

**TOURISM EDUCATION AT THE TERTIARY LEVEL IN INDONESIA
FROM THE PERSPECTIVES OF THE TOURISM EDUCATORS, GOVERNMENT
OFFICIALS, INDUSTRY PROFESSIONALS AND STUDENTS**

Thesis submitted by

Diyah ERNAWATI

BA Sebelas Maret University

Grad. Dipl. TESOL Canberra University

MA TESOL Canberra University

In October 2002

**for the degree of Doctor of Philosophy
in the School of Business, Tourism Program at
James Cook University**

DECLARATION

I declare that this thesis is my own work and has not been submitted in any form for another degree or diploma at any university or other institution of tertiary education. Information derived from the published or unpublished work of others has been acknowledged in the text and a list of references given.

Diyah ERNAWATI

STATEMENT OF ACCESS

I, the undersigned, the author of this thesis, understand that James Cook University of North Queensland will make it available use within the University Library, and by microfilm or other photographic means, allow access to users in other approved libraries. All users consulting this thesis will have to sign the following statements:

'In consulting this thesis I agree not to copy or closely paraphrase it in whole or in part without the written consent of the author; and to make proper written acknowledgment for ant assistance which I have obtained from'

Beyond this, I do not wish to place any restriction on access to this thesis.

(Signature)

(Date)

ACKNOWLEDGEMENT

Many thanks are due to the following individuals who supported me unconditionally in an effort to complete this thesis. Special thanks go to my supervisor, Prof. Philip Pearce, for his consistent encouragement and continuous supervision especially at the beginning of my study when I experienced difficult times. I would also like to extend my gratitude to Dr. Alastair Birtles, Dr. Gianna Moscardo, Dr. Laurie Murphy and Dr. Neil Black for keeping me aware that assistance was always available any time I needed. Robyn and Anne, thank you for making me feel like at home with your passionate support for non-technical matters as well as the technical aspects of being a PhD candidate.

Special thanks also go to Bapak Ardika (The Minister of Tourism and Culture) and Bapak Sumantri Brojonegoro (Directorate General of Higher Education) who provided a great deal of support in the process of data collection. I would like to extend my gratitude to Ibu Stella Gunawan (The Indonesian Hotel and Restaurant Association) Bapak Abdullah (The Association of Indonesian Travel Agencies) Ibu Maryam Mihardjo (The Association of Tourism Higher Learning Institution), Bapak Khodhyat (The Indonesian Institute of Tourism Studies) for your availability to be interviewed throughout the fieldwork and to all my respondents.

To my fellow students – Lui Lee, Chiemi Yagi, and Wendy Lee – you are truly my inspirations. Thank you very much for your support and understanding when I was having a hard time adjusting to life as a student. To all Indonesian fellow students at James Cook University, particularly Jamal Jompa and Windarti, thanks for supporting and becoming my new relatives in Australia. Last but not least my beloved husband, Cipto and my adorable son and daughter, Yayak and Etta, I love you so much and thanks for your understanding and patience and also thanks to my parents who have provided the opportunities to pursue my studies.

TABLE OF CONTENTS

DECLARATION	ii
STATEMENT OF ACCESS	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	xii
APPENDIX LIST OF CONTENT	xiii
ABSTRACT	xiv
FOREWORD	xvi

CHAPTER 1 THE CONTEXT FOR THE STUDY OF TOURISM EDUCATION AT THE TERTIARY LEVEL IN INDONESIA

1.1.	INTRODUCTION	1
1.2.	INDONESIAN TOURISM: PATTERNS, OPPORTUNITIES AND CHALLENGES	2
1.3.	TOURISM EDUCATION NEEDS AT THE DEGREE LEVEL	22
1.4.	THE PERSPECTIVES OF GOVERNMENT TOURISM OFFICIAL, TOURISM EDUCATOR, INDUSTRY PROFESSIONAL, AND STUDENT	29
1.5.	ISSUES IN TOURISM EDUCATION WHICH MAY AFFECT THE DEVELOPMENT OF TOURISM EDUCATION IN INDONESIA	35
1.6.	SUMMARY OF THE CHAPTER	42

