



The Influence of Social Values and Characters on Short Story Writing Skills in PLS-SEM Model Analysis

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ABSTRACT

Purpose: This study aims to analyze the influence of social values and manners on students' short story writing skills using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The study focuses on the role of social values and manners in supporting students' ability to produce meaningful and well-structured short stories. **Methods:** This study employed a quantitative approach with students as the research subjects. Data were collected using questionnaires measuring social values, manners, and short story writing skills. Social values were measured through empathy, cooperation, social responsibility, social concern, respect for others, and honesty. Manners were measured through politeness, respect, responsibility, honesty, self-discipline, and self-control. Short story writing skills were assessed based on theme suitability, story structure, character depiction, setting, and moral message. Data were analyzed using PLS-SEM to evaluate validity, reliability, and the relationships among variables. **Findings:** The results show that social values and manners have a positive and significant influence on students' short story writing skills. Both variables also contribute simultaneously to improving students' writing abilities. **Research Implications:** The findings highlight the importance of integrating social values and manners into learning activities to strengthen students' writing skills and character development. **Originality:** This study contributes by examining social values and manners simultaneously as predictors of short story writing skills through the PLS-SEM model, providing an empirical perspective on the relationship between character development and writing competence.



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INTRODUCTION

Writing skills are one of the language skills that have a central role in education, especially at the Madrasah Aliyah level. Of the four language skills (listening, speaking, reading, writing), writing skills are often considered the most complex because they require mastery of grammar, vocabulary, creativity, and the skill of organizing ideas (Dalimunthe et al., 2025). Writing is a skill used to provide and convey information indirectly or not face to face with other people.

Writing ability is one of the important language skills in the educational process, because through writing activities a person can express ideas, feelings and experiences systematically and meaningfully. In learning Indonesian, writing skills not only function as a means of communication, but also as a medium for building character, developing creativity, and instilling social and moral values. One form of writing skill that requires the ability to think creatively, imaginatively and reflectively is writing short stories (short stories). But it also functions as a means to instill moral values. When students carry out writing activities they can express the good values they understand, thus helping to internalize character (Slam, 2023).

One form of writing skill taught in schools is writing literary works, especially short stories. Writing short stories not only requires good language skills, but also the ability to develop imagination, plot plots, describe characters, and convey messages through stories. Short stories are an effective medium for training students' creativity, sensitivity and thinking abilities (Anisyah, 2026). However, in practice there are still many students who experience difficulties in writing short stories. Students often have difficulty finding story ideas, developing a coherent plot, and describing characters and settings in an interesting way. Ineffective use of language and limited mastery of short story elements

are also obstacles. This condition shows that students' short story writing skills still need to be improved through appropriate learning strategies and continuous practice.

This phenomenon of the low quality of students' short stories indicates an urgent need to present a more effective and contextual learning approach. Without improvement, the skill of writing short stories has the potential to only be seen as a technical activity, not as a vehicle for self-expression and strengthening character. In other words, there is an urgency to develop a short story writing learning model that is able to bring students' work to life, making it more expressive, aesthetic and meaningful (Suwartini, 2022).

One of the main reasons students' short stories often lose their "life" is their tendency to ignore everyday experiences as a source of ideas. Many students feel that simple stories in their lives such as interactions with peers, family dynamics, or small experiences they have in their surroundings are too ordinary to be used as story material. As a result, they tend to choose big, cliché themes, such as friendship stories that are repeated in the same pattern, shallow teenage romance stories, or forced conflicts without depth of meaning (Nursham, 2019).

This phenomenon emphasizes the distance between students' life experiences and the literary works they produce. Short stories seem to stand as formal products to meet curriculum demands, not reflections of the lives they lead. When simple experiences are ignored, short stories become bland, do not touch, and do not leave a deep impression. Thus, it is important for learning to write short stories at school to open up a wider space so that students dare to express their daily stories (R. S. Aulia & Sukartiningsih, 2021). Only in that way, short stories will come back to life and have strong aesthetic power. The low quality of students' short stories cannot be separated from their weak understanding and application of the aesthetic dimension in writing.

There are several factors that become obstacles to students' writing abilities, such as difficulty developing ideas, organizing story lines, and exploring imagination. The lack of opportunities for students to hone their imagination during the learning process also has an impact on students' low levels of creativity. Apart from that, low interest in reading, difficulty understanding text, inability to express ideas into writing, and lack of understanding of story line structure are also the main causes of low writing ability. Therefore, an in-depth analysis of students' writing skills is needed in order to design more effective learning strategies to improve students' writing skills.

