

NEED ANALYSIS OF ENGLISH LANGUAGE SKILL FOR HOTEL FRONT OFFICE STAFF IN THE MOUNT BROMO TOURISM AREA

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Article History

First Received:
(August 1, 2025)

Revised:
(August 18, 2025)

Accepted:
(September 17, 2025)

Final Proof Received:
(September 25, 2025)

Published:
(September 30, 2025)

ABSTRACT

This study aims to analyze the English language needs required by front office hotel staff in the tourist area of Mount Bromo, Probolinggo. The background of this research lies in the importance of English communication competence for hospitality workers in serving international tourists, particularly in major tourist destinations such as Bromo. A descriptive qualitative approach was employed, with data collected through in-depth interviews, field observations, and questionnaires administered to hotel staff and front office managers. The findings indicate that the primary language needs include skills in greeting, reservation handling, check-in/out procedures, giving directions, and handling complaints within the context of hotel services. Furthermore, it was found that most staff has not received structured English training nor accessed context-relevant learning materials. These findings highlight the need for developing English training programs based on real workplace situations and integrating ESP (English for Specific Purposes) content into tourism training in the Probolinggo region. The results of this study can directly inform the development of targeted English training modules, support policy initiatives for workforce upskilling in the tourism sector, and guide the integration of ESP-based content into vocational curricula for hospitality education.

Keywords: English for Specific Purposes (ESP), Hospitality Communication Needs, Tourism-based English Training

INTRODUCTION

Tourism is a vital economic engine in many countries throughout the world,

including Indonesia, where natural features like Mount Bromo attract thousands of local and international tourists every year.



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The Mount Bromo area, located in Probolinggo, East Java, is renowned for its dramatic volcanic landscape and sunrise views, making it a significant magnet for tourists seeking both cultural and natural experiences (Sunardi et al., 2019). In this context, the hospitality industry plays a crucial role in delivering quality services that shape tourists' overall impressions and satisfaction. Since they are the initial and frequently most direct point of contact between the hotel and its visitors, front desk employees have a crucial position within the workforce (Chen et al., 2020). The front office staff's ability to communicate effectively in English has become increasingly essential, given the rising number of international visitors to Bromo. English, as the lingua franca of global tourism, enables staff to handle diverse service interactions from greeting guests and managing reservations to providing travel information and resolving service issues (Crystal, 2003).

In line with Indonesia's efforts to boost the tourism sector through program like the "Ten New Balis" and strengthen vocational education through the revitalization of vocational schools (Peraturan Presiden Republik Indonesia Nomor 68, 2022), enhancing English communication skills for hospitality goals by providing insights into how English for Specific Purposes (ESP) can be integrated into tourism-related training programs, especially in key destinations such as Mount Bromo.

However, despite the strategic importance of English proficiency, there is evidence that many hotel staff in regional tourist destinations, including Mount Bromo, often lack structured English language training tailored to their

workplace contexts. The absence of targeted English learning opportunities risks limiting staff effectiveness in meeting guest expectations, which could negatively impact both individual hotels and the local tourism sector as a whole (Javan & Pourgharib, 2024). This situation is further complicated by the diversity of communicative tasks front office staff must perform, each requiring distinct vocabulary, expressions, and intercultural awareness.

Need analysis is the process of systematically gathering information about learners' language needs in order to design more effective and relevant instructional programs (Richards, 2001). It plays a vital role in language education by ensuring that what is taught aligns with the communicative tasks learners are expected to perform in real-world contexts. Closely associated with this is English for Specific Purposes (ESP), which refers to the branch of English language teaching that is tailored to meet the specific linguistic needs of learners in particular fields, such as business, tourism, medicine, or engineering (Dudley-Evans & John, 2021). Unlike general English instruction, ESP focuses on authentic language use within specialized domains, making it especially useful in vocational and professional contexts.

Within the ESP framework, need analysis offers a structured and targeted approach to identifying workplace-specific language demands (Curtis, 2021). By focusing on the real communicative situation encountered by front office hotel staff—such as greeting international guests, managing reservations, and addressing service-related problems—ESP-informed needs analysis helps bridge the gap



between general language instruction and the specific communication skills required on the job (Astika, 2005). Moreover, the insights gained through needs analysis are essential for designing curricula and training materials that reflect actual workplace expectations rather than abstract or overly academic language goals (Stevenson, 1988). This alignment ensures that language training becomes more meaningful, practical, and directly beneficial to both learners and their employers.

