

BAB V

PENUTUP

Bab ini akan menguraikan hasil temuan-temuan yang menjadi kesimpulan dalam penelitian ini. Bab ini juga menguraikan implikasi manajerial yang dapat menjadi masukan dan bahan pertimbangan bagi universitas, keterbatasan penelitian ini, dan saran bagi penelitian selanjutnya.

5.1 Kesimpulan

Penelitian ini bertujuan untuk menganalisis pengaruh pengalaman magang terhadap kesiapan kerja yang difokuskan pada 2 dimensi, yaitu kejelasan peran dan kemampuan pada mahasiswa Universitas Atma Jaya Yogyakarta (UAJY) angkatan 2022 dan 2023. Berdasarkan hasil pengolahan data menggunakan *SEM-PLS*, dapat disimpulkan jika:

1. Pengalaman magang berpengaruh positif dan signifikan terhadap kejelasan peran. Dalam hal ini, pengalaman magang bagi mahasiswa UAJY bukan hanya berfungsi sebagai pemenuhan tuntutan akademik semata, tetapi juga menjadi sarana yang efektif untuk menerapkan teori yang diperoleh di perkuliahan ke dalam pemahaman nyata mengenai kondisi dan praktik di dunia kerja.

2. Pengalaman magang berpengaruh positif dan signifikan terhadap kemampuan. Artinya, magang menjadi media yang efektif bagi mahasiswa UAJY untuk mengembangkan serta meningkatkan keterampilan yang dimiliki, sehingga dapat menumbuhkan rasa kompeten dan kesiapan yang lebih baik dalam menghadapi dunia kerja.
3. *Student mindfulness* berpengaruh positif dan signifikan terhadap kejelasan peran. Hal ini menjelaskan bahwa ketenangan mental dan kemampuan mengelola emosi yang terbentuk melalui *mindfulness* secara langsung membantu mahasiswa UAJY memahami peran mereka dengan lebih jelas dan terarah.
4. *Student mindfulness* berpengaruh positif dan signifikan terhadap kemampuan. Hal tersebut menjelaskan bahwa mahasiswa UAJY yang mampu mempertahankan fokus serta kestabilan pikiran cenderung lebih mudah memahami pengetahuan baru dan lebih cepat menguasai keterampilan teknis.
5. *Student mindfulness* terbukti memoderasi hubungan antara pengalaman magang dengan kejelasan peran. Artinya, ketika mahasiswa memiliki *mindfulness* yang tinggi, maka semakin kuat pengaruh pengalaman magang terhadap kejelasan peran. Hal ini menjelaskan bahwa penerapan *mindfulness* mampu membantu mahasiswa UAJY memanfaatkan sumber daya kognitif secara optimal untuk memahami peran mereka dengan

lebih mendalam, sehingga pengalaman magang yang dijalani menjadi lebih efektif.

6. *Student mindfulness* terbukti memoderasi hubungan antara pengalaman magang dengan kemampuan. Artinya, ketika mahasiswa memiliki tingkat *mindfulness* yang tinggi, semakin kuat pengaruh dari pengalaman magang terhadap kemampuan mahasiswa. Selain itu, hal ini juga menjelaskan jika *mindfulness* berperan sebagai pengelola energi kognitif yang membantu mahasiswa magang memahami serta menyerap pengetahuan dan keterampilan dari pengalaman magang secara lebih optimal.

Secara keseluruhan, hasil penelitian ini menunjukkan bahwa pengalaman magang dan *student mindfulness* memiliki peran penting dalam meningkatkan kesiapan kerja mahasiswa UAJY yang ditinjau melalui dimensi kejelasan peran dan kemampuan. Selain memiliki pengaruh langsung terhadap variabel dependen, *student mindfulness* juga terbukti memperkuat pengaruh pengalaman magang terhadap kejelasan peran dan kemampuan. Oleh karena itu, *student mindfulness* dalam penelitian ini dapat dikategorikan sebagai *quasi moderation*.

5.2 Implikasi Manajerial

Hasil penelitian ini memberikan implikasi manajerial bagi pihak universitas, mahasiswa, maupun perusahaan atau instansi tempat magang dalam meningkatkan kesiapan kerja mahasiswa. Implikasi tersebut berkaitan dengan

pentingnya pengelolaan program magang serta pengembangan *student mindfulness* untuk mendukung peningkatan kejelasan peran dan kemampuan mahasiswa selama menjalani magang. Adapun implikasi manajerial dalam penelitian ini adalah sebagai berikut:

1. Implikasi untuk Universitas Atma Jaya Yogyakarta

Universitas perlu meningkatkan kualitas pembekalan sebelum mahasiswa mengikuti program magang, khususnya untuk membantu mahasiswa memperoleh pengalaman belajar yang lebih optimal selama magang (PM3). Selain itu, universitas dapat menyelenggarakan pelatihan atau seminar mengenai *mindfulness*, manajemen stres, dan refleksi diri untuk membantu mahasiswa meningkatkan kemampuan menjaga fokus dan mengelola tekanan selama menjalani magang (SM11).

2. Implikasi untuk mahasiswa perusahaan atau tempat magang

Perusahaan diharapkan memberikan orientasi kerja, arahan tugas, serta umpan balik yang lebih jelas kepada mahasiswa magang agar mereka lebih memahami peran dan tanggung jawabnya (KP3). Selain itu, perusahaan juga perlu memberikan kesempatan kepada mahasiswa untuk terlibat dalam berbagai tugas yang relevan sehingga kemampuan teknis maupun profesional mahasiswa dapat berkembang secara lebih optimal (KM8).

3. Implikasi untuk mahasiswa

Mahasiswa diharapkan lebih aktif memanfaatkan kesempatan selama magang dengan mencari pengalaman baru, berdiskusi dengan mentor, serta melakukan refleksi terhadap pengalaman kerja yang diperoleh. Di samping itu, mahasiswa perlu melatih mindfulness, misalnya dengan melatih fokus pada pekerjaan, melakukan refleksi harian, dan mengelola stres, sehingga kemampuan dan pemahaman terhadap peran kerja dapat meningkat.

5.3 Keterbatasan Penelitian

Dalam penelitian ini, terdapat beberapa keterbatasan yang perlu diperhatikan dalam memahami dan menginterpretasikan hasil penelitian. Keterbatasan tersebut diharapkan dapat menjadi bahan pertimbangan bagi penelitian berikutnya. Adapun beberapa keterbatasan penelitian ini sebagai berikut:

1. Keterbatasan objek penelitian

Meskipun penelitian melibatkan mahasiswa dari berbagai fakultas di Universitas Atma Jaya Yogyakarta, mayoritas responden berasal dari Fakultas Bisnis dan Ekonomika (FBE) serta Fakultas Ilmu Sosial dan Ilmu Politik (FISIP). Oleh karena itu, hasil penelitian belum sepenuhnya merepresentasikan karakteristik mahasiswa dari seluruh fakultas secara merata.

2. Desain penelitian *cross-sectional*

Penelitian ini menggunakan pendekatan *cross-sectional*, sehingga hanya menggambarkan kondisi responden pada satu periode waktu tertentu dan belum dapat melihat perubahan persepsi mahasiswa secara jangka panjang.

3. Metode pengumpulan data

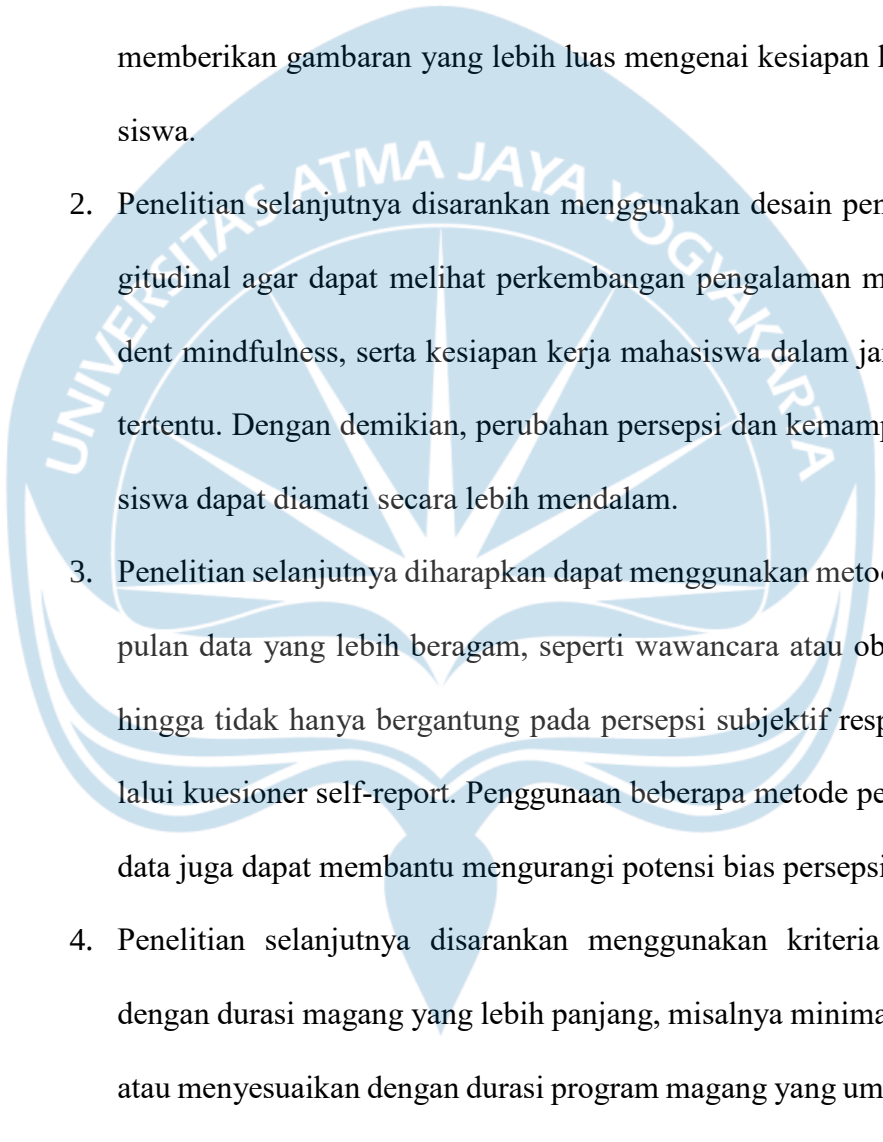
Metode pengumpulan data dalam penelitian ini menggunakan metode *self-report* dimana jawaban responden sangat bergantung pada persepsi subjektif masing-masing individu dan berpotensi menimbulkan bias persepsi.

