined schedule and location agreed upon by the participants. Throughout the 8 sessions, the training covered topics related to website creation and personal website development. The comprehensive material, coupled with hands-on guidance, enabled the participants to successfully create websites based on the skills and knowledge acquired during the training. Notably, participants not only mastered the intricacies of website development but also successfully crafted their personalized websites, showcasing their creativity and skills.

The collaboration between professional speakers and the organizing committee, combined with the active participation of students, contributed to the overall success of the service activity. The tangible outcomes, evidenced by the participant's ability to create functional websites and personal portfolios, underscore the effectiveness of the training program in equipping individuals with practical skills in the realm of programming and website development.

Based on feedback from training participants, it is evident that the training materials were highly satisfactory, with 95% of participants expressing alignment between the materials and their needs. The applicability of the materials was also well-received, with 90% finding them easy to understand and apply. Furthermore, a significant 95% of participants acknowledged that the material was presented in a straightforward and clear systematic manner. Evaluation of the presenters yielded positive results, as 100% of participants affirmed the presenters' mastery of the subject matter. Additionally, 95% appreciated the interactive nature of the sessions, with presenters actively engaging in questions and answers. Participants further noted that 95% of presenters effectively delivered the material clearly and sequentially.

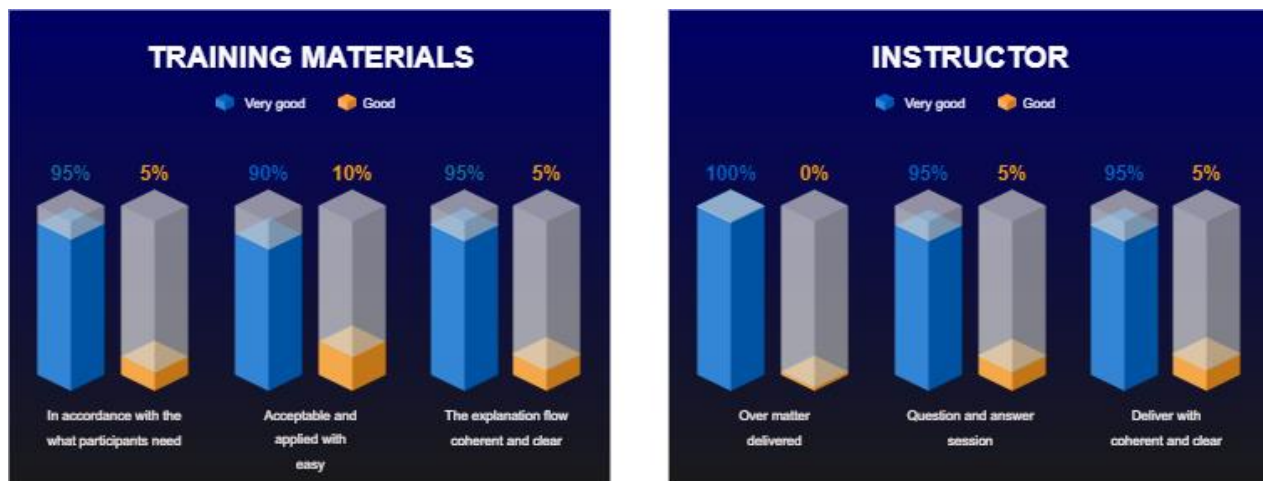


Figure 1. Graph of satisfaction survey results for training materials and speakers.

In assessing the presenters, participants unanimously reported that 100% of the presenters demonstrated mastery of the presented material. Additionally, 95% of the presenters actively engaged in questions and answers, and according to participants, 95% of the presenters effectively delivered the material clearly and sequentially. Participants were afforded the flexibility to either independently order food and drinks or utilize the services of the activity implementation committee. In this instance, a mutual decision was reached between participants and the committee to individually cover their consumption. Participants expressed a high level of satisfaction, with 95% reporting contentment with the choice of food and beverages during the training.

The training took place in a coffee shop or café chosen by the participants, and the feedback indicated a remarkable 100% satisfaction rate with the training room and facilities. This positive sentiment is graphically represented, underscoring the participants' overall contentment with the training experience, As shown in the figure 2.