The problem of the low quality of students' short stories also has direct implications for curriculum outcomes. In Indonesian Language Learning Outcomes (CP) at the madrasah aliyah level, students are required to be able to produce literary works in the form of short stories by paying attention to structure, content and appropriate use of language (Widyartono, 2025). Short stories are not only seen as a final product, but rather as a means to train critical, creative and reflective thinking skills (Mulyati & Damaianti, 2020). However, when a student's work is still weak from an aesthetic perspective, it is clear that this achievement has not been fully achieved. In Graduate Learning Outcomes (CPL), madrasah aliyah students are expected to be able to develop literacy skills, hone creativity, as well as strengthen character through learning language and literatur (Mu, 2021).

Short stories should be an important vehicle for students to express their views on life, moral values and feelings towards everyday experiences. However, if the short stories produced are still "empty" in terms of aesthetics, the literacy achievements and character formation expected by the curriculum will be hampered. On the other hand, the problem of the low quality of students' short stories is not just a technical issue in learning to write, but also concerns the achievement of national education goals (S. Aulia et al., 2025). The gap between the demands of CP and CPL and the reality of student work indicates an urgent need to find more appropriate learning strategies. Students produce short stories that are lively, meaningful and full of aesthetic power (Slam, 2023).

Short stories as a literary work have an important role in representing social values and manners through character behavior, conflict and story resolution. Through short stories, readers can understand various life values, such as empathy, caring, cooperation, responsibility, honesty and politeness in interactions (Karyamin & Ahmad, 2024). Previous studies on social values, character education, and writing skills have provided evidence of the importance of social and character dimensions in student development. Research on social values has generally emphasized the development of empathy, tolerance, responsibility, and social concern, while studies on character education have focused more on students' moral development and behavior. Meanwhile, research on short story writing has more frequently emphasized technical aspects such as story structure, language use, idea development, and learning strategies. Thus, previous studies have established the importance of these individual aspects, but the empirical relationship between social values and manners and students' short story writing skills has received limited attention when examined simultaneously, particularly in the context of Madrasah Aliyah education.

This research gap is important because social values and manners have different but complementary functions in the writing process. Social values provide experiences and social understanding that can serve as sources of story ideas, whereas manners provide a moral and ethical framework for processing and expressing those experiences. In other words, social values are more closely related to how students understand social life as a source of story material, while

manners concern how those experiences are expressed ethically through writing. The relationship between both constructs and short story writing skills therefore needs to be examined empirically rather than explained only at the conceptual level.

To examine these relationships in an integrated manner, this study employs Partial Least Squares Structural Equation Modeling (PLS-SEM). This approach enables social values, manners, and short story writing skills to be treated as constructs measured through multiple indicators and analyzed within a single structural model. Therefore, the study does not only examine the relationship between each independent variable and short story writing skills separately but also examines the simultaneous contribution of social values and manners to students' short story writing skills. The use of PLS-SEM is relevant for providing empirical evidence concerning the relationships among social, ethical, and writing dimensions within an integrated research framework.

Based on the theoretical relationships and research gap described above, this study develops a conceptual model in which social values and manners are proposed as factors influencing short story writing skills. Social values are positioned as a source of social experiences and understanding that can help students develop the content of their stories, while manners are positioned as a moral and ethical foundation in the process of creating literary works. Short story writing skills represent students' ability to develop themes, plots, characters, settings, language use, and messages in their stories. This conceptual relationship is consistent with the research framework developed in this study, which proposes that social values and manners are related to students' short story writing skills. Based on the theoretical arguments and research gap, the following hypotheses are proposed ;H1: Social values have a positive and significant effect on short story writing skills. H2: Manners have a positive and significant effect on short story writing skills and H3: Social values and manners simultaneously have a positive and significant effect on short story writing skills.

Therefore, the novelty of this study lies in integrating social values and manners as two complementary dimensions in explaining students' short story writing skills. Rather than viewing writing skills solely as a technical ability to organize a text, this study considers students' social experiences and moral foundations as part of the process of producing literary works. By examining these relationships through PLS-SEM among students at Madrasah Aliyah Al-Ikhlas Kota Jambi, this study is expected to provide empirical evidence regarding the contribution of social and ethical dimensions to short story writing skills and to broaden the discussion of value- and character-based writing instruction.

METHOD

This study employed a quantitative approach with a descriptive and explanatory research design (Tanjung & Albina, 2025). The descriptive component was used to describe the conditions of the research variables, namely social values, manners, and short story writing skills, while the explanatory component was used to examine the relationships between social values and manners and students' short story writing skills through Partial Least Squares Structural Equation Modeling (PLS-SEM). The study was conducted at Madrasah Aliyah Al-Ikhlas Kota Jambi and involved students of class XI.A. The population consisted of 30 students, comprising 16 female students and 14 male students. Because the population was relatively small and all members of the population were included in the study, total sampling was applied. Therefore, the final sample consisted of all 30 students in class XI.A.

