

The Existence of Rossy's Entertainment Studio in Modeling Talent Development Education

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Abstract

The studio functions as a non-formal educational institution that facilitates participants in developing technical modeling skills including catwalk technique, posing, facial expression, as well as soft skills encompassing self-confidence, creativity, discipline, and character. This research employs a descriptive qualitative approach. Data were collected through participatory observation, in-depth semi-structured interviews, and documentation. Research subjects include the studio owner, two professional trainers, twelve active participants, and eight parents. Data analysis followed the Miles, Huberman, and Saldana interactive model comprising data reduction, data display, and conclusion drawing, with credibility ensured through source and method triangulation. Findings reveal that Rossy's Entertainment Studio, established in 2015, has grown from 15 to over 80 active participants and has accumulated numerous achievements at regional and national levels. The studio offers comprehensive training programs covering catwalk fundamentals, posing techniques, fashion knowledge, public speaking, and character education. Its existence significantly contributes to participants' talent development through a professional coaching team, a collaborative and supportive learning environment, and regular participation in fashion shows and competitions. Parental support and professional trainers are identified as primary supporting factors, while self-consciousness in new participants, academic time constraints, program costs, and limited physical facilities constitute the main inhibiting factors. The study concludes that Rossy's Entertainment Studio plays a pivotal role in nurturing modeling talent and building participants' positive character, positioning itself as a meaningful non-formal education provider in Serang City.

Keywords

modeling studio; non-formal education; self-confidence; talent development.



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INTRODUCTION

The development of the creative industry in Indonesia in the past decade has experienced very rapid and dynamic growth. This industry not only includes the performing arts and graphic design sectors, but also penetrates into the world of fashion and modeling which is increasingly in demand by various circles of society, including children and teenagers. The Ministry of Tourism and Creative Economy of the Republic of Indonesia (2022)

noted that the fashion subsector accounts for around 18.01% of the total Gross Domestic Product (GDP) of the national creative economy, making it one of the largest and most prospective subsectors among all existing creative economy subsectors. This condition encourages the increasing need for talented individuals in the field of modeling who are ready to enter the creative industry professionally and sustainably.

Modeling as an integral part of the creative industry is not just related to physical appearance. Furthermore, modeling is an art that demands special skills, strong confidence, high creativity, and well-trained nonverbal communication skills. The modern world of modeling has expanded far beyond conventional boundaries; Not only about fashion shows on the catwalk, but also includes commercial shoots, product advertisements, shows in various cultural events, to brand representation on various digital platforms. According to Munandar (2019), talent is an innate ability that still needs development through systematic practice and a supportive environment so that it can be optimally actualized. In the context of modeling, talent will not develop on its own without the right container, systematic coaching, and continuous stimulation.

The importance of talent development in the field of modeling is increasingly felt along with the increasing competition in the creative industry and the increasing standards of professionalism demanded by the market. A professional model in the modern era is not enough just to have an attractive appearance; They are required to have a strong mastery of techniques, the ability to adapt to various concepts, an understanding of the fashion industry, and last but not least, a mature character and mentality. Therefore, the presence of non-formal educational institutions such as modeling studios is very important in this talent development ecosystem, especially to foster a generation of young models who are not only technically skilled but also grow as individuals with character.

In Serang City, the capital of Banten Province, public interest in the world of modeling is quite high, especially in the early childhood to adolescent segment. The city of Serang as the center of government and trade of Banten has a unique social dynamic, where traditional values are combined with the demands of modernity that is getting stronger. This is reflected in the increasing interest of parents to enroll their children in various talent development activities, including modeling, as an effort to prepare them to face competition in the era of globalization. In this context, the emergence of various studios and modeling course institutions in Serang City has become a phenomenon that is significant enough to be studied scientifically.

