Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman
Vol. 14 No. 3, November 2025
P-ISSN : **2252-6099**; E-ISSN : **2721-2483**
DOI: https://doi.org/10.54437/juw
Journal Page: https://jurnal.stituwjombang.ac.id/index.php/UrwatulWutsqo

The Influence of Self-Potential and School Environment on Students' Career Development through the Double Track Program

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Abstract: This study focuses on the career development of students at the senior secondary education level. The purpose of this research is to analyze the influence of self-potential and the school environment on students' career development through the mediating role of the Double Track Program at SMAN Pilangkenceng. This study employs a quantitative approach using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method. Data were collected through questionnaires from 92 students participating in the Double Track Program. The study hypothesizes that self-potential and the school environment have a significant influence on career development, both directly and through the mediating program. The findings indicate that the school environment has a positive and significant effect on students' career development, both directly and through the Double Track Program, while self-potential shows no significant effect. This research contributes to the field of educational management by highlighting the effectiveness of the Double Track Program as a vocational innovation linking the educational environment with career readiness. The results emphasize the importance of strengthening school support and optimizing program implementation to enhance students' employability and future career success.

Keyword : Self-potential; school environment; career development; double track

Abstrak: Penelitian ini berfokus pada pengembangan karir siswa di jenjang pendidikan menengah atas. Tujuan dari penelitian ini adalah untuk menganalisis pengaruh potensi diri dan lingkungan sekolah terhadap pengembangan karir siswa melalui peran mediasi Program Double Track di SMAN Pilangkenceng. Penelitian ini menggunakan pendekatan kuantitatif dengan metode Partial Least Squares Structural Equation Modeling (PLS-SEM). Data dikumpulkan melalui kuesioner dari 92 siswa yang mengikuti Program Double Track. Penelitian ini menghipotesiskan bahwa potensi diri dan lingkungan sekolah berpengaruh signifikan terhadap pengembangan karir, baik secara langsung maupun melalui program mediasi. Hasil penelitian menunjukkan bahwa lingkungan sekolah memiliki pengaruh positif dan signifikan terhadap pengembangan karir siswa, baik secara langsung maupun melalui Program Double Track, sedangkan potensi diri tidak menunjukkan pengaruh yang signifikan. Penelitian ini memberikan kontribusi pada bidang manajemen pendidikan dengan menyoroti efektivitas

Program Double Track sebagai inovasi vokasional yang menghubungkan lingkungan pendidikan dengan kesiapan karir. Hasil penelitian ini menekankan pentingnya memperkuat dukungan sekolah dan mengoptimalkan pelaksanaan program untuk meningkatkan kemampuan kerja serta keberhasilan karir siswa di masa depan.
Kata kunci : Potensi diri; lingkungan sekolah; pengembangan karir; double track

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Introduction

Education is an inseparable part of life because, through education, individuals can develop their full potential. With proper and effective educational processes, it is believed that one's life goals can be achieved (Amaliyah & Rahmat, 2021). In this competitive era of globalization, schools are required to prepare students with skills relevant to labor market demands. Self-potential factors such as talent, interest, and motivation are key determinants of career success (Kartianti & Asgar, 2021). Schools play a crucial role in facilitating the development of students' potential through supportive curricula and activities, one of which is the Double Track Program that provides additional vocational skills beyond the regular curriculum to strengthen students' career readiness (Cholis et al., 2022; Sucipto, 2023).

Self-potential refers to an individual's abilities that can be developed to achieve excellence (Kartianti & Asgar, 2021a, p. 34). The development of self-potential is greatly influenced by the school environment, especially the support from educators and the availability of facilities (Asmanasari, 2019). One of the key aspects of education is career development, which helps students understand themselves, their interests, and talents, as well as plan their career paths purposefully (Lidyasari, 2019) (Fikriyani & Herdi, 2021). Students who do not receive structured career guidance often struggle to plan their careers due to a lack of information about job opportunities and the required skills. Therefore, schools need to provide systematic career development programs so that students can compete effectively in the workforce (Fikriyah & Furoida, 2021).

