



# Implementation of Modeling Training to Optimize Children's Talent Potential in Elementary Education

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## Abstract

This study aims to analyze the implementation of a modeling training program in optimizing the talent potential of elementary school students at Rossy's Entertainment. The background of this study is based on the importance of developing non-academic talents as part of fostering character, self-confidence, and social skills in children from an early age. The study employs a qualitative approach using the case study method. Data collection techniques include observation, in-depth interviews with trainers and students, and documentation of training activities. Data analysis was conducted interactively through data reduction, data presentation, and drawing conclusions. The results of the study indicate that the modeling training program was implemented systematically through stages covering an introduction to the basics of modeling, training in catwalk techniques and facial expressions, as well as mental strengthening and building self-confidence. This program has proven effective in optimizing children's potential, particularly in terms of self-confidence, communication skills, and self-expression. Furthermore, the role of professional trainers and a supportive training environment were key factors contributing to the program's success. These findings confirm that modeling training can serve as an alternative strategy for the holistic development of children's talents. The implications of this research are expected to serve as a reference for nonformal educational institutions in designing innovative and sustainable programs for the development of children's talents.

## INTRODUCTION

Education for elementary school-aged children is not solely focused on academic achievement but also encompasses the development of non-academic potential, which plays a crucial role in shaping children's character, personality, and social skills (Zahra et al., 2025). In the modern educational paradigm, the holistic development of children's potential is a primary focus that must be addressed by various educational institutions, both formal and non-formal (Afriyanto & Anandari, 2024). This is in line with the concept of 21st-century

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education, which emphasizes the importance of communication skills, creativity, collaboration, and critical thinking as the foundation for addressing global challenges (Arodani & Firdausy, 2025; Trilling & Fadel, 2020).

One form of non-academic potential development that is currently gaining momentum is modeling training for children (Amri, 2026). Modeling is no longer viewed merely as an entertainment activity or an industry in and of itself, but has become an educational medium that can help children develop self-confidence, communication skills, and self-expression (Pajrini, 2024). Modeling activities involve various aspects of child development, such as motor skills (through catwalk practice), emotional development (through managing expressions and self-confidence), and social development (through interaction with coaches and peers) (Sari, 2025). Thus, modeling can serve as an innovative strategy for comprehensively optimizing a child's potential and talents.

In the context of children's education, talent is an innate potential that needs to be developed through appropriate and sustained stimulation. According to recent research, the development of talent from an early age has a significant impact on an individual's future success, particularly in building self-efficacy and self-identity (Purba & Haryadi, 2025; Subotnik et al., 2021). Therefore, structured and systematic training programs are needed to optimize this potential. One institution playing a key role in this regard is a modeling training agency like Rossy's Entertainment, which offers specialized training programs for children to develop their talents in the field of modeling.

As a children's modeling training agency, Rossy's Entertainment plays a strategic role in providing a platform for focused and professional talent development. The training programs are designed not only to focus on modeling techniques but also to include mental coaching, character building, and the development of children's social skills. This is particularly important given that elementary school-aged children are at a crucial stage of development in terms of forming their self-concept and self-confidence (Anindya et al., 2025; Santrock, 2021). A supportive and conducive training environment will provide children with a meaningful learning experience (Abdullah et al., 2025).

However, in practice, developing children's talents in the field of modeling still faces various challenges. One of the main challenges is the public's lack of understanding regarding the educational value of modeling activities. Many parents still view modeling as an activity that is not particularly relevant to their children's education. Additionally, there are concerns regarding the exploitation of children in the modeling industry, making it necessary to adopt an appropriate approach to ensure that these activities remain focused on the best interests of the child.

On the other hand, research on the implementation of modeling training programs for elementary school children remains relatively limited, particularly in the context of non-formal education in Indonesia. Most studies focus on the development of academic or artistic talents, such as music and dance, while the field of modeling has not been extensively explored scientifically. In fact, modeling has great potential as an innovative and enjoyable learning medium for children.

Several recent studies indicate that performance-based activities such as modeling can significantly improve children's self-confidence and social skills (Kim & Park, 2022; Tamami & Mijianti, 2025). Furthermore, the experiential learning approach in modeling training can also help children develop

nonverbal communication skills and emotional regulation (Gysbers & Henderson, 2014; Ningsih et al., 2026). This suggests that modeling has high educational value when properly managed.

From the perspective of child development theory, modeling activities can be linked to the theory of social constructivism proposed by Vygotsky, in which children learn through social interaction and direct experience (Amahorseya & Mardiyah, 2023). Through modeling training, children not only learn walking or posing techniques but also learn to interact, collaborate, and understand social norms within a group setting (Sulianta, 2020). Thus, modeling can serve as an effective means of contextual learning.

Furthermore, in the context of character education, modeling activities can also help instill positive values such as discipline, responsibility, hard work, and self-confidence (Putra et al., 2025). These values are an essential part of shaping children's character with integrity. Research by Lickona, (2019) confirms that effective character education must involve meaningful, direct experiences for children so that these values can be internalized optimally.