Data were collected using questionnaires and a short story writing performance assessment. Social values were measured through six indicators, namely empathy, cooperation, social responsibility, concern for the social environment, respect for others, and honesty in social interaction (Dereli, 2012). Manners were measured through six indicators, namely politeness in language, respect for others, responsibility for completing tasks, honesty in academic work, self-discipline, and self-control (Hidayatullah et al., 2026). In contrast to the two predictor variables, short story writing skills were assessed from students' actual short story products rather than solely through self-report responses. This assessment was intended to provide a direct measure of students' writing performance. The short story writing assessment covered five aspects: theme suitability, plot or story structure, characterization, language use, and moral message.

The short story writing assessment was conducted by asking each student to produce a short story based on the writing task provided during the data collection process. Each short story was assessed using a structured scoring rubric based on the five predetermined indicators. Each indicator was scored according to the quality of its achievement in the student's written work, and the scores were subsequently combined to obtain an overall writing performance score for each student. The use of a product-based assessment was intended to ensure that the measurement of short story writing skills was based on students' actual written performance rather than their perception of their own writing ability. The scoring rubric was developed according to the operational definition of the writing construct and the aspects of short story writing examined in this study. Before being used for data collection, the assessment indicators

and scoring criteria were reviewed for their relevance to the intended construct and their suitability for assessing students' short story writing products.

To improve scoring consistency, the same assessment criteria were applied to all student writing products. The scoring process followed the same indicators and scoring procedures for each respondent so that differences in scores reflected differences in the quality of the students' writing products rather than differences in the assessment procedure. The resulting scores were then used as the measurement of the short story writing construct in the PLS-SEM analysis. Because the present study was conducted in a single class with a limited number of respondents, the results of the writing assessment are interpreted within the context of the participating students and are not intended to represent all students at the broader population level.

The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The analysis consisted of two main stages, namely evaluation of the measurement model and evaluation of the structural model. The measurement model was evaluated to examine the reliability and validity of the constructs, including indicator loadings, internal consistency reliability, convergent validity through Average Variance Extracted (AVE), and discriminant validity. The structural model was subsequently evaluated by examining the coefficient of determination (R^2), effect size (f^2), path coefficients, and bootstrapping results level (Chinnaraju, 2025). The significance of the hypothesized relationships was determined based on the bootstrapping statistics, including the t-statistic and p-value. A relationship was considered statistically significant when the t-statistic exceeded 1.96 and the p-value was below 0.05.

The sample size consideration was addressed in relation to the structure of the research model and the characteristics of the study population. The study involved 30 students because the entire accessible population of class XI.A consisted of 30 students and all members were included through total sampling. Thus, the sample size was determined by the size of the available population rather than by the Slovin formula. The use of PLS-SEM was considered appropriate for examining the proposed relationships among the constructs within this specific research context. Nevertheless, the relatively small sample size limits the generalizability of the findings, and the results should therefore be interpreted as evidence from the participating students rather than as a basis for broad population-level generalization. Future research involving a larger and more diverse sample is needed to examine whether the relationships identified in this study remain consistent across different groups and educational contexts.

RESULTS

The following table presents a description of the variables of students' short story writing skills which are measured based on several indicators, including the suitability of the theme, structure or storyline, characters and characterization, story setting, use of language, creativity and originality, and delivery of moral messages.

Table 1. Respondents' Responses to Short Story Writing Skills

No Item	Respondents' Responses							Description
	STS	TS	N	S	SS	N	Skor	
C1	0	0	3	17	10	30	127	good
C2	0	0	8	12	10	30	122	good
C3	0	0	7	7	16	30	129	Very good
C4	0	0	8	11	11	30	123	good
C5	0	0	8	11	11	30	128	Very good
Average	0	0	6,8	11,6	11,8	30	125,8	Very good
Persentase	0	0	22,52	9,221	39,07	100		

Source: Results of questionnaire data processing, 2025

The descriptive results of students' short story writing skills are presented in Table 1.1. The variable was assessed using five indicators: theme suitability, storyline or plot, characters and characterization, story setting and language use, and moral message delivery. The data involved 30 respondents. As shown in Table 1.1, the highest score was obtained by indicator C3 with a score of 129, followed by C5 with 128, C1 with 127, C4 with 123, and C2 with 122. The average score across the five indicators was 125.8, which was categorized as very good.