4. Durasi Magang Responden

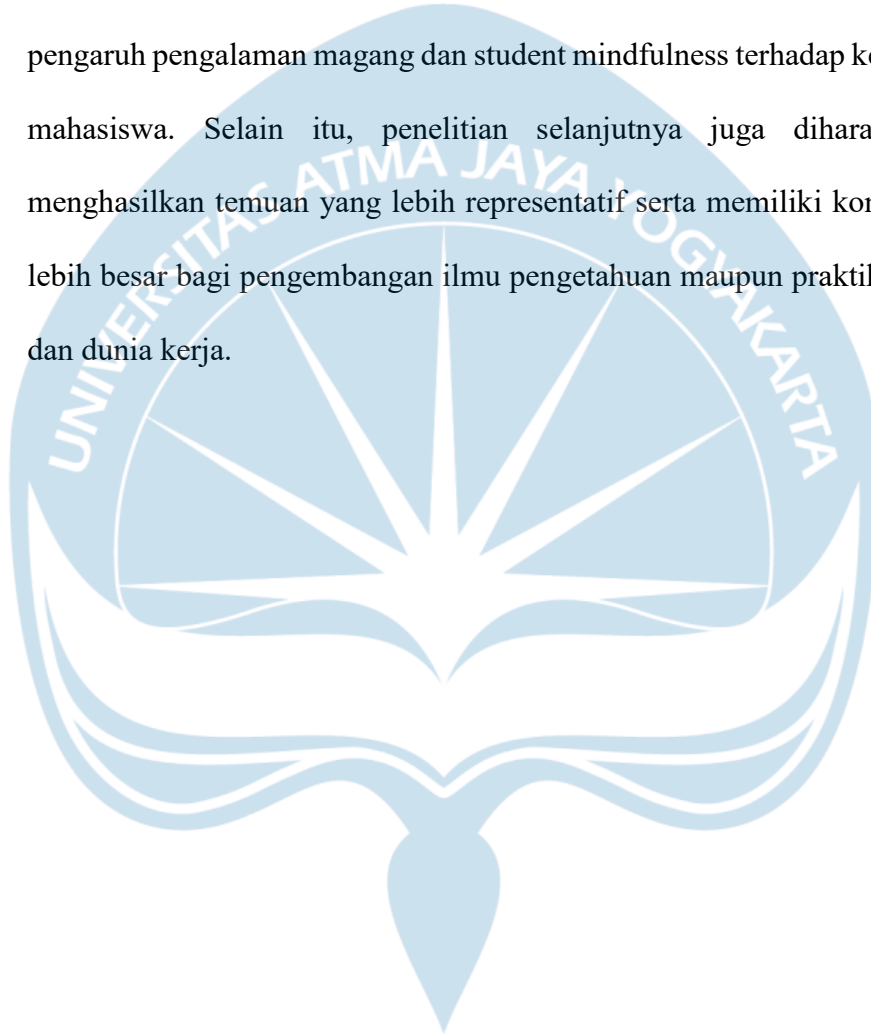
Penggunaan kriteria durasi magang minimal satu bulan memungkinkan adanya responden yang belum memperoleh pengalaman kerja secara optimal. Pada durasi tersebut, mahasiswa masih berada pada tahap adaptasi terhadap lingkungan kerja sehingga proses pembentukan kejelasan peran dan pengembangan kemampuan belum sepenuhnya terjadi.

5.4 Saran Bagi Penelitian Selanjutnya

Berdasarkan keterbatasan-keterbatasan penelitian yang telah diuraikan, adapun saran-saran yang dapat menjadi masukan bagi penelitian-penelitian berikutnya, yaitu:

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1. Penelitian selanjutnya diharapkan dapat memperluas cakupan responden dengan melibatkan mahasiswa dari berbagai fakultas secara lebih proporsional. Hal tersebut bertujuan agar hasil penelitian dapat memberikan gambaran yang lebih luas mengenai kesiapan kerja mahasiswa.
 2. Penelitian selanjutnya disarankan menggunakan desain penelitian longitudinal agar dapat melihat perkembangan pengalaman magang, student mindfulness, serta kesiapan kerja mahasiswa dalam jangka waktu tertentu. Dengan demikian, perubahan persepsi dan kemampuan mahasiswa dapat diamati secara lebih mendalam.
 3. Penelitian selanjutnya diharapkan dapat menggunakan metode pengumpulan data yang lebih beragam, seperti wawancara atau observasi, sehingga tidak hanya bergantung pada persepsi subjektif responden melalui kuesioner self-report. Penggunaan beberapa metode pengumpulan data juga dapat membantu mengurangi potensi bias persepsi.
 4. Penelitian selanjutnya disarankan menggunakan kriteria responden dengan durasi magang yang lebih panjang, misalnya minimal tiga bulan atau menyesuaikan dengan durasi program magang yang umum diterapkan di perusahaan, sehingga responden memiliki kesempatan yang lebih memadai untuk memahami peran kerja dan mengembangkan kemampuan selama magang.

Dengan adanya beberapa saran tersebut, diharapkan penelitian selanjutnya dapat mengembangkan penelitian ini secara lebih luas dan mendalam, sehingga mampu memberikan pemahaman yang lebih komprehensif mengenai pengaruh pengalaman magang dan student mindfulness terhadap kesiapan kerja mahasiswa. Selain itu, penelitian selanjutnya juga diharapkan dapat menghasilkan temuan yang lebih representatif serta memiliki kontribusi yang lebih besar bagi pengembangan ilmu pengetahuan maupun praktik pendidikan dan dunia kerja.



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LAMPIRAN I

KUESIONER

Pengaruh Pengalaman Magang terhadap Kesiapan Kerja dengan *Student Mindfulness* sebagai Moderasi: Studi Pada Mahasiswa UAJY Angkatan 2022 dan 2023

Haloo, Rekan-rekan Mahasiswa UAJY!!!

Perkenalkan saya Jimmy, mahasiswa Manajemen Sumber Daya Manusia, Fakultas Bisnis dan Ekonomika, Universitas Atma Jaya Yogyakarta. Saat ini saya sedang melakukan penelitian tugas akhir yang berjudul:

"Pengaruh Pengalaman Magang terhadap Kesiapan Kerja dengan *Student Mindfulness* sebagai Moderasi: Studi Pada Mahasiswa UAJY Angkatan 2022 dan 2023"

Penelitian ini bertujuan untuk menganalisis sejauh mana efektivitas program magang yang dijalankan oleh mahasiswa UAJY serta peran dari *student mindfulness* dalam mempersiapkan mahasiswa memasuki dunia kerja profesional.

Kriteria Responden:

1. Mahasiswa UAJY Angkatan 2022 dan 2023
2. Telah menyelesaikan program magang minimum 1 kali
3. Durasi waktu magang minimum 1 bulan kerja

Ketentuan Kuesioner:

1. Pengisian kuesioner memerlukan waktu sekitar 10 - 12 menit
2. Tidak ada jawaban yang benar atau salah. Mohon menjawab sesuai kondisi yang anda rasakan sejujurnya.
3. Seluruh data yang anda berikan bersifat rahasia dan hanya akan digunakan untuk kepentingan penelitian

Partisipasi Anda sangat berarti bagi keberhasilan penelitian ini dan pengembangan kualitas program magang di universitas kita tercinta ini.

Jika ada pertanyaan lebih lanjut atau kesulitan dalam mengisi kuesioner ini, bisa kontak saya melalui No HP berikut
Whatsapp: 085385281852 (Jimmy)
E-mail: jimmysugihono@gmail.com

Atas waktu dan ketersediaan rekan-rekan, saya ucapkan terima kasih yang sebesar-besarnya.

jimmysugihono@gmail.com [Ganti akun](#)
Tidak dibagikan

Pertanyaan Filter

Mohon diisi dengan jujur

Anda merupakan mahasiswa UAJY angkatan berapa? *

☐ 2022
☐ 2023

Apakah Anda sudah pernah mengikuti program magang selama berkuliah di UAJY? *

☐ Ya
☐ Tidak

Identitas Responden

Mohon diisi dengan jujur

Nomor Handphone yang bisa dihubungi (hanya untuk keperluan pengundian giveaway)

Jawaban Anda

Jenis Kelamin *

☐ Pria
☐ Wanita

Asal Fakultas *

☐ Fakultas Bisnis dan Ekonomika
☐ Fakultas Hukum
☐ Fakultas Teknik
☐ Fakultas Teknologi Industri
☐ Fakultas Ilmu Sosial dan Politik
☐ Teknobiologi

Berapa lama durasi program magang yang Anda jalankan? *

☐ 1 bulan
☐ 2 bulan
☐ 3 bulan atau lebih

Pengalaman Magang

Pengalaman magang adalah pengalaman yang mampu memberikan kesempatan bagi mahasiswa untuk mengasah keterampilan praktis, memperluas jejaring sosial, serta meningkatkan motivasi belajar

Silahkan pilih jawaban yang paling sesuai dengan kondisi Anda selama mengikuti program magang

Deskripsi Jawaban:
1= Sangat Tidak Setuju
2= Tidak Setuju
3= Netral
4= Setuju
5= Sangat Setuju

Magang memberikan saya kesempatan untuk memperkuat pengetahuan yang telah saya pelajari *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang memberikan saya kesempatan untuk menerapkan pengetahuan yang telah diperoleh ke dalam situasi nyata *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang membantu saya mengidentifikasi kesenjangan pengetahuan profesional yang perlu diperbaiki *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang memungkinkan saya untuk menerapkan keterampilan profesional yang telah diperoleh ke dalam situasi nyata *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang memberikan kondisi yang baik bagi saya untuk mengembangkan keterampilan profesional yang masih kurang *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang membantu saya menyadari hal-hal yang perlu saya fokuskan dalam proses pembelajaran di program studi saya *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang membantu saya mengubah metode belajar untuk meningkatkan kualitas pembelajaran *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang memotivasi saya untuk beralih dari pembelajaran yang berfokus pada teori ke pembelajaran yang berfokus pada praktik *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang membantu saya mengidentifikasi perusahaan-perusahaan yang berpotensi untuk saya lamar *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang meningkatkan kepercayaan diri saya dalam mengejar karier yang telah saya pilih *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang memberikan saya kesempatan untuk memperoleh pekerjaan sebelum lulus *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang membantu saya memperluas jaringan dengan para profesional di bidang saya *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Magang memberikan saya kesempatan untuk menjalin hubungan dengan calon mitra bisnis potensial *