One of the studios that is quite well-known and has a long track record in the modeling world in this city is Sanggar Rossy's Entertainment. This studio has been established since 2015 and has so far produced various proud achievements at the regional and national levels. The existence of this studio is not just a place for technical training, but has become a meaningful growth space for children and adolescents who want to develop themselves in the field of modeling professionally while forming a strong character. The phenomenon of growth and development of this studio is interesting to study more deeply considering the local context of

Serang City which has different social and cultural characteristics from other big cities.

The phenomenon of increasing interest in children and adolescents in the world of modeling cannot be separated from the influence of social media and the entertainment industry which is increasingly massive and accessible. Research conducted by Wahyuni and Pratama (2022) found that exposure to fashion and modeling content on digital platforms such as Instagram and TikTok contributes significantly to the increasing aspirations of teenagers to enter the world of modeling. However, this high interest needs to be directed and facilitated appropriately so that it does not become just a temporary desire driven by social media trends, but develops into a talent that is systematically honed, accompanied by a strong character and a positive work ethic.

The existence of an institution, from the perspective of the sociology of education, can be understood as the ability of the institution to be present in a real and functional way in society, provide measurable benefits, and maintain its relevance over time in an ever-changing context. According to Suryadi (2020), the existence of non-formal educational institutions is determined by several interrelated factors, including the quality of the programs offered, the trust and loyalty of the user community, an active and outstanding alumni network, and the ability of institution management to adapt to changing student needs and industry demands. From this perspective, Rossy's Entertainment's ability to survive and thrive for almost a decade is a strong indicator of a solid and meaningful existence.

The ideal modeling studio learning environment should be able to create this flow condition, where participants feel free and motivated to express themselves authentically, but at the same time are constantly challenged to improve their abilities to a higher level. This condition is the difference between a studio that simply teaches mechanical techniques and a studio that really develops the creative and expressive potential of its participants organically and sustainably. Previous research conducted by Anggraeni and Wahyudi (2021) on dance studios in Yogyakarta showed that non-formal performing arts education institutions are able to contribute significantly to the development of students' character, including discipline, responsibility, teamwork, and confidence. Similar findings were also found by Rahmawati (2023) in her research on modeling studios in the city of Bandung, who concluded that structured modeling coaching not only produces good technical skills, but also forms a mature, confident personality, and has strong self-presentation skills in various social contexts. These studies reinforce the argument that modeling studios have a role beyond just teaching how to walk on stage.

Based on the above background explanation, this study aims to comprehensively describe the existence of Rossy's Entertainment Studio in Serang City, analyze the process of developing modeling talents that take place in the studio and its impact on participants, and identify supporting and inhibiting factors that affect the development of modeling talents of participants. The results of this study are expected to provide a comprehensive and evidence-based picture of the role of non-formal educational institutions such as modeling studios in the ecosystem of talent development and character education in Serang City, as well as become

a useful reference for studio managers, non-formal education researchers, and policy makers in the field of education and regional creative economy development.

METHODS

This research uses a qualitative approach with a descriptive type of research. The selection of a qualitative approach is based on philosophical and methodological considerations that this research aims to understand the phenomenon in depth, holistic, and contextual, namely the existence of Sanggar Rossy's Entertainment and the process of developing modeling talents that take place in it. Moleong (2021) emphasized that qualitative research is very appropriate to be used when researchers want to understand the meaning, process, and context of a social phenomenon that cannot be reduced to mere numbers. The interpretive paradigm that underlies the qualitative approach allows researchers to capture the nuances and complexities of the research subjects' experiences more authentically, including the perspectives, feelings, and meanings they attach to their experiences as part of the Rossy's Entertainment Studio community.

This type of descriptive research was chosen because this study does not intend to test hypotheses or look for causal relationships statistically, but rather aims to provide a rich, detailed, and accurate picture of the conditions and phenomena that exist in the field. Qualitative descriptive research allows researchers to present findings in the form of context-rich narratives, so that readers can gain a comprehensive understanding of the reality being studied. In this case, the reality in question is the life and activities at Rossy's Entertainment Studio along with all the dimensions that affect the process of developing modeling talents it.