This study aims to explore the English language needs of front office hotel staff working in the Mount Bromo tourist area, Probolinggo. The study uses a descriptive qualitative approach and uses information gathered from field observations, in-depth interviews, and surveys given to hotel management and employees. The goal is to determine the precise English language proficiency needed the staff members' communication difficulties, and the degree to which current training satisfies these requirements.

The results show that, in the context of actual hotel service interactions, staff members must be competent in managing reservations, checking guests in and out, giving directions, answering questions, and handling complaints. However, the findings also reveal significant deficiencies in current training provisions, including limited access to formal English courses and a lack of instructional resources specifically designed for front desk operations in high-traffic tourist areas such as Bromo. Previous research has similarly highlighted that many existing ESP programs for tourism and hospitality remain overly generic, with minimal adaptation to the

communicative demands of specific roles like front office work (Basturkmen & Wette, 2016). Moreover, curriculum alignment with workplace realities is often weak, resulting in a mismatch between what is taught and the language skills actually required on the job (Dudley-Evans & John, 2021). These findings underscore the urgent need for industry-responsive training initiatives and curriculum reforms that integrate ESP principles with authentic, context-driven materials.

By offering an in-depth analysis of the English language needs of hotel front office staff in one of Indonesia's iconic tourist destinations, this research contributes to both academic discourse and practical policy. In order to make the Probolinggo tourist industry more competitive, it encourages the creation of ESP-based vocational curriculum and contextually grounded training programs that match the capabilities of the local workforce with international service standards.

METHOD

This study employed a descriptive qualitative research design, chosen for its suitability in exploring and interpreting the real language needs of hotel front office staff within their authentic workplace context (Creswell, 2007). The qualitative approach enables the researcher to capture rich, contextualized insights into daily communication challenges, staff perceptions, and the linguistic competencies required to serve international guests effectively (SaThierbach et al., 2015). Data collected through interviews, observations, and questionnaires were analyzed using thematic analysis. The researchers transcribed all qualitative data, conducted



open coding to identify recurring words and patterns related to language use, and grouped these codes into broader themes representing key areas of communicative competence. To enhance the trustworthiness of the findings, peer debriefing was carried out with a second coder to cross-check the codes and resolve discrepancies collaboratively.

To ensure contextual relevance, the study was conducted in the Mount Bromo tourism region in Probolinggo, a prominent and vibrant tourist destination in East Java. By focusing on this location, the research captures a realistic representation of language use in actual hospitality settings. This localized focus not only reflects the real-world conditions faced by hotel staff in the area but also offers practical implications for broader hospitality training programs and vocational curriculum development across similar tourism regions.

Data collection involved multiple methods to ensure depth and triangulation. First, managers and front desk employees from many hotels in the Mount Bromo area participated in in-depth semi-structured interviews. These interviews explored the staff's daily English usage, the tasks they perform, and the communicative difficulties they encounter (Paltridge & Starfield, 2012). Second, field observations were carried out to directly observe language practices in guest interactions, check-in and check-out procedures, and complaint handling (John W. Creswell, 2012). Third, to measure the perceived value of certain English language abilities (such as welcoming customers, giving directions, and managing bookings) and to evaluate previous English language training

experiences, a structured questionnaire was given to a broader sample of front desk staff (Dudley-Evans, Tony and Jo St.John, 2005). The study findings' richness and dependability were improved by the integration of survey and qualitative data.

This research was conducted using thematic analysis techniques, which entailed categorizing the qualitative information gleaned from observations and interviews in order to find recurring themes about training shortages and language requirements. The researchers compared and contrasted these themes with questionnaire responses to highlight both common patterns and unique challenges reported by staff (Creswell, 2007). By interpreting the data within the framework of English for Specific Purposes (ESP), the study not only identified the core communicative tasks required in front office roles but also evaluated the alignment (or lack thereof) between existing training opportunities and real workplace demands (Dudley-Evans, Tony and Jo St.John, 2005). The methodological design thus ensures that the findings are both grounded in real practice and relevant to the development of targeted English language programs for hotel staff in the Mount Bromo tourism area.