Sangat Tidak Setuju

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

Sangat Setuju

Kesiapan Kerja (Kejelasan Peran)

Kejelasan peran adalah kejelasan peran adalah sejauh mana individu memahami dengan jelas pekerjaan, tugas, tujuan, dan harapan peran kerjanya

Silahkan pilih jawaban yang paling sesuai dengan kondisi Anda selama mengikuti program magang

Deskripsi Jawaban:

1= Sangat Tidak Setuju

2= Tidak Setuju

3= Netral

4= Setuju

5= Sangat Setuju

Saya yakin tentang bagaimana cara menggunakan keterampilan saya dengan baik di tempat kerja *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☐	Sangat Setuju

Saya memahami apa yang diharapkan dari saya dalam menggunakan keterampilan di tempat kerja *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☐	Sangat Setuju

Saya memahami dengan jelas tahapan dalam menggunakan keterampilan saya di tempat kerja *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☐	Sangat Setuju

Kesiapan Kerja (Kemampuan)

Kemampuan merupakan kapasitas dari individu dalam menyelesaikan tugas dari sebuah pekerjaan

Silahkan pilih jawaban yang paling sesuai dengan kondisi Anda selama mengikuti program magang

Deskripsi Jawaban:
1= Sangat Tidak Setuju
2= Tidak Setuju
3= Netral
4= Setuju
5= Sangat Setuju

Saya mampu berkomunikasi secara tertulis dengan baik *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu berkomunikasi secara lisan dengan baik *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu berkomunikasi menggunakan teknologi (misalnya email, aplikasi, dll)

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu menyampaikan presentasi di depan audiens *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu bekerja sebagai anggota tim *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu berkolaborasi untuk menyelesaikan tugas kelompok *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu menjalin hubungan yang baik dengan orang lain *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu bekerja dengan orang dari latar belakang yang beragam *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu menggunakan alat kuantitatif (seperti perhitungan, grafik, dan statistik)

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu menganalisis data *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu menggunakan teknologi dalam pekerjaan *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu mengidentifikasi masalah dengan baik *

1 2 3 4 5
Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu berpikir kreatif dan inovatif *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu mengambil keputusan yang tepat *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu mengambil keputusan secara tepat waktu *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu menyelesaikan tugas tepat waktu *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu menyelesaikan tugas tanpa pengawasan *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu menghadapi ketidakpastian dalam pekerjaan *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu bekerja di bawah tekanan *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Saya mampu menerima dan menjalankan tanggung jawab dengan baik *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Student Mindfulness merujuk pada tingkat kesadaran pada mahasiswa yang membuat mereka mampu menjaga fokus saat menjalankan tugas-tugas selama magang

Silahkan pilih jawaban yang paling sesuai dengan kondisi Anda selama mengikuti program magang

Deskripsi Jawaban:

1= Hampir Selalu
2= Sering
3= Kadang-Kadang
4= Jarang
5= Hampir Tidak Pernah

Saya dapat mengalami suatu emosi tanpa menyadarinya sampai beberapa waktu * kemudian

Hampir Selalu 1 2 3 4 5 Hampir Tidak Pernah

Saya menjatuhkan atau merusak sesuatu karena kurang perhatian atau sedang memikirkan hal lain *

Hampir Selalu 1 2 3 4 5 Hampir Tidak Pernah

Saya merasa sulit untuk tetap fokus pada apa yang sedang terjadi saat ini *

Hampir Selalu 1 2 3 4 5 Hampir Tidak Pernah

Saya cenderung berjalan dengan cepat tanpa memperhatikan apa yang saya alami di sepanjang jalan *

1 2 3 4 5

Hampir Selalu ☐ ☐ ☐ ☐ ☐ Hampir Tidak Pernah

Saya sering tidak menyadari ketegangan atau ketidaknyamanan fisik sampai hal itu benar-benar terasa *

Hampir Selalu 1 2 3 4 5 Hampir Tidak Pernah

Saya mudah lupa nama seseorang setelah diberitahu pertama kali *

Hampir Selalu 1 2 3 4 5 Hampir Tidak Pernah

Saya merasa seperti menjalani aktivitas secara "otomatis" tanpa benar-benar menyadari apa yang saya lakukan

Hampir Selalu 1 2 3 4 5 Hampir Tidak Pernah

Saya melakukan aktivitas dengan tergesa-gesa tanpa benar-benar memerhatikannya

Hampir Selalu 1 2 3 4 5 Hampir Tidak Pernah

Saya terlalu fokus pada tujuan sehingga kehilangan perhatian terhadap apa yang sedang saya lakukan saat ini

	1	2	3	4	5	
Hampir Selalu	☐	☐	☐	☐	☐	Hampir Tidak Pernah

Saya melakukan pekerjaan atau tugas secara otomatis tanpa menyadari apa yang sedang saya lakukan

	1	2	3	4	5	
Hampir Selalu	☐	☐	☐	☐	☐	Hampir Tidak Pernah

Saya mendengarkan seseorang sambil melakukan hal lain secara bersamaan *

	1	2	3	4	5	
Hampir Selalu	☐	☐	☐	☐	☐	Hampir Tidak Pernah

Saya pergi ke suatu tempat secara "otomatis" lalu bertanya-tanya mengapa saya *
pergi ke sana

Hampir Selalu 1 2 3 4 5 Hampir Tidak Pernah

Saya sering terpikirkan masa depan atau masa lalu *

	1	2	3	4	5	
Hampir Selalu	☐	☐	☐	☐	☐	Hampir Tidak Pernah

Saya melakukan sesuatu tanpa benar-benar memperhatikannya *

	1	2	3	4	5	
Hampir Selalu	☐	☐	☐	☐	☐	Hampir Tidak Pernah

Saya makan camilan tanpa menyadari bahwa saya sedang makan *

	1	2	3	4	5	
Hampir Selalu	☐	☐	☐	☐	☐	Hampir Tidak Pernah

LAMPIRAN II

HASIL OLAH DATA

Hasil Uji Validitas Konvergen

Hasil Outer Loading

	KM	KP	PM	SM	SM x PM
KM10	0.761				
KM11	0.791				
KM12	0.782				
KM13	0.772				
KM14	0.776				
KM15	0.798				
KM16	0.787				
KM17	0.746				
KM18	0.794				
KM19	0.810				
KM20	0.810				
KM4	0.724				
KM5	0.758				
KM6	0.790				
KM7	0.746				
KP1		0.867			
KP2		0.893			
KP3		0.871			
PM1			0.754		
PM10			0.828		
PM11			0.740		
PM12			0.737		
PM13			0.784		
PM2			0.777		
PM3			0.778		
PM4			0.803		
PM5			0.823		
PM6			0.802		
PM7			0.774		
SM1				0.784	
SM10				0.751	
SM14				0.730	
SM15				0.726	
SM2				0.737	
SM3				0.800	
SM4				0.780	
SM5				0.790	
SM6				0.705	
SM7				0.802	
SM8				0.794	
SM9				0.804	
SM x PM					1,000

Hasil Uji Validitas Diskriminan

Fornell Larcker

	KM	KP	PM	SM
KM	0,777			
KP	0,568	0,877		
PM	0,512	0,457	0,782	
SM	0,582	0,439	0,103	0,768

Hasil Uji Reliabilitas

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
KM	0,953	0,954	0,958	0,603
KP	0,850	0,851	0,909	0,770
PM	0,936	0,939	0,945	0,612
SM	0,936	0,937	0,945	0,589

Hasil Uji Multikolinearitas

Inner model - List		
		VIF
PM → KM		1,012
PM → KP		1,012
SM → KM		1,030
SM → KP		1,030
SM x PM → KM		1,021
SM x PM → KP		1,021

Hasil Uji Statistik Deskriptif

Indicators:	Indicator Correlations		Raw File								Copy to Clipboard
	No.	Missing	Mean	Median	Min	Max	Standard D...	Excess Kurt...	Skewness		
PM1	1	0	4.085	4.000	2.000	5.000	0.919	-0.565	-0.652		
PM2	2	0	3.969	4.000	1.000	5.000	0.968	-0.202	-0.660		
PM3	3	0	3.857	4.000	1.000	5.000	0.935	-0.277	-0.539		
PM4	4	0	3.984	4.000	1.000	5.000	0.940	-0.342	-0.589		
PM5	5	0	3.977	4.000	1.000	5.000	0.988	-0.025	-0.754		
PM6	6	0	3.953	4.000	1.000	5.000	0.963	0.059	-0.718		
PM7	7	0	4.027	4.000	1.000	5.000	0.974	-0.415	-0.662		
PM8	8	0	4.132	4.000	1.000	5.000	0.839	-0.017	-0.689		
PM9	9	0	4.178	4.000	2.000	5.000	0.825	-0.348	-0.676		
PM10	10	0	4.066	4.000	1.000	5.000	0.948	0.059	-0.791		
PM11	11	0	3.915	4.000	1.000	5.000	0.872	-0.216	-0.504		
PM12	12	0	4.147	4.000	2.000	5.000	0.877	-0.505	-0.673		
PM13	13	0	3.965	4.000	1.000	5.000	0.878	0.111	-0.555		
KP1	14	0	4.085	4.000	1.000	5.000	0.867	0.342	-0.775		
KP2	15	0	4.089	4.000	1.000	5.000	0.856	-0.299	-0.583		
KP3	16	0	4.066	4.000	1.000	5.000	0.893	-0.267	-0.589		
KM1	17	0	4.140	4.000	1.000	5.000	0.896	0.191	-0.832		
KM2	18	0	4.190	4.000	1.000	5.000	0.821	-0.063	-0.704		
KM3	19	0	4.163	4.000	1.000	5.000	0.856	-0.224	-0.692		
KM4	20	0	4.093	4.000	1.000	5.000	0.849	-0.111	-0.638		
KM5	21	0	4.016	4.000	1.000	5.000	0.902	-0.166	-0.604		