The lowest score was found in C2, indicating that the development of the storyline remained the aspect that needed the most improvement. In contrast, C3 obtained the highest score, indicating that students demonstrated relatively strong ability in developing characters and characterization. The distribution of responses also showed that there were no responses in the strongly disagree or disagree categories. The corrected average distribution consisted

of 6.8 neutral responses, 11.6 agree responses, and 11.8 strongly agree responses, with a total of 30 respondents and a total percentage of 100%.

Description of Social Value Variable (X1)

The following table presents a description of the social value variables of students in Class A general description of students' social values in relation to short story writing skills can be seen in Table 2 below.

Table 2. Respondents' Responses to Social Values

No Item	Respondents' Responses						Skor	Description
	STS	TS	N	S	SS	N		
S1	0	0	12	7	11	30	119	good
S2	0	0	10	10	10	30	120	good
S3	0	0	10	8	12	30	122	good
S4	0	0	7	10	13	30	126	good
S5	0	0	10	7	13	30	123	good
S6	0	0	9	9	12	30	123	good
Average	0	0	9,67	11	11,83	30	122,167	good
Persentase	0	0	32,2	11	39,44	100		

Source: Results of questionnaire data processing, 2025

The descriptive results for social values are presented in Table 2. The construct was measured through six indicators: empathy, cooperation, social responsibility, concern for the social environment, respect for others, and honesty in interaction. All indicators were completed by 30 respondents. The average score was 122.167, which was categorized as good. The highest score was obtained by S4 with a score of 126, indicating that concern for the social environment and respect for others were relatively well developed. The lowest score was found in S1 with a score of 119, suggesting that the empathy aspect still needed further development. Overall, the results indicate that students demonstrated good social values across the measured indicators.

Description of Characters Variable (X2)

In the following table, we present an overview of the politeness variables of students in Class These indicators are described into several sub-indicators which are then measured through 10 statement items (A1-A6). The aim of presenting this data is to determine the level of students' manners in relation to short story writing skills in the PLS-SEM model analysis.

Table 3. Respondents' Responses to Manners

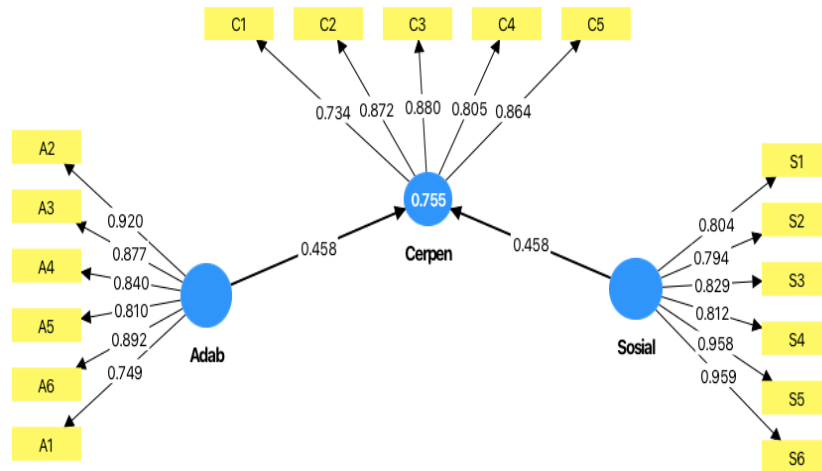
No Item	Respondents' Responses						Skor	Description
	STS	TS	N	S	SS	N		
A1	0	0	11	11	8	30	117	good
A2	0	0	8	13	9	30	121	good
A3	0	0	8	13	9	30	121	good
A4	0	0	7	16	7	30	120	good
A5	0	0	9	14	7	30	118	good
A6	0	0	8	12	10	30	122	good
Average	0	0	8,5	13,1667	8,3333	30	119,83	good
Persentase	0	0	28,33	10,9875	27,778	100		

Source: Results of questionnaire data processing, 2025

The descriptive results for students' Characters are presented in Table 3. The construct was measured through six indicators: politeness in language, respect, responsibility for tasks, honesty in academic work, self-discipline, and self-control. All six indicators were completed by 30 respondents. Therefore, the statement describing the instrument as containing "10 statement items (A1-A6)" should be corrected because the table presents six indicators, namely A1 to A6. The average score of the Characters variable was 119.83, which was categorized as good. The highest score was obtained by A6 with a score of 122, indicating good self-control among the respondents. The lowest score was obtained by A1 with a score of 117, suggesting that politeness in language remained an aspect that could be improved. The corrected response distribution consisted of 8.5 neutral responses, 13.17 agree responses, and 8.33 strongly agree responses, with a total of 30 respondents and a total percentage of 100%.

