



Whipped Cream-Based Mocktail Training For The Student of SMA 3 Batam

Natal Olotua Sipayung¹, Syafruddin Rais², Tito Pratama³, Dailami⁴, Siska Amelia Maldin⁵, Rezki Alhamdi⁶, Moh. Thandzir⁷, Wahyudi Ilham⁸, Al Ahmed Hatta Wardana Rizqi⁹

Manajemen Tata Hidangan, Politeknik Pariwisata Batam, Indonesia^{1,2,3,4,5,6,7,8,9}

e-mail: Natal@btp.ac.id¹, Yos@btp.ac.id², Tito@btp.ac.id³, Dailami@btp.ac.id⁴, Siska@btp.ac.id⁵, Rezki@btp.ac.id⁶, Thandzir@btp.ac.id⁷, Ilham@btp.ac.id⁹, Ahmedhatta1886@gmail.com⁸

Abstract

The rapid development of the creative beverage industry has created opportunities for product innovation that emphasize not only taste but also visual appeal and consumer experience. This Community Service Program (PKM) aimed to improve the knowledge, skills, and creativity of students at SMAN 3 Batam through training in the preparation of whipped cream-based mocktails. The implementation methods included lectures, demonstrations, hands-on practice, and product development mentoring. The training materials covered an introduction to mocktails, ingredient mixing techniques, the use of whipped cream, sanitation and hygiene practices, as well as attractive beverage presentation techniques. The results of the program showed that participants were able to understand the basic concepts of mocktail preparation, master beverage preparation and presentation techniques, and produce mocktail products with appealing taste and appearance.
Keywords: mocktail, whipped cream, training, high school students, community service.

INTRODUCTION

Beverage trends are currently experiencing rapid growth, particularly in the creative beverage sector, which is popular among young people. We can easily find trendy drinks sold in cafes, restaurants, and even on the street, featuring a variety of flavors and attractive presentations (Sipayung et al., 2024). A closer look reveals that contemporary beverage trends focus not only on taste but also on appearance, texture, and an engaging consumption experience (Suryaningrum et al., 2023). One emerging innovation is the mocktail, a non-alcoholic beverage made from various ingredients such as fruit, syrup, soda, and dairy products, resulting in unique and appealing flavors (Embury, 1948). Mocktails are a modern beverage alternative that is safe for consumption by all groups, including students.

As beverage trends evolve, the use of whipped cream as an additive is also gaining popularity because it provides a smooth texture, creamy taste, and aesthetic appearance, enhancing the product's appeal. The combination of whipped cream in mocktails can create innovative dessert-style beverages with high sales value. This situation opens up new business opportunities in the food





and beverage sector, especially for young people with creativity and an interest in the culinary industry.

SMAN 3 Batam, as a secondary education institution in Batam, plays a crucial role in supporting the development of students' creativity and skills. The whipped cream mocktail training program is expected to serve as an educational tool while also developing students' soft skills and entrepreneurial spirit. In addition to enhancing practical beverage-making skills, this activity also fosters creativity, collaboration, communication, and innovation in creating economically valuable products.

The Whipped Cream Mocktail Training Program is designed using demonstrations, hands-on practice, and product-making mentoring. Participants are taught the basics of mocktails, ingredient mixing techniques, whipped cream usage, sanitation and hygiene, and attractive beverage presentation techniques. Through this training, students are expected to be able to produce delicious-tasting and attractively presented mocktails that can be served for personal consumption, entertaining guests, or as a business idea

COMMUNITY OVERVIEW

SMA 3 Batam is a public senior high school located on Jalan Hang Nadim, Belian Village, Batam Kota District, Batam City, Riau Islands. The school was established in 2002 based on Decree of the Minister of National Education Number 231/422.6/DIKMEN/VII/2002, issued on July 27, 2002.

SMA 3 Batam is known for its high-quality education and comprehensive facilities. This is evidenced by the A-level accreditation the school achieved in 2019 based on Decree of the National School/Madrasah Accreditation Board Number 1339/BAN-SM/SK/2019. Furthermore, the school holds ISO 9001:2008 certification, demonstrating its commitment to providing the best service to students and stakeholders.