Indicators:	Indicator Correlations		Raw File								Copy to Clipboard
	No.	Missing	Mean	Median	Min.	Max	Standard D.	Excess Kurt.	Skewness		
KM6	22	0	4.012	4.000	1.000	5.000	0.909	-0.026	-0.678		
KM7	23	0	3.977	4.000	1.000	5.000	0.893	-0.257	-0.578		
KM8	24	0	3.829	4.000	1.000	5.000	0.920	-0.562	-0.285		
KM9	25	0	3.950	4.000	1.000	5.000	0.872	-0.183	-0.466		
KM10	26	0	4.089	4.000	1.000	5.000	0.904	-0.286	-0.683		
KM11	27	0	4.054	4.000	1.000	5.000	0.918	0.083	-0.774		
KM12	28	0	4.097	4.000	1.000	5.000	0.895	-0.262	-0.682		
KM13	29	0	4.043	4.000	1.000	5.000	0.957	0.248	-0.832		
KM14	30	0	3.957	4.000	1.000	5.000	0.916	-0.695	-0.402		
KM15	31	0	4.039	4.000	1.000	5.000	0.923	-0.362	-0.643		
KM16	32	0	4.074	4.000	1.000	5.000	0.901	-0.302	-0.657		
KM17	33	0	4.027	4.000	1.000	5.000	0.921	-0.378	-0.623		
KM18	34	0	4.023	4.000	1.000	5.000	0.889	-0.399	-0.545		
KM19	35	0	4.019	4.000	1.000	5.000	0.860	-0.223	-0.552		
KM20	36	0	3.973	4.000	1.000	5.000	0.925	0.078	-0.685		
SM1	37	0	4.112	4.000	1.000	5.000	0.923	0.383	-0.940		
SM2	38	0	4.054	4.000	1.000	5.000	0.963	-0.483	-0.633		
SM3	39	0	3.961	4.000	1.000	5.000	1.015	0.444	-0.930		
SM4	40	0	3.977	4.000	1.000	5.000	0.984	-0.033	-0.739		
SM5	41	0	3.988	4.000	1.000	5.000	0.946	-0.211	-0.612		
SM6	42	0	4.159	4.000	1.000	5.000	1.001	0.400	-1.093		

SM7	43	0	3.915	4,000	1,000	5,000	0,957	-0,545	-0,469
SM8	44	0	4,043	4,000	1,000	5,000	0,966	-0,178	-0,761
SM9	45	0	4,016	4,000	1,000	5,000	0,960	0,414	-0,903
SM10	46	0	3,953	4,000	1,000	5,000	0,963	0,219	-0,744
SM11	47	0	3,713	4,000	1,000	5,000	0,900	-0,713	-0,076
SM12	48	0	3,961	4,000	1,000	5,000	1,003	-0,267	-0,710
SM13	49	0	3,899	4,000	1,000	5,000	0,959	-0,352	-0,512
SM14	50	0	3,876	4,000	1,000	5,000	0,923	-0,584	-0,404
SM15	51	0	3,973	4,000	1,000	5,000	0,929	-0,275	-0,587

Hasil Uji Koefisien Determinasi

	R-square	R-square adjusted
KM	0,653	0,649
KP	0,422	0,415

Hasil Uji Hipotesis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
PM -> KM	0,468	0,467	0,052	8,997	0,000
PM -> KP	0,425	0,425	0,055	7,700	0,000
SM -> KM	0,581	0,580	0,046	12,629	0,000
SM -> KP	0,429	0,430	0,053	8,083	0,000
SM x PM -> KM	0,279	0,276	0,036	7,819	0,000
SM x PM -> KP	0,206	0,202	0,045	4,529	0,000

LAMPIRAN III

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Investigating the impact of internship experience on work readiness among hospitality program students: the moderating role of student mindfulness

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Introduction: The hospitality industry and its success are linked to the presence
of a talent pool that is well-prepared to serve diversified customers. Saudia
a Vision 2030 focuses much on the tourism industry as it anticipates a surge in
international tourists. This study evaluated the impact of internship experience
on the work readiness of students pursuing degrees in the hospitality industry.
Further, the study assessed the direct role of mindfulness over students' ability
and role clarity and the moderating role of individual mindfulness between
internship experience and work readiness (ability and role clarity).

Methods: The study employed a quantitative research method through a
cross-sectional approach and evaluated the proposed model through structural
equation modeling (covariance-based method). The path model was assessed
using 5,000 bootstrapping samples of 361 responses from higher education
graduates.

Results: Study findings highlighted that internship experience significantly and
positively impacted students' ability and role clarity. The moderating role of
individual mindfulness was significant, and it augmented the magnitude of the
internship experience with students' role clarity and ability.

Discussion: Study findings suggest that incorporating mindfulness in the
lives of students and organizations can be of great value from the learning
and performance perspective. Providing students with enriched internship
experience and introducing the workforce toward individual mindfulness will
benefit academia, industry, and students.

KEYWORDS

internship experience, role clarity, ability, students, hospitality industry

1 Introduction

According to the Vision 2030 initiative of Saudi Arabia, a
radical and swift transformation is ongoing, especially concerning
the hospitality industry, since the country plans to attract millions
of tourists and visitors in the coming years. The government
hopes to become a prominent destination for global tourists
(Govt of Saudi Arabia, 2016). Vision 2030 is not just to
enhance the kingdom's tourism industry but to divert its national
income sources from conventional means such as oil and energy.
Consequently, the availability and readiness of the workforce for
the hospitality industry is a must for the kingdom's swift and
smooth transition (Joshi et al., 2020; Lee et al., 2023). Out
of many job-related elements, the internship experience for fresh
graduates seems pivotal in equipping them with pertinent expertise,
practical experience, and hands-on training to be well-prepared
for upcoming job and industry-related challenges (Chen and Shen,
2012; Lee et al., 2023). Considering the critical role of the
internship experience of graduates in the hospitality industry, this
study seeks to evaluate the intricate interplay between graduates'
internship experience and their work readiness in terms of their
ability and role clarity. Work readiness is how pupils move from
the academic world to real-world work-related scenarios, which
are considered rough and challenging for newcomers to adapt and
perform (Reuter et al., 2022; van der Horst et al., 2021; Zhong and
Xu, 2023). Contemporary literature has highlighted an increasing
gap and incompatibility between the theoretical knowledge and the
practical requirements of the industry at large. It has highlighted
the rethinking and redesigning interventions to address such issues
(Greenhaus et al., 2018).

The initiative from the Ministry of Higher Education and
Technical and Vocational Training Corporation of Saudi Arabia
seeks to enhance and optimize the tourism sector by
strengthening the quality of education and inculcating hospitality-
related programs throughout higher education institutions. There
is a surge and push from the governing bodies to the public
and private institutions to embark on hospitality education and
curriculum as challenges exist in the market, such as skills gap,
public perception, and nominal enrollment in number from the
students overall (Colliers, 2020). Further, with the rise and
surge in Saudi Arabia's hospitality industry, the service quality and
satisfaction of the diversified customers seem inevitable. Pertinent
to this, one's comprehension of specific job roles, responsibilities,
and duties for effective job performance is known as role clarity
(Addi et al., 2023; Lyons, 1971). Customer experience can be
enhanced only when the workforce is clear about its role. If one
is clear about role-related responsibilities and organizational
expectations, it will help enable smooth service and performance
delivery, enhancing customer experience (Udvar and Rungtaker,
2015).

Correspondingly, the workforce's abilities are also expected to
go hand in hand with effective task performance to make this
customer-focused industry more successful (Narayanan et al.,
2010). The perfect blend of employees' abilities and role clarity
is paramount for the successful transformation of this industry
for Saudi Arabia. Although prior literature attributed students'
internship experiences with their enhanced practical knowledge
skills and professional competencies (Gault et al., 2010; Narayanan

et al., 2010), there lacks specific empirical evidence from the
hospitality industry that assesses how students' role clarity and
their professional abilities can be impacted through their internship
experience.

While talking about talent readiness for the hospitality
industry in terms of graduating students' role clarity (ensuring the
understanding of job demands and organizational objectives) and
ability (having related knowledge and skills to perform the job)
(Lee et al., 2024; Peersa et al., 2024), individual mindfulness seems
much more relevant to tackling the workload and stressing the
demands of global customers. Nonetheless, the role of mindfulness
as a moderating construct between one's readiness experience
and work readiness has yet to be explored, thereby providing a
key research area to work on (Sudlatte et al., 2016). Pertinent
to this, the concept of mindfulness entails an individual's ability
to have heightened awareness and great focus by staying in the
present ongoing moment, which helps regulate cognition and
emotional functions (Hog et al., 2023; Hong et al., 2022; Jobskelkar,
Nourafkan, et al., 2023; Liang et al., 2022); hence, it is high
time to assess whether such mindfulness of hospitality graduates
will enhance their internship experience toward their readiness
in the professional settings. Task complexity and variation in
the hospitality industry demand the utility of mindfulness, as its
benefits for learning, adaptation, and stress control have been
prominent in the past (Hühlsheger et al., 2013). Therefore, it is
anticipated that individuals with a higher level of mindfulness
practices may be more effective in learning and development while
performing internships, leading to clarity in their roles and abilities.

Although the importance of mindfulness for graduates in the
hospitality industry is no doubt of the importance, there remains
a deficiency in the literature, with multiple studies assessing
the general outcome of internship experience on outcomes such
as one's role clarity and professional abilities in the hospitality
industry, and specifically the moderating role of mindfulness in the
hospitality context (Brooks and Youngren, 2016; Chen and Shen,
2012; Gault et al., 2010; Lee and Chan, 2013; Narayanan et al., 2010).
In light of the increasing stress on mindfulness research and its
positive outcomes (Sudlatte et al., 2016), it is necessary to evaluate
the interplay of individual mindfulness with internship experience
and its consequential and intervening role on students' readiness
for work, thereby this research empirically assesses the predictive
role of students' internship experience over their role clarity and
their and their ability, while considering individual mindfulness as
the moderating variable in between. The rest of the article is as
follows: literature review and hypotheses development, methods,
findings, discussions, and conclusions.

2 Literature review and hypotheses development

2.1 Internship experience and role clarity

To begin with, it is essential to understand that generations
are distinct and different from their predecessors and successors,
such as the silent generation (1928–45), baby boomers (1946–
64), Generation X (1965–80), Generation Y (1981–96), Generation
Z (1997–2012), and Generation Alpha (2013–2026) (Oskan and

Solmaz, 2015). Studies advocate that Gen Z entails distinct work-
related requirements such as flexibility, balance in work-life,
meaningful work, career orientation, etc. (de Boer and Boudolai,
2023). The increasing and widening gap between academics
(curriculum-based activities) and the industrial requirements for
the overall workforce is caused by generational gaps. It requires
much of the attention from the research community as Gen Z faces
unique and understudied challenges (Jiménez-Marquez et al., 2021).