CHAPTER 2 TOURISM EDUCATION FRAMEWORKS, HOSPITALITY AND TOURISM EDUCATION STUDIES AND METHODOLOGY

2.1.	INTRODUCTION	45
2.2.	BASIC CONCEPTS AND TOURISM EDUCATION DEVELOPMENT	46
2.3.	REVIEW OF THE THEORETICAL FRAMEWORKS FOR TOURISM EDUCATION	69
2.4.	REVIEW OF TOURISM EDUCATION AND HOSPITALITY STUDIES	85
2.5.	METHODOLOGICAL APPROACHES TO TOURISM EDUCATION AND HOSPITALITY STUDIES	96
2.6.	THE METHODOLOGY PROPOSED FOR THIS THESIS	101
2.7.	PURPOSES AND SPECIFIC AIMS OF THE FOUR STUDIES ON TOURISM EDUCATION IN INDONESIA.	105
2.8.	SUMMARY OF THE CHAPTER	107

CHAPTER 3 TOURISM COURSES AT THE HIGHER EDUCATION LEVEL IN INDONESIA: AN EXPLORATORY STUDY

3.1.	INTRODUCTION	109
3.2.	AIMS OF THE STUDY	110
3.3.	METHODOLOGY	110
3.4.	RESPONDENT PROFILES	122
3.5.	DATA ANALYSIS AND RESULTS OF THE STUDY	125
3.6.	DISCUSSION OF THE FINDINGS AND IMPLICATIONS	166
3.7.	SUMMARY OF THE CHAPTER	171

CHAPTER 4 THE TOURISM INDUSTRY - EDUCATION RELATIONSHIP

4.1.	INTRODUCTION	172
4.2.	AIMS OF THE STUDY	173
4.3.	METHODOLOGY	174
4.4.	RESPONDENT PROFILES	180
4.5.	DATA ANALYSIS AND RESULTS OF THE STUDY	182
4.6.	DISCUSSION AND IMPLICATIONS FOR TOURISM EDUCATION IN INDONESIA	210
4.7.	SUMMARY OF THE CHAPTER	221

CHAPTER 5 MASTER OF TOURISM DEGREE CURRICULUM: WHAT THE TOURISM EXPERTS THINK

5.1.	INTRODUCTION	222
5.2.	AIMS OF THE STUDY	224
5.3.	METHODOLOGICAL APPROACHES	224
5.4.	RESPONDENT PROFILES	234
5.5.	PROPOSED TOURISM MASTER'S DEGREE CURRICULUM: THE PERSPECTIVES OF THE EXPERTS	236
5.6.	DISCUSSIONS AND IMPLICATIONS: RELATING THE FINDINGS TO THE PREVIOUS MASTER'S DEGREE INVESTIGATION AND TOURISM EDUCATION FRAMEWORKS	250
5.7.	SUMMARY OF THE CHAPTER	255

CHAPTER 6 FUTURE DEVELOPMENT OF TOURISM EDUCATION FROM THE PERSPECTIVE OF THE STAKEHOLDERS

6.1.	INTRODUCTION	257
6.2.	THE PURPOSE AND AIMS OF THE STUDY	259
6.3.	METHODOLOGY	259
6.4.	THE RESPONDENT PROFILES	268
6.5.	DATA ANALYSIS OF MAIN SURVEY	275
6.6.	DISCUSSIONS OF SELECTED ISSUES OF THE FINDINGS	305
6.7.	SUMMARY OF THE CHAPTER	311

CHAPTER 7 FURTHER DIRECTIONS, IMPLICATIONS AND THESIS CONCLUSIONS

7.1.	INTRODUCTION	315
7.2.	OVERVIEW OF THE OVERALL RESULTS OF THE STUDY	315
7.3.	IMPLICATIONS OF THE STUDY FOR INDONESIAN TOURISM EDUCATION	323
7.4.	LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH	331
7.5.	SUGGESTION FOR FUTURE RESEARCH	333
7.6.	A FINAL NOTE ON INDONESIAN TOURISM EDUCATION	335