Reflective Construction Measurement Model Test Results (Outer Model)

The outer model is a measurement model in the PLS-SEM approach that describes the relationship between the latent construct and its indicators. This model is used to assess the quality of research instruments through testing convergent validity, discriminant validity and construct reliability to ensure that the indicators are able to measure the constructs precisely and consistently (Khulsum et al., 2018). The visualization of the outer model in SmartPLS in this research is presented in the following image:



Reflective Construct Validity Test of Research Variables

The validity test on reflective constructs aims to assess the indicator's ability to represent the construct being measured through a high level of correlation. Testing was carried out by analyzing the loading factor and Average Variance Extracted (AVE) values. The loading factor value shows the strength of the relationship between the indicator and the latent construct, with a minimum criterion of 0.7 (Purwanto & Sudargini, n.d.). Meanwhile, the AVE value is used to measure the proportion of indicator variance that can be explained by the construct, with a recommended value of more than 0.5. The higher the loading factor and AVE values, the better the indicator represents the construct being measured. Below are presented the results of the loading factor and AVE values for each indicator.

Table 4. Outer loading value

Variable	Dimension	Loading Factor	AVE	Description
Short Story Writing Skills (C)	C.1	0,734	0,639	Valid
	C.2	0,872		Valid
	C.3	0,880		Valid
	C.4	0,805		Valid
	C.5	0,864		Valid
SocialValue (S)	S.1	0,804	0,743	Valid
	S.2	0,794		Valid
	S.3	0,829		Valid
	S.4	0,812		Valid
	S.5	0,958		Valid
	S.6	0,959		Valid
Manners (A)	A.1	0,749	0,722	Valid
	A.2	0,920		Valid
	A.3	0,877		Valid
	A.4	0,840		Valid
	A.5	0,810		Valid
	A.6	0,890		Valid

Source: SmartPLS 4 output

In general, indicators with an outer loading value of 0.40-0.70 can be considered for deletion if their deletion is able to increase the composite reliability and AVE values, while indicators with values below 0.40 should be eliminated (Nurhalizah, 2023). In this research, all indicators have outer loading values above 0.70 and are supported by AVE values that meet the criteria. In this way, all indicators are declared valid and fulfill the rule of thumb, so that there is

no need to delete indicators or re-estimate the model. The discriminant validity of reflective constructs can be tested by comparing the value of the square root of the Average Variance Extracted (AVE) for each construct with the correlation value between the constructs in the model. A construct is declared to have good discriminant validity if the square root value of AVE is greater than the correlation between the construct and other constructs (Sofyani & Survei, 2025). The results of discriminant validity testing in this study are presented in the following table.

Tabel 5. Fornell-Larcker criterion

Variabel	Manners	Short Story Writing Skills	Social Value
Manners (A)	0,850		
Short Story Writing Skills (C)	0,824	0,833	
Social Value (S)	0,800	0,824	0,862

Source: SmartPLS 4 output

Tabel 6. Nilai AVE dan Akar AVE

Variabel	AVE	$\sqrt{\text{AVE}}$	Description
Manners (A)	0,722	0,850	VALID
Short Story Writing Skills (C)	0,693	0,833	VALID
Social Value (S)	0,743	0,862	VALID

Source: SmartPLS 4 output

Based on the data in Tables 5 and 6, it can be concluded that the AVE root value for each construct is higher than the correlation between constructs. These results indicate that all variables in the study have met the criteria for discriminant validity well.

Reliability Test

The aim of the reliability test is to assess the level of consistency, precision and accuracy of the instrument in measuring a construct. In PLS-SEM, reliability is generally evaluated using Cronbach's Alpha and Composite Reliability, with Composite Reliability considered more capable of accurately describing construct reliability (Prasetyo, 2025). A construct is declared reliable if it has a Composite Reliability value greater than 0.70. The results of construct reliability testing in this study are presented in the following table.

Tabel 7. Nilai Composite Reliability

Variabel	Composite Reliability (ρ_c)	Description
Manners (A)	0,940	RELIABEL
Short Story Writing Skills (C)	0,918	RELIABEL
Social Value (S)	0,945	RELIABEL

Source: SmartPLS 4 output

Based on the test results, all constructs had Composite Reliability values above 0.70, with the lowest value of 0.918 for the short story writing skill variable. These results indicate that all constructs have met the reliability criteria, thus the research instrument is declared consistent and reliable in measuring each construct studied.

Structural Model Test Results (Inner Model)

After the measurement model (outer model) is declared to meet the validity and reliability criteria, the next stage is to evaluate the structural model (inner model) in PLS-SEM. This analysis aims to test the relationship between constructs and obtain empirical evidence that supports the proposed theoretical model, especially the causal relationship between exogenous constructs and endogenous constructs (Purwanto, Setiawan Joko, 2025) The results of testing the structural model in this research are presented as follows.