Pertinent to aforesaid, educational settings provide students
with theoretical and bookish knowledge that is required to be
employed and experienced in the actual industry, and through
internship experience, students can practice the theoretical
knowledge in a real-world setting, which helps them develop
and then adopt new skills that are required for better job
performance (Chen and Shen, 2012; Gault et al., 2010; Leifer
and Cleary-Holdforth, 2020). Research suggests that through
internship experience, fresh graduates can make and strengthen
their professional networks, learn new skills, enhance their
knowledge regarding jobs, and look for work possibilities (Anjum,
2024; Chen et al., 2011). Nonetheless, the exact mechanism between
students' internship experience and their role clarity and ability is
yet to be known and needs thorough exploration.

To bridge the gap between hospitality students' skills and
theoretical knowledge, the role of internship experience is pivotal,
as it equips them with practical industry knowledge and the
implication of the knowledge in occupational settings. The
association between internship experience and role clarity has
been documented in multiple industries, except the hospitality
industry (Leyenberg and Christophersen, 2015; Poljanec et al.,
2021). According to Rizzo et al. (1970), it is crucial for effective
job performance for an individual to have clarity regarding their
responsibilities, tasks, and expectations from the organization,
which will help attain job satisfaction and performance but also
help reduce job strain.

From the perspective of theoretical underpinnings that can
explain the association between internship experience and role
clarity, it could be the social learning theory and the experiential
learning theory (Bandura, 1977; Kolb, 1981). Based on the theory
of social learning, the learning of individuals is attributed to the
observance of other's behaviors in a social context, and pertinent
to this, graduates, while performing internships, are expected to
interact and communicate with their fellow professionals,
which helps them understand their role as well as the roles of
their colleagues with much clarity. On the other hand, under the
purview of theoretical propositions of experiential learning
theory, much emphasis is given to learning on the job through
practical and on-ground experience. This proposition suggests
the actual deployment of freshers to be engaged in a real-world
working environment where they face the exact scenario, which is
expected to reflect deeper learning and knowledge integration for
individuals.

Few empirical works have suggested the relationship between
factors that can contribute to the practical internship experience
for graduates. Specific to the hospitality industry, factors such as
supervisor support, work environment, nature and level of task,
and learning opportunities help enrich the internship experience
for fresh graduates, which is expected to uphold the heightened role
clarity for students (Lam and Ching, 2007). Literature also suggests
that from the organizational perspective, the internship can provide

benefits such as experiential learning for both graduates and the
organization (Maertt et al., 2014). Since the internship experience
provides experiential learning for graduates, students are expected
to understand their job roles. For fresh graduates in the industry,
role ambiguity can be caused by work pressure, demanding tasks,
and the naiveness of the individuals (Lyons, 1971). In contrast,
a practical and well-planned internship experience can provide
graduates with a clear understanding of their work path, leading
to job satisfaction and overall performance.

The dynamic and purely service-oriented nature of the
hospitality industry values internships as this industry demands
individuals with hands-on experience. Prior literature suggests
opting for a triangulation approach by the hospitality industry
to improve the internship experience, where the involvement
of graduates (students), educational institutions, and the local
hospitality industry is emphasized (Gopalan and Constant, 2012).
With the enhanced and collective efforts of these three key
stakeholders, the intricacies of the hospitality industry operations,
their norms, their service level and commitment to the customers,
and team structure will help graduates have clarity about their roles
and their expectations from all stakeholders. From an industry and
organizational perspective, there needs to be an environment that
is win-win for both the trainees and the organization, and by doing
so, a clear and concise understanding of the operational nitty gritty
can be instilled in the minds of hospitality industry graduates. Since
the research is consistent in advocating the preparation of graduates
for the hospitality industry, the role of organizations and industry
is inevitable in eliminating role ambiguity and bridging the talent
gap in the industry. Based on those mentioned earlier, clarity is
essential in performing tasks, and internal experience is considered
a necessary element in bringing this into the minds of hospitality
industry graduates. Thereby, the following hypothesis is formed for
empirical testing:

H1: Internship experience positively impacts role clarity.

2.2 Internship experience and ability

The importance of role clarity is undoubtful for an individual's
performance and work compassion, yet it helps counter the
role strain in the form of ambiguity (Kammeyer-Mueller et al.,
2013). Through the internship, clarity regarding future jobs and
responsibilities can be brought into the minds of hospitality
graduates. On the other hand, ability of the workplace refers to the
possession of required skills, abilities, and competencies that are
essential to perform a specific task or an overall job role (Gault
et al., 2010). Considering the elements of ability for individuals at
the workplace, internship experience can offer an avenue for fresh
graduates to exhibit and learn new skills and knowledge through
work experience and colleagues. Although academic and vocational
institutions instill professional expertise in the form of theory into
the minds of graduating students, the internship experience is
expected to provide graduates with professional experience and
education via hands-on experience.

From the theoretical standpoint of the prominent theory of
Experiential Learning and Social Learning Theory (Bandura, 1986;

Kolb, 1984), the interplay between internship experience and students' abilities can be explained. The premise of experiential learning theory is that an individual's learning is a continuous process, and knowledge, on the other hand, is transmitted or created through experience. Based on such theoretical propositions, it is justified to state that students' hands-on engagement with their professional activities will allow them to transcend their theoretical knowledge, which will reflect on their experience, thereby improving their skills and abilities. Nonetheless, Bandura's theoretical proposition states that learning is achieved by observing others in a social context (Bandura, 1986). While performing their internship, the students are expected to meet, observe, and learn new things from their experienced colleagues, which will help them imitate productive and acceptable organizational behaviors. Pertinently, industry-specific skills can be learned through students' observance when they are facilitated professionally through internship facilities in the actual industry.

Prior literature also suggests that internships in the hospitality industry may often lead to negative feelings and experiences about the industry, consequently reducing chances to pursue professional careers (Yin and Law, 2012). Thereby, the perfect match between students, their institutions, and potential employers is the need of time. On the contrary, the well-synchronized and organized internship may produce a workforce that is more inclined toward the hospitality industry and has more knowledge and abilities to tackle the pressing requirements of the customers. A successful internship where students are encouraged to achieve complex tasks, given the opportunity to provide solutions to the actual problems, are expected to transition their career from starters to well-trained professionals since they may have equipped them with the necessary knowledge and abilities.

Further, technical skills are critical in developing competencies required for career progression for hospitality industry graduates (Baron et al., 2007). Prior research from the hospitality industry indicates that students who have gone through an internship experience in areas such as office operations, utilities, and even beverage management have surpassed the ordinary role and exhibited enhanced professional abilities (Baron and Maxwell, 1993). Such findings support the notion that practical and well-organized internship experience not only brings new skills for the students but will assist them in preparing for their future endeavors. Research also supports that capabilities such as leadership, team player, and adaptability are enhanced through internship experience since all such qualities of an employee require specific abilities and knowledge (Futaki, 2019). Concerning the career development of students, their soft skills are also considered essential for their career success in this industry.

Regarding high-quality customer services, aspects such as clear and concise communication, interpersonal communication, and awareness of the norms and cultural values are much considered. Students who have gone through effective internship programs are expected to learn soft skills to improve further their career prospects (Ladkin and Weber, 2011). Also, industry standards, overall expectations, and other things can be well thought out through internship experience (Chen and Shen, 2012), enhancing learning and hospitality industry students' overall abilities. Based on those mentioned above, the following hypothesis is formed for assessment.

H2: Internship Experience Positively Impacts the ability.

2.3 Student mindfulness and role clarity

Individual mindfulness is described as one's ability to remain in the present moment by paying proper attention to the moment (Hübner et al., 2013; Hübner et al., 2014). In the prior literature, mindfulness and its positive attribution with cognitive functioning and emotional regulation, as well as the overall wellbeing of individuals, is well-established (Brown and Ryan, 2003). Mindfulness has been proven to enhance academic performance, counter mental strain, and improve individuals' learning abilities and outcomes (Shapiro et al., 2011). Pertinent to those mentioned earlier, it is plausible to maintain that mindfulness has the potential to impact the role clarity for hospitality industry students positively.

Specifically, one's awareness from moment to moment, along with a non-judgmental attitude toward the external world, can be classified as mindfulness (Hübner et al., 2013), which is now becoming a much-anticipated construct for predicting numerous individual and group-level outcomes (Vasilopoulos et al., 2019). In connection with the educational context, mindfulness is expected to positively impact the clarity of students' roles. Rizzo et al. (1970) posited that role clarity entails comprehending tasks, responsibilities, and organizational expectations, all essential for a productive workforce. The positive outcomes of individual mindfulness can facilitate the navigation of students' journeys throughout their internship experience. The attenuation of individual's thoughts, feelings, and behaviors by being mindful at the workplace (Good et al., 2016; Li et al., 2023; Salem et al., 2023; Sudhita et al., 2016) is expected to heighten their awareness and overall responsiveness to their environment, which is expected to give them edge over their environment.

Two key concepts can explain the underpinnings of the relationship between internship experience and role clarity for students, i.e., self-regulation and cognitive flexibility. When individuals are mindful, they are expected to stay mainly in the present moment and forgo past and future thoughts, which can be classified as controlling one's thoughts and emotions (Adams, 2011; Brown and Ryan, 2003). Role clarity can be increased for students by increasing such self-regulation, which will help them process information better and classify or prioritize their mental resources. Mindfulness also allows individuals to choose between alternatives and exhibit flexibility, enabling them to mold and adapt based on the scenarios and expectations (Good et al., 2016). Adapting to multiple scenarios in the hospitality industry is valuable for performing better.

Empirical evidence suggests that mindfulness practices can help individuals cope with emotional exhaustion and mental strain and enhance their job satisfaction (Hübner et al., 2013). Individuals are expected to have more clarity of role when they are tuned to their present moment, which can counter their mental exhaustion and ultimately enhance their job satisfaction. Students can focus on their tasks by reducing mental fatigue, eliminating or reducing ambiguity, and bringing clarity to their roles. Literature also advocates that mindfulness training is proven to aid students

with enhanced role clarity and academic performance. Through mindfulness interventions, students could attain augmented focus, enhanced self-regulation, and abilities to cope with stressful events (Pappas et al., 2019). Further, the cognitive flexibility achieved through mindfulness is also expected to bring adaptability for students regarding the ever-changing landscape of the hospitality industry.