REFERENCES	337
-------------------	-----

APPENDICES	360
-------------------	-----

LIST OF TABLES

TABLE 1.1	Visitor arrivals to Indonesia by major markets, 1994-1997	10
TABLE 1.2	Length of stay in Indonesia by selected country of origin, 1990 and 1994-1998	13
TABLE 1.3	Distribution of International Tourist Expenditure and Tourism Revenue (1997 – 1999)	14
TABLE 1.4	The Development of Classified Hotel in Indonesia, 1991-1999	23
TABLE 1.5	The Development of Classified Hotels by Selected Provinces	26
TABLE 1.6	The Education/Employment Experience Between Key Players: A Selected Study	34
TABLE 2.1	Structure of Higher Tourism/Hospitality Education and Training in Indonesia	60
TABLE 2.2	Approaches to Tourism Education	64
TABLE 2.3	Summary of Hospitality and Tourism Education Studies	87
TABLE 2.4	Methodological Approaches for the Four Studies	103
TABLE 2.5	Purposes of the Four Studies	105
TABLE 3.1	The Main Components of the Body of Knowledge about Tourism (Tourism Society, 1981)	127
TABLE 3.2	The Core Body of Knowledge	128
TABLE 3.3	Common Subject Titles in Indonesian Hospitality and Tourism Programs	133
TABLE 3.4	Hospitality and Tourism Course Titles Academic Year 1999 – 2000	135
TABLE 3.5	Tourism Programs Defined by Semester Credit Unit, Duration of the Courses, and Providers	139
TABLE 3.6	Existing Curriculum Content of Tourism Education in Indonesia	142
TABLE 3.7	Major Reasons for Offering a Professional- based Curriculum	145
TABLE 3.8	Strengths and Weaknesses of Current Tourism Higher Education in Indonesia	146
TABLE 3.9	Opinions on the Strengths of the Current Tourism Curricula	147
TABLE 3.10	Opinions on the Weaknesses of the Current Tourism Curricula	148
TABLE 3.11	Issues on Improvements Needed for Tourism Education	149
TABLE 3.12	Improvements Needed for the Current Tourism Curricula	151
TABLE 3.13	Perceptions about Appropriateness of Current Curriculum	152
TABLE 3.14	Perceptions about Appropriateness of Current Curriculum	152

TABLE 3.15	Major Reasons for Being Inappropriate for Indonesia	153
TABLE 3.16	Appropriateness of the Current Combination of 80/20 Percent	154
TABLE 3.17	The Importance of Developing a Core Curriculum Based on the Body of Knowledge	155
TABLE 3.18	Existing Approaches to Higher Tourism Education	157
TABLE 3.19	Major Reasons for Choosing the Professional-based Education Approach.	158
TABLE 3.20	Possibility of Developing an Academic-based Tourism Education.	159
TABLE 3.21	Reasons for developing an Academic-based Tourism Education	160
TABLE 3.22	Preferred Instructional Approaches	161
TABLE 3.23	Stakeholder Views on Curriculum Relevance to Careers in the Industry	163
TABLE 3.24	Reasons for Being 'Irrelevant' to Careers in the Industry	164
TABLE 3.25	Reasons for Being 'Relevant' to Careers in the Industry	165
TABLE 3.26	Importance of Having Tourism Knowledge	166
TABLE 4.1	Identification of Major Issues	184
TABLE 4.2	Educators' Concerns about the Relationship	185
TABLE 4.3	Industry Professionals' Perceived Concerns	187
TABLE 4.4	The Most Crucial Concerns Requiring Resolution	189
TABLE 4.5	Proposed Solutions to Problems	190
TABLE 4.6	Stakeholder Views on Industry Involvement & Adequacy of Involvement	191
TABLE 4.7	Influence of the Industry Involvement	193
TABLE 4.8	Types of Participation in Tourism Education	195
TABLE 4.9	Industry Roles on Tourism Education and Training as Perceived by Educators	197
TABLE 4.10	Opinions on the Quality Improvement of Employees	199
TABLE 4.11	Respondent Views on Types of Course Needs	204
TABLE 4.12	Expected Graduate Qualities as Suggested by both Stakeholders	206
TABLE 4.13	Comparative Analysis on Selected Qualities	207
TABLE 4.14	Comparison of Personal Characteristics	208
TABLE 5.1	Subjects and Description	231
TABLE 5.2	Subjects Deemed Important by Respondents	237
TABLE 5.3	Comparison Between The Present Study, Weenen and Shafer (1983), James Cook University, 2000 and Udayana University, 1997	240
TABLE 5.4	Comparisons between the Present and Previous Studies	246