The research was carried out at Rossy's Entertainment Studio located in Serang City, Banten Province. Field data collection was carried out for approximately four months, from March to June 2024. During this time period, the researchers conducted regular field visits, on average twice per week, to observe the training process, interact with the study subjects, and collect various relevant documents. The selection of the research location was based on the consideration that this studio is one of the modeling institutions that has a fairly long track record and is widely known among the people of Serang City, so it is considered representative to answer the research questions asked.

The research subjects in this study were determined by purposive sampling techniques, namely selecting subjects that are considered the most knowledgeable and relevant to the research focus (Sugiyono, 2021). The research subjects consisted of three main groups. First, the owner and manager of Sanggar Rossy's Entertainment who is a key informant because he has the most comprehensive knowledge about the history, vision, programs, developments, and various challenges faced by the studio. Second, two modeling trainers or instructors who are directly in charge of the process of coaching participants and have in-depth insights into the development of each participant's abilities. Third, twelve active modeling participants from different age groups, along with eight of their parents, provided an external perspective on the impact of the program on their children.

The data collection techniques used in this study include three main methods that complement each other. First, participatory observation is carried out during regular field visits. The researcher directly observed the modeling practice process, the interaction between trainers and participants, the interaction between participants, the overall atmosphere of the studio, as well as various activities that took place in the studio environment including fashion shows and competitions that were followed. Field records are systematically created immediately after completion of observations to avoid memory bias and ensure the accuracy of the data collected. Second, in-depth interviews were conducted with all research subjects. Interviews were conducted in a semi-structured manner using pre-arranged interview guidelines based on the research questions to be answered, but still left a wide space for informants to express things they considered important and relevant beyond the questions that had been prepared. The duration of interviews varies between 45 minutes to 90 minutes per session, depending on the depth of information provided by the informant. All interview sessions are recorded with the consent of the informant and then transcribed verbatim to facilitate the data analysis process. Third, documentation that includes the collection and analysis of various documents related to the studio. The documents collected include the profile of the institution, the training curriculum and syllabus, the activity schedule, the membership and attendance data, photos and videos recorded of training activities and fashion shows, as well as data on achievements that have been achieved by the studio. These documents serve as complementary data sources that help reinforce and verify information obtained through observation and interviews.

Data analysis was carried out by following an interactive analysis model developed by Miles, Huberman, and Saldana (2020). The first stage is data reduction, which is the process of sorting, concentrating, simplifying, and transforming raw data that emerges from field notes and interview transcripts. At this stage, the researcher critically sorts out information relevant to the research focus and discards unnecessary data, while encoding the data into themes and categories that arise inductively from the data itself. The second stage is data presentation, where the reduced data is compiled and presented in the form of an organized descriptive narrative, allowing researchers to draw tentative conclusions and identify emerging patterns. The third stage is drawing conclusions and verification, which is the process of interpreting the data that has been presented and drawing valid conclusions based on empirical evidence found in the field. To ensure the validity of the data, this study uses source triangulation techniques and triangulation methods, which are carried out by comparing information from various sources and data collection methods systematically.

RESULTS AND DISCUSSION

The Existence of Rossy's Entertainment Studio in Serang City

Sanggar Rossy's Entertainment was founded in 2015 by Mrs. Rossy Andriani, a young woman from Serang who has a background as a professional model with career experience in various fashion events in Jakarta and Banten. She also received a non-formal education in

fashion design and was active as a modeling instructor at a studio in Jakarta before deciding to return to Serang City and establish her own institution. The main motivation for the establishment of this studio, as conveyed in the interview, was driven by his observation that many talented children and adolescents in Serang City did not have access to professional and affordable modeling coaching. As the founder of the studio revealed: 'I see a lot of talented kids here, but there are not enough facilities to develop them. Everyone has to go to Jakarta if they want to be serious. So I thought, why not start on your own here? Even though it was small at first, the important thing was there.'