As a public school, SMA 3 Batamis under the auspices of the Regional Government. The school offers full-day education, five days a week. The school's land area covers 10,000 square meters, ensuring complete facilities and comfortable learning spaces for students.

SMAN 3 Batam has internet access and a stable PLN electricity network. The school is also equipped with communication facilities such as telephone (0778761993) and fax (0778761997). Those who wish to contact SMAN 3 Batam





via email can do so at smantibatam@gmail.com. Further information about the school is also available on the school's official website at <http://smantibatam.sch.id>.

SMAN 3 Batam is an ideal choice for students wishing to continue their education to high school in Batam City. The school has a strong reputation and is committed to producing quality graduates who are ready to face the challenges of the future

METHODOLOGY

1. Target Audience

The participants in this training were 41 students from SMA 3 Batam. The participants were hand-selected by SMA 3 Batam teachers. The beverage-making training was led by lecturers and students. The participants were highly enthusiastic about participating in the training.



Figure 1: Explaining The Methode and Tools in making Mocktail

Source: Community Service team 2026

2. Activity Methods

This community service program utilizes several methods, including lectures and practical exercises. The activity begins with a lecture on mixed drinks, commonly known as mocktails, trends in mocktails, an introduction to the equipment needed to make mocktails, and the basic technique of making whipped cream using a whipper. The next step is practical exercises, where students demonstrate how to prepare ingredients, use a whipper correctly, and make the drinks, following the instructor's demonstration. After students complete the drinks,



they are evaluated for taste and appearance. The implementation methods used to address these issues are as follows:

1. Material and Reference Dissemination

The outreach activity is carried out through lectures, demonstrations, and interactive discussion sessions involving students of SMA Negeri 3 Batam. Initially, the resource person delivers the material in a room provided by the school. The material covered an introduction to whipped cream-based drinks, the basic principles of making them, the tools and ingredients used, and techniques for using the equipment correctly and safely. During the presentation, participants are given the opportunity to ask questions and engage in discussions to deepen their understanding of the material. Next, the speaker demonstrated the drink-making process using various serving and decoration techniques. After the demonstration, participants were given the opportunity to practice making whipped cream drinks, following the speaker's directions and instructions. Through this hands-on activity, it is hoped that participants will understand and master the basic skills of creating appealing drinks.



Figure 2: Student practicing Mocktail Creation

Source: Community Service team 2026



2. Activity Procedures

This Community Service Activity includes:

- a) Coordination with SMA 3 Batam for participant selection and coordination
- b) Activity preparation, discussions related to the activity material.
- c) Activity Implementation

3. Supporting and Inhibiting Factors

Based on the evaluation of the implementation and results of the activity, supporting and inhibiting factors in implementing this Community Service Program (PKM) can be identified. Broadly speaking, these supporting and inhibiting factors are as follows:

1) Supporting Factors

- a. High enthusiasm and interest from SMA 3 Batam students.
- b. Availability of space for the training.
- c. Good cooperation from SMA 3 Batam in implementing the training.

2) Inhibiting Factors

- a. Limited time for the activity, preventing the material from being presented in detail.
- b. The room was rather hot, reducing participant comfort.
- c. Varied understanding of the participants.

SUSTAINABLE RESULT AND POTENSIAL

Results of Activity Implementation

This community service activity aimed to provide training and education to students of SMAN 3 Batam so that they could acquire knowledge regarding beverage preparation. In addition to learning how to make beverages, students were also introduced to beverage-making equipment, types of glassware, ingredients used in beverage preparation, as well as various beverage mixing techniques and methods. The activity was conducted in one day, on Wednesday, May 6, 2026, from 1:00 PM to 3:00 PM.

Discussion of Activity Implementation Results

The Community Service Program (PKM) entitled "Training on Whipped Cream-Based Mocktail Preparation for Students of SMAN 3 Batam" was successfully implemented and received positive responses from the participants. The activity began with the delivery of educational materials concerning the





development of the creative beverage industry, an introduction to mocktails, and the functions and characteristics of whipped cream in beverages. During this session, participants demonstrated a high level of enthusiasm through discussions and question-and-answer sessions regarding beverage preparation techniques.