Based on the above discussion, it can be concluded that modeling training has great potential for optimizing the talents of elementary school children, in terms of cognitive, affective, and psychomotor aspects. However, a more in-depth study is needed regarding how the modeling training program is implemented and the extent of its effectiveness in developing children's potential.

Therefore, this study is important to provide a comprehensive overview of the implementation of the modeling training program at Rossy's Entertainment. This study is expected to contribute theoretically to the development of educational science, particularly in the fields of non-formal education and the development of children's talents. Additionally, the results of this study are also expected to serve as a practical reference for training institutions, educators, and parents in optimally developing children's potential.

## METHODS

This study employs a qualitative approach using a case study design to gain an in-depth understanding of the implementation of a modeling training program aimed at optimizing the talent potential of elementary school students at Rossy's Entertainment (Poltak & Widjaja, 2024). This approach was chosen because it allows for a holistic, contextual, and naturalistic exploration of the phenomenon in accordance with actual field conditions (Aryasutha et al., 2025; Creswell, 2014; Engkizar et al., 2022; 2025; Htay et al., 2025; Jaafar et al., 2025; Kasmar et al., 2019). The research subjects consisted of trainers, students (elementary school-aged children), and parents involved in the training program. Subjects were selected through purposive sampling, taking into account their active involvement in modeling training activities. The research was conducted at Rossy's Entertainment, a modeling training institution for children.

Data collection was conducted using three main methods: participatory observation, in-depth interviews, and documentation. Observation was used to directly observe the training process, interactions between trainers and participants, and the dynamics of modeling activities. In-depth interviews were conducted using a semi-structured approach to gather information regarding participants' experiences, perceptions, and the program's impact on children's talent development. Meanwhile, documentation included photographs of the activities, training videos, and the curriculum or training modules used. Data

analysis employed the Miles and Huberman interactive model, which comprises three stages: data reduction, data presentation, and drawing conclusions (Engkizar et al., 2017; 2025; Miles et al., 2019; Oktavia et al., 2023; Sabrina et al., 2022). To ensure data validity, this study employed source and method triangulation, as well as member checking with informants to verify the validity of the findings (Nurfajriani et al., 2024).

## RESULT AND DISCUSSION

Based on the results of research conducted through observation, in-depth interviews, and documentation, the modeling training program at Rossy's Entertainment is carried out in a structured and systematic manner. The program is designed not only as a means of developing technical modeling skills, but also as a medium for the comprehensive development of the children's character and personal potential.

The results of the observation show that the training sessions are conducted regularly with clearly defined segments, including warm-ups, basic technique training, catwalk practice, expression exercises, and evaluations. Each training session is designed in accordance with the developmental stages of elementary school children, ensuring that the learning process is enjoyable and does not cause psychological stress. In an interview with the trainer, it was revealed that the training curriculum is structured in stages, beginning with an introduction to the basics of modeling and progressing to the development of on-stage performance skills. The trainer emphasized that the primary goal of the training is not merely to produce professional models, but to build the children's self-confidence and courage in self-expression.

Documentation of the activities also shows a variety of teaching methods used, such as demonstrations, simulations, role-playing, and group exercises. This indicates that the training program has adopted an active, student-centered learning approach. This finding aligns with the concept of experiential learning, which emphasizes the importance of learners' direct involvement in the learning process. Thus, the implementation of the modeling training program at Rossy's Entertainment can be categorized as an innovative nonformal educational practice that is adaptive to children's developmental needs.

### Stages of the Modeling Training Program Implementation

First, the Basic Introduction to Modeling Stage. The initial stage of training focuses on introducing basic modeling concepts, including posture, how to walk, and etiquette regarding appearance. At this stage, children are introduced to various basic terms in the modeling world in a simple and easy-to-understand manner. Interview results indicate that the approach used in this stage is persuasive and communicative. Trainers strive to create a comfortable atmosphere so that children do not feel awkward or afraid. Children are given the opportunity to try things out freely without pressure to perform perfectly.

Based on the observations, it was evident that most children became more confident about performing in front of their peers after participating in several training sessions. This indicates that the introductory stage plays a crucial role in building children's psychological foundation.

Second, the technical development stage (catwalk and facial expressions). At this stage, training focuses on mastering catwalk techniques and facial expressions. The children were trained to walk with good posture, maintain their balance, and display expressions appropriate to the theme. The trainers used demonstrations and repetitive practice to help the children understand the techniques being taught. Additionally, the use of mirrors as a learning tool helped the children evaluate their own performances independently.

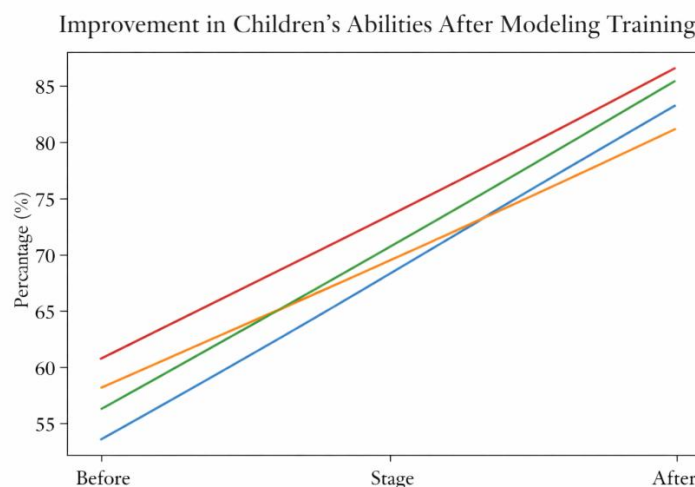
The research findings show that children who participated in regular training experienced significant improvements in motor coordination and self-expression. They became more confident and were able to perform better than before participating in the training.