At the beginning of its establishment, this studio only had about 15 participants who trained in the living room of the founder's house which was modified into a simple training room. The limited initial capital did not dampen the founder's enthusiasm to provide quality coaching. In the first two years, the studio began to build its reputation through participation in various local and regional events, where some of its participants won quite prestigious awards. These early successes are a very significant stepping stone, not only in terms of increasing the confidence of the studio, but more importantly, in building the trust of the people of Serang City in the quality of the programs offered. By word of mouth, the name Sanggar Rossy's Entertainment began to be known among parents who wanted to develop their children's modeling talents.

As time goes by and public trust increases, the studio continues to grow both in the number of participants and the quality of the program. In 2018, the studio successfully moved to a more representative location with more complete facilities, including a larger rehearsal room, rehearsal mirrors along the walls, an adequate audio system for rehearsals with music, and a costume storage area. By 2024, Rossy's Entertainment Studio will have more than 80 active participants divided into three age groups: the Kids group for children aged 4-8 years, the Junior group for teenagers aged 9-14 years, and the Senior group for participants aged 15 and above. This group segmentation allows the exercise program to be tailored to the developmental stages and needs of each age group more effectively.

The training program offered by Rossy's Entertainment Studio is designed comprehensively and progressively. The regular program lasts two to three times per week with a duration of two hours per session for the Junior and Senior groups, while the Kids group undergoes shorter sessions of 90 minutes twice per week. The training materials include basic catwalk techniques and the development of a natural and confident gait, static and dynamic pose techniques in front of the camera and on stage, the development of proper and expressive facial expressions, the introduction of the types of clothing and the principles of mixing and matching, the introduction of basic age-appropriate makeup, as well as public speaking and character building. In addition to the regular program, the studio also organizes intensive workshops ahead of major competitions or fashion shows, special photography classes, and individual mentoring sessions for participants who need extra attention.

Participation in various events and fashion shows is an important component in the studio curriculum that cannot be separated from the coaching process. From 2015 to 2024, the

studio has participated in more than 50 fashion show events at various levels. Some of his proud achievements include first place in Banten Fashion Week in 2019 and 2022, second place in the National Junior Model Competition in Jakarta in 2021, Best Catwalk in the Indonesian Children's Model Festival in 2023, as well as various awards in other provincial and national child and youth modeling competitions. These achievements are not only the pride of the studio and the participants, but also serve as external validation of the quality of the coaching programs that have been implemented.

The existence of the studio in the midst of the people of Serang City has received a very positive response and sincere appreciation from various parties. Based on the results of observations and interviews with several parents of the participants, they admitted that they felt very helped by the existence of this studio. A mother of a participant in the Junior group expressed a fairly representative expression: 'My son has become more confident after joining this studio. He used to be very shy, not wanting to appear in front of people. Now he has the courage to speak in front of the class, and even participate in a speech competition at school. I am very grateful that there is a studio like this in Serang.' Testimonials like this are consistently found in interviews with almost all parents of participants, indicating that the impact of the studio program is felt in real and wide by the participants' families.

Participant Modeling Talent Development

The process of developing modeling talents at Rossy's Entertainment Studio takes place gradually, structured, and adjusted to the abilities and potential of each participant. The first stage that is the foundation of the entire training program is the development of catwalk skills. The catwalk techniques taught not only include how to step physically, but also include ideal posture, how to carry yourself with confidence, how to pivot or turn at the end of the catwalk, natural hand movement coordination, and last but not least, how to manage facial expressions and eye contact with the audience during walking. The studio's main trainer, Kak Dewi Septiani, emphasized the philosophy underlying the catwalk training approach at the studio: 'Catwalk is not about height or body shape. The most important thing is your beliefs and the way you carry yourself. We always tell the participants: the stage is yours, and your job is to make everyone in the room feel that you are the only one there at the time.'