In summary, role clarity is expected to be positively impacted by individual mindfulness as it helps individuals attain self-regulation, enhanced cognitive flexibility, and stress-coping strategies. When individuals are equipped with such elements through mindfulness, they are expected to have reduced role ambiguity, improving their performance. Therefore, the following hypothesis is formed for assessment:

H3: Student mindfulness positively impacts role clarity.

2.4 Student mindfulness and ability

For individuals, being mindful tends to focus on the present moment with a non-judgmental attitude toward the external world (Bergom et al., 2013), which can help in individuals' personal and professional contexts. Hospitality industry graduates must fulfill the demands of diverse customers with good service quality, which requires multitasking and sound abilities. The role of mindfulness in this context has become evident and necessary (Cain and Talbot, 2017). It can aid job performance and individual ability by helping them attain superior cognitive functions, enhance emotional control and regulation, and mitigate occupational stress.

Numerous psychological and cognitive phenomena could be rooted in explaining the relationship between mindfulness and enhanced ability in individuals. For learning, developing, and performing up to the mark, the role of self-regulation and cognitive development through mindfulness is inevitable (Auer, 2003; Bishop et al., 2004). Individuals can be more adaptive to their dynamic environment, process information more efficiently, and focus on their tasks through enhanced awareness and attention by being mindful at work, which can ultimately strengthen their abilities to perform tasks (Shapiro et al., 2005). From the hospitality industry perspective, the availability of such cognitive and psychological skills for students is expected to directly contribute to their personal and professional abilities by aiding them in being more effective in problem-solving and making sound decisions.

The literature emphasizes the benefits of mindfulness, such as sustained attention, enhanced working memory, and flexibility in cognitive functions through mindfulness training (Lin et al., 2017). When students are equipped with such elements while working in the industry, they are expected to handle multiple challenges efficiently. The efficiency and ability of students can be strengthened by opting for mindfulness exercises. Further, it is evident from the hospitality industry work environment that the workforce is subjected to experience emotional labor and rough customer interactions, and mindfulness seems to be an element that can help students counter such challenges by regulating their emotions, which is a pivotal part of professional ability. Empirical evidence from prior literature suggests that employees

who practiced mindfulness controlled their emotions efficiently, which helped them prevent emotional exhaustion, ultimately improving their profession (Hübner et al., 2013). There is no doubt that the hospitality industry workforce is susceptible to encountering stressful encounters with their customers, who are from diverse backgrounds, and the intervention of individual mindfulness may help them to be more composed, emotionally resilient, and a person with much empathy and control, which will also help develop individual abilities.

Research also suggests that, by introducing individual mindfulness practices through training, a significant change can be brought to the psychological wellbeing of the professionals, who have a more resilient attitude toward unfavorable customer encounters. Students from the hospitality industry are more susceptible to such encounters, which can deter or limit their learning and abilities. A resilient, robust, well-prepared mindset is needed to combat those challenges (Gibson et al., 2008). By attaining such cognitive capabilities, individuals can achieve better performance and enhance their ability to meet their job demands without compromising their work quality. In summary, individual mindfulness will help hospitality industry graduates be more cognitively strong, enhancing their work abilities. Therefore, the following hypothesis is formed for assessment:

H4: Student mindfulness positively impacts the ability.

2.5 Assessing the moderating role of student mindfulness between internship experience, role clarity, and ability

To be professionally ready, the internship experience for students is pivotal, providing them with real industry experience and learning. For the hospitality industry, students need role clarity and a good match of abilities with given tasks to succeed in future jobs. However, for every student, the effectiveness and experience of an internship may vary based on several factors. Of the many other factors, mindfulness may influence the effectiveness of the internship experience for students. Being mindful is the ability to stay in the present moment, be non-judgmental toward every situation, and pay attention to only the issues that are at hand (Li et al., 2023; Salem et al., 2023); thereby, individual mindfulness may play its moderating role in enhancing students' internship experience with regards to their abilities and role clarity in the hospitality industry.

From the underpinning perspective of the moderating role of mindfulness between internship experience and work readiness, the Transactional Model of stress and coping can provide the underlying reasoning (Lazarus and Folkman, 1984). The model states that the individual's perception of stress and ways to address that stressful situation/factor determines the outcome of such an experience. Keeping this perspective in view, by utilizing mindfulness practices, students can attain the best match of emotional regulation, resilience, and stress control, which can help them manage their challenging role in the industry. By managing the occupation stress and pressing demands efficiently, students can allocate their other available cognitive and physical resources

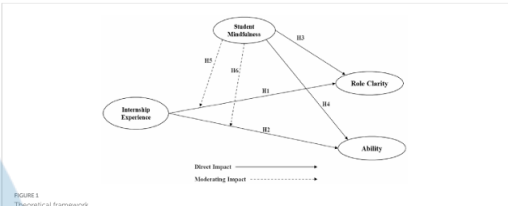


FIGURE 1
Theoretical framework.

to comprehend their role and their related expectations (Loucks et al., 2024). Also, when stress and harmful elements are countered through mindfulness practices, students can leverage their current professional abilities to excel in their field and overall performance.

Based on the prior literature, the role of mindfulness in emotional regulation, stress reduction, enhanced focus/attention, and improved learning outcomes for individuals is plausible (Brown et al., 2021; Loucks et al., 2022). It is also possible to state that the work readiness of hospitality industry students can be augmented. Students who are doing internships can take advantage of mindfulness activities to develop role clarity and abilities. While performing their internship, students can utilize mindfulness to remain focused and have reflective capabilities that will ultimately aid their internship experience toward their skills and abilities. Emotional exhaustion can be another challenge for students working on internships that can cause cognitive and physical damage. By opting for mindfulness, students can also save themselves from emotional exhaustion (Hübner et al., 2013), which will help them conserve their energies, thereby providing more focus on their specific roles and professional abilities required to complete jobs.

The integration of information and its processing during internship experience is critical for every student. Integrating and utilizing information through mindfulness practices may help students process the given feedback constructively. Mindful intervention may also help the student pay attention to understanding their job demands, market and company situations, and details peculiar to the industry. In summary, accumulating positive cognitive resources and benefits from individual mindfulness practices may help students during their internship experience to be more explicit about their organizational role (through a reflective mindset) and leverage their abilities for optimum performance. Overall, the anticipates that individual mindfulness will moderate the relationship between students' internship experience and their readiness for work in terms of their abilities and role clarity. That means if the students are more mindful while performing their internships, they may enhance their role clarity and ability. Figure 1 represents the proposed theoretical model for the study. Pertinent to those

mentioned above, the following hypotheses are formed for evaluation:

- H5: Student mindfulness moderates between internship experience and role clarity.*
- H6: Student mindfulness moderates between internship experience and ability.*

3 Data analysis and results

3.1 Methods and measures

The study sample size was calculated based on a 95% confidence interval with an error margin of 3%, a population proportion of 50%, and an estimated population of 5,500 ± students from the hospitality industry (Colliers, 2022; Krejcie and Morgan, 1970). Based on the analysis, the minimum representative sample was 360. The study utilized a sample of 361 respondents, which exceeded the required number for statistical validity. A purposive sampling technique was employed, as the selection criteria were restricted to individuals aged 18–26 years who had completed at least one or two internships in the hospitality industry. Additionally, respondents enrolled in diploma or degree programs related to the hospitality industry in Saudi Arabia were included. The final sample comprised 76% male respondents and 24% female respondents, with 24% aged between 18 and 20 years, 63% between 21 and 23 years, and 14% between 24 and 26 years. Both currently enrolled students and graduates were included in the study. Regarding internship experience, 47% of the respondents had completed one internship, 18% had completed two internships, 10% had completed more than two internships, and 25% had no internship experience.

The survey was conducted between September and December 2023 and was hosted on Google Forms, which allowed for efficient distribution and systematic data collection. To ensure that only respondents within the targeted age group participated, an age screening question was included at the beginning of the survey. Responses from individuals outside this range were automatically

TABLE 1 Constructs reliability, composite reliability, and AVE.

Research constructs	Cronbach's alpha (standardized)	Composite reliability (rho_c)	Average variance extracted (AVE)
Ability	0.900	0.900	0.530
Internship experience	0.931	0.931	0.551
Role clarity	0.768	0.769	0.527
Student mindfulness	0.910	0.910	0.554

TABLE 2 Cross loadings (standardized).

Variables	Ability	Internship experience	Role clarity	Student mindfulness
AB1	0.748			
AB2	0.728			
AB3	0.701			
AB4	0.740			
AB5	0.759			
AB6	0.714			
AB7	0.712			
AB8	0.720			
IE1		0.757		
IE10		0.732		
IE11		0.736		
IE2		0.742		
IE3		0.761		
IE4		0.741		
IE5		0.761		
IE6		0.734		
IE7		0.740		
IE8		0.722		
IE9		0.737		
MF1				0.749
MF2				0.745
MF3				0.755
MF4				0.744
MF5				0.755
MF6				0.749
MF7				0.722
MF8				0.755
RC1			0.752	
RC2			0.679	
RC3			0.744	

filtered out, and any discrepancies identified during data cleaning were addressed by removing ineligible responses. To prevent duplicate submissions, the survey platform restricted multiple entries from the same IP address. Since Google Forms does not provide CAPTCHA verification, a custom verification question was used to minimize bot responses and prevent duplicate entries.

TABLE 3 Outer loading (standardized).

Observed variables—constructs	Outer loadings (standardized)
IE1 < - Internship experience	0.757
IE5 < - Internship experience	0.761
AB6 < - Ability	0.714
MF2 < - Student mindfulness	0.745
IE8 < - Internship experience	0.722
MF8 < - Student mindfulness	0.755
AB4 < - Ability	0.740
AB5 < - Ability	0.759
RC1 < - Role clarity	0.752
MF6 < - Student mindfulness	0.749
AB2 < - Ability	0.728
MF3 < - Student mindfulness	0.755
MF7 < - Student mindfulness	0.722
IE4 < - Internship experience	0.741
IE10 < - Internship experience	0.732
AB1 < - Ability	0.748
IE6 < - Internship experience	0.734
IE9 < - Internship experience	0.737
IE11 < - Internship experience	0.736
MF1 < - Student mindfulness	0.749
AB3 < - Ability	0.701
AB8 < - Ability	0.720
RC2 < - Role clarity	0.679
IE2 < - Internship experience	0.742
MF4 < - Student mindfulness	0.744
MF5 < - Student mindfulness	0.755
AB7 < - Ability	0.712
RC3 < - Role clarity	0.744
IE3 < - Internship experience	0.761
IE7 < - Internship experience	0.740

Specifically, respondents were required to rearrange a given word in reverse order (e.g., Type the word "HOSPITALITY" in reverse), ensuring that only genuine participants completed the survey. Responses that failed this verification step were excluded.