Third, the stage of mental strengthening and self-confidence. This stage is an important part of the training program, in which children are given motivation and mental coaching to overcome fear and lack of self-confidence. Coaches provide emotional support and positive feedback to boost the children's self-confidence. Based on interview results, parents also noticed positive changes in their children, such as the courage to speak in public and improved social interaction. This indicates that modeling training has a broad impact not only on technical aspects but also on children's social-emotional development.

Fourth, the evaluation and performance stage. The final stage of the training program consists of evaluation and public performances, such as fashion shows or internal events. These activities aim to assess the children's abilities and provide them with real-world experience in the modeling industry. Observations show that children who participated in these events demonstrated significant improvements in self-confidence and self-expression. They were able to apply the techniques they had learned effectively.

Implications of the Program for the Development of Children's Talents: First, an increase in self-confidence. One of the main findings of this study is the increase in children's self-confidence after participating in the modeling training program. Children who were previously shy became more courageous when appearing in public. This is reinforced by interview results with parents who stated that their children became more active and confident in various situations, both at school and in social settings.

Second is the development of social skills. The training program also contributes to improving children's social skills. Through interactions with trainers and peers, children learn to cooperate, respect others, and communicate effectively. Third is the enhancement of self-expression and creativity. Modeling activities provide a space for children to express themselves creatively. Children learn to use facial expressions and body movements in accordance with the given theme. Fourth is the development of kinesthetic intelligence. Modeling training involves physical activities that can improve children's body coordination and balance. This contributes to the development of kinesthetic intelligence.



**Fig 1. Graph Showing Improvements in Children's Abilities After Modeling Training**

The graph above shows a consistent upward trend across all indicators, demonstrating that the modeling training program has a positive and balanced



impact on children's development. This indicates that the training does not focus solely on a specific aspect but is capable of developing children's potential holistically.

**Table 1. Improvement in Children's Abilities After Participating in Modeling Training**

| No | Ability Aspect               | Before (%) | After (%) | Increase (%) |
|----|------------------------------|------------|-----------|--------------|
| 1  | Self-Confidence              | 55         | 85        | 30           |
| 2  | Social Skills                | 60         | 83        | 23           |
| 3  | Self-Expression & Creativity | 58         | 87        | 29           |
| 4  | Kinesthetic Intelligence     | 62         | 88        | 26           |

The table and graph above show a significant improvement in all aspects of the children's abilities after participating in the modeling training program at Rossy's Entertainment. The greatest improvement was seen in self-confidence (30%), followed by self-expression and creativity (29%), kinesthetic intelligence (26%), and social skills (23%).

### Supporting and Hindering Factors

Supporting factors in the development of children's talent potential include: professional trainer competence, a conducive training environment, parental support, and a structured training curriculum. Meanwhile, hindering factors in the development of children's talent potential include: differences in children's self-confidence levels, limited practice time, and negative public perceptions of child modeling.

The discussion of these research findings indicates that the modeling training program at Rossy's Entertainment makes a significant contribution to optimizing the talent potential of elementary school children. These findings align with modern educational theory, which emphasizes the importance of holistic development of children's potential. From a learning theory perspective, this program reflects a constructivist approach, in which children construct knowledge through direct experience. This is evident in the use of practical exercises and simulations during training.

Furthermore, the research results also support previous findings stating that arts- and performance-based activities can enhance children's self-confidence and social skills. In this context, modeling can be viewed as an effective learning medium that is relevant to contemporary developments. Practically speaking, this study implies that non-formal educational institutions need to develop training programs that focus not only on technical skills but also on the development of children's character and soft skills.

Furthermore, this study also shows that the program's success is greatly influenced by the role of coaches and environmental support. Therefore, it is necessary to improve the quality of coaches and foster synergy among institutions, parents, and the community. Overall, this study found that: The modeling training program was implemented in a systematic and structured manner; the program was able to holistically optimize children's potential; there was a significant improvement in self-confidence, social skills, and creativity; and the program's success was influenced by both internal and external factors.

### CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the modeling training program at Rossy's Entertainment is systematic, structured, and oriented toward the holistic development of children's potential. The training program not only

emphasizes the mastery of modeling techniques such as catwalking and facial expressions but also includes mental coaching, building self-confidence, and developing social skills among elementary school children. The research results show that the modeling training program has a significant positive impact on optimizing children's talents. This is demonstrated through improvements in self-confidence, communication skills, self-expression, and kinesthetic intelligence. The research data gathered through observation, interviews, and simple quantitative analysis indicate consistent improvement among all training participants after regularly attending the program.

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