FINDINGS AND DISCUSSION

This study was conducted in several hotels located in the Mount Bromo tourism area of Probolinggo, East Java, Indonesia. The hotels observed ranged from budget accommodations to mid-range establishments, most of which cater to domestic tourists as well as an increasing number of international visitors, particularly from Europe and East Asia.



These hotels are typically located in the districts of Sukapura and Ngadisari, known as gateways to Mount Bromo. Based on field observation, most of these hotels are independently owned and offer basic hospitality services including reception, room service, and tour information. The influx of international tourists especially during peak seasons such as July to August necessitates the ability of staff to communicate effectively in English to ensure guest satisfaction and service quality.

The participants in this study consisted of 12 front office staff and 3 front office managers across five hotels. The age range of participants was between 22 and 38 years old, with the majority holding vocational high school (SMK) diplomas majoring in tourism or hospitality. Several staff had been working for over 5 years, while others had recently joined the sector with less than one year of experience. During interviews, many front office employees admitted that their English learning was mostly informal or self-taught. One staff member stated, *"I only learned basic English in school and use Google Translate when I don't understand the guest"*. Another explained that while they had studied tourism in high school, the English training received did not reflect real-life tasks encountered in the hotel, such as handling complaints or explaining booking policies. This gap between education and workplace realities reflects the broader issue of inadequate vocational English training in tourism hotspots.

Given that Mount Bromo is one of Indonesia's premier international tourist destinations, English proficiency among front office staff is not merely an added value but a necessity. The ability to

communicate in English directly influences service delivery, guest experience, and overall satisfaction. Studies have shown that effective English communication is essential in hospitality settings to meet the expectations of international guests and to maintain competitiveness in global tourism markets (Anthony, 2018). In the context of Bromo, where cultural and linguistic differences between staff and guests are often stark, English serves as the lingua franca for facilitating smooth interactions. As such, understanding the specific English language needs of hotel front office staff becomes vital for developing targeted English for Specific Purposes (ESP) training programs that align with real workplace demands.

Identified English Language Needs in Front Office Roles

Greeting and Welcoming Guests

One of the most fundamental yet impactful aspects of front office interaction is the ability to greet and welcome guests professionally. A warm, polite, and clearly delivered greeting sets the tone for the guest's overall experience. During observation, staffs were seen using basic phrases such as *"Good morning, welcome to our hotel"* or *"May I help you?"* However, some staff appeared unsure or hesitant, especially when guests arrived speaking English quickly or with unfamiliar accents. One staff member remarked, *"Sometimes I panic when they speak fast, so I just smile and nod before asking a colleague"*. This highlights the need for training in not only vocabulary but also listening strategies and confidence-building. The ability to initiate conversations in English significantly influences guests' first impressions and the



perceived professionalism of hotel services(Goh & Burns, 2013).

Reservation and Booking Communication

Reservation-related conversations require specific vocabulary and the ability to explain terms such as room availability, rates, cancellations, and booking confirmations. Interviews revealed that many staff rely on templates or memorized phrases when dealing with reservations, both in person and over the phone. Phrases such as “Do you have a reservation?”, “How many nights will you stay?”, and “We have one room available” are frequently used. However, difficulties arise when guests request modifications or when technical questions are asked. One manager stated, “We need better training in explaining our room policies in English, especially during high season when foreigners make last-minute bookings”. These findings support previous studies emphasizing the need for function-specific English training tailored to transactional communication in the hospitality sector.

Check-in and Check-out Procedures

The check-in and check-out stages involve structured communication, often requiring explanation of policies, documentation, and billing. Staff are expected to say things like “Please fill in this registration form”, “Check-out time is at 12 noon”, or “Here is your key card”. However, according to field observations, many staff members struggled to explain hotel policies fluently, especially regarding payment methods or security deposits. Some resorted to using mobile translation apps, which caused delays and confusion. A staff member shared, “When guests ask why they have to pay a deposit, I find it hard to explain

without sounding rude”. This reinforces the importance of equipping staff with polite, accurate, and situation-appropriate expressions. That service encounters in ESP contexts require mastery of both transactional and interpersonal language(Basturkmen, 2010).