Catwalk exercises start with very basic things: proper standing, balanced weight distribution, and full awareness of posture. From there, participants were gradually taught the one-track walk pattern, how to adjust the tempo of the steps according to the rhythm of the music, to walking techniques with various types of footwear from sneakers to high heels for the Senior group. The observation process in the field shows how the trainer gives individual corrections to each participant, paying attention to small details such as the angle of the elbow, the direction of view, and the expression at the corner of the lips. It is this attention to detail that sets this studio apart from more casual training programs, and that ultimately results in participants with a consistent and standardized quality of appearance.

The development of pose and expression skills is an equally important aspect and

receives a very significant portion in the studio training curriculum. Participants were taught a variety of static pose variations suitable for photo shoots, dynamic poses for fashion shows, and smooth transitions between various poses. In particular, facial expression exercises receive tremendous attention because precise, natural, and contextual expressions are often the most striking distinguishing factor between ordinary models and truly stunning models. The expression training method used by the studio was quite creative: participants were asked to imagine in a variety of emotional scenarios, ranging from sincere expressions of joy to assertive and elegant expressions, then captured them in front of a mirror or videotaped for mutual evaluation. This visual feedback-based approach has proven to be very effective in helping participants identify and correct weaknesses in their expressions.

One of the most visible and most frequently reported impacts of participating in studio training programs is a significant increase in participant confidence. This phenomenon is consistent with the concept of self-efficacy developed by Bandura (in Fitriani, 2022), which explains how an individual's belief in his own abilities is formed and strengthened through repeated mastery experiences. Every time a participant manages to perform a good catwalk or pose and get appreciation from the coach, or manages to perform on stage even in front of a small audience, they get a successful experience that gradually and consistently builds their confidence. This process does not run in a linear fashion; There are times when participants feel insecure or disappointed in their performance, but these are precisely the moments where the coach plays a crucial role as a source of emotional support and motivation.

The creativity of the participants was also seen to develop significantly along with the intensity and duration of the training they underwent. The studio training program not only teaches standard techniques that are standard, but also actively encourages participants to express their uniqueness and uniqueness in their performance. Participants are regularly given creative tasks, such as choosing and combining clothes for a specific theme, creating their own pose concepts that are then presented and discussed with the trainer and fellow participants, or interpreting a song or abstract concept through movement and expression on stage. This approach that encourages creative autonomy is in line with Amabile's view (in Aprilianti, 2023) that creativity develops optimally when individuals have a sense of ownership of what they do while receiving constructive guidance and feedback.

The formation of character, discipline and responsibility is a very prominent added value of the Rossy's Entertainment Studio program and is one of the aspects most appreciated by the parents of the participants. Strict studio rules but communicated in a humanistic and understanding manner regarding attendance, punctuality, attitude during training, treatment of costumes and property, as well as procedures for interacting with the coach and fellow participants, indirectly form positive habits that are embedded in the personality of the participants. Participants who do not show up without prior notice, for example, are required to convey an apology and an explanation to the coach, a rule that seems simple but teaches very fundamental values of commitment, responsibility, and respect for others. Some parents of participants specifically reported that changes in discipline and their child's sense of

responsibility stemming from habits in the studio had a real impact on daily life at home and at school.

Supporting and Inhibiting Factors

The success of Sanggar Rossy's Entertainment in developing the modeling talents of its participants is the result of the interaction of various factors that support and strengthen each other. The first and most fundamental factor is active and sincere parental support. Most of the parents of the participants in this workshop are not just passive introducers and pick-ups, but are actively involved in their child's developmental journey. They regularly attend training sessions to observe their child's development, actively communicate with the coach about their child's progress and challenges, and enthusiastically accompany the child in every event and competition they participate in. This consistent emotional support means a lot to participants, especially in moments when they feel less confident, disappointed with the results of their training, or face pressure ahead of an important competition.

The second supporting factor is the existence of a team of coaches who are professional, experienced, and have a strong passion for the world of modeling and children's education. Rossy's Entertainment Studio has two lead trainers who both have active experience in the modeling industry, plus guest trainers who are invited regularly to provide participants with new perspectives, up-to-date knowledge of industry trends, and more diverse experiences. The professionalism of the trainers is not only evident from the depth of their technical knowledge, but more importantly, from their pedagogical ability to adapt the teaching method to the age, abilities, personality, and temperament of each participant. The ability to recognize the hidden potential of each participant and design the right approach to develop that potential is a very rare and valuable competency possessed by the studio coaching team.