R-Square Value (Coefficient of Determination)

The R-Square (R^2) value is used to measure the ability of exogenous constructs to explain variations in endogenous constructs. This evaluation was carried out to determine the level of predictive power of the structural model. In general, an R^2 value of 0.75 indicates a strong model, 0.50 indicates a moderate model, and 0.25 indicates a weak model (Akmal et al., 2026). In this research, Social Values and Characters act as exogenous constructs that influence Short Story Writing Skills as an endogenous construct. Thus, the R^2 value is used to show how much variation in Short Story Writing Skills can be explained by these two variables. The R-Square test results are presented in the following table.

Tabel 1. *R-square*

Variabel	R-square	R-Square adjusted
Short Story Writing Skills	0,755	0,737

Source: *SmartPLS 4 output*

The R-Square value of 0.755 indicates that the Social Values and Characters variables are able to explain 75.5% of the variation in the Short Story Writing Skills variable, while the remaining 24.5% is influenced by other factors outside the research model. This value is included in the strong category because it is above 0.75 (Akmal et al., 2026). Apart from that, the Adjusted R-Square value is 0.737 which is not much different from the R-Square value, indicating that the model has a good level of stability. Thus, it can be concluded that the structural model in this research has strong predictive ability in explaining the Short Story Writing Skill variable.

F-Square Value (Effect Size)

The f-square (f^2) value is used to measure the magnitude of the influence of an exogenous construct on an endogenous construct by observing the change in the R-square value when the construct is removed from the model. This test aims to determine the substantive contribution of each construct in explaining the endogenous variable. In general, f^2 values of 0.02, 0.15, and 0.35 indicate small, medium, and large effects, respectively, while values below 0.02 indicate no effect (Alam et al., n.d.). The results of the f-square test in this study are presented in the following table.

9. Nilai *F-square*

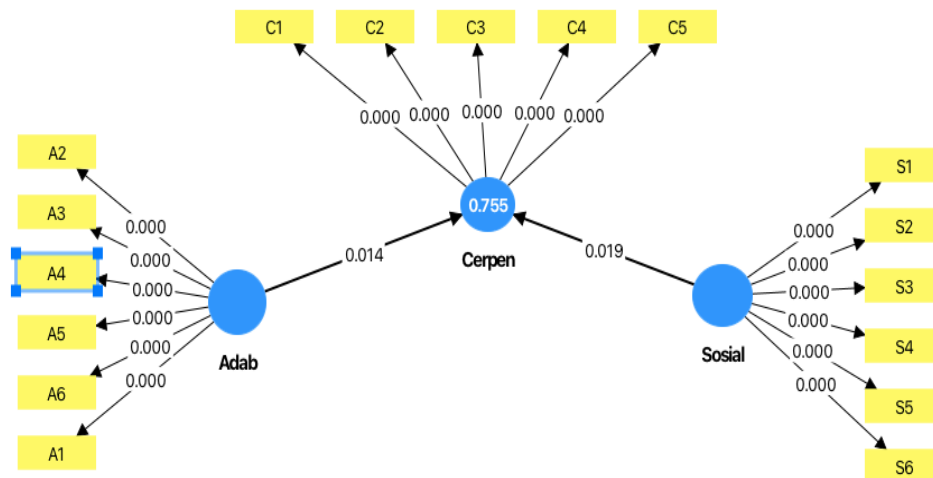
Variabel	Short Story Writing Skills
Characters	0,308
Nilai Sosial	0,308

Sumber: *Ouput SmartPLS 4*

The results of the f-square test show that the Characters and Social Values variables each have a value of 0.308 on Short Story Writing Skills. Based on the criteria used, this value is included in the medium effect category because it is in the range of 0.15 to 0.35. These findings indicate that the two variables provide a strong and significant contribution in explaining variations in Short Story Writing Skills. Thus, Characters and Social Values have an important role in the research model, although their influence has not yet reached the large effect category.

Uji Hipotesis

Hypothesis testing in Structural Equation Modeling Partial Least Square (SEM-PLS) is carried out using the bootstrapping method to assess the significance of the influence between variables through the T-statistic value and p-value



Picture 2. hipotesis SmartPLS.4

Test criteria refer to Hair et al (2019). Yamin, (2025), namely T-statistic > 1.96 and p-value < 0.05. The results of hypothesis testing are presented in the following table;

Table 10. Hypothesis Test Values

Variabel	Original Sampel (O)	T Statistics (O/STDEV)	P Value	Description
H1: A → C	0,458	2,469	0,014	accepted
H2 : S→C	0,458	2,356	0,019	accepted

Source: SmartPLS 4 Output

Information: A= And, B= Social, C= Short Story Writing Skills

Based on the results of hypothesis testing, the two hypotheses in this study were declared accepted. The Characters variable has a path coefficient of 0.458 with a T-statistic value of 2.469 and a p-value of 0.014. Because the p-value < 0.05 and T-statistic > 1.96, Characters has a positive and significant effect on Short Story Writing Skills, so H1 is accepted. Furthermore, the Social Value variable has a path coefficient of 0.458 with a T-statistic value of 2.356 and a p-value of 0.019. Because the p-value < 0.05 and T-statistic > 1.96, Social Value also has a positive and significant effect on Short Story Writing Skills, so H2 is accepted. Thus, the two independent variables are proven to have a positive and significant influence on short story writing skills.