TABLE 5.5	Subjects Most Selected by the Experts in Three Areas of Concentration	248
TABLE 5.6	Comparison of Subjects for Specific Concentrations	249
TABLE 6.1	Summary of Classifications of Statements Based on the Aims of the Study	262
TABLE 6.2	Distribution of Respondents within the Groups	268
TABLE 6.3	Respondents' Gender	269
TABLE 6.4	Age of Respondents	270
TABLE 6.5	Educational Backgrounds	271
TABLE 6.6	Respondents' Most Comprehensive Tourism Experiences	273
TABLE 6.7	Years of Involvement in Tourism	274
TABLE 6.8	Distribution of Responses by Groups and Provinces	275
TABLE 6.9	Summary of the Stakeholder Perceptions in Descending Order of Mean	277
TABLE 6.10	Perceptions of Stakeholders Regarding the Need for University Level Tourism Programs	280
TABLE 6.11	Perceptions in Regard to Demands for University Level in Tourism Education	281
TABLE 6.12	Perceptions regarding Opportunities for Training and Education, the Need to Hire Indigenous People and the Importance of Education and Training	283
TABLE 6.13	Perceptions in Regard to Perceived Curriculum for Tourism Degree Program	285
TABLE 6.14	Perceptions regarding the Inclusion of Professionalism in Tourism Education	285
TABLE 6.15	Perceived Roles of Government, Higher Education & Industry Professionals	287
TABLE 6.16	Respondent Views on Involvement of Stakeholder Groups in Undergraduate Tourism Programs and Curriculum Development	290
TABLE 6.17	Perceptions on Stakeholder Involvement at Postgraduate Level	291
TABLE 6.18	Attitudes of Students towards Responsibility in Curriculum Design for Postgraduate Tourism Degrees	292
TABLE 6.19	Attitudes of Students towards Responsibility in Curriculum Design for Undergraduate Tourism Degrees	293
TABLE 6.20	Elective Courses in Tourism Education Curriculum and Frequency of Mention by Respondents	294
TABLE 6.21	Comparative Findings between the Study and Ibida (1990) on the Elective Courses and Their Ranks	296
TABLE 6.22	Kruskal-Wallis analysis of variance in Attitudes to the Need for Tourism Degree Programs	299
TABLE 6.23	Kruskal-Wallis Analysis of Variance in Attitudes to Types of Preferred	300

	Curriculum among Stakeholder Groups	
TABLE 6.24	Kruskal-Wallis Test of Variance in Attitudes to Professionalism in Tourism Education Among Stakeholder Groups	301
TABLE 6.25	Kruskal-Wallis Analysis of Variance in Attitudes to Roles of Government, Higher Education, and Industry Professionals among Stakeholder Groups	302
TABLE 6.26	Kruskal-Wallis Analysis of Variance in Attitude to Degree of Responsibility in Curriculum Design for Undergraduate among Stakeholder Groups	303
TABLE 6.27	Respondent Views on the Involvement of the Stakeholders in Tourism Postgraduate Programs and Curriculum Development	304

LIST OF FIGURES

FIGURE 1.1	International Tourist Arrivals 1978 - 1998	3
FIGURE 1.2	Tourism Development Corporations in Indonesia	9
FIGURE 1.3	International Tourist Arrivals by Purpose of Visit (1990 – 1998)	12
FIGURE 1.4	Distribution of domestic tourists by selected province of origin (1997-2000)	16
FIGURE 1.5	Rice Granaries in Toraja	19
FIGURE 1.6	Borobudur (Central Java)	19
FIGURE 1.7	Bromo Mountain (East Java)	19
FIGURE 1.8	Foreign Tourists Main Markets to Indonesia (1998)	20
FIGURE 2.1	A Basic Whole Tourism System	51
FIGURE 2.2	The Functioning Tourism System	52
FIGURE 2.3	Tourism System	53
FIGURE 2.4	Academic-Type Education	62
FIGURE 2.5	Professional-Type Education	63
FIGURE 2.6	Definition of Quality	69
FIGURE 2.7	The Process of Managing Tourism/Hospitality Education Programs	70
FIGURE 2.8	Parties involved in the development and Output of Tourism Education	81
FIGURE 2.9	Tourism Training, Tourism Education and Industry Relationship	83
FIGURE 2.10	Areas of Knowledge in Tourism Education	84
FIGURE 2.11	Research Design of Thesis	104
FIGURE 3.1	Components of Data analysis: Interactive Model	120
FIGURE 3.2	Respondents by Groups and Provinces	123
FIGURE 3.3	Respondent Years of Involvement in the Area of Expertise	124
FIGURE 3.4	Respondents by Gender and Groups	124
FIGURE 3.5	The Study of Tourism	126
FIGURE 3.6	Course Contents of the Curricula in Relation to the Body of Knowledge	130
FIGURE 3.7	Course Content of Tourism Curricula in Relation to the Main Components	131
FIGURE 3.8	Course Contents of Tourism Curriculum in Relation to the Main Components Proposed by NLG (1995).	132