Giving Directions and Local Information

Guests frequently request information about how to reach local attractions such as Mount Bromo, Madakaripura Waterfall, or local restaurants. During observations, guests were heard asking, “How far is the sunrise viewpoint?” or “Can I walk to the crater?”. While most staffs were familiar with these locations, many lacked the English vocabulary to provide clear, detailed directions. For example, phrases such as “Go straight and turn left” or “You need a jeep to go up” were often used, but more complex explanations proved challenging. One respondent noted, “I know the place, but I don’t know how to say the details in English, like when the ticket opens or if it’s raining”. This shows a need for targeted training in tourism-related English that reflects geographic and cultural knowledge of the local area, emphasis on content-specific ESP instruction(Robinett et al., 1988).

Handling Guest Complaints

Perhaps the most delicate aspect of front office communication is handling guest complaints with tact and professionalism. Common issues include problems with Wi-Fi, noisy rooms, or unsatisfactory food. One manager recounted, “When foreign guests complain about the room, the staff often get nervous and say ‘sorry’ repeatedly without solving the problem”. Staff reported feeling unsure of how to



express apology or offer alternatives in polite English. Appropriate responses such as *"We sincerely apologize for the inconvenience"*, *"Let me check that for you"*, or *"We will do our best to fix it immediately"* are needed but often unfamiliar to them. This aligns with research that suggests the need for role-play-based training in English for conflict resolution and service recovery in hospitality contexts⁵. Without these skills, miscommunication may escalate dissatisfaction and damage the hotel's reputation.

Current English Proficiency and Learning Gaps

Lack of Formal English Training

One of the most significant challenges identified in this study is the lack of formal and structured English training among hotel front office staff in the Mount Bromo tourism area. Based on interviews and field observations, the majority of staff had never participated in any targeted English training programs after graduating from vocational or senior high school. Most of them relied heavily on workplace exposure or self-study. One staff member admitted, *"I learn directly from the guests; sometimes I hear words that are often used, and then I imitate them."* Another respondent shared that they had never attended any English workshop, stating, *"We only learn from the seniors here; there is no formal training provided by the management."* This reliance on experiential learning, while useful in the long term, is often insufficient for acquiring the communicative competence required in more complex interactions. Structured language instruction is essential for systematically developing the functional and sociolinguistic

competencies needed in service-based roles (Richard, 2008)¹. Without formal training, staffs tend to have fragmented understanding and limited fluency, particularly when responding to unexpected or nuanced guest inquiries.

Limited Access to ESP-based Materials

In addition to the lack of training, the available English learning materials were found to be poorly aligned with the practical demands of the front office profession. Staff reported that the English they encountered in school was generic, with little relevance to the vocabulary or expressions needed in hospitality settings. For instance, one front office agent commented, *"We only learned reading and grammar in school; we were not taught how to speak with guests."* Another noted the absence of role-specific resources, stating, *"If there were books or training videos on things like check-in or handling complaints, they would definitely be very helpful."* Observations confirmed that many staff turned to social media or YouTube videos with inconsistent quality and little pedagogical structure. ESP instruction must be context-specific, purpose-driven, and directly linked to the learners' professional tasks (Robinett et al., 1988). The absence of context-rich, task-based learning modules tailored to front office roles limits the ability of staff to improve independently. It also reveals a missed opportunity for local tourism stakeholders and educational institutions to develop and disseminate ESP materials adapted to the Bromo tourism context.

Implications for English for Specific Purposes (ESP) Design

Need for Contextualized English Training

The findings of this study strongly indicate



the urgent need for English training programs that are specifically contextualized to the real-world duties of hotel front office staff. Generic language learning approaches are insufficient to meet the demands of tourism communication, especially in destinations like Mount Bromo that cater to international visitors. Interviews and observations revealed that staffs are often unprepared for spontaneous, task-specific interactions such as explaining policies, handling guest dissatisfaction, or giving local recommendations. One staff member expressed, “We need training that matches our daily work, not just learning grammar.” This suggests that task-based learning where training involves simulations of actual hotel scenarios is a more effective method. Incorporating *situational dialogues*, *role plays*, and *realia* such as forms, maps, and booking systems would mirror the authentic environment in which English is used. Task-based learning provides learners with purposeful language use and promotes fluency through real communicative outcomes (Ellis, 2003). Therefore, ESP programs for hotel staff in Probolinggo should be tailored to front office job functions, using materials and activities drawn from their daily professional routines.