Problems in students' career development often arise from limited self-awareness, lack of career guidance, and insufficient environmental support (Saepuloh, 2020). Dewani Sheila Almaida and Dinni Asih Febriyanti (2019) found that career maturity is influenced by adolescents' ability to carry out career development tasks (Almaida & Febriyanti, 2019). Meanwhile, the Head of the East Java Education Office, Wahid Wahyudi, stated that the restriction on establishing new high schools was based on the fact that only 37 percent of high school graduates in East Java

continued to higher education, while the remaining 63 percent chose not to continue(Anwar, 2022). Although the open unemployment rate in East Java decreased from 4.88% in August 2023 to 4.19% in August 2024, the number of unemployed people still exceeds one million(Timur, n.d.). These data indicate a mismatch between educational outcomes and the competency needs of the labor market. This issue is not solely due to limited job opportunities but also stems from the low career readiness of high school graduates in facing the workforce.

The Double Track Program is an educational approach that integrates academic curricula with vocational training to bridge the gap between education and industry (Anik Yulikah et al., 2021; Restu Nur Cholidah et al., 2024). Factors influencing students' career development include internal aspects such as self-potential (interests, talents, personality, motivation) and external aspects such as the school environment, teacher support, facilities, and school culture (Ibrahim et al., 2022). This study focuses on these two factors, with the Double Track Program as a mediating variable linking self-potential and the school environment to students' career development (Pambudhi et al., 2023).

As educational institutions, schools have the responsibility to help students recognize, explore, and develop their potential (Amaliyah & Rahmat, 2021). Student-centered education emphasizes not only academic achievement but also holistic development, including emotional, social, and life skills (Mahaardhika et al., 2022). However, in reality, many students are still unaware of their own interests and talents due to low motivation and insufficient environmental support. This condition limits their ability to plan a career path that aligns with their potential. Research by Alfazani & A (2021) also supports this, showing that interest, environment, and self-disclosure are key factors in the process of developing students' potential (Alfazani & A, 2021).

The school environment plays an important role in shaping students' personalities, character, and skills. Schools not only serve as places to acquire academic knowledge but also as spaces for social and emotional development (Nurfirdaus & Sutisna, 2021). However, challenges still exist, such as limited practice facilities, a lack of teacher support, and weak implementation of career guidance programs (Putri & Mufidah, 2021). Dewi & Yuniarsih (2020) also emphasized that the school environment and the role of teachers significantly influence students' learning motivation (Dewi & Yuniarsih, 2020).

Based on the above discussion, several key problems are identified: students' low awareness of their potential, inadequate school facilities to support vocational learning, and weak collaboration between schools and industry. Additionally, many students lack clear career direction and have limited access to career information.

Factors such as self-efficacy, motivation, and social support also play important roles in career development. Individuals with a positive self-concept and strong motivation are more prepared to enter the workforce than those with low self-confidence. Therefore, this study aims to analyze the influence of self-potential and the school environment on students' career development through the mediating role of the Double Track Program at SMAN Pilangkenceng, with the hope of helping schools optimize students' potential to enhance their competitiveness in the job market.

Methods

This study employed a quantitative approach with an ex-post facto design that is both explanatory and correlational in nature. The ex-post facto design was chosen because this research examines existing conditions and relationships among variables without manipulating or controlling them. Although the Double Track Program is an ongoing educational initiative, this study only analyzed data on students' participation and their perceptions of the program's impact; therefore, the ex-post facto approach was considered appropriate. The explanatory nature of the study aims to describe the direction and strength of relationships among variables while acknowledging that this design cannot fully establish causal relationships.

The population in this study consists of all students participating in the Double Track Program at SMAN Pilangkenceng during the 2023/2024 academic year, with a total sample of 92 students. This research involves four main variables: Self-Potential (X1) and School Environment (X2) as independent variables, the Double Track Program (Z) as a mediating variable, and Career Development (Y) as the dependent variable. Each construct was operationalized based on theoretical and empirical frameworks from previous studies. The questionnaire indicators were developed and adapted from instruments that had been validated in prior research and further strengthened through an in-depth literature review. This process ensures content and construct validity before conducting statistical testing.

Data were collected using a Likert-scale questionnaire with four response options ranging from "strongly agree" to "disagree." The questionnaire was distributed via "Google Forms" to facilitate and expedite data collection. All responses were checked for completeness, and any incomplete data were excluded from the analysis to maintain the accuracy and reliability of the findings.