APPENDIX LIST OF CONTENT

APPENDIX A	Approval of Candidature	1
APPENDIX B	Ethics Review Committee Approval	2
APPENDIX C1	Letter of Support from the Ministry of Tourism and Culture	3
APPENDIX C2	Letter of Support from Department of National Education	4
APPENDIX D	Introductory Letter from Supervisor	5
APPENDIX E1	Consent Form (English Version)	6
APPENDIX E2	Consent Form (Indonesian Version)	7
APPENDIX F1	Interview Guides for Study 1 (English Version)	8
APPENDIX F2	Interview Guides for Study 1 (Indonesian Version)	10
APPENDIX G1	Interview Guides for Study 2 (English Version)	12
APPENDIX G2	Interview Guides for Study 2 (Indonesian Version)	14
APPENDIX H1	Questionnaire Round 1 for Study 3 (English Version Only)	16
APPENDIX H2	Questionnaire Round 2 for Study 3 (English Version Only)	19
APPENDIX I 1	Questionnaire for Study 4 (English Version)	20
APPENDIX I 2	Questionnaire for Study 4 (Indonesian Version)	24
APPENDIX J	Practical Facilities of a tourism academy	28
APPENDIX K	Letter of Introduction	29
APPENDIX L	Cover Letter	30
APPENDIX M	Letter of Reminder	31
APPENDIX N	Letter of Thank You	32

THESIS ABSTRACT

This thesis investigates tourism education at the tertiary level in Indonesia from the perspectives of the stakeholders. It consists of four studies investigating current tourism curriculum, future master's degree in tourism, the relationship between tourism education and the tourism industry and future development of Indonesian tourism education. The aims of the research are as follows: (1) to investigate the respondents' perspectives on the current tourism education at the higher education level in Indonesia; (2) to identify the experts' views on a proposed masters' degree curriculum for Indonesia; (3) to investigate the relationship between tourism educators and the tourism industry professionals; and (4) to investigate the future development of Indonesian tourism education. The studies involve four different stakeholders i.e. educators, government officials

Chapter one of the thesis explores the background context for the study on tourism education in Indonesia. It examines the importance of the tourism industry to Indonesia's economy. In particular it discusses characteristics of foreign and domestic tourists, and the opportunities as well as challenges of the industry. The chapter also explores the needs for tourism education at the degree level to provide the industry with more qualified employees graduating from higher tourism education as well as to supply qualified tourism educators and researchers for the public sector. The review identifies that there are issues which may affect the development of tourism education at the university level in Indonesia. Furthermore, the chapter examines briefly the stakeholder theories which exists in management studies and discusses the importance of investigating the perspectives of four different stakeholder groups.

The second chapter examines critically tourism education development and reviews theoretical frameworks for tourism education. To identify gaps which exist within the area, a number of tourism and hospitality studies were reviewed. The review recognises that most studies conducted use quantitative approaches with few of them utilising qualitative approaches. Based on the gaps identified from literature reviews, particularly the methodological approaches, this study utilised a number of methodologies to collect data for the thesis. A qualitative semi-structured interview combined with desk research was predominantly used for Study One and Two. Study Three and Four used a content analysis and a combination of open-ended and closed questionnaires for collecting data.

The first study which is reported in Chapter 3 uses a combination of content analysis and semi-structured qualitative interviews to examine the current curriculum content of tourism education. It assesses the approaches and evaluates curriculum relevance for professional careers. Sixty respondents were interviewed with each stakeholder group represented by 15 individuals. The analysis of the curriculum indicated that course contents generally represented a broad range of the core components of the body of knowledge proposed by the British-based Tourism Society. The findings indicated that that most respondents, particularly professionals and government, perceived that a professionally based curriculum focusing on hotels and restaurants was the most common one in Indonesia. Almost two thirds of the respondents maintained that 'fulfilling the industry needs' and 'availability of future employments' were the two significant reasons for offering the program. A multidisciplinary approach was found to be the most common one and it far outweighed a monodisciplinary approach. However, the current approach was not considered appropriate by fifty-six percent of the respondents. They suggested that the current curriculum lacked practical knowledge and was not sufficiently industry-centred.