Recommendations for Curriculum and Policy Makers

Beyond individual training, there is a pressing need for systemic changes in vocational education and tourism workforce development. The disconnect between existing curricula and the language needs of hotel employees in Bromo reflects a broader issue of

misalignment between education and industry. Several hotel managers interviewed emphasized the importance of integrating job-relevant English into tourism training institutions. One manager noted, “Graduates from vocational tourism schools come without experience in dealing with foreign guests. Schools should have prepared them for that.” To address this, ESP content must be embedded into tourism-related curricula in vocational schools (SMK), training centers, and community tourism programs in the region. This also calls for collaboration between hospitality businesses, local government, and educational institutions to co-develop and co-deliver ESP modules that reflect actual workplace language use. Effective ESP curriculum development requires a needs-based, negotiated syllabus involving all stakeholders, including employers, teachers, and learners (Dudley-Evans, Tony and Jo St. John, 2005). In the context of Probolinggo, such collaboration could lead to sustainable improvements in service quality, tourism professionalism, and international guest satisfaction.

Discussion

The findings of this study align closely with previous research in the field of English for Specific Purposes (ESP), particularly within the hospitality industry. Prior studies have consistently emphasized that front office staffs require communicative competence tailored to specific job functions, such as managing reservations, handling check-ins, and resolving guest complaints. ESP instruction should be based on a detailed analysis of learners’ professional tasks and discourse features, allowing them to use



language meaningfully within their workplace contexts (Basturkmen, 2010). ESP must go beyond general English by focusing on the linguistic and sociocultural conventions of specific roles and settings (Paltridge & Starfield, 2012).

In the case of the Mount Bromo tourism area, interviews and observations confirmed these principles. For example, several staff expressed that their schooling provided only general English instruction, and they lacked the vocabulary or pragmatic skills to manage real-life front office scenarios. One staff member explained, “We know grammar, but we don’t know how to explain why guests have to pay a deposit or how to give directions clearly.” (Interview, July 2025). This is echoed in the literature, such as hotel staff in South Korea also faced challenges in applying general English knowledge to front-line hospitality roles due to the absence of situational training (Ani Pujiastuti, 2017).

Moreover, the current study reinforces the idea that language needs in tourism are shaped not just by the task, but also by the sociolinguistic context—especially when serving international guests with varying expectations and accents. As observed in several hotels, front office staffs were often hesitant when encountering rapid or idiomatic English. Speaking proficiency in ESP domains must include strategies for active listening, clarification, and cultural negotiation (Goh & Burns, 2013). These consistent patterns across contexts demonstrate that the linguistic challenges faced by hotel staff in Bromo are not unique but rather representative of global trends in hospitality communication.

Overall, the present study contributes to the body of ESP research by

confirming that effective language support for front office staff must be role-specific, interaction-focused, and embedded in the practical realities of the tourism industry. It not only validates previous findings but also highlights the importance of localized, needs-based curriculum development especially in tourism regions like Probolinggo, where English functions as the primary medium of international guest interaction.

CONCLUSION

By situating the analysis within the globally competitive tourism context of Mount Bromo, this research contributes to both academic and practical discussions on vocational language education. It demonstrates how needs analysis can serve as an evidence-based foundation for designing training aligned with actual workplace demands rather than abstract language objectives. At a broader level, the findings emphasize that strengthening staff communicative competence through context-sensitive training not only supports local workforce development but also enhances the international appeal of Probolinggo as a tourism destination. Future studies should focus on designing and piloting ESP-based training modules tailored to front office tasks, assessing their effectiveness in improving communication performance, and exploring how such programs can be adapted for other hospitality roles and tourism destinations in Indonesia. Additionally, research should investigate strategies for aligning ESP materials with national vocational education policies to ensure sustainable implementation and industry relevance.



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