Table 1. Construction of Research Variables

Variable	Indicator	Item code	Reference
Self Potential(X1)	Students' understanding of the material	SP1	Amaliyah & Rahmat,2021;
	Self-confidence in decision-	SP2	Kartianti & Asgar,

	making		2021
	Recognizing personal talents and interests	SP3	
	Socializing well	SP4	
	Not easily offended	SP5	
	Controlling emotions	SP6	
	Having skills beyond academics	SP7	
School Environment (X2)	Adequate school facilities	SE1	Darmawan et al., 2021; Asrori et al., 2022)
	Teacher-student interaction in class	SE2	
	Teacher-student interaction outside of class	SE3	
	Career development guidance from the guidance counselor	SE4	
	Skills guidance from the guidance counselor	SE5	
	Comfortable learning in class	SE6	
	Activity in school activities	SE7	
Career Development (Y)	A career that aligns with your potential	CD1	Fikriyani & Herdi, 2019; Fakhri & Indraswari, 2020; Fitriyana et al., 2021
	Planning to achieve your career goals	CD2	
	Knowing your own abilities	CD3	
	Seeking professional information	CD4	
	Information about the world of work	CD5	
	Having skills relevant to your field	CD6	
Double Track (Z)	Aligned with students' interests and talents	DT1	Cholidah et al., 2024; Hozairi et al., 2024.
	Provides benefits for career development	DT2	
	Student active participation	DT3	

in program activities	
Program facilities are adequate	DT4
Instructors are competent	DT5

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the SmartPLS software. The analytical process consisted of several stages: 1).Outer model testing to assess indicator reliability and construct validity using loading factor values (>0.70), Average Variance Extracted (AVE >0.50), and Composite Reliability (CR >0.70). 2).Inner model testing to evaluate structural relationships among variables using path coefficients and bootstrapping significance tests. 3). Model fit assessment using R^2 values and predictive relevance (Q^2). The mediating effect of the Double Track Program was tested using indirect path analysis and confirmed through bootstrapping techniques to ensure statistical significance.

Results And Discussion

Results

The evaluation of the measurement model ensures that the indicators used are accurate, consistent, and aligned with the research objectives. This process involves testing construct validity, reliability, and discriminant validity to confirm that each indicator accurately represents the intended construct. By analyzing factor loadings and reliability values, researchers can identify which indicators are valid and appropriate for measuring the studied concepts (Juniarty & Cynthia Anna Wijayanti; Robby Dharma dkk.,)

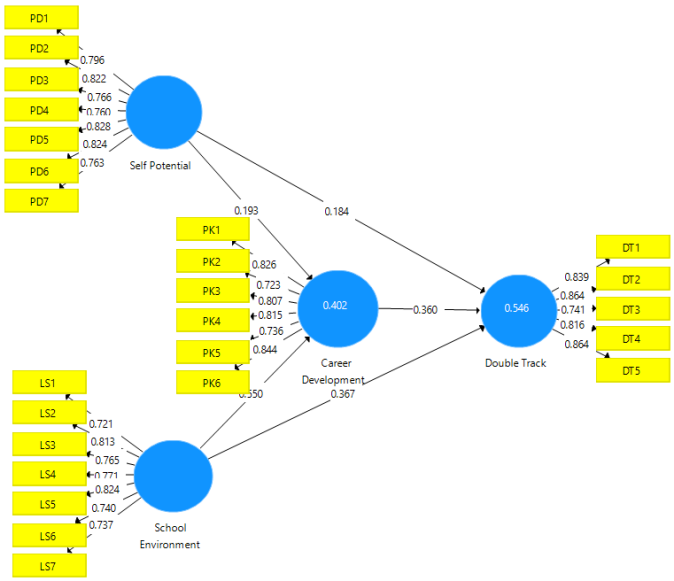

Figure 1. Evaluation of the Measurement Model

Convergent validity in PLS-SEM indicates the extent to which the indicators can effectively measure the actual construct. The higher the value, the better the measurement quality. This test ensures consistency among indicators and the accuracy of analytical results, thereby guaranteeing the precision and reliability of the research findings. The results of the convergent validity, reliability, and AVE tests are presented in Table 2, based on the PLS algorithm output.

Table 2. Outer Model: Convergent Validity and Reliability

Indicator	Construct	Convergent Validity		Internal Consistency Reliability			VIF
		FL (λ>0.70)	AVE (>0.50)	CA (α>0.70)	rho_A (φ>0.70)	CR (δ>0.70)	<5.00
Self-Potential	SP1	0.796	0.632	0.903	0.915	0.923	2.242
	SP2	0.822					2.663
	SP3	0.766					2.185
	SP4	0.760					2.071
	SP5	0.828					2.858
	SP6	0.824					2.347
	SP7	0.763					2.208
School Environment	SE1	0.721	0.590	0.884	0.894	0.909	2.142
	SE2	0.813					3.169
	SE3	0.765					2.103
	SE4	0.771					2.735
	SE5	0.824					3.116
	SE6	0.740					1.859
	SE7	0.737					1.778
Career Development	CD1	0.826	0.629	0.882	0.892	0.910	2.205
	CD2	0.723					2.176
	CD3	0.807					2.165
	CD4	0.815					2.014
	CD5	0.736					2.819
	CD6	0.844					2.480
Double Track	DT1	0.839	0.682	0.883	0.887	0.915	2.342
	DT2	0.864					2.501
	DT3	0.741					1.650
	DT4	0.816					2.144
	DT5	0.864					2.520