A supportive, collaborative, and vibrant learning environment is also a very significant supporting factor in shaping a healthy talent development ecosystem in the studio. A studio culture that consistently and actively prioritizes the spirit of collaboration rather than unhealthy internal competition creates a learning atmosphere where each participant feels safe to try, fail, and try again without fear of being judged by others. In the various observation sessions conducted by the researchers, it was natural to see how the more senior participants voluntarily and attentively helped the junior participants who had difficulty mastering certain techniques, and how the trainers consistently celebrated every little progress made by the participants. The bond of brotherhood and belonging to the studio created from this kind of atmosphere also plays a huge role in maintaining the long-term motivation and commitment of the participants to continue practicing despite facing various challenges.

The availability of adequate training facilities, while still not ideal, also contributes as a supporting factor. A rehearsal room with a long mirror, a well-functioning audio system, ample lighting, and a varied collection of costumes allow participants to practice in conditions that are close to the actual performance conditions. The availability of documentation tools such as cameras and tripods to record exercises is also helpful as it allows participants to

witness their own performance and identify aspects that need to be improved more objectively.

On the other hand, there are a number of inhibiting factors that are real challenges in the implementation of the Rossy's Entertainment Studio program. The most consistent inhibiting factor that appears in interviews with coaches is the shyness or lack of confidence experienced by new participants, especially those who have never had any experience of performing in public at all. These feelings are often very strong at the beginning of participation and can cause participants to appear stiff, reluctant to move freely, or even refuse to try new techniques taught. The coach handles this challenge with a very patient and gradual approach: starting with building a sense of comfort and trust in a small, safe environment, i.e. practicing in front of fellow participants in small groups who already know each other, before slowly expanding the audience until finally the participants are ready to perform in front of a wider public.

Time constraints are a structural challenge that is often faced, especially for school-age participants who have to balance studio activities with academic demands, school extracurricular activities, and their social lives. Some participants admitted that they had to reduce the intensity of their training or even miss some training sessions as the school exam season approached, which of course had an impact on the consistency of their ability development. The cost factor is also a serious consideration for some families: registration fees, monthly fees, coupled with the cost of costumes, shoes, accessories, and participation in competitions that are not cheap, can be a considerable cumulative burden for families with economic limitations. This condition has the potential to limit the accessibility of the studio program only for the middle to upper class.

The limitation of physical facilities is another inhibiting factor that deserves attention. With more than 80 active participants divided into several groups, the existing training room capacity is sometimes insufficient to accommodate all participants simultaneously in optimal conditions. This forces the training schedule to be divided into sessions, which in turn makes it difficult to coordinate and set schedules for participants who have limited time. The limited availability of costumes and rehearsal props can also sometimes be a hindrance, especially when the studio is preparing for several events at the same time.

Theory Analysis with Research Findings

The empirical findings obtained in this study are closely related and mutually reinforcing to various theoretical frameworks that have been described previously. First, the findings about the existence of Rossy's Entertainment Studio which has survived, developed, and continues to be relevant for almost a decade support and strengthen Suryadi's (2020) view that the existence of non-formal educational institutions is fundamentally determined by the quality of the programs offered, the level of trust and loyalty of the user community, and the ability of the institution's management to adapt to changes. This studio has proven to be able to maintain and improve these three aspects consistently over time, which is manifested in a significant growth in the number of participants and an increasingly proud track record of

achievements year by year.