Respondents were recruited from various colleges and universities across Saudi Arabia, although specific institutional

TABLE 4 Fornell-Larcker criterion for discriminant validity.

	Ability	Internship experience	Role clarity	Student mindfulness
Ability	0.728			
Internship experience	0.263	0.742		
Role clarity	0.212	0.208	0.726	
Student mindfulness	0.273	0.091	0.215	0.747

TABLE 5 Heterotrait-Monotrait ratio (HTMT) for discriminant validity.

	Ability	Internship experience	Role clarity	Student mindfulness
Ability				
Internship experience	0.263			
role clarity	0.214	0.213		
Student mindfulness	0.272	0.103	0.208	-

TABLE 6 Measurement model fit assessment.

	Estimated model	Null model
Chi-square	411.368	5817.678
Number of model parameters	66.000	30.000
Number of observations	361.000	n/a
Degrees of freedom	399.000	435.000
P-value	0.324	0.000
ChiSq/df	1.031	13.374
RMSEA	0.009	0.185
RMSEA LOW 90% CI	0.000	0.181
RMSEA HIGH 90% CI	0.021	0.189
GFI	0.931	n/a
AGFI	0.920	n/a
PGFI	0.799	n/a
SRMR	0.037	n/a
NFI	0.929	n/a
TLI	0.997	n/a
CFI	0.998	n/a
AIC	543.368	n/a
BIC	800.034	n/a

GFI, Goodness of fit index; AGFI, Adjusted goodness of fit index; PGFI, Parsimony goodness of fit index; SRMR, Standardized root mean square residual; NFI, Normed Fit Index; TLI, Tucker-Lewis Index; CFI, Comparative Fit Index; AIC, Akaike's information criterion; BIC, Bayesian information criterion.

affiliations are not disclosed to maintain confidentiality. The survey was disseminated through multiple academic channels, including university mailing lists, faculty assistance, student resource centers, alumni support departments, and student portals. Official student groups on platforms such as WhatsApp, Telegram, Facebook, and LinkedIn were also utilized for distribution. Personal contact

was also ensured to collect samples with defined criteria. Follow-ups were ensured from institutions and responses via email and individual meetings to ensure participation.

To measure study constructs such as internship experience, an already developed scale was utilized with no significant changes, using the 5-point Likert scale (Nghia and Duyen, 2018). Scales for mindfulness, role clarity, and ability were also adapted from the prior literature and were measured on the 5-point Likert scale (Brown and Ryan, 2003; Kapareliotis et al., 2019).

3.1.1 Ethical considerations

Ethical approval was provided through a local ethical committee at King Abdulaziz University, Saudi Arabia, dated 01/02/2023, as required by the local procedures after providing the research proposal and informed consent forms. Participants were assured of the confidentiality of their responses. Respondents provided their consent before answering the questionnaire while doing them online. Respondents provided informed consent by clicking a checkbox (written form) indicating their participation agreement, granting them access to the online questionnaire.

3.2 Measurement model assessment

3.2.1 Convergent validity

To validate and measure the measurement model for reliability, confirmatory, and discriminant validity analysis, SMART-PLS CB-SEM was used. This approach is also known as the two-step approach, in which first, the convergence of the scale items is assessed by constructs' discriminant validity, a technique associated with structural equation modeling (Dash and Paul, 2021; Hair et al., 2010). The Cronbach's alpha values for all the research constructs were in line with the prescribed threshold of 0.7, meaning the attainment of internal consistency for all items (Nunnally, 1978). An additional measure of average variance extracted was utilized to verify further the validity and reliability of the research constructs (Hu and Bentler, 1999; Sijtsma, 2009). Overall reliability findings are presented in Table 1.

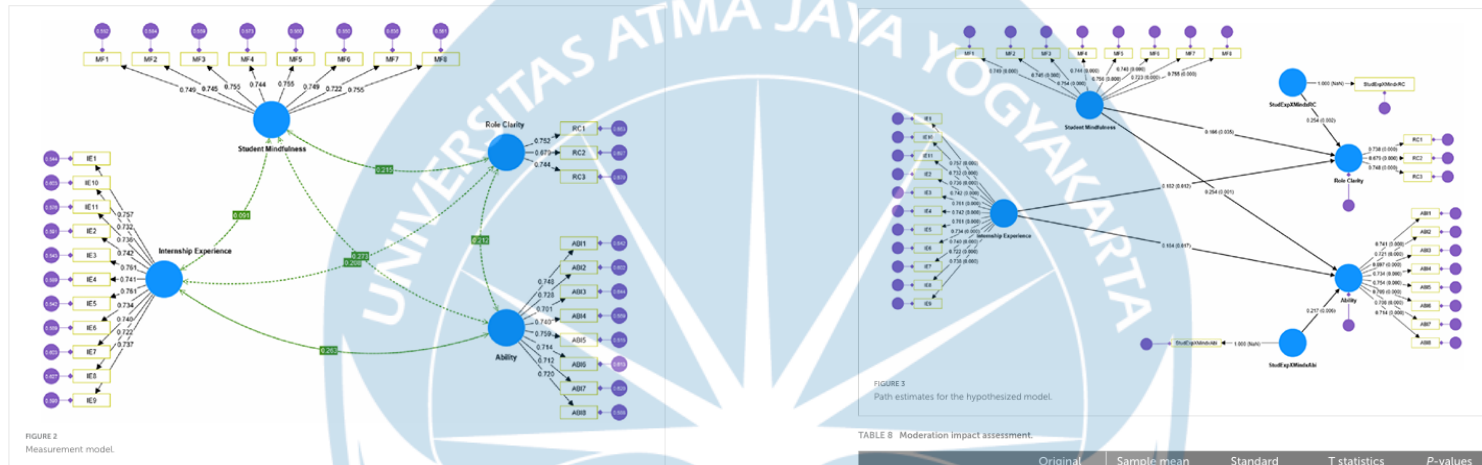


TABLE 7 Path model assessment.

Direction of relation	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P-values
Internship experience → ability	0.184	0.183	0.077	2.387	0.017
Internship experience → role clarity	0.182	0.185	0.072	2.519	0.012
Student mindfulness → ability	0.254	0.254	0.079	3.196	0.001
Student mindfulness → role clarity	0.166	0.165	0.079	2.113	0.035

Further, to assess the convergence validity for each item/question statement for research constructs, standardized factor loading was used (Chin, 2010; Hair et al., 2021). According to the findings, all items converged onto their relevant construct with the factor loading > 0.7, reflecting the convergent validity attainment. The convergent validity can be seen in Tables 2, 3, 4.

3.2.2 Discriminant validity

Measures such as the Fornell-Larcker criterion and the Heterotrait-Monotrait Ratio (HTMT) were utilized to measure the distinctiveness of each research construct (Fornell and Larcker, 1981). About the Fornell-Larcker criterion, the discriminant validity is attained if the minimal correlation between variables is observed (the square root of the AVE of each variable should be less than its correlation with other variables) (Henseler et al., 2016; Henseler et al., 2015; Rönkkö and Cho, 2022). Further, for the HTMT Ratio, values less than 0.85 are considered acceptable

fit (Hair et al., 2016; Henseler et al., 2016; Henseler et al., 2015). Based on the findings, both values for HTMT and Fornell-Larcker were in line with the defined parameters, depicting the attainment of discriminant validity. Tables 4, 5 report the findings for both measures.

3.2.3 Assessment of measurement model fit

To measure the goodness of fit for the measurement model measures such as Chi-Square, P-Value, Chi-square/Degree of freedom, RMSEA, GFI, AGFI, PGFI, SRMR, NFI, TLI, CFI, AIC = Akaike's information criterion and were and BIC = Bayesian information criterion were utilized. The ascertained values were well under the acceptable criteria (Hu and Bentler, 1999). Table 6 explains the findings for such metrics for model fit assessment. The overall measurement model is also displayed in Figure 2.

FIGURE 3
Path estimates for the hypothesized model.

TABLE 8 Moderation impact assessment.

	Original sample	Sample mean	Standard deviation	T statistics	P-values
Internship experience × mindfulness	0.217	0.210	0.078	2.764	0.006
Ability × ability	0.254	0.250	0.083	3.070	0.002

4 Hypothesis testing

Four direct hypotheses were tested to assess the impact of internship experience and student mindfulness on role clarity (H1 and H3) and ability (H2 and H4). Hypothesis 1 stated that internship experience would positively impact role clarity. As anticipated, there was a positive and significant impact of internship experience on role clarity $\beta = 0.182$ ($t = 2.519, p < 0.012$). Hypothesis 2 stated that internship experience would positively impact the student's ability to perform, and based on the findings, there was a positive and significant impact observed $\beta = 0.184$ ($t = 2.387, p < 0.017$). Hypothesis 3 anticipated the positive association between student mindfulness and role clarity, and our finding met the expectations with the positive and significant association between student mindfulness and role clarity $\beta = 0.166$ ($t = 2.113, p < 0.035$). Lastly, hypothesis 4 positively postulated the impact of students' mindfulness on their ability to perform, and based on the findings, a positive and significant impact was observed between students' mindfulness and their ability to perform $\beta = 0.254$ ($t = 3.196, p < 0.001$). Path coefficients and their P-Values (for direct impacts) for the hypothesized relationship are mentioned in Table 7 and Figure 3.