Based on Table 2, the factor loading values for all indicators range from 0.721 to 0.864, exceeding the recommended threshold of 0.70. This indicates that all indicators have good convergent validity and are suitable for measuring their respective constructs. The Average Variance Extracted (AVE) values for each construct also meet the minimum requirement (>0.50), ranging from 0.590 to 0.682, confirming that more than half of the variance of the indicators is explained by the underlying latent variable. The highest loading values are found in the Double Track construct (DT2 and DT5 = 0.864), showing that these indicators strongly represent the Double Track dimension. Meanwhile, the lowest loading is observed in the School Environment construct (SE1= 0.721), which still meets the validity requirement.

Reliability testing was also conducted using Cronbach's Alpha (CA), rho_A, and Composite Reliability (CR). The results show that all constructs meet the reliability criteria, with CA values ranging from 0.882 to 0.903, rho_A between 0.887 and 0.915, and CR between 0.909 and 0.923. These results confirm that the measurement items have strong internal consistency, indicating that the instruments are reliable for measuring Self-Potential, School Environment, Double Track, and Career Development.

Table 3. Discriminant Validity: Fornell Larcker

	Y	**Z**	**X1**	**X2**
Career Development (Y)	**0.793**			
Double track (Z)	0.648	**0.826**		
Self Potencial (X1)	0.353	0.418	**0.795**	
School Environment (X2)	0.606	0.639	0.291	**0.768**

The Fornell-Larcker test is a method in PLS-SEM to ensure that each variable or construct in the model is distinct and does not overlap. It does this by comparing how much variance (difference) the construct can explain with the variance explained by other constructs. If a construct can explain more variation within itself than other constructs, then the construct has good discriminant validity (Dawam & Shihab, 2024). Based on the Fornell-Larcker criterion, all constructs in the table above demonstrate good discriminant validity, as each construct explains its own variance more strongly than its correlations with other constructs. This indicates that Self-Potential, School Environment, Double Track Program, and Career Development are empirically distinct dimensions and do not overlap in their measurements.

Table 4. Discriminant validity: HTMT

	Y	Z	X1	X2
Double track (Y)				
Career Development (Z)	0.724			
Self Potencial (X1)	0.380	0.460		
School Environment (X2)	0.662	0.703	0.307	

The results of the Heterotrait-Monotrait (HTMT) ratio (Table 4) further support these findings. The analysis shows that all HTMT matrix values are ≤ 0.90 (ranging from 0.724 to 0.703). Therefore, the HTMT test confirms that the discriminant validity between the reflective constructs has been satisfied.

The primary goal of structural evaluation in PLS-SEM is to assess the prediction accuracy of the proposed model. This means assessing the extent to which the model is able to explain the variation in the data and predict the variables it influences.

Table 5. R2, F2, Q2

Variable	R2		F2		Construct Cross-validated (Q2)				
					Redundancy		Communality		Predictive
	Value	Decision	Value	Decision	SSE	Q2	SSE	Q2	Power
Self Potencial (X1)			0.065	Weak	644.000	-	320.227	0.503	Strong
School Environment (X2)			0.186	Moderate	644.000	-	353.482	0.451	Strong
Career Development (Y)	0.181	Weak			426.000	0.227	292.206	0.471	Strong
Double track (Z)	0.372	Moderate			303.000	0.340	225.040	0.511	Strong

The structural model was evaluated to determine the predictive power and relationship strength among variables. The R^2 values (Table 5) show that the Double Track construct is moderately explained by Self-Potential and School Environment

(R^2 = 0.372), while Career Development is weakly explained (R^2 = 0.181). This suggests that other external factors beyond the studied variables may also influence Career Development. The effect size (f^2) indicates that the School Environment has a moderate influence on Career Development (f^2 = 0.186), while Self-Potential has a weak influence (f^2 = 0.065). Additionally, predictive relevance testing using Q^2 values shows that all constructs have $Q^2 > 0$, ranging from 0.227 to 0.511, indicating that the model possesses good predictive capability for real-world data.