DISCUSSION

The Relationship between Social Values and Short Story Writing Skills

The PLS-SEM results indicate a positive and statistically significant relationship between social values and short story writing skills ($\beta = 0.458$, $t = 2.356$, $p = 0.019$). This finding suggests that students with stronger social values tend to demonstrate better short story writing skills within the context of this study. However, because the data were collected cross-sectionally, this result should be interpreted as an association rather than evidence that social values directly cause improvements in writing skills. This finding can be understood from the role of social experience in the development of ideas for literary writing. Social values in this study include empathy, cooperation, social responsibility, concern for the social environment, respect for others, and honesty in interaction. These dimensions may provide students with experiences and perspectives that can be used when developing story content. For example, interaction with peers, family, and the surrounding community can provide material for developing characters, conflicts, and social situations in short stories. This interpretation is consistent with the social constructivist perspective, which views learning as developing through interaction and experience within a social environment.

The finding also supports previous research emphasizing the relationship between social awareness, empathy, and literary learning. For example, reported that short story learning can be used to develop students' social awareness and empathy. Demonstrate that short stories can represent social values through characters, conflicts, and resolutions. However, the present study extends this discussion by empirically examining social values as a latent construct within a PLS-SEM model rather than discussing social values only as content represented in literary texts. The coefficient of 0.458 indicates a moderate positive structural relationship in this model, although its magnitude should not be interpreted as evidence that social values alone determine students' writing performance (Suciati & Silitonga, 2026).

The outer loadings of the social-value indicators show how well the indicators represent the social-values construct, rather than showing that a particular indicator directly improves writing skills. Therefore, the relatively high loading of some indicators should not be interpreted as evidence that those specific indicators independently predict writing performance. The structural result supports the relationship between the social-values construct as a whole and short story writing skills. An alternative explanation should also be considered when interpreting this relationship. Although the findings indicate a significant association between Social Values and short story writing skills, the cross-sectional design does not allow the study to determine whether Social Values directly contribute to students' writing performance. Other factors may also contribute to the observed relationship between Characters and short story writing skills. Students' writing performance may be associated with factors such as previous writing experience, reading exposure, language proficiency, motivation, and teacher support. Because the present study used a cross-sectional design, the findings cannot establish whether stronger Characters lead to better writing performance or whether students with stronger writing abilities are also more likely to demonstrate positive character-related behaviors. The possibility of reciprocal or unmeasured influences should therefore be considered. Furthermore, the use of a relatively small sample from a single class limits the extent to which these findings can be generalized to other student populations and educational settings.

The Relationship between Characters and Short Story Writing Skills

The results also show a positive and statistically significant relationship between Characters and short story writing skills ($\beta = 0.458$, $t = 2.469$, $p = 0.014$). This result indicates that students with stronger Characters tend to demonstrate better short story writing skills in the research context. Nevertheless, the finding does not establish a causal relationship

because the study used a cross-sectional design. Characters in this study is represented by politeness in language, respect, responsibility for tasks, honesty in academic work, self-discipline, and self-control. These characteristics may create learning behaviors that are supportive of writing activities, such as completing writing tasks responsibly, controlling language use, and considering the effects of ideas expressed in a story. From the perspective of character education, the development of moral and ethical values is an important part of education because learning is not limited to academic achievement but also involves the development of responsible attitudes and behavior.

The present finding is conceptually consistent with previous studies that emphasize the role of character and values in language and literary learning. Mu, (2021) Discusses the potential of literature learning to develop language skills while strengthening students' character. Similarly connects short story writing activities with character development. However, these studies do not provide the same statistical model as the present study. Therefore, the current finding should be viewed as additional empirical evidence of an association between students' Characters and their writing skills rather than as confirmation that Characters causes better writing performance. The magnitude of the relationship is also important to interpret carefully. The path coefficient of 0.458 indicates a positive relationship, while the p-value indicates that the relationship is statistically significant under the criteria used in the study. The f^2 value of 0.308 indicates a medium effect size, describing the substantive contribution of Characters to the endogenous construct. It does not mean that Characters is itself statistically significant because statistical significance is determined from the bootstrapping results.