Chapter four focuses on the industry – education relationship. Based on the finding of study one, in which tourism educators and industry professionals occasionally indicated contradictory views, this study was aimed at identifying key issues influencing the relationship. A summary of the

findings indicated that different views on approaches and inadequate support by the tourism industry are influential concerns. A number of proposed solutions to lessen the conflicts were identified. For example, both groups suggested that incorporating the cooperative education in employment planning and providing incentives to the students would be advantageous. However, educators in particular are also concerned that the involvement of the industry may influence the focus of the curriculum. Educators suggested that the private sector should assist in defining job opportunities to inform tourism education.

The perspective of the experts on the proposed curriculum for a master's degree in Indonesia was also studied. The specific aims of the study included identifying subjects deemed relevant for the tourism master's degree program, investigating the area of emphases and subjects most required for each area of concentration. Of nineteen subjects provided to the experts, sixteen were considered very to moderately important. The first four subjects include Human Behaviour in Organisation, Information Management, Planning and Design for Tourism and Marketing in Tourism. The respondents strongly recommended three areas of emphases: Hotel Management, Tourism Planning and Development and Tourism Marketing for the near future. Among sixteen subjects chosen, four were common to any area of concentration. They included Communication Skills and Interpersonal Relations, Principles of Tourism, Tourism Forecasting and Administration of Travel and Tourism Services.

Chapter six used the selected findings from Study One and Two to elaborate particular issues of interest such as the future development of tourism, level of responsibility of certain stakeholder groups and the roles of government and industry professionals. It also identified elective courses for four-year tourism degree programs. The study utilised survey questionnaires distributed to 353 respondents from five provinces i.e. Jakarta, West Java, Central Java, Yogyakarta and Bali. The selection of the sites was based on the fact that these five provinces were well equipped with infrastructure and function as mature tourist destinations. Four statements which include the need to develop undergraduate and postgraduate degree program, education and training are needed to enhance the quality of employees, more industry involvement in industrial experiences and more qualified tourism educators were all items with a high level of consensus. The findings also imply that most respondents perceived full-time faculty members as the most responsible group in program influencing curriculum design in both undergraduate and postgraduate programs.

Chapter seven summarised the selected results of each study, its limitations and the implications for future Indonesian tourism education as well as suggested research. The chapter also discussed the relationship between the findings of the studies with the existing literature and with findings of previous studies in this area. In this chapter, it is suggested that further attention should be paid to investigating tourism education, which includes programs on offer, curriculum content, and the profile and career of tourism educators.

A number of sections of the thesis have been published in conference proceedings and refereed journals. An overall perspective of the studies was published in the *International Journal of Tourism Research* (Vol.30 (2), 34 – 39, 2002), whereas the third study which focused on the proposed of master's degree curriculum as viewed by the experts has been published in *Tourism Recreation Research* 20(1), 89 – 95, 2001. The main findings of study one – the current tourism education as viewed by the stakeholders – has been presented at the First Asia Pacific Postgraduate Conference in Tourism, in China and published as a conference proceedings. A part of the findings of study one has also been published as a Research Note in *Annals of Tourism Research* 30(1), 255 – 258, 2003. The complete findings of study one have been accepted for the *Journal of Travel and Tourism Teaching* and due to be published in 2003. Findings of the second study focusing on Tourism Education – Industry Relationship have been published in *Cakra Wisata* 4(1), 73 – 97, 2003.

FOREWORD

In the last days of finishing this thesis, there was a series of terrorist bombings at Kuta Beach, Bali. As well as the loss of life of over two hundred people, the damage to property and the international tourism appeal of Indonesia was a major consequence of the Bali bombings.

At this time, it is difficult to predict how substantial the damage to Indonesian tourism will be. It can be suggested that the broad findings of this thesis remain intact, although some of the figures on tourism growth will undoubtedly be reshaped.