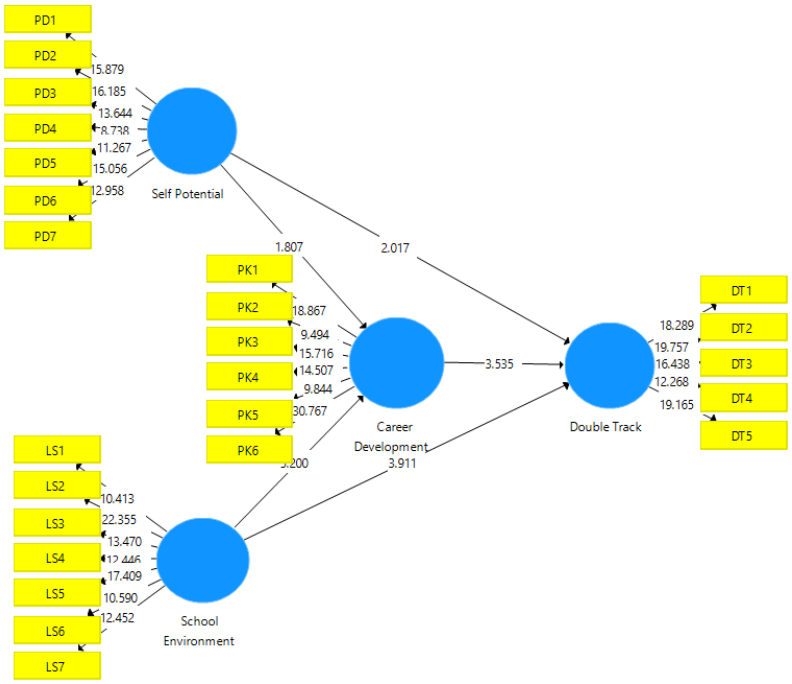

Figure 2. Path Analysis Evaluation

The results of the path analysis for direct effects are presented in Table 6. The Self-Potential variable (X1) shows a positive but statistically non-significant relationship with Career Development (β = 0.193, T = 1.889, p = 0.059), leading to the rejection of H-DIR1. This means that while higher self-potential tends to enhance career development, the effect is not strong enough to be considered significant. Conversely, the School Environment (X2) significantly influences Career Development (β = 0.550, T = 5.000, p = 0.000), supporting H-DIR2. This confirms that a supportive school environment plays an important role in enhancing students' career readiness. The Double Track Program (Z) also has a significant positive effect on Career Development (β = 0.360, T = 3.599, p = 0.000), confirming H-DIR3. Furthermore, the School Environment significantly affects the Double Track Program (β = 0.367, T = 3.952, p = 0.000), while Self-Potential has no significant direct influence on Double Track participation (β = 0.184, T = 1.928, p = 0.054). These results highlight

that the School Environment is a more dominant predictor in supporting Double Track implementation compared to Self-Potential.

Furthermore, the analysis results show that Self-Potential (X1) does not have a significant direct effect on the Double Track Program (β = 0.184, T = 1.928, p = 0.054), thus H-DIR4 is rejected. This indicates that students' self-potential alone is not sufficient to determine their participation in the Double Track Program without external support, such as school initiatives or encouragement from educational institutions. Conversely, the School Environment (X2) has a positive and significant effect on the Double Track Program (β = 0.367, T = 3.952, p = 0.000), thus H-DIR5 is accepted. This finding reinforces the evidence that a conducive school environment with adequate facilities, active teacher involvement, and institutional support plays a crucial role in encouraging students' engagement in the Double Track Program.

Table 6. Path Coefficient Results: Direct Effect

Hipotesis	Path Analysis	β-Values (+/-)	SAMPLE MEAM	SDV	T-Statistics (>1,96)	ρ-values (<0,05)	DECISION
DIR1	SP→CD	0.193	0.209	0.102	1.889	0.059	Rejected
DIR2	SE→CD	0.550	0.542	0.110	5.000	0.000	Accepted
DIR3	DT→CD	0.360	0.344	0.100	3.599	0.000	Accepted
DIR4	SP→DT	0.184	0.203	0.095	1.928	0.054	Rejected
DIR5	SE→DT	0.367	0.357	0.093	3.952	0.000	Accepted