Second, the talent development process that takes place in this studio is very much in line with Gardner's theory of multiple intelligence (in Suparno, 2020). The training program, which simultaneously includes kinesthetic-physical aspects through catwalk and pose exercises, visual-spatial aspects through fashion introduction and appearance composition, intrapersonal aspects through exercises in managing confidence and emotional expression, and interpersonal aspects through group interactions and appearances in front of audiences, reflects the implicit understanding that the development of true modeling talent cannot be done through physical exercise alone. This multi-intelligence, holistic approach has consistently been proven to result in participants who are not only technically skilled but also grow as more complete individuals in various dimensions of their personality.

Third, the increase in participant confidence that is richly documented in this study provides strong empirical support for Bandura's self-efficacy theory (in Fitriani, 2022). The mechanism of self-efficacy formation through repeated and gradually accumulated mastery experiences is very clear in the context of the studio: every small success in training, every applause from the audience in a fashion show, and every award won in a competition, all contribute to strengthening the participants' confidence in their own abilities. These findings also strengthen the results of research by Anggraeni and Wahyudi (2021) who found a similar pattern in the context of performing arts studios in Yogyakarta, indicating that the mechanism of self-confidence development through performing arts has consistency across contexts.

Fourth, the development of participants' creativity observed in this study provides empirical confirmation of Csikszentmihalyi's view of optimal conditions for creativity (in Adiputra, 2021). The studio environment that carefully balances freedom of expression and progressive technical challenges creates a flow condition that allows participants' creativity to grow organically and sustainably. These findings suggest that the design of a good learning environment, not just the quality of technical instruction, is a key variable that determines the extent to which participants' creativity can develop within a non-formal educational institution.

Fifth, and finally, the formation of discipline and responsibility character through the system of rules and culture of the studio organization documented in this study provides convincing empirical evidence about the potential of non-formal education as an effective and meaningful character education medium. Kamil's (2021) view of the advantages of non-formal education in flexibility and personalization is clearly confirmed in these findings: studio rules that seem simple but communicated in a humanistic and contextual way have proven to be more effective in instilling positive character values compared to formal approaches that often feel rigid and non-contextual for children and adolescents. The impact of character formation that goes beyond the context of modeling and enters into the daily lives of participants at home and at school in particular underlines the extraordinary potential possessed by non-formal educational institutions such as sanggar in shaping young generations with strong and empowered character.

CONCLUSION

Based on the results of the research and discussion that has been comprehensively described, several main conclusions can be drawn. First, Rossy's Entertainment Studio has proven its existence as a non-formal educational institution that has a vital role and contributes significantly to the development of modeling talents in Serang City. In its nearly decade-long journey, the studio has managed to build strong public trust through comprehensive and progressive training programs, professional and humanist coaching, and a consistent track record of achievement in various regional and national modeling competitions. Second, the process of developing modeling talents in this studio takes place gradually and holistically, not only including the development of technical skills of catwalks and poses, but also systematically building participants' confidence, developing the creativity of their expression, and forming strong character of discipline and responsibility. The impact of this training program proved to be not limited to the realm of modeling alone, but was positively felt by participants in various dimensions of their lives, ranging from improved academic achievement to improved quality of social interaction. Third, there are a number of supporting factors that are the pillars of the success of the studio program, including active and sincere parental support, a professional and dedicated team of coaches, a collaborative and supportive learning environment, and the availability of adequate training facilities. On the other hand, inhibiting factors that need to be seriously addressed include lack of confidence in new participants, limited time due to academic demands, cost factors that limit accessibility, and limited capacity of physical facilities.

As a suggestion for the future, the studio is highly recommended to expand and improve the quality of physical facilities as the number of participants grows so that the training process can take place more optimally. The development of scholarship programs or cost subsidies for participants from underprivileged but highly talented families needs to be a priority so that the studio program is truly inclusive and can reach all levels of society. Formalization and documentation of a more systematic and standardized curriculum will strengthen the position of the studio as a non-formal educational institution whose quality is recognized more widely. Finally, the development of strategic partnerships with formal educational institutions, local governments, and the local fashion industry will open up new opportunities that can strengthen sustainability and expand the positive impact of Rossy's Entertainment Studio for the development of the creative ecosystem in Serang City and Banten Province as a whole.

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