Subsequently, the implementation team conducted a demonstration of whipped cream-based mocktail preparation. The demonstration included an introduction to the equipment and ingredients, ingredient mixing techniques, shaking techniques, serving methods, and the application of whipped cream as an attractive topping. Participants were given the opportunity to observe each stage of the production process directly, enabling them to understand the proper procedures involved in beverage preparation.

During the practical session, participants were given the opportunity to prepare mocktails themselves. Selected participants performed ingredient measurement using a jigger, beverage mixing, serving, and beverage decoration using whipped cream. The results of the practical activities indicated that most participants were able to follow the instructions effectively and successfully produce mocktails with balanced flavors, attractive presentations, and serving styles that reflected the material provided during the training.

This training activity not only enhanced the students' technical skills in beverage preparation but also developed their creativity in creating flavor variations, color combinations, and beverage decorations. Furthermore, participants gained an understanding of the economic potential of creative beverage products, which may be developed into future business opportunities. Through hands-on practice, students also learned teamwork, communication, and task distribution during the production process.

Overall, the results demonstrated that the whipped cream-based mocktail training successfully improved the knowledge and skills of SMAN 3 Batam students in the field of creative beverage preparation. Participants were able to understand the basic concepts of mocktails, apply appropriate preparation and serving techniques, and produce beverages with aesthetic value and consumer appeal. Therefore, this activity made a positive contribution to the development of students' competencies while fostering entrepreneurial interest in the food and beverage sector. Several indicators of success observed during the implementation of the activity included:



- Participants understood the basic concepts of mocktails and the use of whipped cream in beverages.
- Participants were able to identify and properly use mocktail preparation equipment.
- Participants were able to apply sanitation and hygiene principles during the preparation process.
- Participants successfully prepared and served mocktails according to the procedures taught during the training.

CONCLUSION

The Community Service Program (PKM) in the form of whipped cream-based mocktail preparation training for students of SMAN 3 Batam was successfully implemented and provided positive benefits to the participants. Through lectures, demonstrations, hands-on practice, and mentoring, students gained knowledge regarding the basic concepts of mocktails, preparation techniques, the use of whipped cream, and attractive beverage presentation methods.

The training successfully enhanced students' practical skills in preparing and serving creative beverages with aesthetic value. In addition, the activity contributed to the development of participants' soft skills, including creativity, communication skills, teamwork, and self-confidence.

In conclusion, whipped cream-based mocktail preparation training can serve as an effective educational activity in equipping students with skills relevant to the evolving food and beverage industry while also creating opportunities for future entrepreneurship through creative beverage products.

SUGGESTION

Based on the results of the activity, it is recommended that similar training programs be conducted on a continuous basis by introducing a wider variety of beverage products and incorporating entrepreneurship-related materials. This approach is important to ensure that students interested in developing entrepreneurial ventures possess adequate knowledge to support business growth.

Furthermore, follow-up mentoring is needed in areas such as product packaging, digital marketing, and production cost calculation to better prepare students for developing business opportunities in the creative beverage sector. Strengthening collaboration between schools and higher education institutions should also be continuously encouraged to support the sustainable improvement of students' competencies and practical skills.

REFERENCES

- Embury, D. A. (1948). *The fine art of mixing drinks*. Mud Puddle Books
- Wiantara, I. G. nyoman. (2016). *Bartending & Mixology* (2016th ed.). Andi Offset.
- Suryaningrum, D. A., Utami, E. Y., Lusianawati, H., & Thalib, N. (2023). *Analysis of Generation Z Consumer Behavior in the Food and Beverage Industry in Indonesia : The Influence of Product Personalization , Social Media Engagement , and Brand Experience*. 1(07), 300–308.





- Sipayung, N. O., Dailami, Moh. Thandzir, Rais, S. R., & Saputra, A. S. (2024). Pelatihan Mixology kepada Siswa SMK Al-Azhar Batam. *Jurnal Keker Wisata*, 2(2), 306–314. <https://doi.org/10.59193/jkw.v2i2.266>