The mediation analysis results are summarized in Table 7. The first mediation hypothesis (H-IND1) shows that the Double Track Program partially mediates the relationship between the School Environment and Career Development (β = 0.198, T = 2.746, p = 0.006). This means that a positive school environment enhances the effectiveness of the Double Track Program, which in turn improves students' career development. Hence, H-IND1 is accepted, indicating partial mediation. In contrast, the second hypothesis (H-IND2) testing the mediating role of Career Development in the relationship between Self-Potential and Double Track yields a non-significant result (β = 0.069, T = 1.668, p = 0.096). Therefore, H-IND2 is rejected, suggesting that Self-Potential does not indirectly affect the Double Track Program through Career Development. Overall, these findings confirm that the mediating role of the Double

Track Program specifically occurs in the influence of the School Environment on Career Development.

Table 7. Coefficient Results: Indirect Effect

Hipotesis	Path Analysis	β Values (+/-)	SDV	T Statistics (>1,96)	ρ-values	Decision	Mediating Role
H-IND1	SE→DT→CD	0.198	0.072	2.746	0.006	Accepted	Partial Mediation
H-IND2	SP→DT→CD	0.069	0.042	1.668	0.096	Rejected	No Mediation

Discussion

The findings reveal that the school environment has a positive and significant influence on students' career development, both directly and through the Double Track program. A supportive environment characterized by teacher encouragement, adequate learning facilities, and a positive academic climate enhances students' career readiness. This result aligns with Wibowo and Aini (2021), who emphasized that a conducive school environment and positive school culture foster students' self-confidence and engagement in learning activities relevant to future employment (Wibowo & Aini, 2021).

In contrast, self-potential shows a positive but insignificant effect on career development, indicating that internal factors such as self-confidence and achievement motivation alone are insufficient without external support. Fitriani (2020) argued that self-potential requires stimulation from an appropriate learning environment, while Lestari (2021) added that internal factors like confidence and learning independence have little effect unless supported by career guidance and practical experiences (Fitriani, 2020; Lestari, 2021).

Furthermore, the Double Track program significantly and positively affects students' career development. By integrating academic and vocational education, the program provides practical learning experiences that strengthen students' employability. This finding corroborates Lestari and Kurniawan (2021), who reported that Double Track-based vocational programs enhance work skills, confidence, and adaptability to local industry demands (Lestari & Kurniawan , 2020).

The mediation analysis indicates that the Double Track program partially mediates the school environment and career development. A supportive school

environment not only directly fosters career readiness but also improves the effectiveness of the Double Track program. These findings are consistent with Hidayat (2022), who stressed that the success of vocational initiatives depends on school commitment, teacher training, and collaboration with business and industry sectors (DUDI) (Hidayat, 2022).

However, the mediating role of the Double Track program in the relationship between self-potential and career development is not significant. Students with high self-potential may not gain optimal benefits from the program without proper guidance from the school. This result supports Rahmawati (2021), who argued that career development success depends not only on individual potential but also on a structured and continuous educational system (Raahmawati, 2021).

Overall, this study underscores that the school environment is the most influential external factor in shaping students' career development, while the Double Track program strengthens this relationship, and self-potential becomes meaningful only when supported by a conducive educational context. Therefore, schools should not solely focus on academic achievement but also reinforce vocational practice and career guidance aligned with industry and community needs.

Conclusion

Based on the results of the study using the PLS-SEM approach, it can be concluded that self-potential has a positive but insignificant influence on students' career development. Conversely, the school environment was shown to have a positive and significant influence on career development, indicating that school support and conditions play a crucial role in preparing students for the future. The Double Track Program was also shown to have a positive and significant influence on career development and acted as a mediating variable in the relationship between the school environment and students' career development. However, this program did not act as a mediator in the relationship between self-potential and career development. These results confirm that students' career development is more determined by school support and the implementation of the Double Track Program than by self-potential alone. Therefore, schools need to strengthen the role of vocational programs and create a conducive learning environment to optimally support students' career readiness.

This finding contributes to the field of educational management by emphasizing that the school environment and vocational programs play a more dominant role than self-potential in supporting students' career readiness. The result also challenges previous research assumptions that self-potential is the main factor in career readiness, while extending earlier studies by highlighting the mediating effectiveness of the Double Track Program.

However, this study has limitations as it was conducted at only one school with a relatively small number of respondents, making the results less generalizable. Future research is recommended to involve a larger sample and more diverse school contexts in order to provide a deeper and more comprehensive understanding of the factors influencing students' career development.

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