In addition to assessing the direct impacts, the study tested the moderating role of student mindfulness between internship experience and role clarity (H5) and Ability (H6). According to prior literature, moderating variable influences (strengthens or weakens) the direct relationship of the predicting variable with the outcome variable, or in another sense, it moderates the relationship among multiple constructs by reducing or enhancing their relationship strength (Hair et al., 2016; Hair, 2013). To assess the overall model and the moderating role of the construct "student mindfulness," the structural equation modeling technique was utilized alongside the 5,000 bootstrapping technique to make the research findings more robust. According to hypothesis 5, student mindfulness would positively moderate students' internship experience with their role clarity, meaning that the more mindful students are, the more their internship experience will enhance their role clarity. According to the findings, student mindfulness positively moderated the relationship of internship experience with role clarity $\beta = 0.254$ ($t = 3.070, p < 0.002$), meaning that by being mindful, student's internship and its impact on their role clarity would be strengthened, hence meeting the research expectations. Lastly, the sixth hypothesis anticipated the positive moderation role of student mindfulness between students'

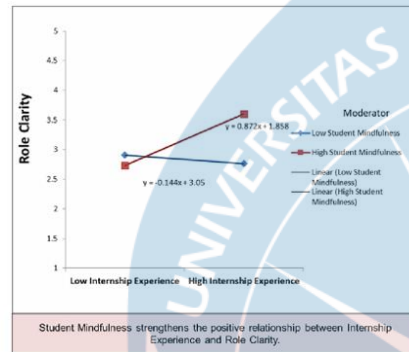


FIGURE 4
Interaction between internship experience, mindfulness, and role clarity.

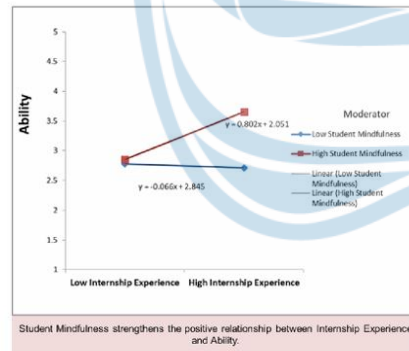


FIGURE 5
Interaction between internship experience, mindfulness, and ability.

internship experience and their ability. According to the findings, student mindfulness positively moderated the relationship between internship experience and student ability $\beta = 0.217$ ($t = 2.47$, $p < 0.006$), supporting the argument that being mindful helps students toward their abilities at work. Table 8 represents findings for moderation hypotheses, and Figures 4, 5 represent the interaction effect of moderating variables between predictor and outcome variables.

5 Discussion and conclusion

The study empirically tested factors such as internship experience and individual mindfulness and their influence on work readiness for hospitality industry students in Saudi Arabia's context regarding their role clarity and ability. The study offers significant findings and actionable interventions for the hospitality industry, institutions, and students. Study findings highlighted that internship experience is an essential and positive predictor of both students' ability and their role clarity in the context of the hospitality industry, meaning that to be more explicit and practical about the professional role and bring about more professional skills for the hospitality industry students, practical internship experience could be a significant contributing element. The study's findings emphasize that to bridge the crucial gap between academic learning and the real-world application of the attained knowledge, it is paramount for graduates to have preliminary experience in the form of internships.

The study findings are in harmony with prior literature that affirms the significance of practical exposure and learning brought to the students through internship experience (Yiu and Law, 2012). Institutions, in general, enable and equip pupils with theoretical knowledge that still requires actual world application, and internships can be one of the tools to transform that theoretical knowledge into a real-world experience that can help students gain hands-on experience in the operations of their relevant industry. Internships are considered immersive experiences (Poluniec et al., 2021), where the application of theoretical knowledge and the lesson learned are observed in a real-world scenario, ultimately resulting in the students' enhanced exposure to the evolving work dynamics. The acquisition of such experience is paramount for the professional development of the students, which will help them with their job role expectations and the set abilities that are essential to compete in the industry.

Moreover, the study demonstrated a significant and positive statistical impact of students' mindfulness on their role clarity and ability, where mindfulness entails an individual's ability to stay in the present moment, regulate emotions, and focus on issues to counter stress and process information more efficiently (Loucks et al., 2024). Through individual mindfulness, students can enhance their learning experience by staying in the present moment and focusing more on what is on their table or in hand. Our study findings are consistent with the prior literature in other industrial and research contexts, highlighting the benefits of being mindful, i.e., it helps cognitive functioning. It enhances

the emotional and personal wellbeing of the individual, which is relevant in this research's case since all of such elements are necessary for hospitality industry students to succeed in their professional careers (Atak and Artan, 2024; Cole, 2022; Hühlsbecker et al., 2013; Jobbehidar Nourafkan et al., 2023; Rupprecht et al., 2019b). Mindfulness helps individuals maintain their stress levels at a much lower level, enhance their focus on what they have at the moment, and nourish their emotional intelligence and resilience (Hoge et al., 2023; Li et al., 2023; Loucks et al., 2022), all of which are considered critical for successfully navigating through the challenging terrain of professional life, especially the hospitality industry which is prone to service failure at an instance (Alarso et al., 2023). The clarity brought by mindfulness will not only vividly describe the abilities of students to perform their tasks but will also increase their understanding of individual and group dynamics. Henceforth, this research's findings reflect mindfulness's positive impact on the students' role clarity and abilities, which are relevant and can be pivotal for hospitality organizations to ponder their energies and efforts.

Further, this research empirically tested and provided evidence of individual mindfulness moderating role between individual internship experience and work readiness (ability and role clarity). Findings emphasize the critical role one's mindfulness can play while performing an internship experience, i.e., mindfulness is expected to enhance the internship experience with one's role clarity, meaning that if students are more mindful (they stay in the present moment, focus on things at hand, manage stress effectively), they can ultimately focus more toward given role and responsibilities. Internship experiences are considered transformative for newly graduated students (Adams, 2011; Loucks et al., 2022), and practicing mindfulness during those times will alleviate their awareness about themselves and their surroundings, ultimately assisting them to internalize their experience and apply their knowledge in a real-world scenario. The attenuation of students with their expertise will enable them to restructure their strengths and weaknesses, enhancing their overall abilities. One is expected to be more cautious and attentive when they are well-versed in their work environment, and by being mindful, students can have better clarity about their surroundings, which will help them perform their tasks more effectively. It is also anticipated, based on the study findings, that students can enhance their abilities, i.e., effective skill development, be they personal or professional, while performing their internship experience by practicing mindfulness, as mindfulness helps eradicate things that are not important and focus on the present moment (Dutt et al., 2018; Pepping et al., 2013; Yiu and Law, 2012). This study evidenced and recorded the need for mindfulness for graduates who are inexperienced and inexperienced in the hospitality industry and its intricacies, which can help them attain maximum benefit during their course of experience.

The study establishes the theoretical contribution by integrating social learning theory and experiential learning theory (Bandura, 1986; Kolb, 1984) to explain the intricate role of mindfulness in enhancing students' internship experience and their ability and role clarity. Based on social learning theory, learning also occurs through the individual's observance and

modeling. In this study context, the students are expected to enhance their knowledge through experience and interaction with peers or senior professionals. Congruence to this, practicing mindfulness is expected to support this learning by improving attention, awareness about self and others, and emotional regulation, consequently allowing students to reflect and absorb desired behaviors. Also, the experiential learning theory suggests learning through direct exposure and reflection, whereas the presence of mindfulness is expected to deepen the learning and productivity of students while performing internships. Both social and experiential learning are to be enhanced with the compliment of mindfulness. The aforementioned theoretical integration extends and deepens the understanding of individual mindfulness and its relevance to learning outcomes in real-world scenarios. It also suggests the fruitfulness and effectiveness of observational and experiential learning aspects for hospitality industry graduates.

6 Research practical implications

The study offers multifaceted implications for both the hospitality industry and the academia. Academic institutions providing programs related to the hospitality industry should incorporate the internship into their curricula. Their efforts should not be limited to designing internships in the program. Still, more serious efforts must be undertaken in collaboration with the hospitality industry to secure internship opportunities with feasible terms and conditions for students and institutions. Further, since the occupations in the hospitality industry are known to be stressful and challenging for new hires (O'Neill and Davis, 2011; Younsaf et al., 2020), the integration of mindfulness practices at the institutional level in the curriculum is recommended, which can provide substantial benefits to the students. Through curriculum-based mindfulness programs, students can be trained to extract benefits from mindfulness, such as strategies to cope with stress, emotional regulation, and enhanced focus.

From the industrial contribution aspect, the realization and the consequent introduction of mindfulness interventions for those doing internships can provide ample support for interns and their employees to improve performance. The induction of formal mindfulness practices enhances employee morale, overall wellbeing, and the service they are expected to offer customers/clients. Moreover, from the organizational and managerial perspective, hospitality managers are recommended to emphasize personnel needs fulfillment through internships, as it will help them with energetic and energetic resources to grow with the organization. The required skills and abilities can be developed by focusing on internship programs, as it will be easy to mold new talent according to the organizational demands. The readiness of the new talent pool can be ensured through well-designed internship programs by the organizations.

7 Limitations and future research

Every study has certain limitations; in this case, our study is no exception. Firstly, the study was conducted

in the cultural context of Saudi Arabia, which limits its generalizability in the broader context; hence, further validation is required. Second, the study utilized self-reported measures subjected to reporting bias, and respondents are expected to report under or over-rated experiences. The cross-sectional design of the study also limits its generalizability. It covers only the research participants' single point and time response, whereas the longitudinal data could counter this limitation.

Further, the study is limited to the hospitality industry in a specific country, and respondents were only from the educational sector, restricting the representation of responses. In the future, adding multiple industries from the respondents' point of view and additional geographical locations will lead to further insights. Lastly, samples from larger populations and locations will add value to the literature. Scholars are encouraged to conduct longitudinal studies to explore how mindfulness practices sustained role clarity and their abilities when they were provided with the internship experience. Adding an industrial context to the research further helps generalize the findings of this study. Also, adding multiple cultural contexts to the framework will broaden the research community's knowledge. Moreover, empirical validation of the direct antecedent role of individual mindfulness with students' abilities and their role clarity merits a research inquiry. Scholars may also consider adding other contextual variables to the proposed model to deepen their understanding of this exciting research avenue. Lastly, the qualitative investigation from the industry, academia, and students inquiring about mindfulness intervention and the internship experience is expected to yield interesting insights and multiple research avenues.

Data availability statement

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Ethics statement

Ethical review and approval was not required for the study on human participants in accordance with the local legislation and institutional requirements. Written informed consent from the participants was not required to participate in this study in accordance with the national legislation and the institutional requirements.

Author contributions

TA: Funding-acquisition, Resources, Software, Supervision, Visualization, Writing – review & editing, MA: Conceptualization, Formal Analysis, Methodology, Writing – original draft, Writing –

review & editing, MS: Conceptualization, Formal Analysis, Investigation, Methodology, Software, Validation, Writing – original draft.

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