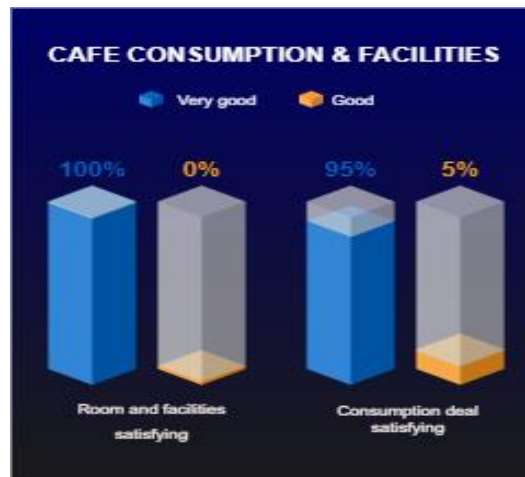


Figure 2. Graph of satisfaction survey results: consumption & facilities

Overall, the participant satisfaction level for the 8-session training program reached an impressive 97.5%. Encouragingly, participants expressed a keen interest in additional training sessions from the lecturer's service for this activity. Specifically, their requests for further training were as follows: advanced training on websites and mobile applications (45%), advanced IoT training (15%), computer network training (15%), and training on writing scientific papers (25%). Figure 3 illustrates the graphical representation of participants' interest in upcoming training sessions.



Figure 3. Graph of the results of the next training interest survey

Following a comprehensive explanation and simulation demonstrating the application used in website creation, participants are seamlessly guided into the practical phase of the training. This hands-on segment is crucial, allowing participants to directly apply the theoretical insights gained during instructional sessions. Armed with their personal

laptops, participants immerse themselves in the practical aspects of website creation. This direct engagement not only solidifies their understanding but also provides an immediate opportunity for problem-solving and the clarification of any doubts that may arise during the application of newly acquired knowledge.



Figure 4. Participants attend training

Under the instructor's guidance, participants embark on a step-by-step journey, starting with the installation of vital applications such as XAMPP and code editors on their laptops. This structured approach ensures a smooth transition from theory to practice, empowering participants to actively participate in the website creation process. As the training progresses, participants are encouraged to experiment and customize their websites, fostering a sense of creativity and autonomy in their learning journey. The practical exercises not only enhance technical proficiency but also contribute to a deeper comprehension of the intricacies involved in website development.

The adaptability of practicing on personal laptops is a key feature, tailoring the learning experience to the individual needs and preferences of each participant. This flexibility allows participants to progress at their own pace, gaining a more profound understanding of website creation. The hands-on nature of the training not only promotes technical skills but also instills confidence in participants to independently navigate and troubleshoot various aspects of website development. This tailored and practical approach ensures that participants not only grasp the theoretical concepts but also acquire the practical skills needed to excel in website creation.

The incorporation of practical sessions goes beyond immediate benefits for participants; it facilitates valuable feedback loops. As participants encounter real-world challenges during hands-on exercises, they can seek guidance, allowing the instructor to address common issues and adapt the training content accordingly. This iterative process contributes to continuous improvement, refining the training approach for future sessions, ensuring its relevance, and maximizing its effectiveness in meeting the diverse learning needs of participants.

## Conclusions

The training session conducted in coffee shops/cafés, focusing on website development, garnered positive feedback from participants, who found it both enjoyable and highly beneficial. The outcomes of the training were particularly noteworthy as participating students demonstrated the ability to create websites and grasp fundamental concepts related to web development. This achievement is significant considering that not all academic institutions offer comprehensive website creation lessons that meet students' expectations within traditional classroom settings.

Recognizing the importance of expanding educational experiences beyond conventional classroom structures, this service offers a viable solution. By providing a comfortable and unconventional learning atmosphere, the training

supports students in acquiring practical skills and understanding the nuances of website development. This approach addresses the gap in the educational landscape and complements formal curricula by offering hands-on experiences in real-world settings. The success of this initiative underscores the potential for similar services to enhance the overall learning environment for students in the future.

In light of the positive impact observed, it is recommended that such services be conducted more frequently, catering to a diverse range of participants. This inclusivity ensures that a broader audience can benefit from the practical insights and skills imparted during these sessions. The need for diverse participants stems from the recognition that individuals with varying backgrounds and interests can contribute to a rich and collaborative learning environment. Therefore, the continuation and expansion of these service initiatives can play a pivotal role in fostering a dynamic and supportive learning community.

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