The relationship may also be influenced by factors that were not examined. Students who are more disciplined and responsible may also be more likely to practice writing, complete assignments, read literary works, or respond positively to questionnaires. Thus, the observed relationship may partly reflect broader learning behaviors rather than a direct contribution of Characters to writing ability. This possibility indicates the need for future studies to include variables such as reading interest, writing experience, vocabulary mastery, learning motivation, and teacher support.

The Combined Explanatory Contribution of Social Values and Characters

The structural model shows an R^2 value of 0.755 and an adjusted R^2 value of 0.737 for short story writing skills. This means that the two predictor constructs together account for 75.5% of the variance in the endogenous construct within the model, while 24.5% is associated with factors outside the model. The relatively high R^2 indicates that the model has substantial explanatory capacity in the specific research context. However, this result should not be described as evidence of a statistically significant "simultaneous effect." The available hypothesis-testing results report the significance of the individual paths from Characters to Short Story Writing Skills and from Social Values to Short Story Writing Skills. They do not provide a separate statistical test of joint or simultaneous significance. Therefore, the R^2 value should be interpreted as the combined explanatory capacity of the predictors in the structural model, not as a separate test proving a significant simultaneous effect.

The findings suggest that social and character dimensions may be relevant when understanding students' short story writing skills. Social values can provide students with experiences and perspectives that may become material for literary expression, while Characters may be associated with responsible and ethically oriented learning behavior. This interpretation is compatible with social constructivism and character education, but the findings do not demonstrate that either theory is the sole explanation for students' writing performance. The results also need to be interpreted in light of the study's limitations. The sample consisted of only 30 students from one class, so the findings should not be generalized to students in other schools or educational settings without further evidence. The cross-sectional design also prevents conclusions about changes over time or causal direction. In addition, the possibility of common-method bias and reverse or reciprocal relationships cannot be excluded. For example, students with stronger writing skills may also have greater confidence in evaluating their own social behavior and Characters. These alternative explanations require further investigation using larger samples, longitudinal designs, and multiple sources of data.

Theoretical Implications

The findings provide empirical support for discussing short story writing as a skill that may be associated not only with linguistic competence but also with students' social and character-related dimensions. The results are broadly compatible with social constructivism because students' social experiences can provide contexts from which ideas and meanings are developed. They are also consistent with character education because Characters represents values and behavioral dispositions that may accompany students' learning processes. However, the findings should not be interpreted as direct empirical confirmation of the causal mechanisms proposed by these theories. Rather, the results provide evidence that is consistent with the theoretical perspective and encourage further investigation into how social interaction, character development, and literary writing are connected.

Practical Implications

For teachers, the findings suggest that short story writing activities can be designed to provide opportunities for students to draw on social experiences and reflect on values. Classroom activities may include discussions of everyday social situations, character perspectives, cooperation, responsibility, and moral dilemmas before students begin writing. Teachers can also provide opportunities for students to discuss and revise their stories so that they develop both writing skills and awareness of the social and ethical dimensions of their work. These implications should be understood as pedagogical possibilities rather than evidence that strengthening social values or Characters will necessarily cause an improvement in writing performance. More controlled or longitudinal research is needed to determine whether specific instructional interventions targeting these dimensions actually produce measurable improvements in short story writing skills.

CONCLUSION

This study concludes that social values and Characters are positively and statistically significantly associated with students' short story writing skills. The relationship between social values and short story writing skills is statistically significant ($\beta = 0.458$, $t = 2.356$, $p = 0.019$), while the relationship between Characters and short story writing skills is also statistically significant ($\beta = 0.458$, $t = 2.469$, $p = 0.014$). The structural model produces an R^2 value of 0.755, indicating that social values and Characters together explain 75.5% of the variance in short story writing skills within the studied sample. However, this value represents the explanatory capacity of the model and should not be interpreted as evidence of a statistically significant simultaneous effect.

We interpret these findings as evidence of meaningful associations between students' social and character-related dimensions and their short story writing skills, rather than as evidence of causal effects. The findings may have practical relevance for teachers by encouraging writing activities that connect students' social experiences, values, and character development with literary expression. Nevertheless, the findings are limited by the small sample of 30 students from one class, the cross-sectional research design, the use of self-report measures for social values and Characters, and the restricted study setting. These limitations reduce the generalizability of the findings and prevent conclusions about causal relationships.

Future studies should involve larger and more diverse samples, longitudinal or experimental designs, and direct assessment of students' writing performance. Further research may also incorporate other factors such as reading habits, writing experience, vocabulary mastery, learning motivation, and teacher support to obtain a more comprehensive understanding of the factors associated with short story writing skills.

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